

**Examining Undergraduate Students' English Language Speaking Anxiety and their  
Strategy Use at an EMI University in Kazakhstan**

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Submitted in partial fulfillment of the requirements for the degree of

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in

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Nazarbayev University Graduate School of Education

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Dear **Mariya Shorman**:

This letter now confirms that your research project titled **Examining Undergraduate Students' English Language Speaking Anxiety and their Strategy Use at an EMI University in Kazakhstan** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University. You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

*Bridget Goodman*

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## Abstract

### **Examining Undergraduate Students' English Language Speaking Anxiety and their Strategy Use at an EMI University in Kazakhstan**

Speaking is one of the most anxiety-causing skills in learning a foreign language. Foreign Language Speaking Anxiety (FLSA) significantly affects language performance, so many students struggle in their learning process. Despite the fact that FLSA is a common phenomenon, there is a lack of studies on FLSA in the context of Kazakhstan. This mixed-method research study sought to investigate a group of second-year Undergraduate students' challenges while speaking English across different settings and fourth-year students' Language Learning Strategies (LLSs) they adopt to face these challenges at university using English as a Medium of Instruction (EMI) in Kazakhstan.

The current study answered two research questions with subquestions: 1) What level of Foreign Language Speaking Anxiety do second-year Kazakhstani students experience while speaking English in EMI classes? Sub-questions: (a) Does gender affect the participants' FLSA in class? (b) Does school type affect the participants' FLSA in class? (2) What strategies do fourth-year students use to reduce FLSA?

Data were gathered using two data collection tools: Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) for second-year students and semi-structured individual interviews for fourth-year students. The results showed that second-year students had a moderate level of FLSA and fourth-year students use mainly cognitive and metacognitive LLSs. This research filled the gap in the literature on FLSA, revealing results that have not been found previously in Kazakhstani context.

*Keywords:* Foreign Language Speaking Anxiety (FLSA), Language Learning Strategies (LLSs), English as a Medium of Instruction (EMI), mixed-method

## Аңдатпа

### **Қазақстандағы ЕМІ университетінде бакалавриат студенттерінің ағылшын тілінде сөйлеу қобалжуы мен олардың стратегияны қолдануына зерттеу**

Қазақстандағы ЕМІ университетінде бакалавриат студенттерінің ағылшын тілінде сөйлеу қобалжуы мен олардың стратегияны қолдануына зерттеу Сөйлеу - шет тілін үйренудегі ең қатты қобалжу сезімін тудыратын дағдылардың бірі. Шетел тілінде сөйлеу қобалжуы (FLSA) тілдің қолданысына айтарлықтай әсер етеді, сондықтан көптеген студенттер оқу процесінде қиындықтарға тап болады. FLSA кең таралған құбылыс болғанына қарамастан, Қазақстан контекстінде FLSA бойынша зерттеулер саны аз. Бұл аралас (құрамдастырылған) зерттеуде екінші курс студенттерінің әртүрлі жағдайларда ағылшын тілінде сөйлеу қиындықтары және төртінші курс студенттерінің осы қиындықтармен күресу үшін тіл үйрену стратегияларын (LLSs) қолдануы қарастырылды.

Берілген зерттеу қосымша сұрақтары бар екі зерттеу сұрағына жауап берді: 1) ЕМІ контекстінде екінші курс қазақстандық студенттері ағылшын тілінде сөйлеу кезінде FLSA қандай деңгейін сезінеді? Қосымша сұрақтар: (а) Қатысушылардың FLSA деңгейіне жыныс әсер етеді ме? (б) Қатысушылардың FLSA деңгейіне мектеп түрі әсер етеді ме? (2) Төртінші курс студенттері FLSA деңгейін төмендету үшін қандай стратегияларды қолданады?

Зерттеу екі әдістемелердің көмегімен жүргізілді: Horwitz et al. (1986) Шетел тіліндегі сыныптағы қобалжу сауалнамасы (FLCAS) және студенттердің тілдік стратегияларды қолдану мүмкіндіктерін анықтайтын сұхбат. Нәтижелер екінші курс студенттерінің FLSA деңгейі орташа екенін және төртінші курс студенттері когнитивтік және метакогнитивтік стратегияларды басым қолданатынын көрсетті. Бұл зерттеу FLSA



бойынша әдебиеттердегі санын толтырып, бұрын қазақстандық контексте табылмаған нәтижелерді көрсетті.

*Тірек сөздер:* ағылшын тілінде сөйлеудегі қобалжу, тіл үйрену стратегиялары, ЕМІ, аралас зерттеу.

## Аннотация

### **Исследование разговорной тревожности студентов бакалавриата, говорящих на английском языке, и их стратегии по преодолению в университете ЕМІ в Казахстане**

Разговорная речь – один из самых тревожных навыков при изучении иностранного языка. Тревога при разговоре на иностранном языке (FLSA) существенно влияет на языковую успеваемость, поэтому многие учащиеся испытывают трудности в процессе обучения. Несмотря на то, что FLSA является распространенным явлением, исследований по FLSA в контексте Казахстана недостаточно. Цель данного исследования со смешанным методом - изучение речевых сложностей студентов второго курса, с которыми они сталкиваются при разговоре по-английски в различных условиях, а также стратегий изучения языка (LLS) студентов четвертого курса, которые они применяют для решения этих речевых проблем в университете ЕМІ в Казахстане.

Настоящее исследование ответило на два исследовательских вопроса с подвопросами:

1) Какой уровень беспокойства при разговоре на иностранном языке испытывают казахстанские студенты второго курса, говоря по-английски в классах ЕМІ?

Подвопросы: (а) Влияет ли пол участников на FLSA в классе? (б) Влияет ли тип школы на FLSA участников в классе? (2) Какие стратегии используют четверокурсники для снижения уровня FLSA?

Данные были собраны с использованием двух инструментов: Horwitz et al.'s (1986) «Шкала измерения языковой тревожности в классе иностранного языка» и полуструктурированных интервью. Результаты показали, что студенты второго курса имеют умеренный уровень FLSA, а студенты четвертого курса используют в основном когнитивные и метакогнитивные стратегии изучения языка. Данное исследование

выявил результаты, которые ранее не были обнаружены в других исследованиях в контексте Казахстана.

