Transition from Secondary Mainstream Schools to EMI University in Kazakhstan: Unpacking Undergraduate Year One Students' English Language Speaking Anxiety and Their Strategy Use

Elmira Muratova

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

May, 2025

Word count: 23801

Author Agreement

By signing and submitting this license, I Elmira Muratova (the author) grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation. I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT |I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:  Date: 30.05.2025

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgment is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Author's signature:  Date: 30.05.2025

Ethical Approval

53 Kabanbay Batyr Ave.
Astana 010000
Republic of Kazakhstan
Date: 23 of October, 2024

Dear **Elmira Muratova:**

This letter confirms that your research project titled **Transition from Secondary Mainstream Schools to EMI University in Kazakhstan: Unpacking First-Year Undergraduate Students' English Language Speaking Anxiety and Their Strategy Use** 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,

Dr Anas Hajar

On behalf of:
Dr Syed Abdul Manan, *PhD*
Chair, GSE Ethics Committee
Graduate School of Education
Nazarbayev University

Block C3, Room 5011
Office: +7(7172)6016
Mobile: +77079240053
email: syed.manan@nu.edu.kz, gse.irec@nu.edu.kz

CITI Training Certificate

CITI PROGRAM

Completion Date 14-Aug-2024
Expiration Date 14-Aug-2027
Record ID 64372941

This is to certify that:

Elmira Muratova

Not valid for renewal of certification through CME.

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher
(Curriculum Group)
Social & Behavioral Research - Basic/Refresher
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Nazarbayev University

CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Generated on 14-Aug-2024. Verify at www.citiprogram.org/verify/?w1937daa2-4dbf-4045-9b4c-9fe790e045d0-64372941

Acknowledgments

I want to take this opportunity to thank my supervisor, Dr. Anas Hajar, for his unwavering support throughout this journey. Words cannot fully express my gratitude for his guidance, dedication, and the invaluable knowledge I have gained under his supervision. Furthermore, I am deeply grateful to my parents and my brother for always believing in me and providing unconditional support. I also wish to extend my sincere appreciation and gratitude to my English instructors.

Abstract

Transition from Secondary Mainstream Schools to EMI University in Kazakhstan: Unpacking Undergraduate Year One Students' English Language Speaking Anxiety and Their Strategy Use

English-medium instruction (EMI) has grown rapidly across non-English speaking countries, with increasing programs requiring students to engage with academic content in English. Among the four language skills, speaking is widely recognised as one of the most anxiety-provoking aspects of foreign or second language learning, especially in high-stakes academic settings. Although research on English-speaking anxiety has expanded in Kazakhstan, limited attention has been given to first-year undergraduate students who graduated from mainstream schools where English instruction was minimal. Moreover, there is a lack of research into the language learning strategies (LLSs) these students use to manage speaking anxiety. To address this lacuna, the present qualitative study, guided by Leontiev's (1991) activity theory and Oxford's (1990) LLSs classification, explores the experiences of first-year undergraduates at an EMI university in Kazakhstan, focusing on their English-speaking anxiety and coping strategies. The study aimed to answer the following research questions: What are the factors contributing to English-speaking anxiety among first-year undergraduate students transitioning from mainstream secondary schools to an EMI university? Why do these challenges arise, and what strategies do students use to cope?

Data were collected from eight participants through narrative writing and semi-structured interviews and analysed using Clarke and Braun's (2013) thematic analysis. Findings revealed that anxiety was shaped by linguistic factors (pronunciation and vocabulary gaps), psychological factors (low confidence, fear of mistakes, fear of negative evaluation), and environmental factors (limited speaking opportunities, lack of interaction with proficient speakers). Instructors, peers, and family members played key roles in either mitigating or

exacerbating anxiety. Participants acted agentively, using various LLSs, including cognitive, metacognitive, affective, and social strategies, to reduce anxiety. The study offers pedagogical and policy recommendations for creating more inclusive and supportive EMI environments. It calls for future research on translanguaging, peer collaboration, and institutional practices that ease students' transition into EMI settings.

Keywords: English language speaking anxiety, language learning strategies (LLSs), first-year undergraduate students, English-medium instruction (EMI), activity theory; Kazakhstan

Аңдатпа

Қазақстандағы жалпы білім беретін мектептерден ағылшын тілінде оқытатын университетке көшу: бірінші курс студенттерінің ағылшын тілінде сөйлеу кезінде сезінетін мазасыздығы мен оны жеңу стратегиялары

Соңғы жылдары ағылшын тілінде оқыту әлемнің көптеген ағылшын тілі ана тілі болып саналмайтын елдерінде кең таралуда. Бұл жағдай студенттерден академиялық пәндерді ағылшын тілінде меңгеруді талап етеді. Осындай ортада сөйлеу дағдысы — тіл үйренудегі ең үлкен психологиялық қиындықтардың бірі ретінде ерекше маңызға ие. Әсіресе, академиялық ортада ағылшын тілінде еркін сөйлеу қажеттілігі студенттердің мазасыздығын күшейтеді. Қазақстанда ағылшын тілінде сөйлеуге байланысты уайым мен қобалжу мәселелері кеңінен зерттеліп жатыр. Дегенмен, жалпы орта білім беретін мектептерде білім алған және ағылшын тілінде оқытылатын университеттерге жаңадан түскен студенттердің тәжірибесіне нақты назар аударылған зерттеулер әлі де жеткіліксіз. Сонымен қатар, мұндай студенттердің сөйлеу кезінде туындайтын қобалжуды жеңу үшін қолданатын тіл үйрену стратегиялары да жан-жақты қарастырылмаған. Осыны ескере отырып, бұл сапалы зерттеу ағылшын тіліндегі оқытатын университетке жаңадан түскен бірінші курс студенттерінің сөйлеу кезіндегі қобалжуын және оны жеңуге көмектесетін стратегияларын қарастырады. Теориялық негіз ретінде Леонтьевтің әрекет теориясы (1981) мен Оксфордтың тіл үйрену стратегияларының (1990) жіктемесі алынған. Зерттеу келесі сұрақтарға жауап іздейді: Студенттерде сөйлеу мазасыздығы қандай себептермен туындайды? Олар бұл қиындықтарды қалай еңсереді?

Зерттеу барысында сегіз студентпен жартылай құрылымдалған сұхбаттар жүргізіліп, баяндау мәтіндері жиналды. Бұл мәліметтер Кларк пен Брауннның (2013) тақырыптық талдау әдісі арқылы зерттелді. Нәтижесінде, сөйлеуге қатысты мазасыздықтың бірнеше

басты себебі анықталды: тілдік кедергілер (айтылым мен сөздік қорының жеткіліксіздігі), психологиялық факторлар (сенімсіздік, қателесуден қорқу, теріс баға алуға деген үрей), және әлеуметтік-орта факторы (сөйлеу тәжірибесінің аздығы, сенімді серіктестердің жетіспеуі). Сонымен қатар, мұғалімдер, қатарластары және отбасы мүшелері студенттердің уайым деңгейіне үлкен әсер ететіні байқалды. Соған қарамастан, студенттер бұл қиындықтарды тек сыртқы қолдаумен емес, өздерінің белсенді әрекеті арқылы да жеңуге тырысқан. Олар когнитивтік, метакогнитивтік, аффективтік және әлеуметтік стратегияларды қолдана отырып, сөйлеу кезінде сенімділікке жетуге ұмтылған. Бұл зерттеу болашақта транслингвизм, топтық ынтымақтастық және оқу орны деңгейінде қолдаушы механизмдер құру сынды бағыттарда тереңірек зерттеу жүргізудің маңыздылығын көрсетеді. Сонымен қатар, ағылшын тілінде оқыту аясында студенттерге психологиялық қауіпсіздік пен тілдік қолдауды қамтамасыз ететін инклюзивті орта қалыптастыруға қатысты нақты педагогикалық және саясаттық ұсыныстар береді.

Түйін сөздер: Ағылшын тілінде сөйлеу кезіндегі мазасызды, тілді үйрену стратегиялары, бірінші курс студенттері, ағылшын тілінде оқыту, әрекет теориясы, Қазақстан

Аннотация

Переход из общеобразовательных школ в англоязычный вуз Казахстана: тревожность при говорении на английском у первокурсников и используемые ими стратегии

В последние годы обучение на английском языке активно распространяется в странах, где английский не является родным. Всё больше образовательных программ требуют от студентов усвоения академических дисциплин на английском языке. Это усиливает значимость всех языковых навыков, особенно устной речи, которая часто вызывает тревожность, особенно в условиях высокой академической нагрузки. Несмотря на то, что в Казахстане исследуется проблема тревожности при говорении на английском, пока что мало внимания уделяется студентам первого курса, которые поступили в университеты с английским языком обучения после окончания общеобразовательных школ. Особенно слабо изучены стратегии, которые эти студенты используют, чтобы справиться с тревожностью при говорении. Это исследование основано на качественном методе исследования и направлено на изучение опыта таких студентов. В качестве теоретической основы использовались теория деятельности Леонтьева (1981) и классификация стратегий изучения языка, предложенная Оксфорд (1990). Целью было выяснить, какие факторы вызывают тревожность при говорении у первокурсников в университете с преподаванием на английском языке, почему возникают эти трудности и какие стратегии применяются студентами для их преодоления.

Данные были собраны с помощью повествовательных эссе и полуструктурированных интервью с восемью участниками. Для анализа использовался метод тематического анализа по Кларк и Браун (2006, 2013). Результаты показали, что тревожность связана с языковыми трудностями, такими как произношение и ограниченный словарный запас, с психологическими причинами, включая неуверенность в себе, страх ошибок и

негативной оценки, а также с внешними условиями, включая нехватку практики и ограниченное взаимодействие с более уверенно говорящими людьми. На уровень тревожности также влияли преподаватели, сверстники и члены семьи. Эти социальные агенты могли как снизить, так и усилить тревожность. При этом студенты проявляли инициативу и использовали различные стратегии: когнитивные, метакогнитивные, аффективные и социальные, чтобы справиться с тревожностью. Исследование подчёркивает важность создания инклюзивной и поддерживающей среды в вузах с английским языком обучения. Также обозначена необходимость дальнейших исследований в области транслингвизма, взаимодействие между студентами и институциональных практик, которые помогут облегчить переход в англоязычную академическую среду.

Ключевые слова: Тревожность при говорении на английском языке, стратегии изучения языков, студенты первого курса, обучение на английском языке, теория деятельности, Казахстан.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

The present chapter establishes the context for the qualitative empirical study detailed in this thesis, which explores the firsthand experiences of undergraduate Kazakhstani students dealing with English language speaking anxiety. It delves into the factors contributing to this phenomenon and the language learning strategies (LLSs) these students employed to navigate the challenges. The chapter begins by highlighting the global significance of English and its role within Kazakhstan. It discusses the expansion of English-medium instruction (EMI), as well as the difficulties related to English-speaking anxiety faced by numerous students in EMI environments whose native language is not English. The chapter further outlines the problem statement, research objectives, questions, and significance of the study. It concludes by outlining thesis structure.

Background of the Study

The increasing importance of English in educational and professional sectors is reflected in the rapid emergence of EMI universities. EMI is primarily viewed as "the use of the English language to teach academic subjects in countries and jurisdictions where the first language (L1) of the majority of the population is not English" (Dearden, 2015, p. 2). Universities worldwide are steadily offering higher education programs of all levels in English (Macaro et al. 2018) with the dual aim "to internationalize the nation and to provide an effective language learning opportunity" (Kudo et al., 2017, p. 8). Undeniably, one of the driving forces behind this trend is the desire for global employability and scientific collaboration among research institutions, which carry significant weight in global educational rankings (Berdygozhina, 2024). Despite attempts to counteract the adverse effects of linguistic imperialism (Canagarajah, 1999; Phillipson, 1992) and promote the use of multiple languages as a standard in many social contexts, English

continues to dominate as the primary language within academia and global publications (Griffiths, 2023).

Kazakhstan, the largest country in Central Asia, is known for its cultural diversity, with over 130 ethnic groups and languages. Since achieving independence in 1991, Kazakhstan has initiated major reforms in its education and language policies, shifting away from Soviet-era traditions and embracing a model influenced by Western standards. A key aspect of these reforms has been the promotion of the Kazakh language as the primary native language. At the same time, Russian acts as a medium for interethnic communication and is even spoken as their first language by some ethnic Kazakh families (Goodman et al., 2023; Manan & Hajar, 2022).

In Kazakhstan, EMI was introduced through a cultural movement recognized as the "Trinity of Languages" (Yessenbekova, 2022). Furthermore, the importance and usage of English in Kazakhstan have increased significantly, primarily driven by country's integration into the global economic system (Ahn & Smagulova, 2021). English is perceived as a key to modernization and internationalization, as well as a way to become economically competitive on a global stage (Ahn & Smagulova, 2021). As Reagan (2019) fittingly notes, Kazakhstan's increased emphasis on English demonstrates "the neoliberal agenda of the government as it seeks to become a player in the global economic community" (p. 448). In 2010, Kazakhstan entered the Bologna Declaration initiative and aligned its higher education with European standards. One key strategy for attaining successful union has been the implementation of EMI. Therefore, an increasing number of universities in Kazakhstan has adopted EMI programs. In the 2018–2019 academic year, 57 out of 125 institutions offered these programs, with expectations for this number to rise (Tajik et al. 2023). This figure suggests that approximately 46% of Kazakhstani universities currently provide some form of EMI program.

When transitioning into EMI universities, one crucial factor to consider is students' previous language learning experiences, given that students who studied at mainstream schools are likely to be less exposed to English during schooling, and hence, they tend to confront more challenges while pursuing their higher education at an EMI university. This issue was observed in Kazakhstan (e.g., Bazykanova, 2024; Hajar et al., 2024) and elsewhere (e.g., Chou, 2018 in Taiwan; Kudo et al., 2017; Kusmayanti et al., 2022 in Indonesia). In this sense, the transition of students from mainstream secondary schools in Kazakhstan, where Russian or Kazakh functions as the language of instruction, to EMI universities can pose significant linguistic and academic challenges for first-year undergraduates. This shift necessitates students to adjust to modern forms of assessment and teaching methodologies, with English established as the primary language of instruction.

Considering the discussion above, one of the major barriers for first-year undergraduate students at EMI universities is the anxiety they often experience when using English to express their opinions verbally. This anxiety often affects their ability to deliver presentations for course assessments, engage in discussions, and interact with instructors and classmates (Chou, 2018). These issues connected to English-speaking anxiety have been reported in some studies in Kazakhstan (e.g., Batyrova, 2021; Bazykanova, 2024; Rakhimzhanova, 2022; Shorman, 2024). Anxiety when speaking a foreign language is referred as "tension related to the fields of the second language, including speaking, listening" (MacIntyre & Gardner, 1994, p.284). As Suzuki (2017) aptly notes, "students face foreign language speaking anxiety since they have to use English to learn a concept and have to speak English to participate in classes and communicate with teachers and classmates" (Suzuki, 2017, p. 3).

With the above in mind, despite a rising number of empirical studies on English speaking language anxiety in Kazakhstan, scant attention has been drawn to this issue faced by first-year undergraduate students who completed their studies at mainstream schools where English was not emphasized. Also, the LLSs used by these students to deal with these challenges need further research. In this regard, the present qualitative study addresses this glaring lacuna by uncovering a group of first-year undergraduate students' experience with English language speaking anxiety and their usage of LLSs to manage it at an EMI university in Kazakhstan.

Problem Statement

An expanding range of empirical studies have explored the various difficulties encountered by students who are non-native English speakers studying at EMI universities throughout Asia (e.g., Batyrova, 2021; Chou, 2018; Kusmayanti et al., 2022; Shorman, 2024; Suzuki, 2017). However, it is important to gain a thorough understanding of the challenges freshman students encounter when using English orally. As noted by Jimenez-Munoz (2015), a major problem faced by non-native speaking students in EMI universities is their insufficient linguistic competency, which hinders their capacity to learn and communicate effectively in English. Nevertheless, these students frequently struggle to adapt to English-taught programs due to their limited prior exposure to EMI in school (Bazylkanova, 2024: Hajar et al, 2024; Sadykova, 2022).

As previously mentioned, considerable research has been conducted in Kazakhstan and elsewhere focusing on students' apprehension related to oral English use in EMI universities. However, most research has primarily focused on the experiences of master's students or those in their second year of undergraduate studies and beyond. It has overlooked the experiences of students who completed their education at mainstream schools, who may encounter significantly greater anxiety when entering a predominantly

English-speaking environment (e.g., Batyrova, 2021; Chou, 2018; Kusmayanti et al., 2022; Shorman, 2024; Suzuki, 2017). In addition, the LLSs adopted by these students to address the linguistic and academic challenges associated with oral usage of English remain under-researched. Accordingly, the voices of first-year students who have transitioned from mainstream schools to EMI universities in Kazakhstan are underrepresented, particularly regarding their English language speaking anxiety, contributing factors, and LLSs use.

As the present study also aims to capture the LLSs used by the participants to manage their English-speaking anxiety at EMI university, it is vital to mention that LLSs are often defined as student's active involvement in the language learning within a defined environment to attain their proximal goals (Hajar, 2019, p.33). Soruç and Griffiths (2018) aptly observe, the LLSs used by non-native English-speaking learners to cope with their challenges in EMI contexts, including their English language-speaking anxiety, "are virtually invisible in the EMI literature to date" (p. 39).

Understanding and raising awareness about English-speaking anxiety and LLSs is important to develop support systems and effective pedagogical approaches that can facilitate the transition and positively influence students' academic achievement in EMI universities. If this problem is not properly addressed and acknowledged, it may have negative consequences. For instance, it may deeply impact the student's academic progress and their smooth transition into EMI universities, while also contributing to psychological and emotional pressure (Hilliman et al., 2023). As Woodrow (2006) notes, "Anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals" (p. 309).

Purpose of the Study and Research Questions

The qualitative research reported in this thesis aims to explore the English language speaking anxiety experienced by eight first-year undergraduate students in Kazakhstan as they transition from secondary mainstream schools to EMI universities. In addition, the study seeks to investigate the LLSs these students use to cope with and mitigate their anxiety using two qualitative data collection instruments, narrative writing and semi-structured individual interviews. Guided by Leontiev's (1981) version of AT and Oxford's (1990) classification of LLSs, which will be explained in Chapter 2, the present qualitative study aims to answer the questions shown below:

1. What are the main factors contributing to English language speaking anxiety among first-year undergraduate students transitioning from mainstream secondary schools to an EMI university in Kazakhstan?
2. Why do participants face these anxiety related challenges?
3. What strategies do the participants use to cope with their English language speaking anxiety at an EMI university?

Significance of the Study

Empirical studies examining English language speaking anxiety among students in EMI contexts, including Kazakhstan, remain relatively limited. To address this gap, the study examines the English-speaking anxiety encountered by first-year undergraduates within a Kazakhstani EMI university context. The focus will be on students who did not have the advantage of studying in EMI schools and instead came from mainstream schools. These students will be given a voice to share their experiences and challenges with English language speaking anxiety, along with the strategies they use to manage it. The findings of the present study can give insights to other Kazakhstani students who are contemplating enrollment in EMI universities about the possible challenges and the

strategies they can adopt. By doing so, the findings of this study can contribute to a comprehensive perspective on the linguistic, emotional, and academic barriers faced by students without prior exposure to EMI schooling, offering a unique perspective on their transitional experiences.

Moreover, the study's findings could guide educators and policymakers in implementing relevant support systems aimed at reducing anxiety among students. It may involve adapting the curriculum according to students' needs. Additionally, the study may provide practical recommendations for the establishment of comprehensive support programs within EMI universities. Initiatives such as language workshops, which focus on enhancing students' speaking skills and confidence, counseling services to tackle the emotional and psychological aspects of anxiety, and peer-based support communities to cultivate a sense of community and collaboration, could be introduced. These programs would help students manage their anxiety and promote their overall academic success and well-being. Ultimately, the results may help shape better EMI policies and practices, thereby contributing to improving the country's higher education.

Outline of the Thesis

The thesis encompasses six chapters with references and appendices. The thesis starts with an introduction chapter, which includes the background of the study, the problem statement, the purpose and the significance of the study. A literature review is presented in the second chapter. The third chapter includes methodology, research design, data analysis, ethical considerations, and data collection method. The fourth chapter outlines the key findings from the collected data. The fifth chapter offers an analysis of the findings in connection with the pertinent literature. The sixth chapter provides a comprehensive conclusion that summarizes the key findings and implications of the study.

Chapter 2: Literature Review

The preceding chapter presented the rise and significance of EMI both globally and in Kazakhstan while also explaining the concepts of anxiety when speaking English and LLSs. Additionally, it outlined the problem statement, purpose and significance of the present study that aimed to explore a group of Kazakhstani first-year university students' English-speaking anxiety and their LLSs use at one EMI university in Astana, the capital of Kazakhstan. This chapter reviews the literature on foreign language anxiety (FLA) and its types. It also elaborates on the individual and sociocultural factors contributing to foreign language speaking anxiety (FLSA). Given that the current study intended to examine the participants' LLSs to manage their anxiety while using English, this chapter further examines the emergence and classification of LLSs, as suggested by Rebecca Oxford (1990). Theoretical concepts related to the development of LLSs research and relevant studies research are also described. The present chapter concludes by illustrating the theoretical underpinning that guides the findings of the present study, namely, Leontiev's (1981) version of activity theory (AT).

Overview of FLA: Definition and its Types

FLA is a well-documented phenomenon that frequently occurs among language learners. Due to its intensity and common presence, FLA is one of the most extensively studied variable in second language acquisition (MacIntyre, 2017). FLA can significantly disturb language learners by restricting their full participation, reducing their confidence in communication, and hindering them from showcasing their language abilities effectively (Chen, 2023; Jackson, 2002; MacIntyre et al., 1997; Sevinç & Backus, 2017).

Horwitz et al. (1986) were among the earliest researchers to investigate the FLA and define it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language

learning process" (p. 128). Furthermore, they conceptualized FLA as a situation-specific type of anxiety, which differs from other forms of anxiety.

MacIntyre and Gardner (1991) expanded on the concept of FLA by exploring its impact on language learning and performance. They described FLA as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (p. 284). They also note that FLA is a situation-dependent form of anxiety specifically connected to using and learning the target language. In contrast to general anxiety, which can occur in various situations, FLA specifically affects language learning performance and does not consistently interrelate with general anxiety. This distinction is important because it indicates that FLA needs to be studied and addressed on its own terms, rather than being grouped with more general forms of anxiety (Oteir & Al-Otaibi, 2019; Oxford & Ehrman, 1992).

Horwitz et al. (1986) identified three components of FLA. The first component is communication apprehension, which is linked to the anxiety about interacting with others in the target language. Individuals experiencing this type of anxiety often avoid interactions, because they feel uncomfortable or nervous when speaking in a foreign language. Test anxiety, the second component, stems from anxiety about failing language assessments. Students who experience this type of anxiety have tendency to set overly high expectations. The third, fear of negative evaluation, occurs in situations, such as speaking in front of others during class. Students who experience this anxiety may be overly concerned with how their teachers and peers perceive their language proficiency and fear being judged negatively.

Researchers have characterized FLA in various ways, particularly regarding which processes it affects and whether benefits the learner or not. Regarding processes, researchers have identified several types, including input anxiety, output anxiety, and

process anxiety (MacIntyre & Gardner, 1994; Piniel, 2024). Input anxiety occurs when a language learner encounters new language material for the first time. This anxiety leads to intrusive thoughts, which makes it difficult for learners to focus. Consequently, language learners struggle to fully grasp and memorize new information. Process anxiety hinder learners' ability connect newly learned material with their previous knowledge. Output anxiety arises at a stage when language learners attempt to convey their thoughts in the target language. When learners experience anxiety during this stage, their capacity to effectively and accurately express themselves is diminished (Piniel, 2024).

Additionally, some researchers categorize FLA into debilitating (harmful) anxiety and facilitating (helpful) anxiety (Oteir & Al-Otaibi, 2019). Debilitating FLA involves feelings of nervousness and fear that can obstruct language learning, leading to poor performance and a reluctance to engage in class activities. Conversely, facilitating anxiety serves as a motivator, driving students to confront their unease and strive to perform optimally under pressure (Xu, 2011). A substantial body of research considers FLA primarily as a debilitating factor, emphasizing its negative impact on the language acquisition (Horwitz, 2017).

To sum up, FLA is regarded as a complex issue that learners encounter while learning a language. After outlining the definition and types of FLA in this section, it is essential to narrow the focus to one particularly impactful form: FLSA. This specific anxiety can affect students' competence in effectively using foreign language. The following section will explore the various factors that lead to speaking anxiety.

Factors Contributing to FLSA

Identifying the factors that lead to FLSA is essential for recognizing the challenges language learners often face when speaking a foreign language, because speaking frequently regarded as the most difficult competence to acquire (Korkmaz, 2019). An

increasing number of language researchers have shown interest in exploring the diverse factors that influence an individual's FLSA. The following sub-sections will review studies investigating the factors affecting FLSA.

Linguistic Factors

Linguistic challenges significantly contribute to FLSA as individuals often become nervous and apprehensive while speaking due to limited vocabulary, imprecise pronunciation, and grammatical inaccuracies (Cetinkaya, 2005; Mulyono, 2019). Studies have consistently shown that non-native speakers of the target language often encounter significant challenges with vocabulary, which negatively impacts their ability to convey their thoughts in coherent and well-constructed sentences (e.g., Khan et al.,2018; Suparlan, 2021). Khan et al.'s (2018) study, for instance, examined the vocabulary-related challenges of 110 Saudi students and 20 instructors from a public university. The findings revealed that limited vocabulary knowledge significantly hindered most students' ability to communicate effectively and caused anxiety. In line with these findings, Suparlan (2021) conducted a study in Indonesia, involving 42 secondary school students in the English as foreign language (EFL) context where he found that one of the main factors causing anxiety in students was insufficient vocabulary in their word stock, which significantly impacted the students' confidence and ability to express themselves freely in English.