*Ключевые слова:* речевая тревожность в иностранном языке, языковые стратегии, ЕМІ, смешанный метод.

## Table of Contents

Author Agreement .....	ii
Declaration.....	iii
Ethical Approval .....	iv
CITI Training Certificate .....	v
Acknowledgments.....	vi
Abstract.....	vii
Аңдатпа .....	viii
Қазақстандағы ЕМІ университетінде бакалавриат студенттерінің ағылшын тілінде сөйлеу қобалжуы мен олардың стратегияны қолдануына зерттеу .....	viii
Аннотация.....	x
Table of Contents.....	xii
List of Tables .....	xv
List of Figures .....	xvi
Chapter 1: Introduction .....	1
Background Information.....	1
Statement of the Problem.....	3
Research Purpose and Questions .....	4
Significance of the Study .....	4
Outline of the Study .....	6
Chapter 2: Literature Review.....	7
Anxiety and its Types .....	7
Situational Anxiety .....	7
Trait Anxiety .....	8
State Anxiety.....	8
FLA.....	9
Horwitz et al.'s (1986) Theoretical Framework .....	10
FLSA and its Causes .....	12
Psychological Factors .....	13
Linguistic Factors.....	14
Individual Factors .....	15
Language Learning Strategies (LLSs) .....	16
FLSA and LLSs .....	19
Justification of Theoretical Framework Choice.....	21
Conclusion .....	22

Chapter 3: Methodology .....	24
Research Design.....	24
Research Site.....	25
Sampling .....	26
Data Collection Instruments .....	27
Questionnaire .....	27
Semi-structured Interview.....	28
Data Collection Procedures.....	29
Data Analysis Procedures .....	30
Ethical Considerations .....	31
Conclusion .....	32
Chapter 4: Findings.....	33
RQ1: Second Year Students' Level of FLSA.....	33
General Levels of FLSA.....	33
Anxiety-Provoking Sources .....	34
Factors Contributing to Participants' FLSA .....	40
Gender.....	40
School Type .....	42
RQ2: Fourth-Year Students' Strategies Use.....	44
Direct Strategies.....	45
Indirect Strategies .....	46
Fourth-Year Students' Recommendations.....	49
Recommendations for Students .....	49
Recommendations for University Policymakers .....	51
Conclusion .....	55
Chapter 5: Discussion .....	56
RQ1: What level of Foreign Language Speaking Anxiety do second-year Kazakhstani students experience while speaking English in EMI classes? .....	56
Fear of Negative Evaluation .....	57
Communication Apprehension .....	58
The Effect of Gender on Sstudents' FLSA Level.....	60
The Effect of School Type on Students' FLSA Level.....	61
RQ2: What Strategies Do Fourth-Year Students Use to Reduce FLSA? .....	63
Direct Strategies.....	63
Indirect Strategies .....	64

Conclusion .....	65
Chapter 6: Conclusion.....	67
Summary of the Main Findings .....	67
Strengths and Limitations .....	69
Recommendations and Implications .....	70
Reflection.....	73
Appendix A Declaration of the Use of Generative AI.....	91
Appendix B The first section of the questionnaire .....	92
Appendix C Questionnaires .....	94
Appendix D The first section part of the interview .....	106
Appendix E The second part of the interview .....	108
Appendix F Informed Consent Form.....	115
Appendix G Informed Consent Form .....	120
Appendix H Interview Coding Sample.....	126
Appendix I Interview Transcription Sample.....	130
Appendix J Factor Analysis .....	132
Appendix K Paired t-test.....	134

## List of Tables

Table 1. Characteristics of Interview Participants .....	<b>Ошибка! Закладка не определена.</b>	7
Table 2. Means by Item within the “Foreign Language Speaking Anxiety” Scale .....		34
Table 3. FLSA level by Gender .....		41
Table 4. Effect of Gender on FLSA .....		41
Table 5. FLSA level by School Type .....		42
Table 6. Effect of School Type on FLSA.....		43
Table 7. Effect Size of School type on FLSA .....		43

**List of Figures**

Figure 1. Tobias model of anxiety ..... 10



## **Chapter 1: Introduction**

This chapter provides background information relating to the role of the English language in Kazakhstan and the Foreign Language Speaking Anxiety (FLSA) that students tend to encounter. This chapter also contains some information about Language Learning Strategies (LLSs). Finally, it presents the research purpose, problem, questions, and significance of the study.

### **Background Information**

Nowadays, it is becoming increasingly necessary to know more than one language because it gives access to a promising career and education at top-ranking universities. The main focus is on English because it is a global lingua franca. Behind the global language always stands its economic power (Crystal, 2013), which explains why many individuals desire to engage with the world through English. Kazakhstan is the first country in Central Asia to adopt a multilingualism policy for educational purposes (Karabassova, 2020). This has included several programs that prioritize trilingual education, especially highlighting the role of the English language: Trinity of Languages Program (2007), the State Program of Development of Education and Science (SPDES) for 2015-2020 (MoES, 2016), The Plan of the Nation: The Path to the Kazakhstan Dream (2015). In the context of these programs, people are supposed to have advanced language skills in Kazakh, Russian, and English.

A significant step toward realizing the country's trilingual educational policy was establishing English as a medium of instruction (EMI) universities such as Nazarbayev University, Suleyman Demirel University, Kazakhstan Institute of Management, the Economics and Strategic Research University, and the Kazakh-British Technical University. In 2016, more than 40 out of 125 universities provided EMI programs (Karabassova, 2020). Undergraduates are required to have an IELTS certificate to be

enrolled in the EMI university. These educational standards and desire to learn in EMI Universities raised the number of EFL learners (Myrzakulova, 2019). Although they have passed IELTS and been rolled to EMI University, they may still have problems in understanding content in foreign languages, which in turn can lead to FLSA. Research in other EMI university contexts (Chou, 2018; Soruç & Griffiths, 2018; Suzuki, 2017) has shown that learners have anxiety when they are not able to utilize any other languages except the target language in the classroom (Özkaynak, 2020). In response, students keep silent and passively participate during the sessions (Christy, 2021). Students can also face challenges like low self-esteem, stress, and low motivation to learn foreign languages. All these difficulties, especially anxiety, can impact foreign language progress and performance (Zheng & Cheng, 2018).