Regarding the second factor, pronunciation challenges may lead to FLSA. For example, Baran-Łucarz (2017) examined the relationship between FLSA and both actual and perceived pronunciation levels among secondary school English students in Poland. Employing the Foreign Language Classroom Anxiety Scale (FLCAS), alongside a pronunciation test and a pronunciation self-assessment questionnaire, the study identified a strong relationship between anxiety and pronunciation, particularly concerning perceived pronunciation ability. Findings revealed that students who believed their pronunciation

was inadequate exhibited elevated levels of anxiety. This anxiety was further compounded by their pronounced concern over their English accents, indicating that these perceived deficiencies played a critical role in triggering their anxiety. Notably, the study' findings suggests that learners' perceptions of their own pronunciation exerted a more pronounced influence on their anxiety than their actual pronunciation skills. This underscores the complex and subjective nature of language anxiety, demonstrating how learners' self-perceptions can heavily impact their language performance and emotional experiences in language learning settings. By showing this relationship, the research suggests the need for educators to address learners' self-efficacy and perceptions to cultivate a positive and supportive classroom climate and mitigate anxiety's potentially debilitating effects on language acquisition.

Another linguistic factor that can contribute to FLSA is grammar. Zengin and Şahin Toptas (2023) examined the relationship between grammar knowledge and speaking anxiety among Turkish students learning German. The researchers used a mixed-methods approach, gathering data through interviews and the German speaking anxiety scale. Their findings revealed that students experienced significant difficulties with grammar, particularly when speaking German. Specifically, half of the 142 participants reported challenges with complex verb tenses. Similarly, Rajitha and Alamelu (2020) explored internal and external factors contributing to speaking anxiety among senior college students in India learning English. Their study found that external factors, such as the fear of making grammatical mistakes, were major contributors to FLSA. This was exemplified by a student who remarked, "I know how to speak in English, but I am afraid of making grammatical mistakes" (Rajitha & Alamelu, 2020, p.1056).

Psychological Factors

Psychological factors, encompassing emotions and personality traits, stand in contrast to linguistic factors, which emphasize elements such as pronunciation, grammar, and vocabulary among learners (Hanifa, 2019; Ma, 2022). According to Çubukçu (2007), key psychological contributors to FLSA include fear of negative evaluation, fear of making mistakes, issues related to self-confidence, and shyness. Chu (2018) conducted a quantitative study involving 364 Taiwanese students, primarily from business and law majors at a private urban university, a moderate positive correlation was identified between shyness and FLSA. Findings indicated that shy students often faced heightened anxiety in their English classes, which diminished their willingness to communicate (WTC) in classroom discussions. This anxiety also led them to employ fewer language LLSs, further impacting their language acquisition process.

Fear of making mistakes can be regarded another psychological factor, as it makes some language learners assume that speaking and acquiring a foreign language within the classroom setting presents significant challenges (Hashemi, 2011). Öztürk and Gürbüz's (2014) study, which involved 383 university students from a state-run English foundation program in Turkish university, found that fear of making mistakes was the main factor behind students' FLSA. This fear hindered speaking in class, as students was apprehensive about how would peers and instructors perceive the mistakes they made while speaking English. Consequently, Öztürk and Gürbüz (2014) recommended that it is essential for instructors to convey to students that making mistakes when speaking foreign language in the classroom is a natural and vital component of the learning journey. By fostering a space where errors are viewed as opportunities for growth rather than setbacks, teachers can help alleviate anxiety and encourage more confident participation in language learning.

Another significant psychological factor contributing to anxiety in language learning is low self-confidence. Learners who exhibit greater confidence in using a foreign language are less susceptible to experiencing FLA, whereas those with lower levels of self-confidence are more vulnerable to such anxiety (Clement, 1980; Huang, 2014; Melouah 2013; Papi & Khajavy, 2023). For example, Melouah's (2013) study, which examined 54 first-year English students at an Algerian university, identified low self-confidence and self-esteem as primary causes of FLSA. Students with reduced self-confidence frequently hesitated to engage in classroom discussions, showed reluctance to answer questions, and often remained silent during speaking activities.

Finally, a critical psychological factor contributing to FLA is the fear of negative evaluation (e.g., Agata et al., 2019; Damayanti & Listyani, 2020). Agata et al. (2019), for instance, investigated this phenomenon among Indonesian undergraduate students in an English-speaking class. Their study found that the fear of being negatively evaluated, which heightened anxiety levels among learners, was closely tied to the perceived judgment from both instructors and peers. This fear often discourages language learners from participating actively and expressing themselves in the target language, thereby exacerbating their anxiety in language learning environments.

Learning-Environment Related Factors

Research on the learning environment has demonstrated that a language learner's development reflects the impact of socialization through interactions with peers, family, and teachers (e.g., Aiken & Barbarin, 2008; Fekete, 2023; Kovacs 2011; Scott 2007). These interactions help form language learners' attitudes, motivations, and emotional welfare, which are important for successful learning (Shao et al., 2020). Within the foreign language learning context, this implies that when students are surrounded by a positive attitude from

significant individuals and receive adequate support and encouragement, they are less prone to anxiety.

Several studies have demonstrated that foreign language learners often become apprehensive when speaking in front of their peers due to the fear of making mistakes and being ridiculed (Öztürk & Gürbüz, 2014; Villegas-Puyod et al., 2020; Young, 1990). However, obtaining the right amount of support from peers, where language learners feel that their classmates care for, value, and understand them, can drastically decrease their anxiety levels (Torsheim et al.,2000; Tsehay &Kahsay 2023; Villegas-Puyod et al., 2020). For example, Tsehay and Kahsay (2023) conducted a quantitative study exploring a corelation between secondary school students' English language anxiety and peer support in a rural secondary school in Ethiopia. The findings showed that the more support students received from peers, the less anxious they felt. Increased peer support was found to effectively reduce students' anxiety, particularly their fear being negatively judged and communication apprehension. This implies that a supportive peer environment can alleviate the anxiety associated with acquiring a second language.

Notably, parents' involvement is essential in shaping children's academic success and lessening their FLSA. According to Emerson et al. (2012), parental engagement, guidance, and support in their children's language learning significantly influence their progress in foreign language acquisition by affecting cognitive, emotional, and motivational dimensions. Building on this perspective, Syahria and Evi Rahmawati (2022) conducted research involving five secondary school students and their parents in Indonesia to investigate the impact of parental involvement on students' FLA, particularly in speaking. The study revealed that supportive actions from parents, such as offering consistent encouragement and providing educational resources, helped alleviate anxiety and enhance

students' confidence. However, the study also noted that high parental expectations could lead to increased stress and anxiety among students.

In educational settings, the language teacher is central to a student's social environment, often shaping their learning experiences and emotional responses. When students receive genuine support and encouragement from their language teachers, they are inclined to demonstrate increased motivation and active participation (Goodenow, 1993; Wentzel, 1994). In language learning context, Horwitz (2008) argues that language teachers play a decisive role in mitigating or exacerbating FLA. Teacher support emerges as a pivotal element in this dynamic.

For instance, Huang et al. (2010) explored the influence of teacher support on reducing anxiety among adult English-language learners in Taiwan. Their study revealed that teacher support was the most impactful factor in alleviating learners' anxiety. When students perceived their English language teachers as genuinely invested in their progress, offering consistent support and encouragement, their anxiety about speaking, making mistakes, and potential failure diminished. This supportive environment fostered a feeling of comfort and confidence, allowing learners to engage more effectively with their language studies.

Conversely, language teachers' ignorance and the methods they employ may contribute to students' language anxiety. For instance, studies show that disorganized and insensitive correction of students' mistakes, as well as randomly calling on students who have not raised their hand, are key factors of anxiety in language learning classrooms (Burden, 2004; Mouhoubi-Messadh & Khaldi, 2022).

Horwitz (2008) argues that language teachers should prioritize helping learners understand their discomfort and set achievable goals to alleviate student's anxiety. Teachers should correct mistakes in a supportive manner and incorporate anxiety-free activities to

create a relaxed learning atmosphere. Furthermore, pair and small group activities are recommended instead of insisting on individual contribution as they can make the environment more congenial.

In summary, it is imperative that instructors meticulously implement LLSs to assist students in mitigating their FLA and to cultivate a supportive climate where all learners feel included. The following section is allocated to reviewing the emergence and development of LLSs research.

LLSs Emergence and Development

Significant attention has been given to LLSs since the early 1970s, due to their importance in language acquisition (Hajar & Karakus, 2024; Hardan, 2013). The emergence of LLSs can be associated with Joan Rubin's seminal work in 1975, which laid the basis for understanding the LLSs used by good language learners. This area of research gained traction in subsequent years, particularly with the introduction of the concept of the good language learner by Naiman et al. (1978), which presented effective LLSs employed by successful language learners. At that time, researchers strived to determine the LLSs that the good language learner employed, with the purpose of helping less proficient students enhance and accelerate their language learning process (Hajar & Karakus, 2024). Nevertheless, focusing solely on the LLSs used by the good language learner was criticized for oversimplifying the complex process of language learning and for disregarding individual differences among learners (Hajar, 2019; Thomas et al., 2023).

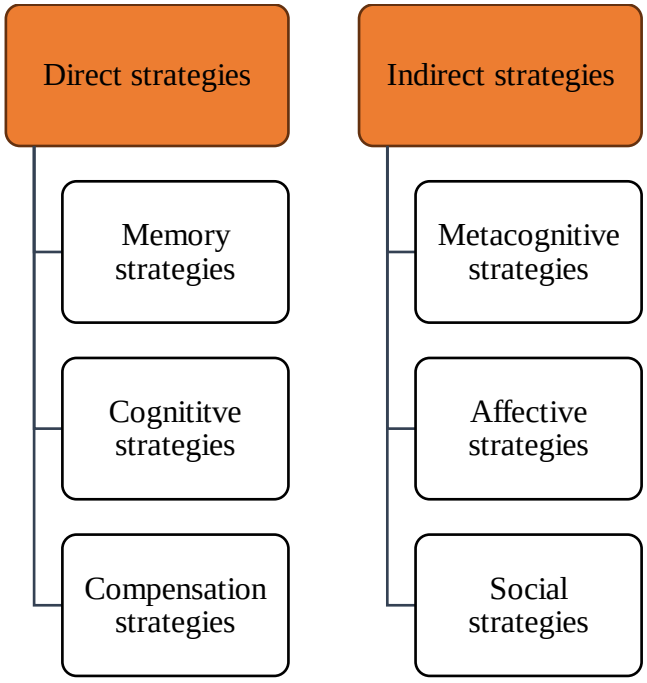
Scholars vary in how they define LLSs. Rubin (1987), for instance, suggested that LLSs are tools that language learners can use to facilitate their learning. Oxford (1990., p.8), in turn, described LLSs as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" Cohen (1998) defined LLS as learning acts deliberately chosen by learners. Given that the

present study is guided by a sociocultural perspective that emphasizes the importance of different social actors in mediating one's strategic language learning efforts, Hajar's (2019) definition of LLSs is adopted in the present study. According to Hajar (2019), LLSs refer to an individual's active engagement in the language learning process within a specific situated setting to accomplish their proximal goals.

As regards the classifications of LLSs, the researcher will adopt the approach of Oxford (1990), who categorized LLSs into two primary categories: direct and indirect strategies. The categories in this model are presented in the following Figure 1:

Figure 1

Oxford's (1990) taxonomy of LLSs



As Figure 1 shows, direct strategies involve memory-related, compensation, and cognitive strategies.

Memory-related strategies can be described as the foundation of the language learning journey, as they are most applicable and reasonable to use during the early stages of language acquisition (Oxford, 1990, 2017). They are used to memorize, encode, and retrieve language information efficiently. Memorization is beneficial for language learners as it assists in retaining key details acquired through language learning and then recalling

them when needed. Connecting new vocabulary to prior knowledge is an example of a memory-related strategy This type of strategy helps consolidate new language elements by making them more meaningful and memorable.

Cognitive strategies involve manipulating the language by employing mental processes (Oxford, 1990, 2017). They include practicing language through repetition, taking notes, summarizing content, and employing analysis by breaking down words or grammar structures to better understand them.

Compensation strategies are essential tools that assist language learners in bridging gaps in their language comprehension or production, often arising from limited vocabulary knowledge. These strategies encompass techniques such as interpreting words through contextual clues, utilizing synonyms, paraphrasing, and employing non-verbal cues like gestures to convey meaning (Oxford, 1990, 2017). Such strategies foster adaptability, enabling learners to navigate and continue progressing in their language acquisition journey without becoming hindered by vocabulary limitations.

The second major group of strategies in Oxford's (1990) model are indirect strategies which include affective, metacognitive, and social strategies.

Metacognitive strategies, as detailed by Oxford (1990), play an important role in enhancing and managing the language learning process. These strategies encompass monitoring, analyzing, planning, and controlling one's learning journey, allowing language learners to reflect on their progress, evaluate the effectiveness of various approaches, and achieve a greater insight into their preferences, strengths, and weaknesses. By engaging in metacognitive practices, language learners can set clear goals, organize tasks, self-assess their language use, and make adjustments based on their performance outcomes. This process of reflection and adaptation fosters greater learner autonomy and encourages a personalized approach to language acquisition.

Affective strategies are about managing emotions, motivation, and attitudes that impact learning. Acquiring a new language often involves a wide range of emotions, from anxiety to excitement. For instance, affective strategies may involve using positive self-talk to build confidence, practicing relaxation techniques to reduce tension, or setting realistic learning goals. By maintaining a positive mindset and managing emotions effectively, learning can become both enjoyable and efficient (Oxford, 1990, 2017).

Social strategies involve interacting with others to facilitate language learning. These strategies make use of social interaction to practice language in real contexts, seek clarification, or engage in collaborative learning activities. Examples include working with peers in group discussions, seeking opportunities to talk with native speakers, and participating in language exchange activities. Collaborative learning fosters key outcomes such as increased self-confidence, improved academic performance, and high motivation to engage in language practice (Oxford, 1990).

The Social Shift in LLSs Research and Strategies used to Cope with FLSA

The previous discussion centered on the cognitive perspective of LLSs research. This section will now address the limitations inherent in cognitive LLSs research and explore the transition towards a social approach within the field. Cognitive-oriented studies often conceptualize language learning as an individual accomplishment, primarily focusing on personal attributes and motivation while overlooking the influence of broader social dynamics (Gao & Zhang, 2011; Ortega, 2011). Much of this research has relied on tools like the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990), which can lead to overgeneralizations and fail to capture the contextualized, dynamic nature of LLSs usage. That is, these cognitive frameworks frequently depict LLSs as fixed entities, neglecting the adaptive and evolving nature of strategy application that sociocultural, qualitative approaches are better equipped to examine.

The emergence of a stronger emphasis on social factors within education, known as the social turn (Block, 2003), has significantly influenced the study of LLSs. Researchers have moved away from a narrow focus on mental abilities and personality traits as primary determinants of learning strategies to an understanding that recognizes the crucial role of social interactions and contexts. This approach explores how social settings, relationships, and environmental influences shape the strategies students adopt, rather than attributing strategy use solely to individual traits (Gao, 2010; Hajar, 2019).

Griffiths and Oxford (2014) stress the value of examining LLSs through a sociocultural lens, asserting that this perspective offers a robust basis for understanding the complexities of learning. While surveys have traditionally been a dominant method for collecting LLSs data, they argue for incorporating additional qualitative methods, such as observations and interviews, to obtain profound insights. Qualitative approaches provide richer descriptions that capture the multifaceted, real-world use of strategies, accounting for social and cultural dimensions rather than relying solely on quantitative data (Griffiths & Oxford, 2014).

As discussed earlier, the research has shown that students frequently face anxiety when attempting communicate in a foreign language, which hinders their language development. While several studies have examined the causes of FLSA, research on effective LLSs to mitigate this issue remains limited. Cognitive strategies are commonly employed by students with FLSA (e.g., Chou, 2018; Yasuda & Nabei, 2018). Chou's (2018) study, for example, investigated students' English-speaking anxiety and strategy use in both full and partial EMI contexts in Taiwan. In full EMI settings, students practiced and prepared for speaking tasks and used paraphrasing techniques, which helped reduce anxiety and build self-confidence. Similarly, Yasuda and Nabei (2018) examined how coping strategies impact language anxiety and WTC among Japanese EFL students. Their

study found that preparing in advance effectively reduced anxiety levels and enhanced students' WTC. Moreover, affective strategies, such as positive self-talk, had a beneficial impact on lowering students' anxiety.

A number of studies have shown that language learners frequently use social strategies to manage anxiety (e.g., Rakhimzhanova, 2022; Villegas-Puyod et al., 2020). Villegas-Puyod et al.'s (2020) study in Thailand explored the causes of speaking anxiety in EFL classrooms and the strategies students adopted to cope with it. This research involved interviews with teachers and 88 undergraduate students from science and technology disciplines. The findings revealed that speaking anxiety negatively affected student performance, mainly owing to reduced self-confidence, weak English proficiency, and a lack of motivation. Interacting with peers was found to be the most common social strategy students used to alleviate their speaking anxiety.

It is also imperative to specify the impact of affective strategies as they are directly connected to emotional well-being. McCoy (1979) emphasized the importance of reducing FLSA by encouraging students to imagine anxiety-provoking situations and engage in self-affirmation exercises to build emotional resilience. He also suggested the need to practice self-talk in front of a mirror, actively engage in class activities, and apply metacognitive strategies such as observing peers, refining vocabulary, and constructing simple sentences to manage anxiety more effectively.

Theoretical Framework: Leontiev's (1981) Version of Activity Theory

In addition to Oxford's (1990) taxonomy of LLSs, the present study is underpinned by Leontiev's (1981) conceptualization of AT, which provides the theoretical framework for investigating the issue of English-speaking anxiety among first-year undergraduate students in an EMI university. As Kim (2010) explains, AT conceptualizes "the human world as an open system, which can be modified in relation to both contextual changes and

learners' recognition of them" (p.9). The theory focused on the dynamic interplay between individuals and their communities, highlighting the critical role of these relationships in shaping both personal and social development (Lantolf, 2000). By focusing on the sociocultural contexts in which individuals operate, AT enables a deeper understanding of their behaviors and actions within these environments. Building on Vygotsky's (1978) foundational work, which indicates the significance of social interactions in influencing learning and behavior, Leontiev (1981) advanced the theory by framing activity as a systematic construct for analyzing how individuals engage with and respond to their surrounding contexts.

In AT, the primary focus of analysis is human activity, which is goal-directed, collaborative, and shaped by cultural and social influences. Activity is structured into three levels: activity, driven by motives; actions, directed by conscious goals; and operations, shaped by specific conditions (Dafermos, 2015).

In the present study, the overarching activity can be conceptualized as students' pursuit of achieving English fluency within an EMI context, driven by motives such as academic success, social integration, and future opportunities. According to Lantolf (2000), AT conceptualizes motives as the underlying forces propelling individuals' actions, which are inherently goal-oriented. Academic success may encompass excelling in coursework and fulfilling university requirements, while social integration involves establishing meaningful relationships and effectively communicating with peers and faculty. Future opportunities refer to preparing for career advancement or further academic endeavors. Actions within this framework represent the deliberate, goal-oriented strategies students employ to mitigate English-speaking anxiety. These may include practices such as rehearsing speeches in preparation for class presentations, participating in peer discussions to enhance confidence, or seeking constructive feedback from tutors or teachers to refine

language skills. Such actions exemplify how students actively confront and manage their anxiety.

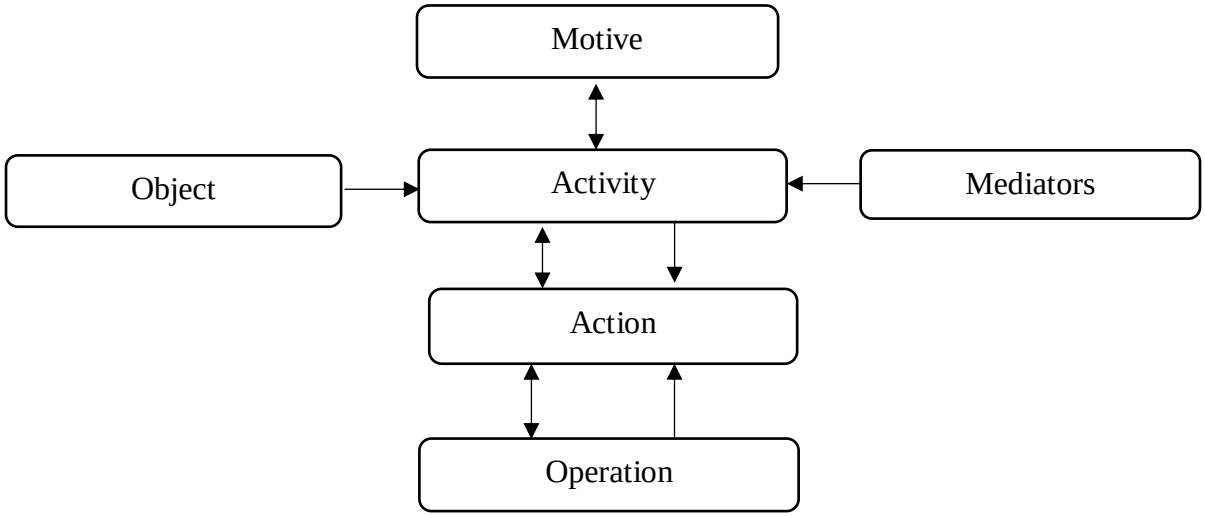
In contrast, operations pertain to the automatic or habitual methods students use to implement these actions, which are influenced by the specific contextual conditions they encounter. These operations reflect how students internalize and adapt their behaviors to navigate the demands of the EMI environment.

Leontiev's (1981) concept of object-oriented activity is central to understanding the driving force behind these efforts, where the object of an activity (e.g., successfully communicating in English) reflects its true motive (e.g., achieving academic or social success). Furthermore, AT empathizes the role of mediators in shaping behavior, which, in this study, may include teachers and peers who provide guidance and feedback, technological tools such as language apps and online platforms, and the institutional environment shaped by the EMI university's academic culture, expectations, and assessments.

By emphasizing that human activities are socially and culturally mediated, AT offers a framework for exploring the factors contributing to students' English-speaking challenges and provides valuable insights into how these challenges can be addressed or mitigated, ultimately supporting students in achieving their academic and personal goals.

Figure 2

Leontiev's (1981) Version of AT



Summary

This chapter reviewed the literature on FLA and its various types. It also discussed FLSA and the factors influencing it. Furthermore, the chapter outlined the definition and emergence of LLSs and explored strategies for managing FLSA. The theoretical frameworks of the study were also explained. The next chapter will focus on the methodology, describe the study's research site and sample, and provide a summary of the data collection and analysis procedures, along with the ethical considerations.

Chapter 3: Methodology

The previous chapter reviewed the literature concerning definitions and classifications of FLA and various factors contributing to FLSA. It also described the emergence and the development of LLSs, presenting classifications of these strategies. Additionally, Chapter 2 highlighted the relevance of a sociocultural perspective in understanding the advancement of the LLSs research. Furthermore, the chapter illustrated the AT as the theoretical underpinning guiding the present qualitative research to answer the research questions listed below:

1. What are the main factors contributing to English language speaking anxiety among first-year undergraduate students transitioning from mainstream secondary schools to an EMI university in Kazakhstan?
2. Why do the participants face these anxiety-related challenges?
3. What strategies do the participants use to cope with their English language speaking anxiety at an EMI university?

This chapter presents a thorough account of the research design and methodological framework underpinning this study, which incorporates narrative writing and semi-structured interviews as primary data collection methods. It further delineates the characteristics of the study participants and the contextual details of the research setting. Following this, the chapter systematically explains the procedures adopted for data collection and analysis. The chapter concludes by critically addressing the ethical considerations that guided this qualitative research.

Research Design

A qualitative approach has been selected for the present study because it enables in-depth exploration of the issue at hand and provides a thorough insights of the phenomenon being examined (Creswell, 2012). Furthermore, the justification for adopting a qualitative design is grounded in its capacity to yield rich insights into participants' perspectives, emotions, experiences, meanings, and elements that are frequently challenging to uncover through other approaches (Creswell, 2014; Lim, 2024). Given the focus of this study on the English-speaking apprehension experienced by a group of freshmen studying at an EMI university in Kazakhstan, the qualitative methodological approach appears to be particularly effective, providing a robust framework for exploring the diverse contextual factors that could affect participants' speaking anxiety and allowing the researcher to understand the complexities of the given phenomenon.

Additionally, Braun and Clarke (2013) emphasize that the core objective of qualitative research design is to obtain an understanding of data through words, narratives, and descriptions. This approach allows researchers to capture the diverse and complex aspects of human experiences. Most importantly, qualitative methods yield contextually rich data, recognizing that human behavior and experiences cannot be fully understood when detached from their natural environment (Braun & Clarke, 2013). In this regard, employing qualitative methodology enabled the researcher to grasp subjective and socially shared perspectives by giving the opportunity to participants to articulate their experiences with English-speaking anxiety. This holistic and interpretive approach is particularly effective for analyzing complex or controversial issues, as it uncovers nuanced opinions and narratives (Pan & Lei, 2023). Hence, the researcher was able to apprehend the phenomenon of English-speaking anxiety experienced at an EMI university by examining

the encounters of first-year undergraduates. This included exploring factors contributing to English language speaking anxiety and their current usage of LLSs to cope with it.