The concept of language anxiety has been described by many scholars (Aydin, 2017; Horwitz & Cope, 1986; Young, 1991). Horwitz et al. (1986) characterized the anxiety that students encounter while studying in a foreign language setting as a combination of self-perceptions, emotions, and actions linked to classroom-based language acquisition, resulting from the distinctiveness of the language acquisition process.

As research on the problem of language anxiety became more widespread from the end of the 20th century (Dulay & Burt, 1977; Horwitz, 1986; Krashen, 1982; MacIntyre & Gardner, 1989), several recent researchers have identified the causes of FLSA, and They have also identified LLSs that help to deal with FLSA (Batyrova, 2021; Kadyrbayeva, 2022; Mohammadi et al., 2013; Oflaz, 2019; Rakhimzhanova, 2022; Suleimenova, 2013; Widhayanti, 2018). The current study is interested in both concepts: FLSA and LLSs in the Kazakhstani context.

## Statement of the Problem

The problem to be addressed through this study is students' speaking challenges in EMI classes in Kazakhstan. This builds on previous studies that revealed students' high levels of anxiety in EMI institutions (Chou, 2018; García-Castro & O'Reilly, 2022; Kim, 2012; Kudo et al., 2019; Suzuki, 2017).

The number of students who want to study at an EMI University is increasing, and they are strongly motivated to learn in EMI programs (Myrzakulova, 2019). After enrolling in an EMI university, some students face challenges like anxiety, negative emotions, and stress during speaking in the classroom (Chou, 2018; Suzuki, 2017). There are three reasons. First, educators often use oral activities to evaluate students' subject comprehension and knowledge, which affects students' grades (Milan, 2019). Second, students may doubt their competency when they do not understand educators' questions and give inappropriate or irrelevant answers (Milan, 2019). Third, students worry that they lose their authority and social status if they make mistakes in front of peers (Milan, 2019). These potential adverse outcomes can further demotivate English use and raise students' psychological unwellness while speaking in the classroom. Moreover, students may face challenges due to demographic factors like gender (Çağatay, 2015), age (Aydin et al., 2017), and educational background (Kenishkhanova, 2020). Therefore, it is essential to explore university students' FLSA levels, factors that affect anxiety levels, and learning strategies that help cope with language anxiety.

LLSs play a vital role in students' learning journey for two reasons. First, by employing effective LLSs, students can develop their language skills more effectively (Macaro, 2019). Second, LLSs can help manage FLSA levels (Chou, 2018). Strategies such as self-regulation (El-Sakka, 2016), note-taking (Rakhimzhanova, 2022), rehearsing (Milanrianto et al., 2023), and social strategies (Widhayanti, 2018) have been shown to

reduce FLSA levels. Therefore, it is vital to understand which types of LLSs can help effectively cope with FLSA and do better academic performance (Oflaz, 2019).

Regarding studies on FLSA and LLSs, there is a lack of research that has explored FLSA in EMI universities in the Kazakhstani context. In particular, previous studies (Akshalova, 2019; Batyrova, 2021; Kadyrbayeva, 2022; Omanova, 2023; Plyushko, 2018; Rakhimzhanova, 2022) only examined school students' and teachers' perspectives on anxiety. Therefore, the current research will be the first study that explores EMI university students' FLSA and strategy use. It is crucial to find the level of FLSA and the reasons for speaking difficulties. Moreover, LLSs need to be identified to reveal what types of strategies are effective in dealing with FLSA.

### **Research Purpose and Questions**

The aim of this mixed-method study is to determine the sources of FLSA of the sampled participants at an EMI university in Kazakhstan and identify the LLSs students use to address FLSA. Given the purpose of the study, two research questions were developed.

RQ1: What level of Foreign Language Speaking Anxiety (FLSA) do second-year Kazakhstani university students experience while speaking English in EMI classes?

RQ1 has two sub-questions:

- a. Does gender affect the participants' FLSA in class?
- b. Does school type affect the participants' FLSA in class?

RQ2: What strategies do fourth-year students use to reduce FLSA?

### **Significance of the Study**

In order to create a more supportive and comfortable learning atmosphere and satisfy the demands of the new educational reform, it is essential to conduct research that

examines the level of FLSA learners' experience in EMI classes. Moreover, limited research has been conducted on whether or not students experience FLSA in university EMI classrooms in Kazakhstan. This means that the present study is significant in three ways: (1) revealing students' perspective and academic performance; (2) rethinking teaching methods; (3) raising students' awareness of effective LLSs. These points will be discussed below in more detail.

First, academic performance and FLA are strongly connected with each other (Zheng & Cheng, 2018). FLSA can affect academic achievement because anxious students tend to keep silent and not respond to the teachers' questions even when they know the answer (Christy, 2021). Actions like these are formed by particular factors: lack of speaking practice, personality characteristics, gender, age, low self-esteem, motivation, fear of evaluation, beliefs, negative attitudes towards the subject, and fear of failure (Aldarasi, 2020; Christy, 2021). It is therefore vital to reveal the factors influencing Kazakhstani students' academic performance at EMI University.

Second, teachers need to become more aware of students' FLSA and better understand learners' behavior influenced by anxiety. The findings of this study may encourage teachers to rethink teaching techniques to create a more friendly, inclusive, and comfortable environment. Students tend to fear teachers' negative feedback, attitude, and mistake correction in front of the class (Alnahidh & Altalhab, 2020). The current research can help to create positive teacher-student relations. If educators realize that speaking is the most anxiety-provoking skill then they may avoid giving pressure during oral activities in a classroom. This present study can encourage teachers to use or create effective and appropriate teaching methods.

Third, when students face speaking challenges, they may develop new learning strategies or use created ones. This study can therefore be useful for students in the same context and who still experience FLSA. In the present study, fourth-year university students shared LLSs that helped them to reduce FLSA and effectively participate in oral communication.

### **Outline of the Study**

The current study is organized in six chapters. The first chapter presented the study's purpose and research questions, and problem statement. The following chapters are the Literature Review, Methodology, Findings, Discussion, and Conclusion. The second chapter reviews the literature relating to the concepts of FLSA and its factors and LLSs. The third chapter gives information on study's research design, research sites, instruments, sampling, data analysis strategies, and ethical considerations. The fourth chapter presents the findings, while the fifth chapter discusses and interprets the main findings in relation to previous research on the topic. The sixth chapter summarizes the results and outlines study's implications, limitations, and further research recommendations.

## **Chapter 2: Literature Review**

The previous chapter provided information on Kazakhstan's educational and linguistic profile as well as the researcher's perspective on the subject of the research, specifically on the speaking challenges in EMI classes that Kazakhstani language learners' experience. In addition, it clarified the study's aim and significance. Finally, it listed the research questions that will serve as the investigation's compass.

This chapter reviews theoretical and empirical research on language anxiety and its causes. This chapter is divided into six major sections: 1) anxiety and its types; 2) FLA; 3) FLSA and its causes; 4) LLSs; 5) FLSA and LLSs; 6) justification of theoretical framework choice.

Most of the research discussed in this chapter is related to EFL contexts rather than EMI. Nevertheless, examining the factors behind students' anxiety in EFL may provide valuable insights into the potential reasons for their anxiety in EMI as well.

### **Anxiety and its Types**

Anxiety is a complex phenomenon, so researchers define it in various ways. One of the earliest definitions of anxiety was suggested by Freud (1936). He described anxiety as a negative emotional state caused by a specific mix of phenomenology and physiological characteristics. Similarly, Samimy and Tabuse (1992) described anxiety as a feeling of unease, apprehension, or worry about a potential future event. On the other hand, some researchers identified it more functionally like the individual feeling of nervousness and tension that help an organism deal with stress (Hamilton, 1969; Spielberger, 1983). Hence, anxiety can be recognized as fear, worry, and a stress response.

### ***Situational Anxiety***

This type is often called situational-specific anxiety. It is considered as an anxiety that appears in a specific situation, for instance, using a foreign language in front of the

peers or talking to native speakers. According to Horwitz (1986), situation-specific anxiety is directly connected with FLA.

### ***Trait Anxiety***

Trait anxiety is “a stable predisposition to become anxious in a cross-section of situations” (Dörnyei & Ryan, 2015, p. 177). According to MacIntyre (1995), “trait anxiety represents the tendency to react in an anxious manner” (p. 93). This type of anxiety depends on people’s individual features and reactions to a threat (Spielberger, 1972). Learners with a high level of trait anxiety are more anxious during learning a foreign language than ones with a low level of trait anxiety.

### ***State Anxiety***

State anxiety is an immediate feeling of tension during particular situations that raise the level of anxiety. The stimulating situations include a speech in front of an audience, taking an oral examination, and speaking in a foreign language. According to MacIntyre and Gardner (1991), trait and state anxieties are interrelated: “individuals who are prone to experience anxiety in general (trait anxiety) show greater elevations of state anxiety” (p.90). Spielberger (1983) defines and examines trait and state anxieties separately while some scholars suggest that these two concepts are quite similar (Endler, 1989; MacIntyre & Gardner, 1991).

Although it is hard to distinguish precisely between these types of anxiety, the distinctions can be generally characterized on a continuum from solidity to impermanence. Trait anxiety is a persistent tendency to feel anxious under a variety of circumstances whereas state anxiety is a fleeting emotional condition experienced in particular moments. Situational anxiety is anxiety that appears in a certain kind of situation. As an intermediate type, it stands between trait and state anxiety (Zheng, 2008). Among these three types of



anxiety, FLA can be categorized as a situational-specific anxiety (MacIntyre & Gardner, 1991). Hence, the next section will define and review the concept of FLA.

## **FLA**

Regarding FLA, interest in this field of linguistics started at the end of the 19th century. There are many definitions of FLA (Aydin, 2017; Horwitz & Cope, 1986; Young, 1991). One of the first definitions was suggested by Horwitz et al. (1986). They defined FLA 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). Similarly, MacIntyre and Gardner (1994) defined FLA as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning” (p. 284). Consequently, FLA can be defined as a complicated phenomenon that causes unfavorable feelings during learning or using a foreign language.

MacIntyre (1998) demonstrated that FLA is a form of situational anxiety, so research should use measures of anxiety experienced in a specific situation: learning or using a foreign language in a classroom. FLA is a common problem for non-native-speaker students, so it is important to look into FLA in the classroom context. According to MacIntyre (1999), it is essential to investigate FLA because it impacts cognition, which affects quality of received knowledge and language produced. He explains it based the Tobias model (Figure 1), which contains three stages: input, processing, and output.

In the first stage of information processing, FLA selectively impedes the entry of certain information into the cognitive processing system. When processing language, if words or phrases are not input into the system, they cannot be processed or utilized at a later time. For instance, in a classroom setting, students who are feeling anxious might struggle to keep up with spoken conversations due to the impact anxiety has on their

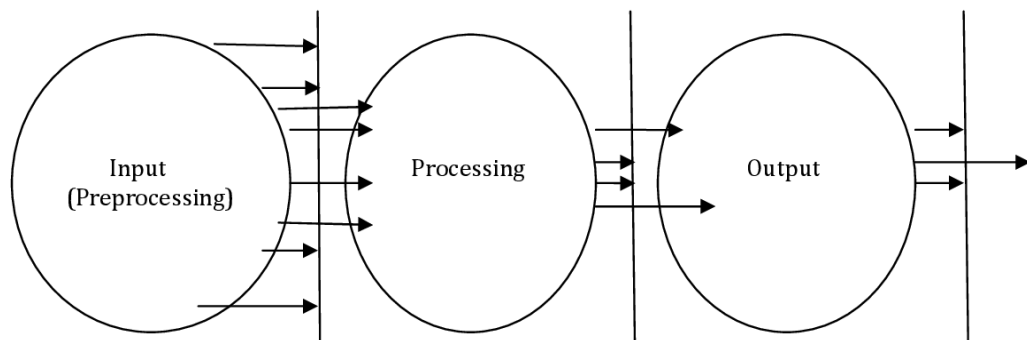
cognitive processing. This has a negative impact on learners' language progress and production. Conversely, students who are relaxed are more capable of comprehending information as they are not hindered by these types of difficulties.