Qualitative research encompasses various research designs, among which the case study design was used for this study for the reasons outlined below. A case study is described as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (Gall et al., 2003, p. 436). The motivation for selecting a case study method is to thoroughly explore English language speaking anxiety of a group of first-year undergraduate students transitioning from mainstream secondary schools to an EMI university in Kazakhstan. The case study design can enable qualitative researchers to obtain useful insights into their participants' academic and social experiences in real-world contexts (Yin, 2018).

A case study is also considered "flexible" as it is "neither limited by time nor restricted by method" (Simons, 2009, p. 23). This means it can be carried out within a short period or extended over a few months. Moreover, multiple methods can be employed to gain insights into the case under investigation. A case can vary in complexity, ranging from a simple subject (such as a child, adult, learner, or an individual's experience or life stage) to a more complex or collective entity (such as a campaign, institution, community, or region) (Yin, 2014). Thus, multiple instrumental case study was used in the present study because it allowed the researcher to center on a particular phenomenon and select multiple cases to elucidate the problem. Related to this, Shkedi (2005) emphasizes that employing a multiple instrumental case study provides a comprehensive understanding of a broader phenomenon. This involves examining several cases that function as "instruments" to facilitate exploration and comparison of both differences and similarities among them. By discerning patterns, contrasts, and subtle distinctions, researchers can achieve a holistic perspective of the phenomenon under investigation. Moreover, for the

present study, using this research design helped to uncover the nuanced, evolving, and context-dependent ways in which first-year undergraduate students, each serving as a case experience and navigate the English language speaking anxiety while studying at an EMI university. According to Yin (2018), defining clear boundaries is a critical step following the identification of a case. In the present study, the cases are delineated by several dimensions: the context, comprising social sciences students enrolled in an EMI university; the temporal scope, focusing on their first year of study; the phenomenon under investigation, which encompasses English language speaking anxiety and the use of LLSs; and the geographical setting, situated within a university in Kazakhstan.

Hence, the case study design has been presented as a robust and effective research design, particularly suited for the present study. Nevertheless, it is imperative to specify the limitations of the case study. A common critique of case study is its perceived incapacity to generalize findings due to the reliance on the data collected from a limited number of participants. In addressing this critique, Yin (2009) underlines that the goal of case studies is not statistical generalization but rather analytic generalization, which aims to extend theories and understanding of the given phenomenon rather than merely quantify findings. Consequently, case studies can be instrumental in developing broader theories and presenting pedagogical implications that can be tested in various empirical contexts. For greater credibility, Yin (2014) suggests using a multiple-case design to uncover patterns and variations across different cases. Elsewhere, Yin (2018) points out that the findings drawn from multiple cases are often more persuasive, thus making multiple-case studies inherently more robust.

Another notable limitation of case study is its potential for bias and subjectivity, as it may often depend on selective interpretations and are difficult to cross-validate (Cohen, 2018). To mitigate this limitation, Stake (2008) recommends triangulation, which involves

using various data collection instruments to validate findings. In present study, narrative writing and semi-structured individual interviews were adopted to achieve the validation.

Research Site and Sampling

The data collection of this study was carried out at one private highly selective university in Astana, Kazakhstan, which was established in the early 1990s. This university was chosen due to its convenient location, which minimized travel time and costs for the researcher. Moreover, the study was undertaken within a single university setting to effectively mitigate the potential impact of institutional variations in the data (Aizawa & Rose, 2020). The chosen university offers several programs with full EMI, making it highly relevant for this study. Furthermore, the university was selected because it has a social science department offering entirely EMI programs, which provides a particularly suitable context for this study. This aspect was especially important since the research focuses specifically on students majoring in social sciences, a decision that will be further elaborated upon in the following section.

This university comprises local and international faculty members, with a significant proportion of professors completing their education abroad. The institution has established partnerships with over 100 international universities, helping to maintain high academic standards, alongside approximately 10 international accreditations. The university serves a student body of around 5,000 individuals. The campus is modern and well-equipped, featuring research libraries and comfortable study spaces that support an effective learning environment.

Concerning the sampling of the present study, the researcher adopted purposeful sampling to intentionally select participants who can provide valuable insights into the central phenomenon (Creswell, 2014). In qualitative research, particularly within the framework of case study design, purposive sampling is frequently employed to ensure the

selection of participants directly relevant to the study's objectives, thereby enabling the generation of rich, contextually grounded data about the phenomenon under investigation. Eligibility requirements for participants in this study were as follows: they had to be 1) at least 18 years old, 2) first-year undergraduate students who had completed their education in mainstream schools in Kazakhstan, and 3) currently enrolled at an EMI university. This criterion was established to ensure the participants lacked significant prior exposure to EMI environments. Furthermore, none of the participants had any previous acquaintance with the researcher, a measure implemented to safeguard the objectivity of their responses, minimize potential biases, and enhance the validity of the study's findings.

Further, the participants chosen for this study are students from the social sciences because they are more prone to experience speaking apprehension when using English. Precisely, social science students often engage in discussions and presentations, which require strong communication skills in English, especially in academic settings. Their exposure to diverse and complex topics, combined with the necessity to articulate their thoughts in a second language, may increase their susceptibility to speaking anxiety. For instance, recent studies indicate that social science students often face greater anxiety while using English due to the pressure of expressing complex ideas in English (Zhang & Zhong, 2020). This makes them suitable participants for this study, as it examines the impact of language anxiety in academic contexts.

Regarding sample size, Stake (2008) suggests that in a multiple case study design, an optimal sample typically ranges from four to ten participants. This range ensures a balance between capturing diverse experiences and perspectives and managing the complexity of data analysis. This consideration is particularly relevant given that semi-structured individual interviews often yield rich and detailed data. Accordingly, the researcher, in consultation with her thesis advisor, selected eight cases for this study. To

maintain confidentiality, pseudonyms were assigned to all participants. Their backgrounds are summarized in the Table 1.

Table 1

Participants' Background

	Participants	Age	Gender	Birthplace	Major	Starting grade for learning English
1	Aizere	18	Female	Almaty	Marketing	Fifth
2	Dauren	18	Male	Aktobe	Social Accounting	Fourth
3	Snezhanna	18	Female	Karagandy	Translation Studies	Second
4	Magzhan	19	Male	Karagandy	Business	First
5	Ruslan	18	Male	Pavlodar	Business	
6		19	Female	Almaty	Translation Studies	First
7	Indira	18	Female	Astana	Business Administration	Seventh
8	Zhaina	18	Female	Atyrau	International Studies	Third

Data Collection Instruments

The present qualitative study's data was gathered through two instruments: narrative writing and individual semi-structured interviews. Integrating these distinct instruments enhances triangulation, thereby increasing the validity and richness of the research findings. Triangulation strengthens the validity of the study by utilizing multiple data sources, which helps reduce biases related to sampling, procedures, and researcher influences, thereby increasing the overall credibility of the findings (Bans-Akutey & Tiimub, 2021).

Narrative Writing

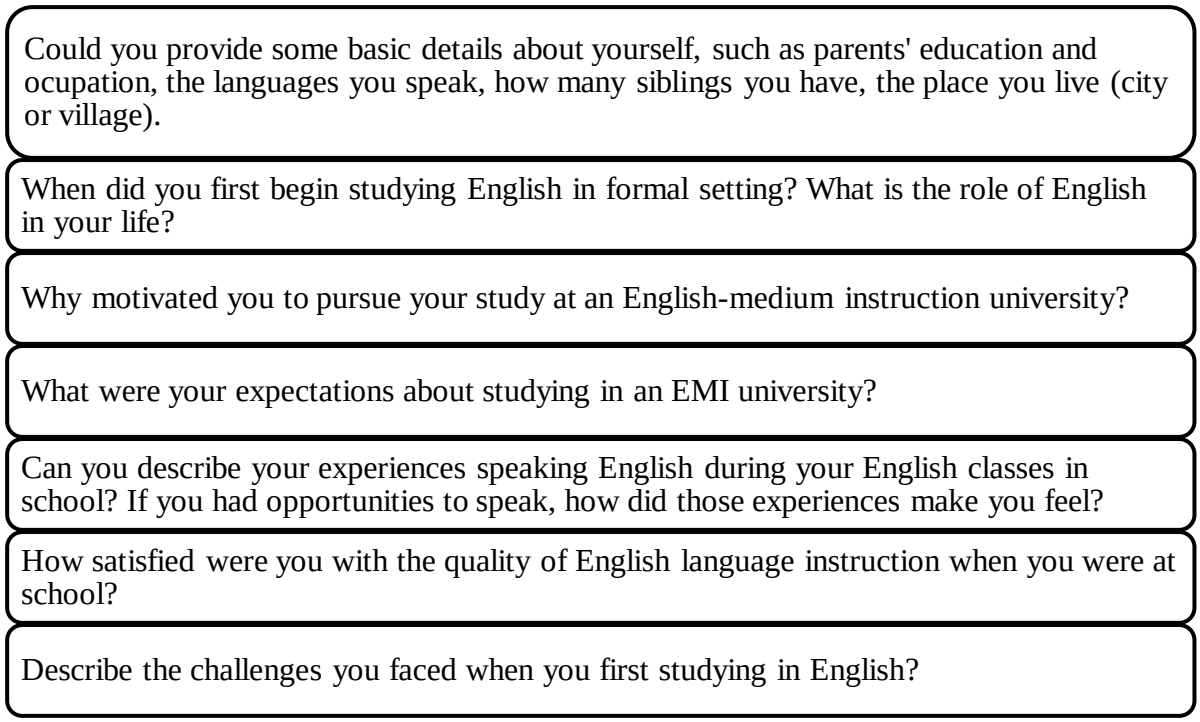
The first data collection method involved narrative writing. This tool was employed to gather essential information about the participants' backgrounds, build positive and

trusting relationships between the researcher and participants, and develop follow-up questions for the individual semi-structured interviews (Barkhuizen, 2008). According to Flowerdew and Miller (2008), narrative writing is an interdisciplinary research method that shows the individuality of participants by using storytelling to explore specific aspects of their experiences. In the context of the current study, it shed light on exploring participants' motivations for choosing an EMI university, the role of English in their lives, their English language learning experiences, opportunities to speak English in schools, and the challenges they faced in an EMI environment. The advantage of employing narrative writing as a research method is that it allows researchers to access participants' "private worlds, inaccessible to experimental methodologies, and thus provide the insider's view of the processes of language learning, attrition, and use" (Pavlenko, 2007, p.164-165).

Notably, participants obtained a list of guiding questions that helped them organize their essays. Participants were asked to write their essays in the language they were most comfortable with (i.e., English, Kazakh, or Russian). The guiding questions for the essay were provided to the participants in advance via WhatsApp. These questions primarily focused on their experiences learning English, their challenges, and their motivations for enrolling in an EMI university after attending public schools. Of the eight participants, six chose to write their essays in Russian, one in Kazakh, and one in English. Participants were given approximately one week to ten days to complete their essays and submit them to the researcher via WhatsApp, which they identified as their preferred platform. The following questions guided the participants' narrative writing:

Figure 3

Essay questions



Semi-Structured Interviews

The second data collection tool was semi-structured individual interviews. According to Datko (2015), in language learning research, semi-structured interview is an efficient method of data collection to gain in-depth and rich insights about the phenomenon under investigation. Barkhuizen et al. (2014), highlight that the inquiries in semi-structured interviews, as the name suggests, are “usually open-ended to allow participants to elaborate on and researchers to pursue developing themes” (p.17). This interview format creates space for spontaneous and detailed responses (Ryan et al., 2009). Merriam and Tisdell (2016) emphasize that semi-structured interviews enable researchers to guide the interview process by encouraging participants and posing additional questions to obtain clearer insights.

Each interview in this study lasted approximately 30–40 minutes and was conducted in the participant’s preferred language. Two participants opted for Kazakh,

while the other six chose Russian. The interview questions focused on exploring factors that may contribute to participants' English language speaking anxiety, the mediating role of various social agents in either increasing or alleviating this anxiety, and the LLSs they employ to address situations that trigger anxiety. With permission from the participants, audio recordings were made of all interviews. Figure 4 presents examples of the interview questions (for the whole list of these questions, see Appendix D):

Figure 4

Excerpt from Interview Questions

Do you feel confident in speaking English? If yes/no, why?
When do you feel anxious while speaking English? Can you provide some examples?
How do you cope with these situations? Any strategies?
Do you worry that your peers will laugh at you while you are speaking English?
Do you feel anxious when speaking in class?

Data Collection Procedures

Once the researcher received approval from the Nazarbayev University Graduate School of Education Research Ethics Committee, the researcher approached the head of the Department of the Social Sciences to gain her permission to obtain access to the potential participants of her study. For this purpose, the researcher sent an email explaining the purpose and duration of the study, as well as the research tools and the participants' rights.

After obtaining permission, recruitment letters were distributed to first-year undergraduate students through the official WhatsApp group (see Appendix E). Students who showed interest in participating in the study reached out to the researcher directly via

the WhatsApp messaging platform. Following this, the researcher explained to the participants who reached out the objectives of the study, what the study involves and their rights in terms of anonymity and confidentiality, as well as their right to withdraw from the study at any phase without facing negative consequences. Afterwards, the participants were presented with the informed consent form (see Appendix B), which outlined their rights and provided all relevant details about the study.

After obtaining signed consent forms, the essay questions—available in three languages (Kazakh, English, and Russian)—were distributed to participants via WhatsApp. This platform was selected based on participants' preferences, as they found it more convenient than in-person meetings. Upon receiving the completed essays, the researcher arranged individual interviews with each participant at mutually convenient times and dates. At the beginning of each interview, the researcher reviewed the study details, emphasizing that participation was entirely voluntary and that participants could withdraw at any time without any consequences. Additionally, verbal consent was obtained for audio-recording the interviews, which lasted approximately 30–40 minutes.

As previously mentioned, the participants were given the freedom to select their preferred language for both the essay and the interviews. They were assured that their identities, including their names, academic programs, and university, would remain confidential, and that all data collected would be securely stored and accessible only to the researcher and, if necessary, her supervisor. At the outset of each interview, the researcher outlined the study's purpose, objectives, potential benefits, associated risks, and the rights of the participants. Comprehensive details regarding their role in the research were provided, and participants were encouraged to ask any questions to ensure clarity and transparency.

Data Analysis

The data from the narrative essays and semi-structured interviews collected from the participants were analyzed employing Braun and Clarke's (2006, 2013) six-phase framework for thematic analysis. Thematic analysis involves detecting and interpreting recurring patterns of meaning (themes) in the qualitative data (Clarke & Braun, 2013). This method allows researchers to reveal deeper, contextually relevant insights that directly address their research questions. For instance, rather than simply tracking how often participants mention anxiety when speaking English, thematic analysis enables to explore underlying themes such as the factors leading to that anxiety and coping strategies. This approach ensures the analysis goes beyond surface-level patterns and examines the nuances of participants' experiences, resulting in richer and more comprehensive findings (Braun & Clarke, 2006). Accordingly, the steps outlined below were applied to analyze the data gathered from the participants.

After each interview, the audio recording quality was reviewed by listening to them multiple times. This process allowed the researcher to revisit the data as needed. The interview transcripts were then carefully read several times. Following this familiarization phase, initial codes were generated based on the research questions Additional examples of these initial codes can be found in Appendix E.

During the data coding phase, a selective reading technique was employed, wherein the researcher examined the transcripts and highlighted phrases that reflected participants' experiences with speaking English and their strategies for addressing related challenges. Once the data had been thoroughly reviewed, key themes were identified and organized into sub-themes.

Table 2

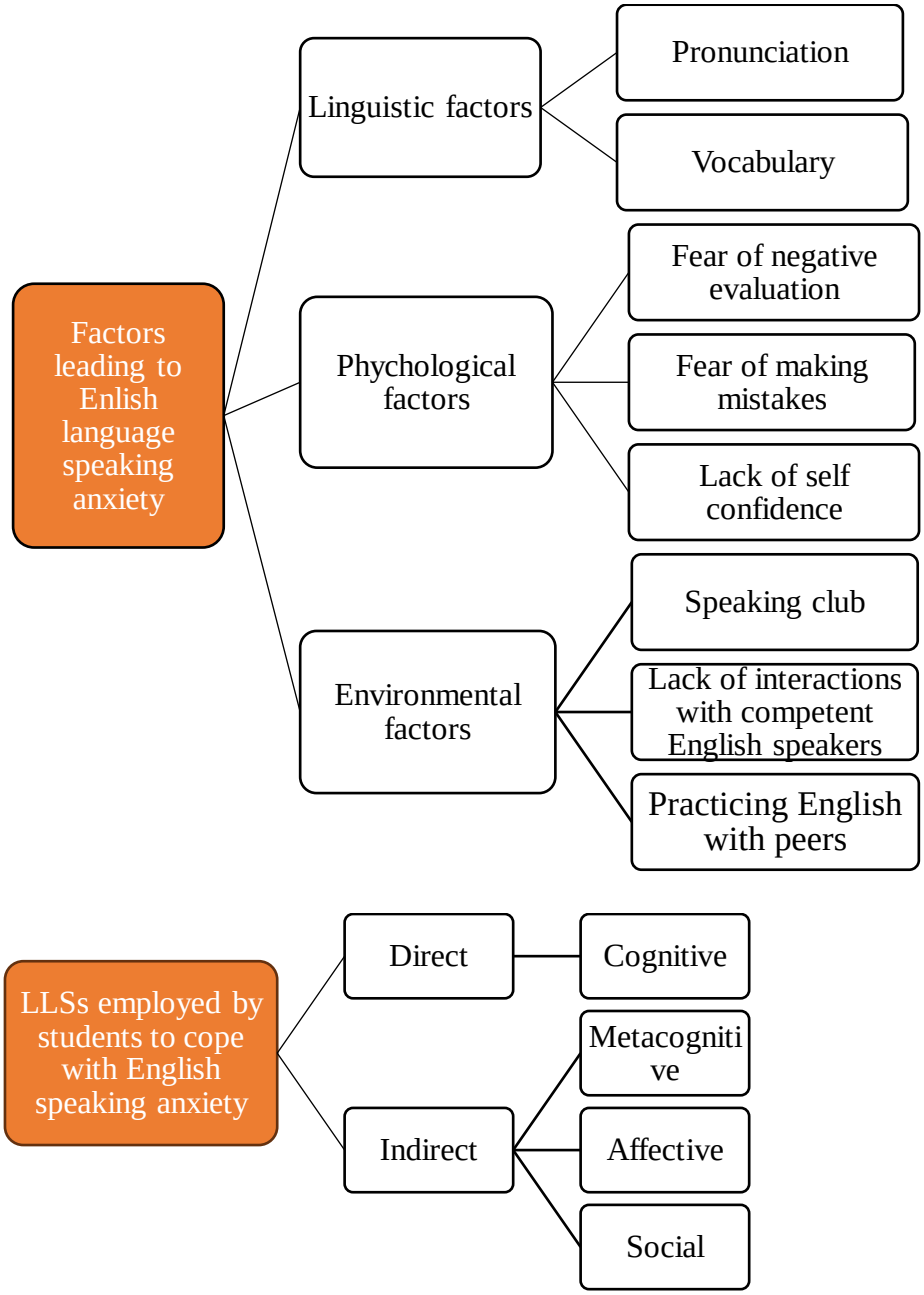
Interview Coding Example

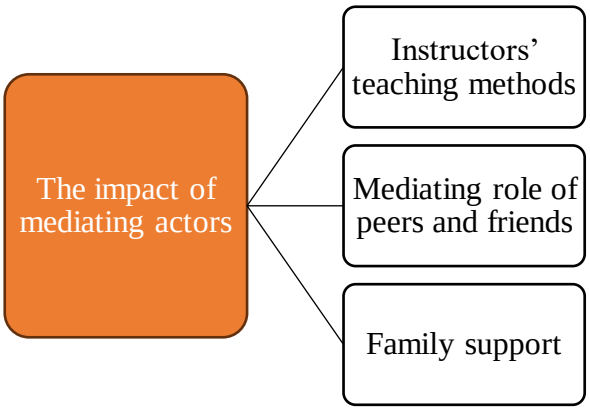
Interview extract	Coding
Interviewer: Did you have a chance to practice speaking when you studied at school? Participant: No, we didn't practice speaking at all. Our level was too low, and the teacher's focus was on vocabulary and translation	Lack of speaking practice
Interviewer: Did you have a chance to practice speaking when you studied at school? **Participant:** No, we didn't practice speaking at all. Our level was too low, and the teacher's focus was on vocabulary and translation	Speaking anxiety Teacher-initiated interaction (the role of mediator) Physical response to anxiety
Interviewer: What do you do in these situations? What strategies do you use? **Participant:** I try not to overthink. I remind myself that it's fine if my speech isn't ideal. What matters the most is that I expressed my opinion and spoke in class, overcoming my anxiety.	Affective Strategies Metacognitive strategies

Given the intricate nature of students' experiences with speaking anxiety and strategy use in EMI university, a hybrid coding method was considered the most appropriate for this study. The inductive orientation allowed themes to emerge naturally from the data, ensuring that the analysis closely reflected participants' unique experiences. This method was particularly valuable for identifying unexpected patterns and insights that were not outlined in the research framework. At the same time, the deductive orientation provided a theoretical foundation informed by Leontiev's AT (1981). This helped to explore key concepts such as mediators in the participants' narratives. This combination struck a balance between data-driven exploration and theory-informed analysis, ensuring both flexibility and focus.

Figure 5

Thematic map





Source: The thematic map created from the data obtained from students

Ethical Considerations

A researcher must adhere to ethical standards at every stage of the research process. A researcher is responsible for protecting the anonymity and confidentiality of participants' information. This requires the researcher to take precautions to protect personal details that participants may not want to share with others or make public (Creswell, 2012). Before beginning the research, the researcher completed training through the Collaborative Institutional Training Initiative (CITI) and obtained approval from the NUGSE Ethics Committee to proceed with the study.

A systematic process for obtaining informed consent was implemented to ensure participants fully understood their rights, the study's purpose, and their roles. Participants were provided with a detailed informed consent document written in clear and precise language, available in three languages: English, Kazakh, and Russian (see Appendix B). This document outlined the study's objectives, procedures, potential risks, and benefits. Throughout the process, participants were made aware verbally and through the consent form that their participation was entirely voluntary, with the option to withdraw at any moment or decline to reply any interview question without needing to justify it. Ample time was given for participants to review the information sheet and discuss any concerns

with the researcher. Once all questions were addressed, participants were invited to sign a written consent form indicating their understanding of the study and willingness to participate. To promote transparency and uphold ethical standards, signed copies of the consent form were provided to participants for their records.

Prior to conducting interviews, participants provided explicit permission to have their conversations recorded. The researcher explained that the sole purpose of recording was to facilitate transcription and safeguard the integrity of the data.

Ensuring the confidentiality and anonymity of participants was a fundamental ethical consideration in this study. As stated by Roberts and Priest (2010), researchers are responsible for safeguarding participants' information by keeping it confidential and secure.

Participants were entirely apprised about how their data would be stored, who would have access to it, and how it would be used in the study. To ensure confidentiality, all data gathered during the study, such as audio recordings and transcripts, were securely stored in encrypted folders on the researcher's laptop. Access to these files was restricted exclusively to the researcher and her academic supervisor. Participants were informed that all recordings and data would be securely deleted three years following the conclusion of the study, allowing sufficient time for the researcher to potentially present at conferences or publish academic papers based on their master's thesis.

To safeguard the anonymity of participants, pseudonyms were assigned to replace their real names, ensuring that no identifiable personal information could be directly linked to the data. This step was taken to maintain confidentiality and to protect the participants' privacy throughout the research process. In addition to using pseudonyms, other potentially identifying details—such as specific locations, institutional affiliations, or unique personal characteristics—were carefully excluded or generalized during both data

analysis and the reporting of findings. This precaution minimized the risk of indirect identification, thereby enhancing the study's ethical rigor. These measures reflect a commitment to upholding the principles of confidentiality and respect for participants, ensuring that their contributions to the research remain secure and anonymous.

Summary

This chapter details the methodology applied to study year one students' English-speaking anxiety and their usage of LLSs in EMI university in Kazakhstan. It thoroughly explicates the research design, selection of participants, data collection tools, research cite, data analysis and ethical consideration adhered to throughout the study. The methodology involved a multiple case study approach, utilizing narrative writing and semi-structured interviews with eight third and fourth-year undergraduate students. The ensuing chapter will elucidate the findings derived from this research.

Chapter 4: Findings

The preceding chapter outlined the methodology of the present qualitative study aiming to explore Kazakhstani students' English language speaking anxiety and their usage of LLSs s to deal with their anxiety. This chapter presents the findings from the data analysis. Firstly, a biographical vignette for each participant is provided, based on narrative writing. The second instrument employed in the present study was the semi-structured interview, which enabled a profound exploration of participants' experiences.

The study was driven by these research questions:

1. What are the main factors contributing to English language speaking anxiety among first-year undergraduate students transitioning from mainstream secondary schools to an EMI university in Kazakhstan?
2. Why do the participants face these anxiety-related challenges?
3. What strategies do the participants use to cope with their English language speaking anxiety at an EMI university?

In this chapter, the findings are organized into primary themes and sub-themes that derived from the data analysis with the following three main themes: factors contributing to students' English language speaking anxiety, the influence of mediating social agents, and students' use of LLSs to reduce their English-speaking anxiety.

Biographical Vignettes of the Research Participants

This section provides biographical vignettes of eight participants, drawing on their written accounts of their backgrounds, experiences with learning English in school, and struggles with English-speaking anxiety.

Aizere

Aizere, originally from Almaty, has lived in the capital Astana with her family for seven years. She is the second child in a family of four children, and her parents, both

bachelor's degree holders, foster a multilingual environment using Kazakh, Russian, and occasionally English. Currently, she is a first-year undergraduate student majoring in marketing, where instruction is conducted in English. Aizere began learning English in fifth grade through group classes her parents enrolled her in at an educational center. Despite her initial struggles with grammar and sentence construction, she progressed to the intermediate level with significant effort. After moving to Astana, she continued attending English courses and gradually recognized the value of English skills by the eighth grade. Reflecting on her schooling, Aizere found the English curriculum in her state school monotonous and ineffective, with little engagement from peers. Her current environment has allowed her to excel in comparison. However, at university, she faces challenges with reading academic texts due to their complexity and unfamiliar vocabulary, but she finds these obstacles manageable.

Dauren

Dauren, a 18-year-old from a small village in the Aktobe region, is the youngest son in his family. His mother works as a lawyer, and his father manages a private farm. After graduating from a Kazakh state school, Dauren enrolled in a university program specializing in auditing. This transition has been both challenging and transformative for him. Dauren's decision to study in English was driven by the understanding that while Kazakh is his native language, it is a relatively young language and lacks access to extensive academic and scientific resources. In contrast, as a global language, English provides access to vast amounts of information and facilitates interaction with the international community. Thus, for him, mastering English is not only a personal goal but also a critical tool for growth in an interconnected world.

Dauren began learning English in primary school and later enhanced his skills through group and individual tutoring sessions. These early efforts provided a foundation,

but transitioning to English-medium instruction at the university required additional preparation. With a current proficiency level of B1-B2, Dauren can communicate and understand effectively but finds academic tasks demand more advanced language skills. Dauren encountered several challenges during his transition to English-medium education, particularly in subjects like mathematics that require an in-depth understanding of context and technical terminology. Despite having a solid base in English, he frequently relies on translation tools and seeks guidance from peers to ensure accuracy in expressing his thoughts. Oral assignments evoke anxiety about making mistakes, impacting his confidence. Nonetheless, Dauren views overcoming these challenges as a crucial step toward achieving success. During his school years, opportunities to speak English were limited. Teachers relied on textbooks and grammar learning. Although studying in his native language might have been more comfortable, Dauren firmly believes that English provides invaluable opportunities for personal and professional growth. For him, English serves not only as an academic tool but also as a gateway to overcoming barriers and building a solid foundation for future development

Snezhanna

Snezhanna, an 18-year-old university student specializing in translation studies, attended a public school in Karagandy. From early age she demonstrated a strong interest and aptitude for language learning, supported by her parents, who both hold higher education degrees and manage their own business. Her family environment emphasizes education and personal growth, fostering her linguistic development.

Recognizing her talent for languages early on, her parents arranged fee-charging private English tutoring from the first grade, allowing Snezhanna to develop her skills steadily. Upon reaching Intermediate level, she opted to continue her studies independently, as private lessons no longer met her needs. Initially apprehensive about

transitioning to English-medium education at university, Snezhanna adapted quickly, finding it natural to process information in English from the outset. Her confidence in speaking, however, required some adjustment, as her prior experience with English was limited to classroom activities and occasional use in a predominantly Russian-speaking school environment. During her initial days at the university, she experienced hesitation and fear of making mistakes. Snezhanna appreciates the university instructors for their clear pronunciation and strong English proficiency, although she finds occasional switches to Russian during lectures disruptive. While such transitions may assist other students, she feels they interrupt her immersion in English and reduce the sense of accomplishment derived from understanding the material entirely in the target language.

Magzhan

Magzhan, originally from Karaganda, completed his education in a predominantly Russian-speaking environment. Although ethnically Kazakh, Russian has always been his primary language due to its use within his family. His parents prioritized English over Kazakh for his education, influenced by the success of his older brother, a multilingual professional who frequently uses English in international business. Recognizing the inadequacy of his school's English curriculum, Magzhan sought additional support through private tutoring and language tutorial centers, which helped him prepare for the IELTS exam and meet university admission requirements. While confident in conversational English, transitioning to English-medium instruction has been challenging, particularly with the specialized terminology in subjects like philosophy and social-political studies. Despite these challenges, Magzhan appreciates the university's efforts to support students through regular English language courses, held four times a week, which focus on academic terminology and skills. He finds these classes accessible and has delivered presentations successfully in this context. However, more complex assignments,

such as a recent philosophy and English presentation, exposed his struggles with speaking and academic language. During this presentation, he experienced significant anxiety and relied on peers to complete his part. Overall, while the transition to academic English has been demanding, Magzhan remains committed to overcoming these difficulties as he adapts to the requirements of English-medium education.

Ruslan

Ruslan, a resident of Astana, comes from a family of four, where Russian is the primary language spoken at home. His father is a military pilot, and his mother is a veterinarian, both with university degrees. While Ruslan speaks some Kazakh, English has increasingly become a significant part of his life. Ruslan began learning English formally at age 13 during fifth grade, initially viewing it as just another school subject. Over time, he recognized its potential to create opportunities and facilitate global connections. During high school, he attended private tutoring sessions that emphasized speaking and writing skills, which helped him achieve an IELTS band score of 6.5. This accomplishment bolstered his confidence and motivated him to pursue further improvement, particularly as he aspired to attend an EMI university. Choosing an EMI university was a strategic decision for Ruslan, who believed studying in English would offer enhanced career prospects and exposure to diverse cultures. Reflecting on his school experience, he observed that English classes focused heavily on grammar and vocabulary with limited opportunities for practical speaking practice, which he felt could have better prepared him for real-life use of the language. The transition to EMI education was challenging. Ruslan initially struggled with listening to lectures, reading academic texts, and taking notes in English. Adapting to technical terminology, giving presentations in English, and writing papers in academic English were particularly difficult. Ruslan views his English-learning journey as both demanding and rewarding. He is grateful for the skills he has developed

and remains optimistic about leveraging his English proficiency in his future studies and career.

Zhaina

Zhaina, a first-year international relations student, studies at an English-medium university. Born and raised in Atyrau, she comes from a Kazakh-speaking family of six. Her mother is a teacher with a higher education degree, and her father is a railway worker with a technical college diploma. Zhaina began learning English in the first grade and started getting paid lessons in third grade. Initially unmotivated, she only took English seriously in tenth grade when she realized its importance for university admissions. After joining an online course and preparing independently, she scored 6.5 on the IELTS exam, thereby securing 50 additional points in the national university entrance exam. Choosing an English-medium university aligned with her goal of becoming a skilled professional in International Relations, a field requiring multilingual proficiency. She contrasts her school English experience, which relied heavily on textbook exercises and minimal speaking practice, with university classes that promote active participation and speaking skills. The transition to English-medium education has been challenging. Zhaina struggles with speaking, listening comprehension, unfamiliar vocabulary, and limited access to translation tools in some classes. She also notices a confidence gap compared to peers from English-medium schools. Despite these challenges, Zhaina remains optimistic, viewing them as opportunities for growth and believing that her English language skills will improve with continued practice.

Aizhan

Aizhan, a first-year Translation Studies major, is studying at an English-medium university. Originally from Atyrau, she moved to Aktobe with her family five years ago. Her father works as an engineer and her mother is a homemaker. They prioritized

education for their five children, with her father enrolling Aizhan in English courses starting in third grade. Initially indifferent to learning English, Aizhan developed a genuine interest in ninth grade after joining a local language school, where her dedication significantly improved her proficiency. She credits her English skills as key to her admission to a leading university. Reflecting on her school experience, Aizhan highlights the lack of practical engagement in English classes, which focused on textbook exercises and quick translations. Speaking practice was rare, and many students disengaged during lessons, leaving them with minimal English proficiency. In contrast, university classes have provided Aizhan with an immersive English-speaking environment, which she describes as fulfilling a lifelong dream. Initially, Aizhan faced challenges, including hesitancy and major apprehension in speaking English, understanding instructors' accents, and unfamiliar vocabulary. Aizhan regards English as a vital tool for global opportunities and advocates for creating immersive language environments.

Indira

Indira, a first-year Business Administration student, was born and raised in Astana in a family with strong academic and professional backgrounds. Her father is a women's football coach, and her mother works as a logistics specialist. Indira speaks Kazakh, Russian, and English, and her younger sister is also learning English. Indira began learning English in primary school but showed little interest until the seventh grade. During the 2020 quarantine, her enthusiasm for English grew as she engaged with international TV shows and Western pop culture. Motivated by a desire to understand original content, she started journaling in English, using translation tools initially, but finding the activity exciting and aesthetically appealing. In 10th grade, Indira worked with an online tutor for three hours weekly, significantly improving her English. Although she paused lessons in 11th grade to focus on national exams, she later prepared for the IELTS exam within six

weeks, achieving a band score of 7.0. Reflecting on her school experience, Indira notes that English lessons were engaging but often failed to challenge advanced learners due to varying proficiency levels in class. Indira chose to study in English to access diverse resources and become a competitive professional. Surprisingly, she finds studying in English easier than expected, though she occasionally struggles to process large amounts of information. Confident in her ability to adapt, she views this challenge as temporary and remains optimistic about her progress in English-medium education.

Factors Contributing to Students' English Language Speaking Anxiety

While the previous section offered biographical vignettes of each participant, this section presents the factors that influenced their English-speaking anxiety. The analysis revealed that these factors fall into three broad categories: linguistic, psychological, and environmental. Each of these categories will be examined in detail in the subsections below.

Linguistic Factors

Linguistic factors were identified as one of the main contributors to the English language speaking anxiety experienced by participants. The analysis of interview data revealed two primary types of participants' linguistic challenges: insufficient vocabulary and difficulties with pronunciation. More specifically, two participants (Ruslan and Indira) expressed a sense of insecurity regarding their pronunciation, which contributed to their English language speaking anxiety. For example, Ruslan explains:

> ***Extract 1***
>
> I have an issue where my accent fluctuates, which I think is partly because I am wearing braces. I have not really sat down to practice my articulation or pronunciation thoroughly. So, often I feel anxious about my accent and

pronunciation, especially since I have not mastered English as well as I would like to.

Indira, in turn, recalls a distressing experience during her school years that immensely impacted her language confidence:

Extract 2

During my school years, one of my classmates reacted negatively when I mispronounced a word. I acted like It did not affect me, but in reality, it had a significant impact on me and created a language barrier. I became scared to say certain words because this situation will be repeated if I made a mistake. Now, even at university, I feel anxious about my pronunciation fearing the same thing happens.

The above extracts depict the interplay between psychological and learning environment factors. Indira's past negative language learning experience with a peer contributed to her insecurity about pronunciation, which, in turn, escalated to speaking anxiety.

The other linguistic factor that emerged during the analysis of participants' interview data was connected to their English vocabulary repertoire. Several participants disclosed that inadequate vocabulary contributed to heightened anxiety while using English orally. The interview extracts below illustrate this issue:

Extract 3

I feel anxious when I cannot recall the right word, possibly because my vocabulary is not rich, or because anxiety causes me to forget simple words I know well in English. (Indira)

Extract 4

I feel insecure when I have not practiced English for a long time, which leads to forgetting many words. So, whenever I speak in class, I stand there stuttering,

> trying to recall a proper word. Not finding a word makes me nervous and anxious. (Magzhan)

Extract 5

> I struggle with vocabulary a lot. When I speak, I am afraid that I will not be able to express my thoughts clearly enough for everyone in the classroom to understand me. And, of course, all of them watching you intensifies the fear, so I start to forget the words I know. (Aizhan)

As evident in the extracts above, Indira's experience reveals an overlap between phycological and linguistic factors, as her assumption of having insufficient vocabulary may not reflect the reality. In contract, Magzhan's vocabulary-related anxiety stems from lack of practice, which results in word retrieval challenges and increased apprehension when speaking. Concerning Aizhan's case, her experience exemplifies the social dimensions of speaking anxiety. Her fear is not only connected to vocabulary limitations but also heightened by the presence of an audience, making her more nervous. Like Indira, Aizhan's case also intersects with phycological factors as external pressures and self-awareness contribute to her speaking challenges. Given these overlaps, the next subsection will focus on psychological factors and their role in English-speaking anxiety.

Psychological Factors

This study found that phycological issues emerged as another factor leading to English-speaking anxiety. The central themes that emerged include a lack of confidence, fear of making mistakes, and fear of negative evaluation by others.

Lack of Confidence

The first theme that emerged from the analysis was a lack of confidence. Four participants (Snezhanna, Aizhan, Zhaina, and Aizere) demonstrated confidence issues when speaking English. This theme captures the challenges participants face in

maintaining confidence during English conversations, especially in situations where they feel unprepared, are discussing unfamiliar topics, or must speak spontaneously. The following extracts illustrate these struggles:

Extract 6

At the beginning of the semester, I felt less confident and anxious about speaking English, as I was unfamiliar with the people around me. I thought they would judge my English language speaking abilities. I still feel shy about speaking English. I worry a bit that I might make a mistake, and since we can't filter our spoken language as much, it makes me feel a bit insecure. (Snezhanna)

Extract 7

I lose my confidence in English classes where the topic is unfamiliar, and I immediately become uncomfortable speaking or even engaging in classroom discussions. I become silent and passive. For instance, we recently talked about technology, and I was so afraid to speak up. I was thinking, "What can I say? I don't have anything to say in English". (Aizhan)

Extract 8

Whenever I need to speak spontaneously, especially if I can't finish a sentence or lose my train of thought, I lose confidence. I start getting nervous. (Zhaina)

Extract 9

Well, at first, I was not confident when classes just started; I wanted to listen to how others spoke first because I thought my English would be worse than theirs. But I wasn't the only one with that issue. Everyone was shy; it was hard, but now I think it is okay. (Aizere)

The analysis revealed that a fundamental cause of participants' lack of confidence in using English orally derived from their previous educational encounters, with several

participants remembering negative experiences during their school years, especially because all participants studied at mainstream schools where English is not highly emphasized in contrast to other highly selective schools in Kazakhstan such as NIS or BILs. The following extract elucidates this point:

Extract 10

> In school, I had a very strict English teacher. It was just me and one other student who were more proficient than the rest of the class. My teacher was particularly demanding of me. She would always call on me first, especially for speaking activities. She would make me speak in front of everyone without any preparation. I think that is where my fear of speaking English started. I still have not overcome it. (Aizhan)

This extract highlights the lasting psychological impact that early language learning experiences can have on students' confidence. Aizhan's case illustrates how high-pressure classroom environments, especially when combined with a lack of emotional support or positive reinforcement, can result in anxiety that persists into university. It also emphasizes how mainstream educational settings, where English is treated as a secondary subject, may not equip students with the communicative competence and self-assurance necessary for success in an EMI university.

Fear of Making Mistakes

The analysis of the data further indicated that anxiety in using English was heightened by the fear of committing errors in front of classmates and instructors. Two participants (Ruslan and Dauren) articulated this point clearly:

Extract 11

> When I am presenting in English, I tell myself you have no right to make a mistake, they are paying close attention to you right now. I must accordingly speak as expected of me. And it worries and disturbs me. (Ruslan)

Extract 12

> I feel most anxious during my PowerPoint presentations in university courses. I feel this way regardless of the language, but it's worse in English because I fear I won't deliver my thoughts clearly and make major mistakes. (Dauren)

The above extracts highlight a common challenge faced by many students: the fear of making mistakes when speaking, particularly during presentations in a second language. Ruslan's narrative reveals a deep-rooted perfectionism, as he believes he has no right to make a mistake, which increases his anxiety. This perfectionist mindset, coupled with the awareness of being closely watched, significantly disturbs his performance. Dauren's anxiety, on the other hand, is exacerbated by his concerns about linguistic proficiency, fearing that he may not be able to articulate his thoughts clearly or may make critical errors in English.

Fear of Negative Evaluation from Peers and Instructors

Another central theme is the pervasive fear of negative evaluation. This apprehension was explicitly articulated by six participants (Dauren, Zhaina, Aizere, Aizhan, Ruslan, and Indira) who reported significant concerns over being judged negatively for their language proficiency by both peers and instructors.

For instance, two participants (Dauren and Aizhan) expressed a profound concern about receiving negative judgment from their classmates, which stemmed from their perceived lower proficiency levels than those around them:

Extract 13

> I'm afraid my groupmates will look down on me if I commit mistakes while using English in the classroom. Most of them have C1 level, while I have B2. My speaking is much weaker because I studied at public school, and I fear losing their respect. That's why I always try to show my best side. (Dauren)

Extract 14

> I worry that they might think my English is weak. Deep down, I know that no one is actually judging me, but I still can't shake off the feeling. I fear being misjudged or perceived negatively by them. (Aizhan)

The apprehensive mindset about being judged significantly impacted Dauren and Aizhan's WTC in classroom discussions. Both reported declining participation as they felt overshadowed by peers with superior English proficiency**,** as shown in the following extracts**:**

Extract 15

> At first, I participated in sociology discussions, but I eventually stopped. The reason is that so many students speak better English than I do, so I thought it was better to stay silent. I can't express myself clearly, so I would rather listen to my peers who are more fluent. In a way, I deceive myself into thinking that it's better this way. (Aizhan)

As regards Aizere and Zhaina, they articulated their concerns about making errors in a high-pressure academic environment, fearing judgment from both peers and potentially instructors:

Extract 16

> Sometimes, I worry about disappointing my peers. For example, I want to make a good impression when speaking English, so if I make mistakes or they don't understand me, it affects my confidence. (Zhaina)

Extract 17

> For example, in class during presentations, it's more nerve-wracking, because you're speaking English and you're speaking in front of an audience. Everyone listens carefully, so it's important that the speech is error-free. I don't want them to perceive my speaking skills badly. I do not want to lose face in front of my peers. Thinking about it makes me anxious. (Aizere)

The above extracts underscore how language anxiety is intensified in formal academic settings where high expectations for fluency and accuracy prevail. The perceived pressure to perform flawlessly can hinder spontaneous communication and contribute to a fear of losing face, particularly in collectivist cultures where peer approval carries significant weight.

In addition to fearing judgment from peers, two participants (Ruslan and Indira) expressed concerns about being negatively evaluated by instructors, as illustrated in the following extract.

Extract 18

> For example, we're discussing a topic, and we're asked a question. I try to explain something, but I have this little anxiety that I might not express my thoughts correctly, and the instructor might understand it completely differently and judge me. (Indira)

Environmental Factors

It is worth acknowledging that the learning environment may contribute to the anxiety manifestation. In this context, the data analysis revealed that limited opportunities to practice English with peers both within and beyond the classroom, insufficient interaction with native or proficient English speakers, and lack of participation in speaking clubs contributed to English speaking anxiety.

Speaking Club

During the analysis, it was revealed that despite expressing interest, the majority of the participants (Magzhan, Snezhanna, Dauren, Zhaina, Aizhan) did not attend speaking clubs. They cited various personal reasons such as missed opportunities, feelings of shame, and voluntary reluctance to attend, all of which hindered their participation:

Extract 19

I know our university has a speaking club, and I wanted to join it. It's organized so that you register to join the club, and they send you updates on when the sessions are. Unfortunately, I didn't get to register, so I missed it this time. But I think it would be interesting and helpful. (Snezhanna)

Extract 20

We do have English clubs, but I don't attend them even if I want. I feel ashamed because my speaking level is lower than others. It's a bit humiliating for me. Therefore, I avoid speaking clubs. (Dauren)

These extracts reveal a significant paradox that while participants recognized the value of speaking clubs for improving their oral proficiency, affective barriers such as fear of embarrassment, perceived linguistic inferiority, and internalized self-doubt often outweighed their motivation to engage. Dauren's experience, in particular, illustrates how negative self-perceptions can lead to avoidance behaviors, reinforcing the cycle of anxiety and reduced speaking practice. This pattern suggests that access to opportunities alone is insufficient if learners do not feel psychologically safe or confident enough to participate.

Meanwhile, three participants (Ruslan, Aizere, and Indira) declared that they do not need speaking club classes since they think they have sufficient English practice during regular classes:

Extract 21

> I initially started learning English purely out of interest, wanting to express my thoughts freely and understand things in their original form. However, over time, my focus shifted towards achieving specific goals, like preparing for the IELTS exam. (Aizere)

Extract 22

> At this point, I don't feel the need to dive into learning new aspects of the language like attending speaking clubs, as I mainly focus on practicing my speaking skills during lessons (Indira)

In this sense, while regular academic activities may offer structured speaking opportunities, the absence of informal, low-stakes environments, such as speaking clubs, can limit the development of spontaneous oral communication and confidence in real-world contexts. This also reflects how students' perceptions of their proficiency and progress can shape their engagement with extracurricular resources. In this case, participants viewed speaking clubs as redundant rather than enriching. Such perceptions indicate the need for educators and language program designers to better communicate the complementary value of co-curricular opportunities.

Interactions with Native Speakers

All participants reported a lack of regular interactions with native or proficient English speakers beyond the classroom.

Extract 23

> I did not have a chance to speak with a native speaker. But when I was around 12, my English tutor invited a native speaker to a small speaking club. This was the only time I had the chance to speak with a native speaker, but I didn't really take advantage of it because I was young and too shy. (Snezhanna)

Extract 24

> There was this one time, I believe the person was from Nigeria. He had a quite good accent, likely because he had spent some time living in England. I felt somewhat intimidated about speaking since English was his first language. (Indira)

The above extracts illustrate the participants' limited exposure to native or highly proficient English speakers outside the classroom. Snezhanna recalls her only opportunity to interact with a native speaker during a one-time speaking club event, which she did not fully took advantage of due to shyness. Similarly, Indira's case shows how imposed linguistic hierarchies can hinder meaningful communication. These experiences suggest that infrequent interactions with competent speakers may contribute to students' speaking anxiety and limit their confidence in authentic settings.

Practicing English with Peers

All the participants declared that they do not often speak English with peers at their EMI university. According to Zhaina and Indira, both they and their peers express a common intention to practice English more frequently but fail to do so. Moreover, the remaining participants (Aizhan, Ruslan, Magzhan, Snezhanna, Dauren) mentioned a tendency to revert to their more comfortable native languages (Russian and Kazakh) once the formal part of using English concludes.

Extract 25

> My peers and I often make plans to practice speaking English together. However, as time goes on, we tend to forget. In the end, we rarely follow through, even though we know it would help us become more confident in using the language. (Zhaina)

Extract 26

> We don’t usually practice English with my classmates, even though we know the importance of doing so. We always say we should speak English more but don’t do that (Indira)

Extract 27

> Since we are all Kazakh in the classroom, we speak Kazakh, even during lessons when we have to discuss something. Teachers do demand that we speak only English with each other, but we quickly switch back to Kazakh (Aizhan)

This finding underscores the need for EMI institutions to facilitate more intentional and supportive environments for informal language use among peers. Rather than relying solely on students’ self-initiative, universities could integrate peer-speaking opportunities into co-curricular activities or create structured yet low-pressure spaces that encourage regular English use. Promoting peer accountability and embedding realistic speaking goals into daily routines could help bridge the gap between students’ linguistic aspirations and their everyday language practices.

To sum up, this section addressed the main factors leading to English-speaking anxiety among freshmen in EMI settings. Three major subthemes were identified: linguistic, psychological, and environmental factors. Building on this, the upcoming section explores the role of social agents in mediating the participants’ English language experiences while using it orally. It examines how instructors, peers, and family members can either facilitate or exacerbate students’ anxiety within EMI context.

The Influence of Mediating Social Agents

After analyzing data on mediating agents’ impact, three key social influencers were identified: university instructors, family members, and friends. These agents have a significant impact on participants’ apprehension regarding English communication.

University Instructors' Teaching Methods

All eight participants expressed satisfaction with the teaching methods employed by their instructors. It was noted that these methods effectively encourage students to participate in classroom discourse actively. For instance, Dauren appreciates his teacher's usage of innovative approach:

Extract 28

> Overall, I'm satisfied, especially with my English instructor. She's an excellent specialist and always incorporates engaging activities. Recently, she assigned us roles in a mock company. I played the CEO of Toyota and interviewed candidates. It was a role-playing activity, and it made the lesson more interactive. (Dauren)

Similarly, Aizhan finds that participating in games during English lessons significantly reduces her reluctance to speak English. The game format not only encourages speaking but also boosts her confidence by making the experience enjoyable and less intimidating.