Regarding the second stage, FLA impacts the speed and precision of learning. In a classroom, students who experience FLA may find it difficult to learn new vocabulary, grammar, and other concepts because anxiety may distract them.

Third, FLA during the output stage can affect how well people communicate in a second language. One of the well-known situations is when learners know the answer, but cannot recall it. This occurs when anxiety interferes with the ability to retrieve information. Thus, FLA can significantly impact cognition, thereby reducing learners' ability to receive knowledge and produce language.

### **Figure 1**

#### *Tobias Model of Anxiety*



*Note.* (MacIntyre, 1999, p. 35)

#### ***Horwitz et al.'s (1986) Theoretical Framework***

While MacIntyre (1999) explains FLA from a cognitive perspective, Horwitz et al. (1986) focus on physical and psychological perspectives. According to Horwitz et al. (1986), there are three FLA components: communication apprehension, fear of negative evaluation, and test anxiety. First is communication apprehension (CA). It can be described as an uncomfortable physical and psychological state (Aeni et al., 2017). The

physical response includes reactions such as trembling, shaking and sweaty hands.

Students also can be nervous and keep silent (Aydođan, 2017).

There are multiple causes of CA identified in the literature. In relation to the acquisition of language, Tanveer (2007) examines this phenomenon empirically through the lens of behaviorism. He found that when educators adopt a negative stance towards students' mistakes, students' apprehension towards making mistakes is further heightened. Consequently, students are not often willing to communicate orally. Similarly, Woodrow (2006) found that speaking with a teacher and giving a speech in front of the class causes CA. Effiong (2016) found that CA can be triggered by a competitive classroom environment that encourages outperforming others. Kayaođlu and Sađlamel (2013) found that CA can be triggered by linguistic challenges in phonetics, semantics, and syntax.

The second component of Horwitz et al.'s (1986) model is a fear of negative evaluation, which is defined as an "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate one negatively" (Horwitz, 1986, p. 6). Regarding students, several studies from different countries showed that this component appears in situations when they are afraid of being judged or negatively evaluated by instructors or peers. Kitano (2001) found that students with a fear of negative evaluation have higher levels of anxiety. Conversely, when language learners have fewer worries about being negatively judged, their anxiety levels tend to decrease (Leary et al., 1998). According to Horwitz et al. (1986), this sense of being evaluated by teachers and other students results in heightened apprehension and lack of confidence, so it decreases the ability to excel in classroom settings, particularly during oral response. Tsiplakides and Keramida (2009), Alnahidh and Altalhab (2020), and Ma et al. (2021) all found that students worry about the teacher's negative evaluation in front of the class. In the context of Kazakhstan, Kadyrbayeva (2022) found that criticism from their peers had a

more substantial impact than comments from the teacher. While the context of the study connects to my thesis work it does not explain why peers' negative feedback affects anxiety more than teachers' negative evaluations.

Another study related to the fear of negative evaluation is Fenyvesi's (2021) study with 276 Danish students. The results showed three types of anxiety-provoking situations. Two of them are fear of negative evaluation and fear of making mistakes. Interestingly, students mentioned that they had fear of making mistakes, but after one year its level lowered because of two reasons. Firstly, students mentioned that they felt less anxiety when they started to comprehend teacher's speaking and explanations in English. Second, one of the participants mentioned that the anxiety level decreased when she started to think that with a hard work she would improve language skills and better perform. Based on these reasons, students started to be more relaxed and perceive mistakes as a natural part of learning. The findings indicated that teachers should often remind students that mistakes are normal components of learning process.

The third component in Horwitz et al.'s (1986) model is test anxiety. It represents learner's subjective beliefs regarding language acquisition and performance, which can result in anxiety and frustration when they do not perform well on language assessments (Horwitz, 1991). However, this component is not relevant to the present research because test anxiety is specific to language assessment rather than EMI.

### **FLSA and its Causes**

It seems that among four language skills, speaking causes the highest level of anxiety (Bashori et al., 2020). FLSA is challenging to define because there is no agreed definition on what it constitutes. Bashori et al. (2020) define FLSA as "a multifaceted psychological phenomenon that many learners experience when learning a Foreign Language" (p. 1058). Basic (2011) defines it as a state that significantly affects foreign

language acquiring process and fluency in speaking. According to McCroskey (1977), FLSA measures a person's fear or stress related to real or future communication with somebody. Based on these definitions, I would define FLSA as emotional and physical discomfort or apprehension experienced by individuals during communication in a non-native language.

Being forced to speak in a foreign language that one has not completely mastered makes FLSA a unique case for students. Students tend to make mistakes, feel stress, and worry during speaking in a foreign language. Moreover, FLSA can negatively impact students' academic performance by reducing their self-confidence and communication ability in a target language (Stalnaker, 2023). As a first step to avoid such negative outcomes, it is vital to look at the factors that impact FLSA. Previous studies found different factors that affect FLSA level, it can be divided into three groups: psychological, linguistic, and individual factors.

### ***Psychological Factors***

FLSA may be caused by two main psychological factors, namely fear of making mistakes and negative evaluation and problems with self-confidence (Cubukcu, 2007; Javid, 2014). Regarding fear of making mistakes and negative evaluation, MacIntyre (1999) and Qaddomi (2013) found that EFL students feel anxiety when speaking with native speakers. They are afraid of making mistakes and not having the appropriate speaking skills to communicate with them. They think that native speakers may negatively judge their speaking skills. Similarly, Tsiplakides and Keramida (2009) investigated 15 EFL students in Greece with an intermediate level of English. Six students answered that they do not like speaking in front of the class because they are afraid of classmates' judgment and negative comments.