Extract 29

> In our English lessons, we play games, and everyone gets immersed in them. It helps ease our reluctance to speak English because, in the game, you have to speak, and it's enjoyable. It makes me think that maybe my English isn't as bad as I believe. (Aizhan)

It was also observed that some instructors strive to support students effectively. For instance, four participants (Snezhanna, Indira, Dauren, Ruslan) noted that their instructors employ translanguaging strategies to facilitate the learning:

Extract 31

> In English classes, the teacher listens carefully, points out our strengths and weaknesses, and helps us improve. Sometimes, she explains in Russian or Kazakh. In Math, the teacher also helps by explaining unfamiliar concepts and allows us to

use Kazakh if needed. When I use Kazakh, he understands and doesn't scold me. (Dauren)

Extract 32

Instructors use Russian and Kazakh in their teaching, even though the majority of the instruction, about 95%, is conducted in English. Only about 5% of explanations might be given in Russian or Kazakh. I see no disadvantages to this practice. On the contrary, using the first language or a language that students are comfortable with is beneficial. It can help lighten our mood and understand the material more effectively. (Ruslan)

These extracts suggest that translanguaging is not seen as a disruption to EMI policy, but rather as a supportive pedagogical tool that helps bridge gaps in understanding, lessen anxiety, and foster a more inclusive learning environment. Participants appreciated instructors who were attentive to their linguistic needs and used students' first languages strategically without compromising the overall English-medium structure of the course. Such practices align with the growing scholarship on translanguaging in EMI contexts, which emphasizes the cognitive and affective benefits of drawing on learners' full linguistic repertoires (García & Wei, 2014). By allowing students to process complex concepts in familiar languages, instructors enhance comprehension and promote a sense of psychological safety and belonging. This evidence challenges rigid monolingual approaches and supports a more flexible, learner-responsive model of EMI implementation.

Meanwhile, Snezhanna and Indira expressed opposition to translanguaging. They reported preferring complete immersion in English, believing it to be more efficient for language acquisition.

Extract 33

> I don't really like it when my instructors switch to Russian or Kazakh, because I lose my focus. When everything is strictly in English, I feel fully engaged, immersed in the language environment. But when bits of my native language are added, it kind of throws me off. Actually, at the beginning, they used English exclusively, which I liked. But later, I think because some in the group had a lower level of English, they started to occasionally use Russian or Kazakh for certain explanations, especially for important technical details. (Snezhanna)

Another notable finding concerned teachers' attitudes towards translanguaging. For example, Magzhan reported his English instructor exclusively uses English in class and penalizes the use of other languages. Similarly, Aizere noted that his mathematics instructor does not support translanguaging.

> ***Extract 34***
>
> In mathematics, our teacher insists we should only speak in English. She always answers in English too. No one has ever heard her speak in Russian or Kazakh. (Aizere)

> ***Extract 35***
>
> In our English classes, we stick to a rule that only English is allowed during the lesson. If someone breaks this rule, they have to sing an English song at the end of the class as a punishment. (Magzhan)

These extracts reflect a rigid approach to EMI that prioritizes immersion but may limit learner comfort and comprehension. While only using English can enhance exposure, overly strict policies risk increasing anxiety and reducing students' willingness to participate, especially for those still developing proficiency. This contrasts with the more flexible and supportive translanguaging strategies observed in other classrooms.

Beyond translanguaging, the interview data also revealed the teaching methods by which participants' instructors delivered feedback in English language classrooms. Nearly all participants reported a consistent approach to feedback from their language instructors. They reported that their instructors provide feedback only after they have finished speaking. Moreover, they mentioned that instructors do this in front of the entire class. However, the key detail is that the instructors do not highlight specific errors but rather provide feedback in a generalized manner, as Magzhan noted:

Extract 36

> For instance, if an instructor poses a question and each student responds in turn, she promptly corrects any mistakes in a gentle manner. However, if an error occurs during a speaking presentation or similar activity, she will wait until all students have finished. Afterward, she will address the error in a generalized manner. (Magzhan)

Additionally, it was also revealed that instructors might not always provide positive support. Sometimes their practices can cause discomfort among students. This was evident as some university instructors have a habit of randomly calling on students who have not raised their hands. Three participants (Snezhanna, Dauren, Aizhan) reported feeling discomfort related to this approach:

Extract 37

> For example, if I'm not participating, the teacher might call my name and ask for my opinion. They want everyone to participate. That is why they randomly pick students. When this happens, it causes disturbance, and I feel the most anxious in these situations. (Dauren)

These accounts suggest that while instructors aim to foster engagement, unexpectedly singling out students may increase speaking anxiety instead of encouraging active participation, demonstrating the need for more supportive and student-centered strategies.

The Mediating Role of Friends and Peers

The data analysis displayed that participants' close friends played a mediating role in supporting their English-speaking competence. For example, three participants (Snezhanna, Ruslan, and Indira) received verbal support from their friends, who had offered encouraging words and express pride in their achievements.

Extract 40

> My friends also encourage me; I sometimes message them saying I have a project presentation coming up and that I'm nervous. They say, "Don't worry, you're going to nail it! You were always the best in English at school; you've got this."
>
> So, yes, I feel a lot of support from both my family and friends. (Snezhanna)

Aizhan shares that she often turns to friends who also struggle with speaking English to help manage their anxiety. By sharing their experiences and offering mutual support, they help each other stay positive and keep practicing.

Extract 41

> I talk to my friend about my English-speaking anxiety. We share our experiences because she also struggles with it. We tell each other that it will improve with time and that the most important thing is to keep speaking. (Aizhan)

While close friends generally have a positive influence on students, whereas support from academic peers is not always consistent. Dauren and Magzhan have remembered instances where their peers ridiculed their English proficiency:

Extract 42

> It has happened before. My groupmates laughed at me once when I mispronounced a word in class. It was disturbing, but I wasn't embarrassed or ashamed. I saw it as a learning experience. (Dauren)

These extracts highlight the dual role of peer influence in the language learning process. While emotional support from friends can foster resilience and persistence, unsupportive peer behavior can undermine learners' confidence and contribute to anxiety. These findings show the importance of cultivating empathetic and respectful atmosphere where students feel safe to take risks and grow through practice.

Family Support

Another group of mediating agents identified in this study are family members. The participants reported receiving indirect positive support from their families. Aizere and Zhaina both revealed that their parents support their learning, with Aizere pointing out that her parents initiated her English learning by enrolling her in English courses:

> ***Extract 43***
>
> They believe I have a great English level. They always tell me not to be afraid and remind me that everyone is in the same situation. They encourage me not to be too reserved. (Zhaina)
>
> ***Extract 44***
>
> Yes, my parents support me. I started learning English because of my parents' initiative. They knew English would be in demand, so they enrolled me in English courses as soon as possible. So, as soon as I could write independently and study, I formally began attending English courses (Aizere)

Dauren also mentions receiving financial support from his family for English courses although he notes a lack of verbal or emotional support:

> ***Extract 45***

> As for my family, they provide financial support by paying for my private courses, but they don't offer much verbal or emotional support. (Dauren)

This section focused on the role of social mediating agents. During the analysis of data related to the impact of mediating social agents on the participants' difficulties with speaking English, four key social agents were identified: university instructors, private English tutors, friends, and family members. The analysis revealed that instructors generally have a positive impact on students' English speaking, although certain methods, such as randomly calling on students or prohibiting translanguaging, can cause anxiety. Additionally, friends and family members provide support through verbal encouragement and expressions of confidence in their abilities. The following section explores students' use of LLSs to mitigate anxiety related to speaking English.

Students' Use of LLSs to Reduce English-speaking Anxiety

This section describes the LLSs that participants used to reduce anxiety when speaking English, organized according to Oxford's (1990) framework. This framework differentiates between direct strategies, which directly engage mental processes, and indirect strategies, which support language learning through broader techniques. Direct strategies encompass memory, cognitive, and compensation strategies. In contrast, indirect strategies encompass affective, metacognitive, and social strategies.

Table 3

LLSs Used by Participants

Participants	**Name of strategy**	**Strategies used by participants**
Aizere, Zhaina, Magzhan, Aizhan, Ruslan, Dauren	Cognitive (Direct)	Rehearsal, repetition, memorization, social media engagement
Zhaina, Magzhan, Aizhan, Ruslan, Dauren	Metacognitive (Indirect)	Managing and controlling the learning process

Aizere, Zhaina, Magzhan, Snezhanna, Dauren, Ruslan, Indira, Zhaina	Affective strategy (Indirect)	Self-reassurance, self-encouragement, accepting mistakes as part of learning
Dauren, Magzhan, Aizhan, Zhaina	Social strategy (Indirect)	Peer support and collaboration

Direct Strategies

Analysis of the participants' reported strategy use revealed that they primarily employed cognitive strategies, which will be examined in more depth in the subsequent section.

Cognitive Strategies

Cognitive strategies are used to directly process language, including repeating and rehearsing. Six participants (Aizere, Zhaina, Magzhan, Aizhan, Ruslan, Dauren) employ cognitive strategies. These participants claim that such strategies help them manage anxiety and improve their speaking skills. For instance, Aizere reports using rehearsal, repetition, and memorization to prepare for speaking:

> ***Extract 46***
>
> It usually takes time to prepare the text, memorize, repeat, and rehearse. Only after preparing thoroughly, I feel less anxious about speaking English. Before answering, I try to rehearse. If I think my answer is polished enough, I speak. Or I listen until someone speaks. Seeing that their speaking is not perfect either makes me calm. And I try to breathe deeply and not worry because not only I make mistakes. Everyone makes mistakes. (Aizere)

Additionally, Aizere not only uses cognitive strategies but also employs affective strategies such as deep breathing and rationalizing that commiting mistakes is an essential component of learning. These strategies are specifically designed to manage anxiety and emotional stress associated with speaking.

Four participants (Zhaina, Magzhan, Aizhan, and Ruslan) mentioned that they enhance their speaking skills and reduce anxiety by engaging with various forms of social media:

Extract 47

> I've set my phone to English. This allows me to constantly engage with English content, such as browsing Instagram where many posts are in English, and keeping up with current events. This has been particularly helpful for learning spoken English. Engaging with it helps me improve my own speaking skills. (Magzhan)

Aizhan also enhances her vocabulary and language skills by managing social media accounts in English:

Extract 48

> I enjoy running my social media accounts in English. I write posts in English, and whenever I come across words or phrases I don't know, I look them up in online dictionaries and learn them that way. Although it might seem like a small thing, it greatly helps me since my learning is driven by my interests. Additionally, I watch popular English-speaking influencers and listen to podcasts in English. (Aizhan)

Additionally, it is evident that they used metacognitive strategies alongside cognitive ones. Their deliberate choice to engage with English through personal and current interests illustrates self-directed learning, where they monitor and control their language exposure to maximize learning. This approach demonstrates the effective application of metacognitive strategies.

Indirect Strategies

With regard to indirect strategies, the data analysis indicated that participants commonly used affective, metacognitive, and social strategies.

Affective Strategies

Affective strategies are techniques used to manage emotions related to second language learning. Affective strategies emerged as the predominant choice among first-year students for managing English language speaking anxiety. All participants reported using these strategies to alleviate their apprehension surrounding language use. Participants employ self-reassurance techniques and perceive errors as indispensable aspect of learning to alleviate anxiety associated with speaking English:

Extract 49

> I remind myself nothing terrible would happen if I stumbled or used the wrong word. Many people are in the room with a similar or lower level of English, and we're all here to learn. I told myself it's okay to make mistakes because it's part of the learning process. (Snezhanna)

Extract 50

> I try not to overthink. I remind myself that it's okay if my speech isn't perfect. The important thing is that I expressed my opinion and spoke in class, overcoming my anxiety. (Dauren)

Extract 51

> I would probably calm myself down by reminding myself that everyone makes mistakes. After all, it's a foreign language, not my first one, so it's normal to sometimes misunderstand things or feel anxious when delivering a speech. (Indira)

Social Strategies

Another indirect strategy identified was the social strategy, which involves interacting with others to facilitate language learning. Participants reported engaging in activities such as seeking advice, receiving feedback, and collaborating with peers. In this regard, Magzhan recalls a situation where he received direct assistance from a classmate during a presentation:

Extract 51

> My classmates often help me. For example, recently, during an English presentation, I became extremely anxious and started forgetting English words, unable to speak properly. It wasn't so much that I composed myself, but my teammate did because he saw how confused I was. He continued to help me with words I could not think of and even finished sentences for me. After he did this a couple of times, I gradually calmed down and began to continue retelling my story. (Magzhan)

Dauren talks about engaging in another form of social strategy by seeking advice from peers who are more proficient in English:

Extract 52

> My peers with C1-level English help me a lot. I often ask them how to deliver my speech effectively, and they tell me not to be ashamed. (Dauren)

This section explored the LLSs that students use to mitigate their apprehension towards speaking English. Analysis of the interview data showed that students employ a mix of cognitive and metacognitive strategies. Additionally, all participants use affective strategies, demonstrating their efforts to manage anxiety associated with speaking English. Furthermore, using social strategies was prevalent, demonstrating the importance of peer interaction and support in overcoming language barriers.

Summary

This chapter presented the main findings concerning English language speaking anxiety among first-year students in an EMI setting. It starts with biographical vignettes of eight participants, derived from their narrative accounts. The analysis then categorizes the findings into three main themes: factors contributing to English speaking anxiety, the influence of mediating social agents, and students' usage of LLSs to reduce English-

speaking anxiety. The data revealed that participants faced linguistic, psychological, and environmental barriers that led to their English language speaking anxiety. Moreover, social agents including family, peers, and private tutors significantly influenced their language learning experiences. Additionally, they employed various strategies, aligned with Oxford's (1990) taxonomy of LLSs to manage their apprehension about speaking English.

Chapter 5: Discussion

The chapter outlined above provided the findings gathered from eight first-year undergraduate students to capture factors contributing to their English-speaking anxiety and LLSs use at a Kazakhstani EMI university, using narrative writing and individual semi-structured interviews. The current chapter demonstrates the findings of the present study as interpreted through the theoretical framework guiding this study and existing literature on English language speaking anxiety and LLSs.

Revisiting the Theoretical Lens Used in This Study

As discussed in Chapter 2, this research draws upon Leontiev's (1981) AT, rooted in Vygotskian sociocultural theory, to offer a comprehensive lens for examining the English-speaking anxiety experienced by freshmen studying at an EMI university in Kazakhstan. AT conceptualizes human actions, including language use, as purposeful and socially mediated, emphasizing the evolving interaction between the subject (the learner) and the object (the development of English-speaking proficiency). This interaction is facilitated by a range of mediational tools, which encompass both material assets such as textbooks and digital applications, and psychological means such as language itself and the employment of LLSs.

Regarding this study, English operates both as the object of learning and as a mediating tool through which communication occurs. When students encounter a mismatch between their linguistic resources and the demands of academic communication, speaking anxiety can emerge. AT further highlights the sociocultural dimensions of learning by considering the role of the rules, community, and labor distribution within the activity system. At an EMI university, the community includes peers, instructors, and institutional structures, all of which establish norms that either alleviate or exacerbate speaking anxiety. By adopting AT, this study moves beyond viewing anxiety as merely an

internal psychological trait, instead situating it within the broader sociocultural and institutional landscape that shapes learners' emotional experiences and communicative behaviors.

Complementing this sociocultural perspective, Rebecca Oxford's (1990) classification of LLSs provides an essential framework for analyzing how students actively manage their speaking anxiety. As stated by Oxford (1990), LLSs are particular techniques used by learners to ease learning, making it more effective and transferable across contexts. She categorizes these strategies into two broad groups: direct and indirect strategies. Direct ones, which include compensation, cognitive, and memory strategies, encompass direct involvement with the language itself, such as practicing pronunciation, memorizing phrases, and finding alternative ways to express meaning when faced with gaps in knowledge. Indirect strategies, comprising social, affective, and metacognitive strategies, facilitate language learning by organizing, regulating, and emotionally sustaining the learning process. By integrating AT and Oxford's taxonomy of LLSs, this study reveals a multidimensional understanding of the anxiety faced by first-year EMI students. It illustrates not only the external sociocultural pressures that generate speaking anxiety but also the internal, strategic responses students deploy to navigate these pressures and enhance their communicative competence.

RQ1: Factors Contributing to English Language Speaking Anxiety Among First-year Undergraduate Students

This section presents a discussion of the first research question, which explores the factors influencing students' English-speaking anxiety at an EMI university in Kazakhstan. Three main contributing factors according to the findings were linguistic, psychological, and environmental. The following section discusses each of these factors in detail. Leontiev's (1981) AT emphasizes that language learners' emotions, behaviors, and

language development are shaped through their interactions with various mediators within an activity system. In this study, students' experiences of speaking anxiety are not viewed merely as individual psychological reactions but as outcomes of the dynamic interplay between the learner (subject), the goal of English-speaking proficiency (object), and the mediating tools, rules, community practices, and social structures surrounding them. Drawing on this theoretical lens allows for a more nuanced exploration of how linguistic, psychological, and environmental factors interact with the broader sociocultural context to impact students' confidence and proficiency in using English for communication.

The present study found that linguistic factors, specifically limited vocabulary and pronunciation difficulties contributed to English language speaking anxiety among year one EMI students. Participants reported being anxious about their pronunciation. This finding aligns with Baran-Lucarz's (2017) study, which examined how FLA relates to students' real and self-assessed pronunciation skills in Polish secondary schools. The study found that students' self-assessed pronunciation had a greater influence on their anxiety levels than their actual pronunciation skills. In other words, students who believed their pronunciation was inadequate experienced higher anxiety, even when their actual pronunciation was not objectively poor. This mirrors the experiences of two participants (Ruslan and Indira), whose anxiety stemmed more from perceived deficiencies in pronunciation than from actual linguistic shortcomings. These findings reveal the subjective and psychological dimensions of language anxiety, underlining the powerful role that learners' self-perceptions play in shaping their confidence and willingness to speak in English.

Another linguistic factor identified in the current study pertains to participants' inadequate English language vocabulary repertoire. Three participants (Aizhan, Magzhan, and Indira) reported that limited vocabulary knowledge contributes to feelings of

nervousness, especially when they are unable to recall appropriate words during discussions in classroom. Similarly, Rakhimzhanova's (2022) qualitative study examining English-speaking anxiety among EFL student teachers in Kazakhstani universities revealed that insufficient vocabulary was a major obstacle hindering their ability to deliver accurate speech, particularly when discussing topics that require advanced vocabulary. In this sense, Zarei et al. (2024) stress that expanding students' active vocabulary through meaningful, contextualized practice should be a key pedagogical focus in EMI settings, not only to support fluency but also to reduce the mental burden associated with speaking in a second language.

As demonstrated in the present study, a significant factor leading to the speaking anxiety experienced by first-year students in EMI programs relates to psychological issues. These factors were the major contributors to anxiety among participants, often displayed as a fear of negative evaluation, fear of making mistakes, and lack of confidence. Four participants (Snezhanna, Aizhan, Zhaina, and Aizere) reported experiencing low confidence when speaking English, particularly in unfamiliar situations. Zhaina, for instance, specifically mentioned that her confidence diminishes when faced with spontaneous speaking tasks. This finding presents a contradiction to the study conducted by Zondag (2024), which examined English-speaking anxiety of Norwegian secondary school student teachers of English. The study found that spontaneous speaking activities greatly reduced their anxiety. However, unlike Zondag's (2024) participants, who engaged in low-stakes, playful speech exercises, the present study's participants faced high-pressure academic discussions, where spontaneous speech was anxiety-inducing. This suggests spontaneous speech activities used in class may reduce anxiety in low-pressure, collaborative learning settings but increase in formal, evaluative academic environments like EMI. The findings of Kudo et al.'s (2017) study support this point. The authors

investigated undergraduate students undertaking EMI courses in Japan and found that the demand for spontaneous speech without proper preparation was a major source of anxiety for students.

Interestingly, the current study found that participants' low confidence was linked to their past experiences in public schooling. This aligns with Tokkulova's (2019) findings, who argued that EFL instructors in Kazakhstani public schools still heavily rely on outdated Soviet-era methodologies. These approaches often focus on speech without errors, perfect grammar, and rote memorization. Consequently, students may become anxious about their language usage, which may lead to a permanent state of apprehension when required to speak spontaneously in formal educational settings.

Additionally, the fear of making mistakes appeared as a substantial psychological factor leading to English-speaking anxiety among students in EMI setting. Participants reported being particularly anxious about making errors in the presence of their classmates and instructors, fearing judgment. This finding accords with Batyrova's (2021) study into the English-speaking difficulties rural Grade 11 students in Kazakhstan. Her study revealed that the fear of making mistakes was one of the primary factors disturbing students' English-speaking confidence.

Fear of negative evaluation also emerged as a significant psychological factor influencing speaking anxiety. This apprehension was explicitly demonstrated by six participants (Dauren, Zhaina, Aizere, Aizhan, Ruslan, and Indira), who expressed concerns about being evaluated unfavorably by their peers and instructors regarding their language proficiency. These findings align with Myrzakulova's (2019) findings, which explored students' perceptions of EMI in Kazakhstan, centering on their anxiety. Similarly, her study found that students in EMI settings experience anxiety due to the fear of receiving

negative judgment form both their peers and teachers, further revealing that they were particularly anxious about how others evaluated their language proficiency.

Notably, the fear of negative evaluation from both peers and instructors directly influenced students' WTC. WTC is described as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al., p. 547). This aligns with Lee et al.' (2022) study, which explored the WTC of Taiwanese and Korean EFL learners in the classroom, out-of-class, and online settings. Their study demonstrated that the students showed the lowest level of WTC inside the classroom due to their English language speaking apprehension, which stemmed from the fear of negative evaluation.

Findings from the current study revealed that various environmental factors contribute to students' experiences with English language speaking anxiety in an EMI university. These factors include limited opportunities for practice, lack of interaction with proficient English speakers, and an inclination to revert to their L1. The findings suggest that while students are informed about the importance of practicing English, several external and internal barriers hinder them from engaging in meaningful language use.

Speaking clubs are often regarded as beneficial platforms for language learners to advance their speaking abilities in a low-pressure environment. The findings of the current study indicate that the majority of participants, despite admitting the advantages of speaking clubs, did not actively participate in them. Participants had various reasons. Some, like Snezhanna, mentioned logistical issues, whereas others, like Dauren, expressed shame about their English level proficiency compared to other students attending speaking club. This implies that taking part in speaking clubs is not solely about availability but also students' confidence in their abilities. Dauren's case demonstrates how self-imposed pressure, anxiety, and inferiority can serve as a hindrance for students from engaging in

voluntary speaking practice. Maulidiyah and Qolbia's (2020) research, which explored students' perceptions of improving speaking competence through speaking clubs, supports the notion that participation in out-of-classroom activities positively influences students' oral fluency. Their study underpins the argument that speaking clubs contribute to improving fluency, as evidenced by the majority of their respondents agreeing that participation in such clubs enhances their speaking skills. The difference between the two findings lies in actual participation rates. The participants in Maulidiyah and Qolbia's (2020) study acknowledged the benefits through their direct involvement, while the present study's participants avoided speaking clubs despite recognizing their importance. Speaking clubs, while being a supportive mediating tool, are underused due to socio-emotional obstacles. From an AT perspective, this shows how the broader learning environment shapes learners' access to meaningful participation. This indicates the need for EMI institutions to find ways to reduce participation barriers, build a more inclusive community where all students with various levels of English proficiency can engage.

Another finding in the current study was that students do not often engage in conversation in English with their peers, even though they recognize the importance of practicing English. As Hajar (2020) notes, learners' language development within the framework of AT is shaped by the mediating processes that exist within specific learning communities, which involve tools, social practices, and interpersonal relationships. In this sense, speaking opportunities both within and beyond the classroom can play a significant role in building students' speaking confidence and reducing anxiety. Comfort and familiarity with their native languages often dominate in informal settings, which may limit their exposure and practice.

Furthermore, one of the notable findings of the current study was the lack of interaction with competent or native English speakers. It is well known that engaging with

proficient speakers may offer various benefits for language learning. It also enhances their communicative competence and increases their motivation and investment toward language acquisition (Wang, 2014). According to the participants, their engagement with native or proficient English speakers outside the classroom was rare, with only a few instances of interaction. This led to the conclusion that infrequent interaction with competent speakers may contribute to students' speaking anxiety and lower their confidence in real-life conversations. Alberth (2023) investigated self-confidence levels among high school EFL learners by comparing those who had engaged with native English speakers to those who had not. The study found that learners who had interacted with native speakers exhibited significantly higher levels of confidence in using English compared to their peers who lacked such interaction.

Reflecting on these findings through the lens of AT highlights that English-speaking anxiety among first-year EMI students is a socially and culturally mediated phenomenon rather than an isolated cognitive trait. The study reveals that barriers to English communication, whether related to limited vocabulary, fear of peer evaluation, or restricted opportunities for practice, emerge from contradictions and tensions within the learners' activity systems. These contradictions, such as the clash between institutional expectations for fluent English use and students' limited linguistic resources, emphasize the need to view language anxiety as deeply embedded within the broader educational and social environments. Therefore, reducing English-speaking anxiety requires a comprehensive approach that focuses not only on strengthening individual learners' skills but also on reshaping the mediational tools, community norms, and institutional practices that structure their language learning experiences.

RQ2: The Influence of Significant Social Agents on Participants' English Language Speaking Anxiety

The following section responds to the second research question regarding mediating role of significant social agents on students' experience of English-speaking anxiety within an EMI university context in Kazakhstan. Drawing on Leontiev's (1981) AT, the analysis focuses on the role of university instructors, peers, friends, and family members in shaping participants' experiences and levels of anxiety related to English communication. Within the activity system of EMI education, these social agents function as mediators between the subject (the student) and the object (effective English-speaking proficiency), either facilitating or constraining learners' engagement with the target language. As Engeström (1987) elaborated, human activity is ingrained in a network of social relationships and shaped by interactions among components such as rules, tools, community, and labor distribution—all of which were evident in the participants' experiences.

The results of this study suggest that university instructors played a key role in participants' English-speaking development. Most participants expressed satisfaction with their instructors' teaching methods, emphasizing the effectiveness of interactive approaches such as role-playing and language games. From the perspective of AT (Engeström, 1987; Leontiev, 1981), such instructional methods serve as mediating tools that connect the subject (student) with the object (spoken language proficiency) by transforming the learning process into a socially and emotionally supportive activity. These tools not only support linguistic engagement but also lead to lowering the affective filter, enhancing learners' confidence and participation.