The second critical psychological factor is self-confidence. EFL students tend to have low self-confidence as they think other speakers do not understand them (Mahdalena & Muslem, 2021). MacIntyre and Gardner (1994) found that Canadian university students and tend to underestimated their speaking abilities in foreign languages because of low self-confidence. Similarly, Suleimenova (2013) revealed that the main factor of high FLSA is low self-confidence and worries about giving an inappropriate answer in front of the classmates. In the present study, low self-confidence could potentially contribute to FLSA because the participants do not have groups or group mates. In each academic course, they interact with new students from diverse majors, which may cause them to feel unsure about speaking in front of others due to concerns about being misunderstood.

### ***Linguistic Factors***

Linguistic factors are one of the leading causes of FLSA because individuals tend to feel stressed speaking due to a lack of vocabulary range, incorrect pronunciation, and grammatical errors (Mulyono, 2019). English learners often say they have ideas and answers to the teacher's questions but have problems expressing them because of weak vocabulary. Similarly, Tanveer (2007) found that EFL university students faced anxiety due to vocabulary challenges.

Regarding pronunciation challenges, Baran-Lucarz (2011) showed, using the Foreign Language Classroom Anxiety Scale (FLCAS), that students felt anxiety during a pronunciation test due to two reasons: 1) fear of not being understandable due to wrong pronunciation; 2) fear of ridicule by classmates.

Regarding the third linguistic factor, the grammatical challenge, Suleimenova (2013) found that EFL students often experience a feeling of stress because of speaking in front of the class. One of the main reasons they reported for struggling in speaking was problems with grammar structures. The students said that range of grammatical rules

confused them, so they think more about form than content. Similarly, Tanveer (2007) found that EFL students felt anxious when they did not know which tenses to use during speaking. According to Tum and Kunt (2013) found that EFL student teachers' language anxiety increased during speaking in front of others and they found it hard to use many grammatical rules in English. The findings indicate that the students spent more time thinking about grammar rules than the idea they wanted to express. In short, multiple studies have demonstrated that linguistic factors play a critical role in FLSA.

### ***Individual Factors***

FLSA may be caused by several demographic factors, such as age, gender, education background, and personal attitude toward EMI classes. Regarding age, MacIntyre and Gardner (1994) found that adult learners generally require more time to comprehend and use new information and tend to be more self-critical when it comes to their accuracy, as opposed to children and young learners. On the other hand, Dewaele (2007) reported that young students can experience higher anxiety during the early stages of (language learning development than older ones.

Regarding gender, previous studies have shown that it significantly impacts the level of FLSA. More specifically, females have higher levels of FLSA than males (Çağatay ,2015; Karatas et al., 2016; Luo, 2014; Plyushko, 2018).

Education background is another factor that affects students' FLSA level or willingness to communicate. For instance, Karatas et al.'s (2016) found that differences in high school types do not affect FLSA level. Kenishkhanova (2020) found that students from mainstream schools are not willing to speak English in STEM subjects.

Regarding individuals' attitudes towards EMI classes, previous research suggests that anxiety can be triggered by students' positive or negative attitudes towards classes where they have to speak in English. For instance, Santos et al. (2017) found that

university students in Spain majoring in business and education had a positive attitude toward EMI classes, and business students had higher scores than education students. Moreover, male business students with positive attitudes had less FLSA than females, while female business students had the highest level of FLSA. These female students had a positive attitude toward EMI classes, but they took the courses seriously with a high sense of responsibility and tried to perform well.

Chun et al. (2017) also conducted study related to students' attitude and anxiety level in EMI settings. There were 187 students from business school at Korean University. The results demonstrated that anxiety plays a central role in students' attitude and avoidance. It was found that students have negative attitude towards EMI classes because they have a high level of FLSA. This vicious circle makes them avoid or do not take EMI courses. Based on the empirical evidences, we can conclude that, positive attitude to learning can increase the level of anxiety in EMI classes.

### **Language Learning Strategies (LLSs)**

Scholarly interest on the Language Learning Strategies (LLSs) has risen during the 20th century. Rubin (1975) conducted one of the earliest studies on LLS. Later many scholars studied this field and gave various definitions (Oxford, 1999; Rose, 2015; Hajar, 2019).

According to Hajar (2019), LLS refers to a person's active participation in the learning process within a specific context to achieve their learning objectives. Similarly, Rose (2015) defines LLSs as language learners' conscious acts to use the language more effectively in foreign language learning. Oxford (1999) defines LLS as a language learning technique students use to enhance their language learning abilities. Hence, LLSs are specific techniques or methods language learners employ to learn a foreign language.



Researchers classify LLS into different types (Chamot & O'Malley, 1990; Oxford, 1990; Rubin, 1975). The identification of differences between classifications is a crucial aspect of the present study, playing a pivotal role in selecting the most suitable classification. For instance, Oxford (1990) classifies them into direct and indirect strategies. She collected all known strategies from Rubin (1975) and O'Malley et al. (1985), combined them, and created her own classification. Although she created her classification based on the previous known strategies, she categorized the strategies in a new way and gave detailed explanation to each category. More specifically, she categorized direct strategies into memory, cognitive, and compensation and indirect strategies into metacognitive, affective, and social.

Regarding direct strategies, the memory strategies help learners to learn and memorize words, new information and use it in their language performance (Oxford, 1990). The cognitive strategies help learners use their cognitive processes to manipulate a target language. Cognitive strategies include, for instance, practicing, repeating, note-taking, summarizing, and doing rehearsal (Oxford, 1990). Compensation strategies help learners enhance their language knowledge by filling the gaps with the help of guessing, gestures, avoiding speaking, and paraphrasing (Oxford, 1990).

Indirect strategies include metacognitive, affective and social strategies. Metacognitive strategies help learners to control their learning process by planning, evaluating progress, and monitoring studying process (Oxford, 1990). Regarding metacognitive speaking strategies, Forbes and Fisher (2015) studied 16-17-year old students with an advanced level of French, who were successful in writing, listening, and reading, but had some challenges in speaking. The researchers aimed to find how metacognitive strategies can affect progress in speaking, by integrating them explicitly into regular classroom teaching. The results showed positive impact and participants

highlighted that given strategies helped them to increase their confidence and proficiency level. The researchers concluded that metacognitive strategies are essential in numerous cognitive tasks pertaining to language use in oral communication. According to Cohen (2007), metacognitive strategies are important components of all types of strategies because they facilitate the transfer of techniques to new tasks and sustain their application over time.