However, differences in translanguaging practices among instructors created ambiguous student experiences. While some participants viewed translanguaging as a

valuable pedagogical tool that enhanced comprehension and eased anxiety, others found it distracting and counterproductive to language immersion. This tension highlights a key principle of AT: the contradictions or tensions arising within an activity system can significantly influence learners' experiences and outcomes. In this case, the contradiction exists between the pedagogical intent to scaffold learning through translanguaging and some students' preference for strict English-only environments as a means to accelerate fluency. The study highlighted varying perceptions of translanguaging practices among participants; however, it's important to acknowledge that the intentional use of multiple languages acts as an effective mediating tool in EMI contexts. Translanguaging enables students to use their entire linguistic repertoire to understand new information, which helps alleviate anxiety and encourages a deeper comprehension. Yessenbekova's (2023) investigation into EMI in Kazakhstan showed that, when carefully incorporated into teaching, translanguaging practices can enhance cognitive flexibility, emotional comfort, and student engagement. Consistent with Yessenbekova's (2023) conclusions, the present study indicates that purposeful application of translanguaging—rather than sporadic or accidental use—can reduce students' language-related issues and facilitate their involvement in English-medium classrooms. Yet, the diverse views of participants suggest that, without a clear pedagogical framework, translanguaging might unintentionally cause confusion and frustration, highlighting the necessity for a more organized and thoughtful approach to this practice in EMI environments.

In the present study, another noteworthy finding was about instructors' feedback strategies and their impact on students' anxiety. Participants generally valued instructors who offered constructive feedback after speaking task. Additionally, one of the methods used by university instructors was cold calling or the practice of randomly selecting students to answer questions. Participants reported this practice as anxiety-inducing rather

than a way to encourage active participation. This finding aligns with Li (2024), who investigated the connection between learning techniques and students' anxiety levels in a hybrid classroom. The study revealed that cold calling was the most significant contributor to anxiety, with students frequently perceiving it as stressful and anxiety-causing. These insights underscore the importance of adopting more student-centered pedagogical strategies that encourage voluntary participation and foster a psychologically safe learning environment. Crucially, within the AT framework, this finding illustrates how specific classroom practices can function either as productive mediators or as sources of contradiction within the learning activity system. When these mediating elements clash with learners' emotional and psychological needs, they can disrupt the alignment between the subject and the object, thereby hindering the overall development of speaking proficiency.

Moreover, the present study found that close friends positively impact students' English-speaking confidence by offering encouragement and support. However, university peers were identified as a source of anxiety when it comes to using English. Two participants reported experiencing ridicule from their peers, which, although perceived as part of the learning experience, evidently contributed to distress and anxiety. Zhang and Lai (2024) examined the components contributing to FLA among Chinese university students specializing in English and identified peer mockery and ridicule as significant contributors to students' English language anxiety. Many participants reported that being laughed at by their peers when speaking English intensifies their fear and discourages them from using the language.

Another group of mediating agents identified in the present study were family members. Most participants shared that they received positive emotional support at home. This support often came in the form of encouraging words, which, while not directly

enhancing their English skills, boosted their confidence and motivated them. From the perspective of AT (Leontiev, 1981), these findings illuminate the central role of social agents—friends, peers, and family members—as mediators within the language learning activity system. Supportive friends and family served as enabling elements, fostering a safe and emotionally affirming environment that helped learners remain engaged with the objective of developing English-speaking proficiency. Conversely, the presence of peer ridicule introduced contradictions into the system, disrupting the harmony between the subject and the object while creating emotional barriers to participation. These findings demonstrate the sociocultural and relational dimensions of language learning and illustrate how the broader community, both within and beyond the university, shapes learners' trajectories by influencing their emotional engagement with English-speaking tasks. By recognizing the dynamic interplay of social, institutional, and psychological factors, this study adds to a more holistic understanding of how EMI universities can better foster linguistically inclusive and emotionally supportive environments for students transitioning from mainstream schools.

RQ3: Participants' LLSs Use to Deal with Challenges Associated with English Language Speaking Anxiety at an EMI University

This section is dedicated to LLSs used by the first-year EMI students to reduce their English language speaking anxiety. According to Oxford (1990), LLSs are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" (p. 8). As mentioned in Chapter 4, Oxford's (1990) classification is employed in the present study, which comprises of of direct and indirect strategies. Direct strategies consist of cognitive, compensation and memorization strategies, whereas indirect strategies encompass affective, social and

metacognitive ones. In Chapter 4, Table 3 shows the specific strategies employed by each participant.

Six participants (Aizere, Zhaina, Magzhan, Aizhan, Ruslan, and Dauren) employed cognitive strategies such as repetition and memorization to manage their English-speaking anxiety. For example, Aizere shared that she practices and repeats her speech beforehand to ease her nervousness. These findings are consistent with those of Suzuki (2017), who investigated English-speaking anxiety among Japanese students at an EMI university and found that advance preparation and rehearsal of speech significantly reduced students' anxiety levels.

Regarding indirect strategies, participants frequently used affective, metacognitive, and social strategies, all of which played a role in alleviating their anxiety. Metacognitive strategies were evident in how participants planned and monitored their exposure to English—for instance, by adjusting their phone settings to English to enhance language immersion and support self-directed learning. These findings align with Rakhymzhanova (2022), who examined English-speaking anxiety among student teachers in Kazakhstani universities. Likewise, most participants in her study reported that metacognitive strategies enabled them to effectively plan, regulate, and analyze their own learning processes.

In the present study, participants extensively used affective strategies to manage their emotional responses. Techniques such as self-talk, rationalization, and normalizing mistakes helped them regulate their feelings during stressful speaking situations. These findings echo Oxford's (2011) claim that using affective strategies in the form of self-encouragement and positive self-talk helps learners manage their emotions, increase motivation, and foster a more positive mindset, while also lowering anxiety. The findings of Shorman's (2023) study, which examined the FLSA of second-year students in EMI classrooms in Kazakhstan, closely align with those of the current research. Similarly,

several participants in her study reported using positive self-talk and reframing their mistakes as an unavoidable part of the learning journey.

Social strategies were equally important. Four participants (Dauren, Magzhan, Aizhan, and Zhaina) actively sought assistance from more proficient peers, engaged in collaborative tasks, and welcomed constructive feedback. These findings align with Kuttubayeva's (2022) study, which examined the challenges faced by first-year students in EMI universities in Kazakhstan. Her findings also illustrated that participants commonly used social strategies, relying on peer support and interaction when encountering language problems.

The findings of the present study, using the framework of AT and Oxford's (1990) taxonomy of LLSs, demonstrate the active and strategic role that learners play in navigating their English-speaking anxiety. Rather than perceiving anxiety as an inevitable barrier, participants engaged in purposeful use of various LLSs as mediational tools within their learning activity systems. From an AT perspective, these strategies reflect students' efforts to reshape the relationship between themselves and the object of fluent English communication by adapting to the sociocultural and institutional structures surrounding them. Oxford's (1990) framework further illuminates how the combination of direct and indirect strategies enables learners to regulate their emotions, monitor their progress, and foster social interaction, all of which are essential for sustaining engagement in challenging EMI contexts. These findings show that coping with English-speaking anxiety is not a solely internal psychological adjustment but a dynamic process of mediation, where learners actively mobilize personal, social, and institutional resources to achieve greater communicative competence. Recognizing and supporting these strategic efforts should, therefore, be a central concern for EMI institutions seeking to foster more equitable, inclusive, and emotionally responsive learning environments.

Summary

The current chapter discussed the main findings with regard to the research questions, relevant literature, and the theoretical frameworks guiding the study. The chapter explored key insights into the English language speaking anxiety faced by first year students in EMI university. Additionally, the chapter examined the contextual factors influencing their anxiety and the strategies they used to address it. The concluding chapter will summarize the study, discuss its implications, outline its strengths and limitations, and offer directions for future research.

Chapter 6: Conclusion

The preceding chapter reviewed the key findings of this qualitative study, which explored English-speaking anxiety and the use of LLSs among eight first-year university students enrolled in an EMI university in Kazakhstan. This final chapter provides the conclusion of the study by outlining its strengths and limitations, underlining pedagogical implications, and providing recommendations for future research and potential areas for enhancement.

Major Findings of the Study

While numerous studies have examined English language speaking anxiety among students in EMI universities in Kazakhstan, the perspectives of first-year students who attended mainstream schools remained underrepresented. Despite the importance of the topic, there has been limited focus on the English language speaking anxiety experienced by students, the factors contributing to it, and their use of LLSs. Therefore, this study aimed to explore these issues and fill the existing gap in the literature.

The present study explored the key factors contributing to English-speaking anxiety and the LLSs students used to cope with it. In addition to Oxford (1990) classification of LLSs, the study adopted Leontiev's (1981) AT. The concept emphasizes the dynamic interaction between students and various objects, including contributing factors and social agents. By adopting a sociocultural perspective, the researcher was able to reveal the participants' speaking anxiety and illustrate the real-world application of their LLSs. This approach also helped uncover the mediating role of various contextual factors, such as interactions with social agents and different teaching methods.

Three major themes emerged from the data analysis, showing the primary factors contributing to the English- speaking anxiety of first-year students. The first theme was linguistic factors, as many participants reported difficulties with pronunciation and limited

vocabulary, which hindered their confidence in speaking. For example, three participants (Magzhan, Aizhan, and Indira) struggled to recall appropriate words due to limited vocabulary, which lead to increased anxiety. The second emerging theme was psychological factors, which included low self-confidence issues, fear of making mistakes, and anxiety related to negative evaluation. For instance, six participants (Dauren, Zhaina, Aizere, Aizhan, Ruslan, and Indira) expressed concern about negative judgement regarding their language proficiency from both instructors and peers. Moreover, the speaking anxiety of participants was intensified due to environmental factors, such as limited interaction with proficient English speakers, lack of participation in speaking clubs, and insufficient peer communication in English.

Additionally, the role of mediating social agents was found to be significant. These included instructors, peers, and family members, who either alleviated or intensified participants' anxiety. For example, arguable teaching methods such as ineffective use of translanguaging or cold calling exacerbated participants' anxiety.

In terms of coping mechanisms, participants employed a range of LLSs based on Oxford's (1990) classification. The majority reported using cognitive, affective metacognitive, and social strategies to regulate their anxiety and strengthen their speaking proficiency. Participants employed cognitive strategies like rehearsal, repetition, and memorization to prepare for their speech. Metacognitive strategies were also important, allowing participants to take control of their own learning and monitor their progress. Furthermore, all participants implemented affective strategies that included positive affirmations and self-reassurance. Regarding social strategies, they sought assistance from their peers.

Strength and Limitations of the Current Study

The present study has multiple noteworthy strengths that enable it to contribute meaningfully to the expanding body of research on English-speaking anxiety and LLSs in EMI contexts, particularly within under-researched Central Asian settings. Most significantly, it is among the first qualitative inquiries in Central Asia to explicitly focus on first-year undergraduate students who transitioned from mainstream schools into EMI universities. By giving voice to these students' experiences, the study addresses a significant research gap overlooked by previous studies primarily concentrating on graduate or more advanced students. In doing so, it suggests a nuanced understanding of the psychological, linguistic, and environmental factors influencing English-speaking anxiety during a critical transition phase in students' academic trajectories. Furthermore, the study contributes to the field by demonstrating the mediating role of social agents, such as peers, family members, and instructors, offering a sociocultural perspective that moves beyond individualistic explanations of language anxiety.

Another vital strength lies in the theoretical and methodological approach adopted. Guided by AT and Oxford's (1990) framework of LLSs, the study presents a holistic picture of learners' experiences, illuminating the multifaceted relationship between individual agency and sociocultural mediation in coping with anxiety. Using two qualitative data collection tools enhanced the richness and trustworthiness of the data, allowing for the triangulation of students' self-reported experiences. This methodological design not only captured surface-level behaviors but also revealed underlying emotional and cognitive processes that shape students' learning trajectories. By integrating both reflective narratives and interactive interviews, the study generated in-depth insights that are often inaccessible through single-method research designs. Despite these contributions, the study inevitably has certain limitations that warrant careful consideration.

A primary limitation concerns the limited sample size, which consists of only eight participants, thus constraining the generalizability of the findings. While rich, in-depth qualitative insights were achieved, future studies would benefit from larger, more diverse samples across multiple institutions and regions in Kazakhstan to enhance representativeness. Additionally, the study relied solely on students' perspectives, without incorporating the viewpoints of other key stakeholders such as instructors, administrators, or parents. Including multiple perspectives in future research could provide a more thorough and multi-layered comprehension of the dynamics surrounding English-speaking anxiety in EMI contexts. Moreover, while the qualitative approach enabled deep exploration of individual experiences, it limited the possibility of quantifying broader patterns across the student population. Future research would be enhanced by using mixed-methods designs, combining quantitative measures with qualitative insights to validate and extend the findings. Another limitation of the study is its cross-sectional nature. It captured students' experiences at a single point during their first year of university but did not track changes in anxiety levels, strategy use, or confidence development over time. Longitudinal studies would provide valuable information about how students' coping mechanisms evolve as they gain more academic exposure and linguistic experience in EMI settings. Finally, although the focus on speaking anxiety provided essential insights, other forms of academic anxiety, including listening, reading, and writing anxieties, were not addressed. Given the interconnectedness of language skills, future research would benefit from adopting a more comprehensive approach by examining multiple dimensions of academic language anxiety. Addressing these areas would offer a fuller understanding of the challenges faced by first-year EMI students and inform more targeted pedagogical interventions.

Overall, despite its limitations, this study provides a critical starting point for examining the complex realities of English-speaking anxiety among first-year EMI students in Kazakhstan. It provides a foundation for future researchers, educators, and policymakers to design more supportive, inclusive, and contextually responsive EMI programs.

Pedagogical Implications and Areas for Further Research

The findings of the present study demonstrate multiple pedagogical and policy-related implications for improving EMI environments and better supporting first-year undergraduate students transitioning from mainstream schools. First, the pervasive experience of English-speaking anxiety among participants shows the urgent need for EMI curricula to acknowledge and address emotional factors in language learning explicitly. Instructors should adopt anxiety-reducing practices such as providing sufficient wait time after questions, encouraging voluntary rather than forced participation, implementing small group discussions, and valuing students' communicative efforts over linguistic perfection. These practices can contribute to the development of more psychologically safe classroom environments, where learners are motivated to take linguistic risks without fear of being negatively judged.

Second, the study's findings indicate the need for more inclusive and flexible pedagogical approaches, particularly concerning translanguaging practices. While participants' perceptions of translanguaging varied, evidence suggests that when intentionally and systematically implemented, translanguaging can be a powerful mediational tool to support comprehension, reduce anxiety, and promote deeper engagement (García & Wei, 2014; Goodman, 2017). Rather than viewing translanguaging as a sign of linguistic deficiency, EMI instructors should be trained to leverage students' full linguistic repertoires strategically. Professional development programs should

therefore equip instructors with theoretical and practical knowledge of pedagogical translanguaging, enabling them to create multilingual learning spaces that affirm students' identities and facilitate more effective knowledge construction. As the findings demonstrate, unstructured and unconscious translanguaging can confuse students, while structured and purposeful translanguaging can scaffold learning and reduce affective barriers.

Third, greater emphasis should be placed on fostering peer support networks and building linguistically supportive communities within EMI institutions. Given that fear of negative peer evaluation emerged as a major contributor to anxiety, universities should encourage collaborative learning activities, establish mentoring programs, and create informal speaking spaces such as conversation clubs that are explicitly designed to be inclusive of all proficiency levels. Reducing the social risks of speaking English can enhance students' WTC and support their long-term language development.

Regarding institutional policy, EMI programs must recognize the transitional challenges faced by first-year students and offer tailored linguistic and psychological support. Orientation programs should incorporate workshops on coping with academic anxiety, using LLSs, and building confidence in English-medium settings. It is equally important to promote critical awareness among instructors about the impact of classroom practices, such as cold calling and rigid English-only policies, which may inadvertently heighten anxiety rather than foster language development.

Several areas for further research also emerge from this study. Future studies would benefit from including perspectives from instructors, administrators, and parents to build a more holistic apprehension of the multiple layers affecting students' speaking anxiety. Employing mixed-methods designs could enrich the findings by combining qualitative insights with quantitative patterns, offering a broader and more nuanced portrayal of the

phenomenon. Additionally, longitudinal research tracking students' emotional and linguistic trajectories over time would shed light on how anxiety and coping strategies evolve throughout their academic journeys. Expanding the focus to include other forms of academic anxiety, such as writing, reading, and listening anxiety, would also provide a full picture of the language learning difficulties confronted by EMI students.

In conclusion, this study shows that addressing English-speaking anxiety is not merely an individual endeavor but requires systemic and institutional efforts. Fostering inclusive, linguistically responsive, and emotionally supportive EMI environments can empower students to overcome anxiety, enhance their communicative competence, and achieve their full academic potential.

References

Agata, A. V. F., Wardhani, A., Putri, F. A., & Drajati, N. A. (2019). Exploring fear of negative evaluation in foreign language anxiety: Photovoice of undergraduates in speaking class. *Jurnal Sains Sosial Dan Humaniora*, *3*(1), 1–10. https://doi.org/10.30595/jssh.v3i1.3843

Ahn, E. S., & Smagulova, J. (2021). English language choices in Kazakhstan and Kyrgyzstan. *World Englishes*, *41*(1). https://doi.org/10.1111/weng.12552

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of japanese. *The Modern Language Journal*, *78*(2), 155–168. https://doi.org/10.1111/j.1540-4781.1994.tb02026.x

Aikens, N. L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology*, *100*(2), 235–251. https://doi.org/10.1037/0022-0663.100.2.235

Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction programme. *Language Teaching Research*, *27*(4), 136216882096551. https://doi.org/10.1177/1362168820965510

Alberth, A. (2023). How important is communicating with native English speakers to EFL learners' self-confidence in their English language proficiency? *Journey: Journal of English Language and Pedagogy*, *6*(2), 380–393.

Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology*, *61*(2), 207–215. https://doi.org/10.20935/al3392

Bans-Akutey, A., & Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*, *2*(3392). https://doi.org/10.20935/al3392

Baran-Lucarz, M. (2017). The relationship between language anxiety and the actual and perceived levels of foreign language pronunciation. *Studies in Second Language Learning and Teaching*, *1*(4), 491–514.

Barkhuizen, G. (2008). A narrative approach to exploring context in language teaching. *ELT Journal*, *62*(3), 231–239. https://doi.org/10.1093/elt/ccm043

Batyrova, A. (2021). *Understanding Kazakhstani students' challenges in speaking English and their strategy use: A phenomenographic study* [Master's Thesis, Nazarbayev University]. NU Repository. https://nur.nu.edu.kz/server/api/core/bitstreams/de8c2c84-8a14-48f8-8171-4f745a474800/content

Bazylkanova, A. (2024). *Transition from secondary school to EMI university: Understanding challenges and languages strategy use of undergraduate students in Kazakhstan* [Master's Thesis, Nazarbayev University]. NU Repository. https://www.nur.nu.edu.kz/items/6cf9c4ff-389c-4b82-8899-0493db98ac29/full

Berdygozhina, Z. (2024). *Individual and school sector determinants of EMI undergraduate academic outcomes: Evidence from Kazakhstan* [Master's thesis, Suleyman Demirel University]. https://osf.io/preprints/edarxiv/zuskb

Block, D. (2003). *The social turn in second language acquisition*. Edinburgh University Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners* (1st ed.). Sage.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.

Burden, P. (2004). The teacher as facilitator: Reducing anxiety in the EFL university classroom. *JALT Hokkaido Journal* , *8*, 3–18.

Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. OUP Oxford. https://books.google.kz/books?id=8RQ_v9GoHsYC&printsec=frontcover&hl=ru#v=onepage&q&f=false

Cetinkaya, Y. B. (2005). *Turkish college students' willingness to communicate in English as a foreign language* [Doctoral dissertation, Ohio State University]. http://rave.ohiolink.edu/etdc/view?acc_num=osu1133287531

Chen, X. (2023). A systematic review of foreign language anxiety. *Journal of Education, Humanities and Social Sciences, 22*, 90–97. https://doi.org/10.54097/ehss.v22i.12292

Chou, M.-H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts. *TESOL Quarterly*, *52*(3), 611–633. https://doi.org/10.1002/tesq.455

Chu, H.-N. R. (2008). *Shyness and EFL learning in Taiwan: A study of shy and non-shy college students' use of strategies, foreign language anxiety, motivation, and willingness to communicate* [Dissertation, University of Texas]. https://repositories.lib.utexas.edu/server/api/core/bitstreams/b4d638ca-8fa8-4a09-a9be-ccbf48070f1a/content

Chun, S., Kim, H., Park, C.-K., McDonald, K., Sun Ha, O., Kim, D. L., & Lee, S. M. (2017). South Korean students' responses to English-medium instruction courses. *Social Behavior and Personality: An International Journal*, *45*(6), 951–965. https://doi.org/10.2224/sbp.6049

Clement, R. (1980). Ethnicity, contact, and communicative competence in a second language. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), *Language: Social Psychological Perspectives* (pp. 147–154). Oxford: Pergamon.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. London: Longman. http://www.tesl-ej.org/ej12/r10.html

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Routledge.

Creswel, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Boston: Pearson.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Cubukcu, F. (2007). Foreign language anxiety. *Iranian Journal of Language Studies, 1*(2), 133–142.

Dafermos, M. (2015). Rethinking the crisis in social psychology: A dialectical perspective. *Social and Personality Psychology Compass, 9*(8), 394–405. https://doi.org/10.1111/spc3.12187

Daflizar, D. (2024). Out-of-Class speaking anxiety among Indonesian EFL students and its relationship with self-perceived speaking skills, vocabulary proficiency, and gender. *Journal of Languages and Language Teaching, 12*(1), 240–240. https://doi.org/10.33394/jollt.v12i1.9342

Daly, J. A., Caughlin, J. P., & Stafford, L. (1997). Correlates and consequences of social-communicative anxiety. In J. A. Daly, J. C. McCroskey, J. Ayres, T. Hopf, & D. M. Ayres (Eds.), *Avoiding Communication: Shyness, Reticence, and Communication Apprehension* . Cresskill, NJ: Hampton Press.

Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking class. *ELTR Journal, 4*(2), 152–170. https://doi.org/10.37147/eltr.v4i2.70

Datko, J. (2015). Semi-structured interview in language pedagogy research. *Journal of Language and Cultural Education, 3*(2), 142–156.

Dearden, J. (2015). *English as a medium of instruction-a growing global phenomenon*. British Council.

Drljača Margić, B., & Vodopija-Krstanović, I. (2018). Language development for English-medium instruction: Teachers' perceptions, reflections and learning. *Journal of English for Academic Purposes, 35*, 31–41. https://doi.org/10.1016/j.jeap.2018.06.005

Emerson, L., Fear, J., Fox, S., & Sanders, E. (2012). *Parental engagement in learning and schooling: Lessons from research.* A Report by the Australian Research Alliance for Children and Youth (ARACY) for the Family–School and Community Partnerships Bureau: Canberra.

Fekete, A. (2023). The impact of language socialization in the context of family, education, and sojourn on emotional, psychological, and identity responses to language learning. *Educational Role of Language Journal*, *2023-1*(9), 94–110. https://doi.org/10.36534/erlj.2023.01.08

Flowerdew, J., & Miller, L. (2008). Social structure and individual agency in second language learning: Evidence from three life histories. *Critical Inquiry in Language Studies*, *5*(4), 201–224. https://doi.org/10.1080/15427580802286173

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Education research: An introduction* (7th ed.). Boston: Allyn & Bacon.

Galloway, N., & Ruegg, R. (2020). The provision of student support on English medium instruction programmes in Japan and China. *Journal of English for Academic Purposes*, *45*, 100846. https://doi.org/10.1016/j.jeap.2020.100846

Goodenow, C. (1993). Classroom belonging among early adolescent students. *The Journal of Early Adolescence*, *13*(1), 21–43. https://doi.org/10.1177/0272431693013001002

Goodman, B., Nam, A., Yembergenova, A., & Malone, K. (2023). Teaching science in English in secondary schools in Kazakhstan . In C. McLaughlin, C. Winter, & N. Yakavets (Eds.), *Mapping Educational Change in Kazakhstan.*Cambridge: Cambridge University Press.

Griffiths, C. (Ed.). (2023). *The practice of English as a medium of instruction (EMI) around the world*. London: Springer. https://link.springer.com/book/10.1007/978-3-031-30613-6

Griffiths, C., & Oxford, R. L. (2014). The twenty-first century landscape of language learning strategies: Introduction to this special issue. *System*, *43*, 1–10. https://doi.org/10.1016/j.system.2013.12.009

Hajar , A. (2019). *International students' challenges, strategies and future vision: A socio-dynamic perspective*. Bristol, UK: Multilingual Matters.

Hajar, A. (2018). Motivated by visions: A tale of a rural learner of English. *The Language Learning Journal*, *46*(4), 415–429. https://doi.org/10.1080/09571736.2016.1146914

Hajar, A. (2020). Arab sojourner expectations, academic socialisation and strategy use on a pre-sessional English programme in Britain. *Pedagogies: An International Journal*, *15*(3), 1–19. https://doi.org/10.1080/1554480x.2019.1696200

Hajar, A. (2021). Shifting learning strategies and future selves of Arab postgraduate students in Britain: A qualitative inquiry. *Innovation in Language Learning and Teaching*, *15*(3), 1–14. https://doi.org/10.1080/17501229.2020.1739051

Hajar, A., Batyrkhanova, G., & Manan, S. A. (2023). Understanding challenges, investment, and strategic language use of postgraduate students in an English-medium university in Kazakhstan. *Asian Englishes*, *26*(1), 1–17. https://doi.org/10.1080/13488678.2023.2216868

Hajar, A., & Karakus, M. (2024). Five decades of language learning strategy research: A bibliometric review and research agenda. *Language Learning Journal*, 1–30. https://doi.org/10.1080/09571736.2024.2361145

Hamad, M. M. (2013). Factors negatively affect speaking skills at saudi colleges for girls in the south. *English Language Teaching*, *6*(12). https://doi.org/10.5539/elt.v6n12p87

Hanifa, R. (2019). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, *5*(2), 230–239. https://doi.org/10.24815/siele.v5i2.10932

Hardan, A. A. (2013). Language learning strategies: A general overview. *Procedia - Social and Behavioral Sciences*, *106*, 1712–1726. https://doi.org/10.1016/j.sbspro.2013.12.194

Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia - Social and Behavioral Sciences*, *30*, 1811–1816. https://doi.org/10.1016/j.sbspro.2011.10.349

Hillman, S., Li, W., Green-Eneix, C., & De Costa, P. I. (2023). The emotional landscape of English medium instruction (EMI) in higher education. *Linguistics and Education*, *75*, 101178. https://doi.org/10.1016/j.linged.2023.101178

Horwitz, E. (2017). On the misreading of Horwitz, Horwitz and Cope (1986) and the need to balance anxiety research and the experiences of anxious language learners. In C. Gkonou, M. Daubney, & J.-M. Dewaele (Eds.), *New Insights into Language Anxiety*. Bristol, Blue Ridge Summit: Multilingual Matters.

Horwitz, E. K. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching*. Boston, MA: Allyn & Bacon.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125–132. https://doi.org/10.2307/327317

Huang, S., Eslami, Z., & Hu, R.-J. S. (2010). The relationship between teacher and peer support and English language learners' anxiety. *English Language Teaching*, *3*(1). https://doi.org/10.5539/elt.v3n1p32

Huang, Y.-W. (2014). Self and language anxiety. *English Language and Literature Studies*, *4*(2). https://doi.org/10.5539/ells.v4n2p66

Ismail, K., Tuspekova, A., & Mustaffa, R. (2018). English Oral Communication in Public Secondary Schools in Kazakhstan: Understanding its Practice and Challenges. *3L the Southeast Asian Journal of English Language Studies*, *24*(2), 112–126. https://doi.org/10.17576/3l-2018-2402-09

Jackson, J. (2002). Reticence in second language case discussions: Anxiety and aspirations. *System*, *30*(1), 65–84. https://doi.org/10.1016/s0346-251x(01)00051-3

Jimenez-Munoz, A. (2015). Flipping lectures: Analysing student workload in EMI contexts. *Procedia - Social and Behavioral Sciences*, *212*, 35–41. https://doi.org/10.1016/j.sbspro.2015.11.295

Karabassova, L. (2020). Understanding trilingual education reform in Kazakhstan: Why is it stalled? In D. Egea (Ed.), *Education in Central Asia, a Kaleidoscope of Challenges and Opportunities*. Spring Nature.

Kerimkulova, S., Goodman, B., & Aitzhanova, K. (2023). EMI in higher education in Kazakhstan: Policy supports and challenges. In *Policies, Politics, and Ideologies of English-Medium Instruction in Asian Universities: Unsettling Critical Edges* (pp. 15–32). Taylor and Francis/ Balkema. https://doi.org/10.4324/9781003173120-3

Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The role of vocabulary knowledge in speaking development of saudi EFL learners. *Arab World English Journal*, *9*(1), 406–418. https://doi.org/10.24093/awej/vol9no1.28

Kleinmann, H. H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning*, *27*(1), 93–107. https://doi.org/10.1111/j.1467-1770.1977.tb00294.x

Korkmaz, H. (2019). *English speaking anxiety level of fifth grade students in a middle school in van* [Master's Thesis, Bursa Uludağ Üniversitesi]. https://acikerisim.uludag.edu.tr/items/9648544d-ce46-4f2f-b0ae-3435f52ba944

Kovács, Á. (2011). The role of social environment in the formation of adult English language learners' attitudes to learning English: A pilot study. *Working Papers in Language Pedagogy*, *5*, 100–117. https://doi.org/10.61425/wplp.2011.05.100.117

Kudo, S., Harada, T., Eguchi, M., & Suzuki, S. (2017). Investigating English speaking anxiety in English-medium instruction. *Essays on English Language and Literature*, *46*(1), 7–23.

Kusmayanti, I. N., Hendryanti, R., & Suwarsono, L. W. (2022). Exploring Indonesian university students' speaking anxiety in online English medium classes (EMI). *Bahasa Dan Seni: Jurnal Bahasa, Sastra, Seni, Dan Pengajarannya*, *50*(2). https://doi.org/10.17977/um015v50i22022p209

Kuttubayeva, A. (2023). Analyzing second language acquisition through learning styles and pedagogical implications of EMI phenomenon in higher education: Insights

from Kazakhstani experience. *Journal of Translation & Multilinguisme*, *1*(1), 37–47.

Lantolf, J. (2000). *Sociocultural theory and second language learning.* Cambridge University Press.

Lantolf, J. P., & Beckett, T. G. (2009). Sociocultural theory and second language acquisition. *Language Teaching*, *42*(4), 459–475. https://doi.org/10.1017/s0261444809990048

Lee, J. S. (2020). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development*, *43*(5), 1–17. https://doi.org/10.1080/01434632.2020.1746319

Leontiev, A. N. (1981). The problem of activity in psychology. In J. V. Wertsch (Ed.), *The Concept of Activity in Soviet Psychology*. Armonk, Sharpe.

Lim, W. M. (2024). What is quantitative research? An overview and guidelines. *Australasian Marketing Journal (AMJ)*, *1*(1). Sagepub. https://doi.org/10.1177/14413582241264622

Limerantoa, J. T., & Bram, B. (2022). Exploring EFL graduate students' perspectives and strategies to improve English speaking skills . *Surakarta English and Literature Journal*, *5*(1), 26–38. http://ejurnal.unsa.ac.id/index.php/selju/article/view/77

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36–76. https://doi.org/10.1017/s0261444817000350

MacIntyre, P. D. (1999). Anguage anxiety: A review of the research for language teachers. In *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere* (pp. 24–45). McGraw-Hill, Boston.

MacIntyre, P. D. (2017). New insights into language anxiety: Theory, research and educational implications. In C. Gkonou, M. Daubney, & M. Dewaele (Eds.), *New Insights into Language Anxiety: Theory, Research and Educational*

Implications(pp. 11–30). Multilingual Matters. https://doi.org/10.21832/9781783097722-003

Macintyre, P. D., Clement, R., Dornyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, *82*(4), 545–562. https://doi.org/10.1111/j.1540-4781.1998.tb05543.x

MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning*, *41*(4), 513–534. https://doi.org/10.1111/j.1467-1770.1991.tb00691.x

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, *44*(2), 283–305. https://doi.org/10.1111/j.1467-1770.1994.tb01103.x

MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, *47*(2), 265–287. https://doi.org/10.1111/0023-8333.81997008

Manan, S. A., & Hajar, A. (2022). English as an index of neoliberal globalization: The linguistic landscape of Nur-Sultan, Kazakhstan. *Language Sciences*, *92*, 101486. https://doi.org/10.1016/j.langsci.2022.101486

Manan, S. A., Mukhamediyev, S., Kairatova, S., Tajik, M. A., & Hajar, A. (2023). Policy from below: STEM teachers' response to EMI policy and policy-making in the mainstream schools in Kazakhstan. *Current Issues in Language Planning*, *25*(1), 89–109. https://doi.org/10.1080/14664208.2023.2243170

McCoy, I. R. (1979). Means to overcome the anxieties of second language learners. *Foreign Language Annals*, *12*(3), 185–189. https://doi.org/10.1111/j.1944-9720.1979.tb00166.x

McCroskey, J. C. (1984). The communication apprehension perspective. In J. A. Daly & J. C. McCroskey (Eds.), *Avoiding Communication: Shyness, Reticence, and Communication* (pp. 13–38). Beverly Hills, CA: SAGE Publications.

Melouah, A. (2013). Foreign language anxiety in EFL speaking classrooms: A case study of first-year LMD students of English at Saad Dahlab university of Blida, Algeria. *Arab World English Journal*, *4*(1), 76–64. https://www.awej.org/images/AllIssues/Volume4/Volume4Number1March2013/6.pdf

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation.* John Wiley & Sons.

Mouhoubi-Messadh, C., & Khaldi, K. (2022). Dealing with foreign language speaking anxiety: What every language teacher should know. *Training, Language and Culture*, *6*(1), 20–32. https://doi.org/10.22363/2521-442x-2022-6-1-20-32

Mulyono, H. (2019). An investigation of factors contributing to foreign language speaking anxiety among international students in Indonesian universities. *Register Journal*, *12*(1), 13. https://doi.org/10.18326/rgt.v12i1.13-27

Myrzakulova, G. (2019). *Graduate students` perceptions of English medium instruction in terms of their learning motivation, anxiety, and achievement* [Master's thesis, Nazarbayev University]. https://nur.nu.edu.kz/items/468ec175-2ffc-4abc-a0ac-76524c4a2e0d

Naiman, N., Fröhlich, M., & Stern, H. H. (1978). *The Good Language Learner*. Multilingual Matters.

Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal*, *10*(3), 309–317. https://doi.org/10.24093/awej/vol10no3.21

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers.

Oxford, R. L. (2017). *Teaching and researching language learning strategies*. Routledge.

Oxford, R. L., & Ehrman, M. (1992). Second language research on individual differences. *Annual Review of Applied Linguistics*, *13*, 188–205. https://doi.org/10.1017/s0267190500002464

Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies*, *10*(1), 1–17.

Papi, M., & Khajavy, H. (2023). Second language anxiety: Construct, effects, and sources. *Annual Review of Applied Linguistics*, *43*, 127–139. https://doi.org/10.1017/S0267190523000028

Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, *28*(2), 163–188. https://doi.org/10.1093/applin/amm008

Phillipson, R. (1992). *Linguistic imperialism.* Oxford University Press.

Piniel, K. (2024). *Investigating foreign language anxiety*. Springer.

Priest, H., & Roberts, P. (2010). Conducting ethical research in healthcare. In H. Priest & P. Roberts (Eds.), *Healthcare Research: a Handbook for Students and Practitioners* (pp. 111–130). Chichester.

Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, *172*, 1053–1058. https://doi.org/10.1016/j.procs.2020.05.154

Rakhimzhanova, T. (2022). *English language speaking anxiety of EFL pre-service teachers and their strategy use: Evidence from a multilingual context* [Master's thesis, Nazarbayev University]. Nu Repository. https://nur.nu.edu.kz/items/023d4142-a947-47dc-aa40-d026fce9faf8

Reagan, T. (2019). Language planning and language policy in Kazakhstan. In A. Kirkpatrick, & A. J. Liddicoat (Eds.), *The Routledge International Handbook of Language Education Policy in Asia*. Routledge. https://www.taylorfrancis.com/books/edit/10.4324/9781315666235/routledge-international-handbook-language-education-policy-asia-andy-kirkpatrick-anthony-liddicoat?refId=3aee830c-b477-4286-8694-3c9daaa46276&context=ubx

Robin. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, *9*, 41–51.

Rubin, J. (1987). learner strategies: Theoretical assumptions, research history and typology. In A. L. Wenden & J. Rubin, (Eds.), *Learner Strategies in Language Learning* (pp. 15–30). Prentice Hall, Englewood Cliffs.

Sadykova, A. (2022). *Linguistic challenges and academic performance of students transitioning from school to an English medium university in Kazakhstan* [Master' Thesis, Nazarbayev University]. NU Repository. http://nur.nu.edu.kz/handle/123456789/7539

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, *28*(1), 129–142.

Sevinç, Y., & Backus, A. (2017). Anxiety, language use and linguistic competence in an immigrant context: A vicious circle? *International Journal of Bilingual Education and Bilingualism*, *22*(6), 706–724. https://doi.org/10.1080/13670050.2017.1306021

Shao, K., Nicholson, L. J., Kutuk, G., & Lei, F. (2020). Emotions and instructed language learning: Proposing a second language emotions and positive psychology model. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.02142

Shkedi, A. (2006). *Multiple case narratives*. John Benjamins, Amsterdam/Philadelphia. http://dx.doi.org/10.1075/sin.7

Shorman, M. (2024). *Examining undergraduate students' English language speaking anxiety and their strategy use at an EMI university in Kazakhstan* [Master's thesis, Nazarbayev University]. NU Repository. http://nur.nu.edu.kz/handle/123456789/8117

Simons, H. (2009). *Case study research in practice*. SAGE Publications, Ltd. https://methods.sagepub.com/book/mono/case-study-research-in-practice/toc

Stake, R. E. (2008). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry* (pp. 119–149). SAGE Publications.

Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, *93*, 1860–1868. https://doi.org/10.1016/j.sbspro.2013.10.131

Suparlan. (2021). Factors contributing students' speaking anxiety. *JOLLT Journal of Languages and Language Teaching*, *9*(2), 160–169. https://doi.org/10.33394/jollt.v%vi%i.3321

Suryani, A. (2008). Comparing case study and ethnography as qualitative research approaches. *Jurnal Ilmu Komunikasi*, *5*(11), 117–128.

Suzuki, N. (2017). Foreign language speaking anxiety in the English-medium instruction (EMI) program in a Japanese university. *Casele Research Bulletin*, *47*, 11–21. https://doi.org/10.18983/casele.47.0_11

Syahria, N., & Evi Rahmawati, V. (2022). Parental involvement to overcome secondary students' foreign language anxiety. *Education of English as a Foreign Language Journal*, *5*(2), 104–116. https://doi.org/10.21776/ub.educafl.2022.005.02.05

Tajik, M. A., Manan, S. A., Schamiloglu, U., & Namyssova, G. (2023). Gaps between policy aspirations and enactment: graduate students' struggles with academic English amidst a turbulent transition to the EMI environment in Kazakhstani universities. *Current Issues in Language Planning*, *25*(2), 212–235. https://doi.org/10.1080/14664208.2023.2283651

Torsheim, T., Wold, B., & Samdal, O. (2000). The teacher and classmate support scale: Factor structure, test-retest reliability and validity in samples of 13 and 15 year-old adolescents. *School Psychology International*, *21*(2), 195–212.

Tsehay, A., & Kahsay, M. (2023). Relationship of language learning anxiety with teacher and peer support. *Bahir Dar Journal of Education*, *20*(2), 175–190. https://doi.org/10.4314/bdje.v20i2.

Tupas, R. (2022). The coloniality of native speakerism. *Asian Englishes*, *24*(2), 147–159. https://doi.org/10.1080/13488678.2022.2056797

Villegas-Puyod, J., Sharma, S., Ajah, S., Chaisanrit, M., & Skuldee, B. (2020). The Role of Teacher Support, Classmate Support, and Self-efficacy in Reducing Speaking Anxiety among University Students using English as a Foreign Language. *Human Behavior, Development and Society*, *21*(3), 59–69.

Vygotsky, L. S. (1978). *mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Wahyuniati, Maulidiyah, N., & Qolbia, M. (2020). Improving speaking skill through speaking club viewed from students' perception. *Proceedings of the International Conference on English Language Teaching (ICONELT 2019), 434*. https://doi.org/10.2991/assehr.k.200427.026

Wentzel, K. R. (1994). Relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support. *Journal of Educational Psychology*, *86*(2), 173–182. https://doi.org/10.1037/0022-0663.86.2.173

Woodrow, L. (2006). Anxiety and speaking English as a second Language. *RELC Journal*, *37*(3), 308–328. https://doi.org/10.1177/0033688206071315

Xu, F. (2011). Anxiety in EFL listening comprehension. *Theory and Practice in Language Studies, 1*(12). https://doi.org/10.4304/tpls.1.12.1709-1717

Yasuda, T., & Nabei, L. (2018). Effects of coping strategies on language anxiety of Japanese EFL learners: Investigating willingness to communicate. *Journal of Language Teaching and Research, 9*(5), 905. https://doi.org/10.17507/jltr.0905.03

Yessenbekova, K. (2021). *Exploring university teachers' and students' perceptions of English as a medium of instruction experiences in Kazakhstan: Language management, language practices and language ideology* [Master's Thesis, Nazarbayev University]. NU Repository. https://nur.nu.edu.kz/items/4cb67f27-ca82-4a59-b19c-c67d79fab7d8

Yessenbekova, K. (2023). English as a medium of instruction in Kazakhstani higher education: A case study. *Current Issues in Language Planning*, *24*(2), 1–19. https://doi.org/10.1080/14664208.2022.2043064

Yin, R. (2009). *Case study research: Design and methods* (4th ed.). Sage, Thousand Oaks.

Yin, R. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA: Sage.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, *75*(4), 426–439. https://doi.org/10.2307/329492

Zarei, M. A., Alibakhshi, G., & Nezakatgoo, B. (2024). Strategies employed by EFL teachers to cope with language learners' classroom anxiety. *TESOL Journal*, *15*(4). https://doi.org/10.1002/tesj.843

Zengin, E., & Sahin Toptas, A. (2023). Learning German as a foreign language: The impact of grammar on German- speaking anxiety. *RumeliDE Dil ve Edebiyat Dergisi*, *33*, 763–779. https://doi.org/10.29000/rumelide.1279143

Zhang, X., & Zhong, Q. (2020). Language anxiety and second language performance. *Language Teaching Research*, *26*(6), 845–868.

Zondag, A. (2021). Student teachers' experience with improvisation activities for spontaneous speech practice in English. *Language Teaching Research*, *28*(6), 136216882110447. https://doi.org/10.1177/13621688211044725

Appendix A: AI Declaration Form

Thesis Title: Transition from Secondary Mainstream Schools to EMI University in Kazakhstan: Unpacking Undergraduate Year One Students' English Language Speaking Anxiety and their Strategy Use

Declaration of the Use of Generative AI

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

☒ with the use of generative artificial intelligence tools, or

☐ without the use of generative artificial intelligence tools.

(If you have used generative AI tools, please complete the rest of this form.)

During the preparation of this proposal/thesis, I used Chat GPT, Grammarly, Google Translate to paraphrase my original sentences/writing, proofread the text, and translate the interview extracts and appendicies.

I also declare that I

☒ am aware of the capabilities and limitations of generative 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 generative AI tools in this work, and

☒ acknowledge that there may be disciplinary consequences if I have breached NU Student Code of Conduct or not followed NUGSE's guidelines regarding appropriate AI use.

Name: Elmira Muratova Signature: 

Date:30.05.2025

Appendix B: Informed Consent Form

Title of study: Transition from Secondary Mainstream Schools to EMI University in Kazakhstan: Unpacking Undergraduate Year One Students' English Language Speaking Anxiety and Their Strategy Use

You are invited to participate in a study conducted by Elmira Muratova as part of a master's thesis at Nazarbayev university. This study aims to explore the experiences of first-year undergraduate students who transitioned from mainstream schools to English Medium Instruction (EMI) universities in Kazakhstan, focusing on their English language speaking anxiety and the language learning strategies they use to manage this anxiety.

If you agree to participate in this study, you will be asked to engage in the following activities:

- You will be asked to write an essay
- You will be invited to participate in an interview lasting about 30-40 minutes.

Participation in this study is entirely voluntary. You have the right to withdraw from the study at any time, without providing any reason and without any penalty. If you choose to withdraw, any data collected from you up to that point will be destroyed upon your request.

There are no significant risks associated with participating in this study, but you feel uncomfortable at any point, you are free to decline to answer any questions or stop your participation.

Your insights and experiences will contribute to a better understanding of the challenges faced by first-year students. This study may inform future support programs and educational policies to assist students transitioning to EMI universities.

All information provided by you will be kept confidential. Your identity will be protected by using pseudonyms. The data collected will be securely stored in a password-protected file accessible only to the researcher and the research supervisor. Audio recordings will be transcribed and then deleted after the three years of completion of the study.

The data collected in this study will be used solely for research purposes. The results may be presented at academic conferences, published in academic journals, or used in future research studies. However, your identity will never be disclosed.

If you have any questions or concerns about this study, please feel free to contact:

- Elmira Muratova, elmira.muratova@nu.edu.kz, +7 776 900 00 06
- Anas Hajar, anas.hajar@nu.edu.kz, +7 747 323 15 62

- If you have any concerns about the ethical conduct of this research, you may contact NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

By signing this form, you agree that:

1. You have read and understood the information provided above.
2. You have had the opportunity to ask questions and have had them answered to your satisfaction.
3. You voluntarily agree to participate in this study.
4. You understand that you can withdraw from the study at any time without any penalty.

Participant's name: _____

Participant's signature: _____

Date: _____

Researcher's signature: _____

Date: _____

Келісім парағы

Зерттеу тақырыбы: Жалпы білім беретін мектептерден ағылшын тілінде оқытатын университетіне көшу: Қазақстандағы бірінші курс студенттерінің ағылшын тілінде сөйлеу қобалжулары мен олардың түрлі стратегияларды қолдануы

Сізді Назарбаев университетінде магистрлік диссертация аясында жүргізіліп жатқан зерттеуге қатысуға шақырамын. Бұл зерттеу Қазақстандағы жалпы білім беретін мектептерден ағылшын тілінде оқытатын университеттерге көшкен бірінші курс студенттерінің ағылшын тілінде сөйлеу мазасыздығын және осы мазасыздықты жеңуге арналған тіл үйрену стратегияларын зерттеуге бағытталған.

Егер сіз осы зерттеуге қатысуға келіссеңіз, келесі іс-шараларға қатысасыз:

- Сізге эссе жазу ұсынылады.
- Сізді шамамен 30-40 минутқа созылатын сұхбатқа қатысуға шақырамыз. Сұхбатты сіздің келісіміңізбен деректерді талдау үшін аудиоға жазамыз.

Бұл зерттеуге қатысу толығымен ерікті. Сіз кез келген уақытта себепсіз зерттеуден шыға аласыз. Егер сіз зерттеуден бас тартсаңыз, сол уақытқа дейін жиналған барлық деректер сіздің өтінішіңіз бойынша жойылады.

Бұл зерттеуге қатысумен байланысты айтарлықтай қауіптер жоқ, бірақ егер сіз бір сәтте өзіңізді ыңғайсыз сезінсеңіз, кез келген сұраққа жауап беруден бас тартуға немесе зерттеуге қатысуды тоқтатуға толық құқығыңыз бар.

Сіздің пікіріңіз бен тәжірибеңіз өзіңіз сияқты студенттердің қандай қиындықтарды бастан кешетінін жақсырақ түсінуге үлес қосады. Бұл зерттеу студенттерге ағылшын тілінде оқытатын университеттерге ауысу кезінде көбірек қолдау көрсету үшін болашақ бағдарламалар мен білім беру саясатын қалыптастыруына себеп болуына көмектесуі мүмкін.

Сіз ұсынған барлық дерек құпия сақталады. Сіздің жеке басыңызды қорғау үшін сіздің атыңыздың орнына псевдоним қолданылады. Жиналған деректер құпия сөзбен қорғалған файлда сақталады, оған тек зерттеуші мен ғылыми жетекші қол жеткізе алады. Аудио жазбалар транскрипцияланып, зерттеу аяқталғаннан кейін үш жыл өткеннен кейін жойылады.

Бұл зерттеуде жиналған деректер тек зерттеу мақсатында пайдаланылады. Нәтижелер академиялық конференцияларда ұсынылуы, ғылыми журналдарда жариялануы немесе болашақ зерттеулерде қолданылуы мүмкін, бірақ сіздің жеке

деректеріңіз ешқашан ашылмайды.

Егер осы зерттеуге қатысты сұрақтарыңыз болса, келесі тұлғалармен байланыса аласыз:

- Эльмира Мұратова, elmira.muratova@nu.edu.kz, +7 776 900 00 06
- Анас Хаджар, anas.hajar@nu.edu.kz, +7 747 323 15 62
- Егер зерттеудің этикалық стандарттарына қатысты мәселелер туындаса, NUGSE Зерттеу комитетімен gse_researchcommittee@nu.edu.kz электрондық поштасы арқылы хабарласа аласыз.

Осы параққа қол қою арқылы сіз:

1. Жоғарыда берілген ақпаратты оқып, түсінгеніңізді.
2. Сұрақ қою мүмкіндігіне ие болып, сол сұрақтарға қанағаттанарлық жауап алғаныңызды.
3. Осы зерттеуге өз еркіңізбен қатысуға келісім бергеніңізді.
4. Зерттеуден кез келген уақытта айыпсыз шығуға құқылы екеніңізді түсінгеніңізді растайсыз.

Қатысушының аты: _____

Қатысушының қолы: _____

Күні: _____

Зерттеушінің қолы: _____

Күні: _____

Форма информированного согласия

Название исследования: Переход из общеобразовательных школ в университет с английским языком обучения: Исследование тревоги при разговоре на английском языке и использование различных стратегий среди студентов первого курса в Казахстане

Вас приглашают принять участие в исследовании, проводимом Эльмирой Муратовой в рамках магистерской диссертации в Назарбаев Университете. Данное исследование направлено на изучение опыта студентов первого курса, которые перешли из общеобразовательных школ в университеты с преподаванием на английском языке в Казахстане, с акцентом на их тревогу при разговоре на английском и стратегии изучения языка, которые они используют для управления этой тревогой.