Affective strategies help learners to regulate their emotions and attitudes related to learning process. For instance, Wael et al. (2018) conducted a study with 12 students. The results showed usage of different types of LLSs, including active use of affective strategies. One of the participant stated that she attempts to develop speaking fearlessness by sensibly managing her motivation to help her get over her fear of learning to talk. On the other hand, in Galti's (2016) research, it was found that students are not aware about affective strategies and have high levels of speaking anxiety. Fifty-six college students participated in this study and demonstrated the relationship between affective strategies and speaking anxiety.

Social strategies help learners to improve their language proficiency with the help of interaction and communication with others (Oxford, 1990). Engaging with others, such as collaborating with classmates or asking guidance from the teacher help students succeed academically.

Chamot and O'Malley (1990) provide a different categorization of LLSs. They subdivided them into three groups: cognitive, metacognitive, and socio-affective. Cognitive strategies are methods for improving language learning efficiency by upgrading one's cognitive abilities. These techniques aid in improving, remembering, and understanding of language learning materials. It includes strategies such as keyword technique, note taking, repetition, and imagery representation.

Chamot and O'Malley (1990) define metacognitive strategies as "higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity" (p. 45). They include strategies such as focused attention selectively, self-control, and functional planning. These strategies are used for controlling the learning process. For example, students often use these strategies when they have to pay attention to teachers' explanations (Hajar, 2019). Learners who employ more metacognitive learning strategies are thought to make better study plans, control and assess their learning and understand the content more effectively, be more accountable, identify and address difficulties, and make an effort to learn thoroughly (Hayat et al., 2020).

Socio-affective strategies are used for interaction with teachers and other learners. Additionally, these strategies control feelings in the foreign language learning process (Chamot & O'Malley, 1990). Socio-affective strategies focus on how the student interacts with society at large, from the family to the larger community.

One of the newest categorization of LLSs was suggested by Hajar (2019): compulsory and voluntary. Compulsory strategies include repetition of learned material, memorization, and making notes. These strategies are often used when teachers or parents impose on a good academic performance. In contrast, voluntary strategies are used by students' learning interests. For example, they learn or compose poetry in a foreign language and participate in a foreign language or culture competition.

### **FLSA and LLSs**

Despite the fact that EMI is implementing in most countries, students continuing facing challenges (Evans & Morrison, 2011). One of the challenges is FLSA that is a common feeling for students in EMI classroom (Suzuki, 2017). In order to deal with the challenges students with FLSA create new or use already exist LLSs. While many studies have investigated the relationship between FLA and LLSs (Batyrova, 2021; Chou, 2018;

He, 2017; Noormohamadi, 2009; Rafieyan & Yamanashi, 2016), few studies have looked into two concepts in EMI context. Hence, this section considers the few notable articles focused on the relationship between FLSA and coping strategies.

He (2017) studied 302 Chinese students from different majors. The study revealed 32 strategies to address FLSA effectively. One highly effective strategy found was humor. Collaborative activities, such as working in pairs or small groups, also alleviated FLSA among students. Lastly, establishing a friendly and supportive learning environment emerged as a helpful strategy to reduce FLSA.

Similarly, Batyrova (2021) conducted a qualitative study related to the speaking challenges and coping strategies. In her study students mostly used strategies like memorization and translation of words, repetition of vocabulary, use of dictionaries, practicing speaking with friends, and using of apps and social networks to learn new words.

Regarding FLSA and LLSs in an EMI context, Chou (2018) identified differences in anxiety levels and LLS between 638 second-year undergraduate students from four Taiwanese Universities in fully EMI and partially EMI classes. The students enrolled in the fully EMI classes had lower speech anxiety, greater speaking self-assurance, and more favorable attitudes toward English for specific academic purposes (ESAP) courses. Additionally, using rehearsal and paraphrasing strategies, along with the full EMI context, predicted lower speaking anxiety. The findings also highlighted common speaking difficulties related to vocabulary range, grammar, and content knowledge, which contributed to anxiety in both full and partial EMI contexts. The participants identified pronunciation, subject-specific content understanding, and grammar as difficult areas for speaking improvement. Given that this thesis focuses on the full EMI context, there is a

probability that students will have low level of speaking anxiety and the findings will be similar.

Another study in EMI context is Suzuki's (2017) research with 71 Japanese freshmen with a high level of English proficiency. The findings demonstrated that more than 60% of the participants at the beginning of the academic year felt anxious about speaking English. However, the situation changed after two months, and the percentage of highly anxious students decreased to 44%. Regarding students' LLSs, they used coping strategies such as practicing speaking English, preparation, effective strategies, and communication strategies. However, some participants answered that they did not know how to deal with FLSA. This suggests that some students need help with strategies and teachers' special care. There is a similar case in a Kazakhstani context, Batyrova (2021) found that students were not aware about LLSs and did not know how to deal with FLSA effectively.

Based on the previous two empirical studies, it seems that students intuitively use more cognitive and metacognitive strategies. Soruç and Griffiths (2018) found similar results. They studied 39 participants at an EMI University in Istanbul. Students were from the international relations and psychology departments. The researchers looked for the students' challenges in EMI context and they found that two of the difficulties were speaking with a teacher and international students. Students introduced the strategies that they used to cope with speaking problems. They mentioned cognitive strategies like visualizing, looking for main ideas, thinking creatively. They also highlighted metacognitive strategies like taking notes.