Если вы согласитесь участвовать в исследовании, вас попросят выполнить следующие действия:

- **Написание эссе:** Вам будет предложено написать эссе
- **Интервью:** Вас пригласят на интервью длительностью около 30-40 минут. Интервью будет записано на аудио для целей анализа данных с вашего разрешения.

Участие в этом исследовании является полностью добровольным. Вы имеете право отказаться от участия в исследовании в любое время без объяснения причин и без каких-либо последствий. Если вы решите прекратить участие, все собранные данные будут удалены по вашему запросу.

Значительных рисков, связанных с участием в данном исследовании, нет, но если вы почувствуете дискомфорт в любой момент, вы можете отказаться отвечать на любой вопрос или прекратить участие.

Ваши мнения и опыт помогут лучше понять проблемы, с которыми сталкиваются студенты, подобные вам. Это исследование может способствовать разработке программ поддержки и образовательных программ, помогающих студентам, переходящим в университеты с английским языком обучения.

Вся предоставленная вами информация будет конфиденциальна. Для защиты вашей личности вместо имен будут использоваться псевдонимы. Собранные данные будут надежно храниться в защищенном паролем файле, доступном только мне и

научному руководителю. Аудиозаписи будут расшифрованы и удалены через три года после завершения исследования.

Собранные данные будут использоваться исключительно в исследовательских целях. Результаты могут быть представлены на научных конференциях, опубликованы в академических журналах или использованы в будущих исследованиях, однако ваша личность не будет разглашена.

Если у вас возникнут вопросы или сомнения по поводу этого исследования, пожалуйста, свяжитесь с:

- Эльмира Муратова, elmira.muratova@nu.edu.kz, +7 776 900 00 06
- Анас Хаджар, anas.hajar@nu.edu.kz, +7 747 323 15 62
- Если у вас есть вопросы по поводу этики исследования, вы можете связаться с Комитетом по исследованию NUGSE по адресу: gse_researchcommittee@nu.edu.kz

Подписав эту форму, вы соглашаетесь с тем, что:

1. Вы прочитали и поняли информацию, предоставленную выше.
2. У вас была возможность задать вопросы, и вы получили на них удовлетворительные ответы.
3. Вы добровольно соглашаетесь участвовать в этом исследовании.
4. Вы понимаете, что можете отказаться от участия в исследовании в любое время без каких-либо последствий.

Имя участника: _____

Подпись участника: _____

Дата: _____

Подпись исследователя: _____

Дата: _____

Appendix C: Interview Transcription in English

Interviewer: Hello, how are you? Thank you for participating in my study. I really appreciate it.

Participant: Hi, thank you for inviting me.

Interviewer: What's your major?

Participant: Social accounting.

Interviewer: Could you please share your experience with learning English?

Participant: So, I started learning English when I was a kid. My parents signed me up for classes because they thought knowing English would mean a better future for me. Honestly, I wasn't that serious about it. I was really young, so I was more interested in playing around than actually learning. I was in a small group, about 4 or 5 kids, and I made it to the pre-intermediate level, but I don't think I really completed it fully. Then, after reaching the intermediate level in 9th grade, I quit the courses. After that, I didn't practice my English for about two years, so I lost a lot of what I learned. Then, I got into this university, where I'm taking English classes now. I was placed in B2, but honestly, I don't feel I'm actually at that level; I think I'm a bit lower.

Interviewer: Why did you stop learning English?

Participant: I don't really know. Now I can see it was a mistake, but back then, I was just lazy and wasn't that interested in English.

Interviewer: Did you have a chance to learn English at school?

Participant: I don't think I really learned English at school. It wasn't a serious subject for me back then. To be honest, I didn't take English seriously. However, they did teach basic English quite well.

Interviewer: What can you say about your English teachers at school?

Participant: I had two English teachers. The first teacher wasn't a dedicated professional. She was just there but didn't teach properly. The second teacher, however, was passionate about teaching.

Interviewer: What methods did she use?

Participant: Traditional methods. We just translated texts and learned new vocabulary.

Interviewer: What about speaking? Did you have a chance to practice speaking?

Participant: No, we didn't practice speaking at all. Our level was too low, and the teacher's focus was on vocabulary and translation. That's it.

Interviewer: Then how did you train your speaking skills?

Participant: I would say my speaking skills are quite poor. I'd rate my speaking level as A2. Generally, I can talk to myself freely—I mean, in monologues.

Interviewer: What subjects are taught in English at your university?

Participant: Social and Political Science, Math, English, Basics of IT, and an additional course called "How to Learn."

Interviewer: Do you like how these subjects are taught?

Participant: That's a tough question. English is taught well. My teacher is very experienced and broad-minded; she scored 7.5 in IELTS. She teaches effectively. As for Social and Political Science, this subject is very difficult for me. Students of all English proficiency levels, from B1 to C1, are combined in one class. There are a lot of technical terms and difficult words, which makes it challenging for B1 students like me to understand the course content.

Interviewer: What about Math?

Participant: Math is also hard because of the terminology. The problems are presented in English, and the teachers speak only in English. It's difficult for me since I learned Math in Kazakh.

Interviewer: Do your teachers help you understand the content?

Participant: It depends. For instance, in social and political science module, the teacher understands our background and helps us. If I say something during speaking activities, she understands that I'm not fluent and helps reformulate my ideas. She always says, "I get your point," which I appreciate. In English classes, the teacher listens carefully, points out our strengths and weaknesses, and helps us improve. Sometimes, she explains in Russian or Kazakh. In Math, the teacher also helps by explaining unfamiliar concepts and allows us to use Kazakh if needed. When I use Kazakh, he understands and doesn't scold me, but he always responds in English, which I appreciate.

Interviewer: Do your teachers use only English during lessons?

Participant: In English class, for example, when we learn vocabulary, the teacher translates it into Russian and Kazakh. She uses associations in both English and Kazakh to help us understand. In Math, the teacher mostly speaks English but occasionally uses Russian to explain complex ideas. As for the social and political science module, the instructor pretends not to understand Russian or Kazakh. If you ask or say something in English, she responds, but she ignores other languages entirely—even during breaks. I

understand her approach, though; since the class is in English, everything should be in English.

Interviewer: How do your university instructors correct students' mistakes while speaking English?

Participant: They focus on the content of our speech first. After we finish speaking, they correct grammar or pronunciation mistakes. For example, if I make a mistake in pronunciation, my English teacher corrects it after I'm done speaking. She doesn't interrupt us, which I appreciate.

Interviewer: What's your opinion on her correcting mistakes in front of the entire class?

Participant: We have a 75-minute class, and everyone makes mistakes. If she corrected each student individually, we'd run out of time. When she corrects mistakes publicly, others can learn from them. She does it in a respectful way, so I think it's beneficial.

Interviewer: Do you find classroom activities helpful for developing your speaking skills?

Participant: Yes.

Interviewer: Can you give an example?

Participant: In English class, for instance, we recently talked about our first jobs. The teacher asked questions, and we had to speak. She even gives additional points for participation. We often have discussions in English class, as well as in Social and Political Science.

Interviewer: To what extent are you satisfied with your instructors' teaching methods?

Participant: To be honest, as a student, I don't think I have the right to criticize their methods. They are the experienced ones, not me. My job is to study and adapt to their teaching styles. Overall, I'm satisfied, especially with my English teacher. She's an excellent specialist and always incorporates engaging activities. Recently, she assigned us roles in a mock company. I played the CEO of Toyota and interviewed candidates. It was a role-playing activity, and it made the lesson more interactive.

Interviewer: Do all students actively participate in discussions?

Participant: Even if they don't want to, they have to because participation earns bonus points. Failing a class means paying to retake it during the summer, and no one wants that. As for me, I always try to engage.

Interviewer: Are all your instructors proficient in English?

Participant: Yes, all of them have IELTS certificates. They articulate their ideas clearly. My English teacher has an American accent, which is easy to understand. However, some instructors, like those in Social and Political Science, don't fully pronounce certain words,

which makes it harder to follow them. I use critical thinking to keep up because I don't want to interrupt them—it feels disrespectful.

Interviewer: Do you often use English with your peers?

Participant: Only during lessons, in pair or group discussions.

Interviewer: Are you still attending private English tutoring?

Participant: Yes. As I mentioned earlier, my university offers English courses for different levels—A2, B1, B2. These are paid courses. I attend them, and they cost 36,000 tenge. We focus on grammar and speaking.

Interviewer: Have you seen progress?

Participant: Yes, in grammar and comprehension. But when it comes to speaking, I think it depends on me. I need more practice.

Interviewer: Do you attend any English clubs at your university or in the city?

Participant: We do have English clubs, but I don't attend them.

Interviewer: Why not?

Participant: I feel ashamed because my speaking level is lower than others. It's a bit humiliating for me. Therefore, I avoid speaking clubs

Interviewer: Do you feel the same way in class?

Participant: Yes, especially during spontaneous speaking activities. I get anxious and start sweating. Before speaking, I rehearse my thoughts multiple times, but even then, I can't deliver my ideas perfectly.

Interviewer: Why do you feel ashamed and worried?

Participant: I'm afraid my groupmates will look down on me if I commit mistakes while using English in the classroom. Most of them are C1, while I'm B2. My speaking is much weaker because I studied at public school, and I fear losing their respect. That's why I always try to show my best side

Interviewer: Which situations make you feel anxious when speaking English?

Participant: When I have to express my thoughts or share my opinion, especially when the teacher calls on me directly. If the teacher points at me and says, "You, speak," I start trembling and worrying.

Interviewer: Do your instructors call on students if they don't raise their hands?

Participant: Yes. For example, if I'm not participating, the teacher might call my name and ask for my opinion. They want everyone to participate. I'm not saying I feel anxious only in these situations, but I feel the most anxious in them. I also worry in other

situations, even when I've prepared or rehearsed my answer thousands of times. When this happens, it causes disturbance, and I feel the most anxious in these situations.

Interviewer: Got it! What do you do in these situations? What strategies do you use?

Participant: I try not to overthink. I remind myself that it's okay if my speech isn't perfect. The important thing is that I expressed my opinion and spoke in class, overcoming my anxiety.

Interviewer: Do you feel your opinions might not be accepted?

Participant: No, it's not that. The instructors often pick up on my words, reformulate them, and make sense of what I'm trying to say. Then they'll confirm, "I guess you meant this," and I usually just say yes.

Interviewer: How do your instructors support you in terms of speaking?

Participant: They always help, especially my English teacher. She's very supportive. She often says it's okay to make mistakes and that attempting to speak is what matters. She encourages us to improve step by step.

Interviewer: Are you afraid that other students will laugh at you while speaking English?

Participant: It has happened before. My groupmates laughed at me once when I mispronounced a word in class. It was a bit disturbing, but I wasn't embarrassed or ashamed. I saw it as a learning experience. They're still young, so I understand why they laughed. I don't think they had bad intentions; it was just funny to them. In fact, they can be supportive sometimes; they understand that we're all at different levels.

Interviewer: How did you overcome that situation?

Participant: I accepted it. I knew I couldn't change what happened. I felt sad and regretted it for a day, but then I let it go. After that, I worked on pronouncing the word correctly.

Interviewer: What about other situations?

Participant: I feel most anxious during my PowerPoint presentations in some university courses. I feel this way regardless of the language, but it's worse in English because I fear I won't deliver my thoughts clearly and make major mistakes.

Interviewer: Can you share an experience when you had to present?

Participant: It was a group presentation in the social and political science module. I was so nervous that I started talking nonsense.

Interviewer: Did the instructor focus on language during the presentation? Was it assessed?

Participant: Not really. For him, the main focus was on the content, not the language. In English class, though, language is assessed. For example, during a role-play, I used the

phrase “golden middle.” In her feedback, the teacher said she gave me a bonus for using that term. She also pays attention to grammar, clarity, and pronunciation.

Interviewer: Which format of presentation do you prefer?

Participant: Honestly, I don’t prefer any format. Whether it’s individual or group work, I feel anxious either way.

Interviewer: How did you prepare for the presentation?

Participant: I wrote down what I planned to say and rehearsed it many times until I memorized it.

Interviewer: Did you face any challenges while delivering the presentation? How did you deal with them?

Participant: Yes, I faced challenges like forgetting parts of my speech or stumbling over words. I just tried to stay calm and keep going, focusing on finishing my presentation.

Interviewer: Do your family members and peers provide enough support to help you improve your English, especially speaking?

Participant: My peers with C1-level English help me a lot. I often ask them how to deliver my speech effectively, and they tell me not to be ashamed. As for my family, they provide financial support by paying for my courses, but they don’t offer much verbal or emotional support.

Interviewer: Have you had enough opportunities to communicate with native English speakers?

Participant: No, I did not have much.

Appendix D: Interview Protocol

Date:

Study Title: Transition from Secondary Mainstream Schools to EMI University in Kazakhstan: Unpacking Undergraduate Year One Students' English Language Speaking Anxiety and their Strategy Use

Interviewer: Elmira Muratova, Master of Arts in Multilingual Education, second-year student Nazarbayev University Graduate School of Education

Place:

Interview questions:

1. What language is the main language used for instruction at your university?

2. Approximately how many of your university courses are delivered in English?

3. Do you like how these subjects are taught? If yes, how? If not, why?

4. Do your current subject instructors use English when teaching these courses?

5. How do your language instructors usually correct students' spoken English errors?

6.Are all your instructors proficient in English?

7. Do you find classroom activities useful in improving your speaking skills? If yes, in what ways? If not, why not?

8. Do you participate in any English-speaking clubs at your university or in your city? Why or why not?

9.Do you feel confident when speaking English? Why or why not?

10. In what situations do you feel nervous or anxious about speaking English? Can you give some examples?

11. How do you handle those situations? Do you use any strategies?

12. Are you ever worried that your classmates might laugh at you when you speak English?

13. Have you had sufficient chances to speak with native English speakers?

14. Do your family and friends support your English learning, especially your speaking skills? If yes, how? If not, why not?

15.Do you practice English with your peers?

16. Did you have a chance to learn English at school?

17. What can you say about your English teachers at school? Did you get to practice speaking

18. How important is technology in your life? Do you use it to improve your English-speaking skills?

Сұхбат Протоколы

Күні:

Зерттеу тақырыбы: Жалпы білім беретін мектептерден ағылшын тілінде оқытатын университетіне көшу: Қазақстандағы бірінші курс студенттерінің ағылшын тілінде сөйлеу қобалжулары мен олардың түрлі стратегияларды қолдануы

Сұхбатшы:

Уақыт:

2.Университетте қанша пән ағылшын тілінде оқытылады?

3.Олар қандай пәндер?

4. Пәндер сізге ұнайды ма? Оқытылатыны ұнайды ма? Ұнаса, қалай? Ұнамаса, не себепті?

5. Қазіргі мұғалімдеріңіз осы сабақтарды түсіндіруде ағылшын тілін қолдана ма?

6. Университеттегі тіл мұғалімдері/ әсіресе ағылшын мұғалімдері ағылшын тілінде сөйлегенде студенттердің қателіктерін қалай түзетеді?

7. Сабақта қолданылатын жаттығулар сөйлеу дағдыңызды дамытуға көмектеседі ме? Егер иә болса, қалай? Егер жоқ болса, неге?

Оқытушыларының сабақта қолданатын оқыту әдістеріне қаншалықты қанағаттанасын?

8.Барлық оқытушылар ағылшын тілін жақсы меңгерген бе, және оны жиі қолдана ма?

9.Сынып ішінде ағылшын тілін жетілдіруге жеткілікті мүмкіндік болды ма?

10.Құрдастарыңызбен ағылшын тілінде жиі сөйлесетін бе едіңіз?

11. Университетіңізде немесе қалаңызда ағылшын клубтарына қатысасыз ба? Иә/жоқ болса, неге?

12. Ағылшын тілінде сөйлегенде сенімді сезінесіз бе? Иә/жоқ болса, неге? Әлде сенімсіз қобалжып сөйлейтін жағдайларын болады ма?

13. Ағылшын тілінде сөйлегенде қандай жағдайда қобалжисың?

14. Осындай жағдайларда не істесіз? Қалай қолға аласыз? Қандай стратегияларды қолданасыз?

15. Ағылшын тілінде сөйлегенде басқа студенттердің күледі деп немесе жаман қабылдайды деп қорқасыз ба?

16. Ағылшын тілін жетілдіруге, әсіресе сөйлеу дағдыларыңызды дамытуға, отбасыңыз бен құрдастарыңыз жеткілікті қолдау көрсетеді ме? Иә болса, қалай? Жоқ болса, неге?

17. Ағылшын тілін ана тілі ретінде сөйлейтін адамдармен жиі сөйлесуге мүмкіндігіңіз болды ма?

18. Технологияның сіздің өміріңіздегі рөлі қандай? Оны ағылшын тілінде сөйлеу қабілеттеріңізді жақсарту үшін қолданасыз ба?

Протокол Интервью

Дата:

Название исследования: Переход из общеобразовательных школ в университет с английским языком обучения: Исследование тревоги при разговоре на английском языке и использование различных стратегий среди студентов первого курса в Казахстане

Интервьюер: Эльмира Муратова

Место:

1. Какой язык является основным языком обучения в вашем университете?
2. Примерно сколько курсов в вашем университете преподаются на английском?
3. Нравится ли вам, как преподаются эти предметы? Если да, то как? Если нет, то почему?
4. Используют ли ваши нынешние преподаватели предметов английский язык при преподавании этих курсов?
5. Как ваши преподаватели языка обычно исправляют ошибки разговорного английского языка студентов?
6. Все ли ваши преподаватели владеют английским языком?
7. Считаете ли вы занятия в классе полезными для улучшения своих навыков говорения? Если да, то каким образом? Если нет, то почему?
8. Участвуете ли вы в каких-либо клубах английского языка в вашем университете или в вашем городе? Почему или почему?
9. Чувствуете ли вы себя уверенно, когда говорите по-английски? Почему или почему?
10. В каких ситуациях вы нервничаете или беспокоитесь, говоря по-английски? Можете ли вы привести несколько примеров?
11. Как вы справляетесь с такими ситуациями? Используете ли вы какие-либо стратегии?
12. Вы когда-нибудь переживали, что ваши одноклассники могут посмеяться над вами, когда вы говорите по-английски?
13. Было ли у вас достаточно возможностей поговорить с носителями английского языка?
14. Поддерживают ли ваша семья и друзья ваше изучение английского языка, особенно ваши навыки говорения? Если да, то как? Если нет, то почему?
15. Вы практикуете английский язык со своими сверстниками?

16. Была ли у вас возможность изучать английский язык в школе?

17. Что вы можете сказать о ваших учителях английского языка в школе? Удалось ли вам практиковать разговорную речь

18. Насколько важны технологии в вашей жизни? Используете ли вы их для улучшения своих навыков говорения на английском языке?

Appendix E: Interview Coding Example

Interviewer: How does your English teacher correct mistakes? **Participant:** First, they listen to us until we finish speaking. Then, instead of pointing out errors directly, they gently mention at the end that there were some mistakes and explain them.	Teachers correct mistakes gently Mistakes are not corrected immediately Feedback is given gently
Interviewer: Do these activities help improve your speaking skills? **Participant:** In our English lessons, we play games, and everyone gets immersed in them. It helps ease our reluctance to speak English because, in the game, you have to speak, and it's enjoyable. It makes me think that maybe my English isn't as bad as I believe.	Games increase engagement Classroom activities reduce fear of speaking
Interviewer: Do you speak during the lessons? **Participant:** Only when the teacher asks every student to say something. If speaking is voluntary, I don't participate because I'm afraid to speak in front of everyone.	Fear of peer judgement Reluctance to initiate speaking
Interviewer: Can you explain why you feel afraid? **Participant:** I've had this fear since my school years. I always felt that if I made a mistake, I would be scolded or punished. Even though I know university teachers are not like that, I still hesitate. Before answering, I mentally repeat and formulate my sentences multiple times, but even then, I prefer to stay silent unless the teacher calls on me.	Past schooling Rehearsal before speaking Lingering fear

Interviewer: Are you more afraid of teachers or your peers? **Participant:** I'm more afraid of my peers judging me. I keep thinking about what they might think of me.	Fear of peer judgement Concern about social evaluation
Interviewer: Why do you feel this way? **Participant:** I lose confidence in English classes when the topic is unfamiliar to me, and I immediately feel uncomfortable speaking or even participating in discussions. I become silent and passive. For example, we recently discussed technology, and I was too afraid to speak. I kept thinking, What can I say? I don't have anything to contribute in English.	Lack of vocabulary Internal self-doubt
Interviewer: How do you cope with this? **Participant:** I try to calm myself by reminding myself that everyone is in the same situation and that my classmates are tolerant and understanding. Also, as I mentioned earlier, before saying anything, I repeat the sentences in my head several times before speaking.	Mentally rehearsing before speaking Uses self-talk
Interviewer: Do you practice English with your peers? **Participant:** We speak English during lessons because the teacher requires us to, but outside of class, I don't. However, I do try to speak with my friends to improve my speaking skills.	Practices English only during the class
Interviewer: Are you afraid that your peers will laugh at you? **Participant:** I don't think they would laugh, but I worry that they might think my English is weak. Deep down, I know that no one is actually judging me, but I still can't	Fear of peer evaluation Concern over perceived language proficiency

shake off the feeling. I fear being misjudged or perceived negatively by them.	
Interviewer: Does your family support you? **Participant:** Yes, they believe I have a great English level. They always tell me not to be afraid and remind me that everyone is in the same situation. They encourage me not to be too reserved.	Emotional support form family

Appendix E: Recruitment Letter

Hi! My name is Elmira, and I am a graduate student at Nazarbayev University. I am currently conducting research for my thesis on first-year students' anxiety when speaking English. I am reaching out because I am looking for participants who fit the following criteria:

- First-year student
- Graduated from public school

If you meet these criteria and would be interested in taking part, I would be truly grateful. Participation involves two simple steps:

- Writing a personal essay about your English learning journey and your reasons for choosing this university
- An interview where we will discuss your experience in more detail

All the data will be kept confidential and anonymous in the line with ethical research standards. Your name, university, and any personal details will not appear in the final study.

Your insights and experiences will contribute to a better understanding of the challenges faced by first-year students. This study may inform future support programs and educational policies to assist students transitioning to English-taught universities.

If you are interested or have any questions, please feel free to message me. Thank you so much in advance!

Elmira Muratova, elmira.muratova@nu.edu.kz, +7 776 900 00 06

Қатысушыларды іздеуге арналған хат

Сәлем! Менің атым Эльмира, мен Назарбаев университетінің магистрантымын. Мен қазір бірінші курс студенттерінің ағылшын тілінде сөйлеу кезіндегі алаңдаушылығы туралы диссертациям бойынша зерттеу жүргізіп жатырмын. Мен келесі критерийлерге сәйкес келетін қатысушыларды іздегендіктен хабарласып жатырмын

- Бірінші курс студенті
- Мемлекеттік мектепті бітірген

Егер сіз осы критерийлерге сай болсаңыз және қатысуға қызығушылық танытсаңыз, мен шынымен риза болар едім.

Қатысу екі қарапайым қадамды қамтиды:

- Ағылшын тілін үйрену саяхатыңыз және осы университетті таңдау себептері туралы жеке эссе жазу
- Сіздің тәжірибеңізді толығырақ талқылайтын сұхбат

Барлық деректер этикалық зерттеу стандарттарына сәйкес құпия және анонимді түрде сақталады. Сіздің атыңыз, университетіңіз және кез келген жеке мәліметтер соңғы зерттеуде көрсетілмейді.

Сіздің түсініктеріңіз бен тәжірибелеріңіз бірінші курс студенттері кездесетін қиындықтарды жақсырақ түсінуге ықпал етеді. Бұл зерттеу студенттерге ағылшын тілінде оқытылатын университеттерге өтуге көмектесу үшін болашақ қолдау бағдарламалары мен білім беру саясатын хабарлауы мүмкін.

Егер сізді қызықтырса немесе сұрақтарыңыз болса, маған хабарлаңыз. Алдын ала көп рахмет!

Эльмира Мұратова, elmira.muratova@nu.edu.kz, +7 776 900 00 06

Письмо для набора участников исследования

Привет! Меня зовут Эльмира, я аспирантка Назарбаев Университета. В настоящее время я провожу исследование для своей диссертации о тревожности студентов первого курса при разговоре по-английски. Я обращаюсь к вам, потому что ищу участников, которые соответствуют следующим критериям:

- Студент первого курса
- Окончил государственную школу

Если вы соответствуете этим критериям и заинтересованы в участии, я буду вам искренне благодарен.

Участие состоит из двух простых шагов:

- Написание личного эссе о вашем пути изучения английского языка и причинах выбора этого университета
- Интервью, на котором мы более подробно обсудим ваш опыт

Все данные будут храниться конфиденциально и анонимно в соответствии с этическими стандартами исследований. Ваше имя, университет и любые личные данные не будут указаны в окончательном исследовании.

Ваши идеи и опыт будут способствовать лучшему пониманию проблем, с которыми сталкиваются студенты первого курса. Это исследование может помочь в будущих программах поддержки и образовательной политике, чтобы помочь студентам перейти в университеты с преподаванием на английском языке.

Если вы заинтересованы или у вас есть какие-либо вопросы, пожалуйста, напишите мне. Спасибо вам огромное заранее!

Эльмира Муратова, elmira.muratova@nu.edu.kz, +7 776 900 00 06