### **Justification of Theoretical Framework Choice**

Horwitz et al.'s (1986) theory provides an appropriate theoretical framework for investigation of the concept of FLSA and its factors. It is chosen for the present study for

three. First, this framework is widely used and the instrument it is based on is accepted as a reliable tool (Alnahidh & Altalhab, 2020). It has gathered empirical support through various studies over the decades. Second, this framework includes three key dimensions: communication apprehension, fear of negative evaluation, and test anxiety. This comprehensive approach allows for a detailed investigation of the factors contributing to FLSA, providing a more holistic understanding of the phenomenon. Third, based on the existing studies, this theoretical framework can be adapted in different cultural and linguistic contexts. Generally, Horwitz et al.'s (1986) model has stood the test of time, showing its validity.

Oxford's (1990) taxonomy provides a valuable theoretical framework for investigating learners' LLSs. It was chosen because it serves as an umbrella framework that includes elements from all previously suggested LLS classifications. It means that this framework has a notable strength because it synthesizes ideas from different strategy classifications proposed by researchers such as Rubin (1975) and O'Malley et al. (1985). Oxford's (1990) taxonomy is recognized as the most used, dominant, and well-known classification (Psaltou-Joyce & Gavriilidou, 2015). This taxonomy divides LSSs into direct and indirect strategies, providing a holistic view encompassing a wide range of learner behaviors and actions.

## **Conclusion**

This chapter examined research on FLSA and LLS as well as their valuable role in EFL environment contexts. The causes and elements of language anxiety that affect how people utilize the English language were also covered. In addition to defining the terms FLSA and LLS, the chapter presented Horwitz's (1986) and Oxford's (1990) theoretical frameworks to serve as a roadmap for the present study.

The examined literature demonstrated that as FLSA and LLS are crucial elements of the learning process, students' FLSA and LLS should receive a lot of attention. Moreover, the topic of LLS requires specific consideration when talking about language anxiety and its consequences. The empirical studies presented in the literature under review served as a basis in order to further investigate the issue in the context of Kazakhstan.

The following chapter will present the research methodology that guided the study. It will go into detail on a number of methodological details, such as research design, sampling strategies, data collection procedures, data collection instruments and ethical considerations.

### **Chapter 3: Methodology**

The previous chapter reviewed the concept of FLSA, its factors, the notion of LLS, and its strategies. It also introduced Horwitz's (1986) and Oxford's (1990) theoretical frameworks. This chapter will introduce the methodology used in the study to answer the two main research questions and sub-questions introduced in Chapter 1.

RQ1: What level of Foreign Language Speaking Anxiety do second-year Kazakhstani university students experience while speaking English in EMI classes?

Sub-questions:

- a. Does gender affect the participants' FLSA in class?
- b. Does school type affect the participants' FLSA in class?

RQ2: What strategies do fourth-year students use to reduce FLSA?

The study's research design follows a mixed-method approach, specifically the explanatory sequential design, using two research tools: Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and semi-structured interviews in order to gather rich data.

This chapter is organized into seven sections. The first section will present the research design of the study with the justification of the approach choice. The second will give the information about the research site. The third section will focus on the sample and the targeted participants of the study. The fourth section will introduce data instruments of the research. In the fifth section, data collection process will be discussed in detail. Next, data analysis process will be presented. Finally, in the sixth section, the ethical considerations will be outlined.

#### **Research Design**

A mixed-method approach was chosen for the current research because it helps to gain a better and deeper comprehension of the research problem from both qualitative and



quantitative data (Creswell, 2014). Quantitative design is a type of research that collects numerical data and does mathematical analysis to comprehend and explain a specific situation (Muijs, 2004). The main characteristics are: (1) objectivity; (2) reliability is key; (3) measurable (Creswell, 2012). Qualitative design investigates and comprehends the meaning that people or groups of individuals assign to social and human issues (Creswell, 2017). The main characteristics are (1) the use of open-ended questions; (2) a natural setting; (3) multiple methods; (4) reflexivity and interpretation; (5) flexibility (Creswell, 2017). Using these two designs together gave rich data to analyze.

More specifically, the explanatory sequential design was used. This type of design is also called a two-phase model because it consists of two phases: (1) collecting of quantitative data and (2) collecting of qualitative data to explain the quantitative data results deeply and to clarify “the mechanisms behind the results” (Creswell & Clark, 2017, p. 82). Based on this design, first, quantitative research was done to determine the existence of FLSA and its level if it occurs. Second, qualitative research was done to explore more about students’ FLSA and how they deal with it. The focus in the qualitative phase was on their LLSs. After collecting data, the researcher interpreted how qualitative results provide insights and a deeper understanding of quantitative results concerning the study’s purpose.

### **Research Site**

A research site is where research is carried out (Creswell, 2013). Choosing the right research site is essential because it can impact the ease and productivity of the data collection process and the study's findings. The data was collected from the one EMI University, located in northern Kazakhstan. The educational institution was established in 2010 on the initiative of the First President of the Republic of Kazakhstan. It has seven schools. The total number of students was 6,811 when the current study was conducted,

including undergraduate and postgraduate learners. In addition, a wide range of students is the state grant holders.

The research site was chosen for three reasons. First, this university is one of the strongest educational institutions with English as a medium of instruction. Second, the university has a large number of local students, so it can provide rich data to analyze. Third, students from mainstream schools may have a different level of English-speaking skills, which can affect the FLSA level and LLSs choice.

### **Sampling**

Regarding the participants, I recruited second-year and fourth-year students who study at EMI University, using purposive sampling. Regarding the quantitative part, the number of participants was 67 second-year students from different majors. Second-year students were preferred because first-year students study in undeclared majors. This means these students are enrolled in the university but have not chosen their academic major. They have courses from different majors, so they do not have any group mates or supervisors. In that case, it is harder to investigate what patterns and what factors influence their potential anxiety. Additionally, second-year students were preferred over fourth-year students for this phase because they have limited experience. This potentially leads to higher anxiety levels and fewer established LLSs compared to fourth-year students, which fosters a new and adaptable approach to research. Regarding the qualitative part, ten fourth-year students were recruited (Table 1). Senior students were chosen because they could share their FLSA experience and LLSs that helped them during four years of studying at EMI University.

The following inclusion criteria were adopted for participants in both surveys and interviews: (1) age: over 18; (2) second-year or a fourth-year undergraduate student at EMI university; (3) citizen of Kazakhstan.

**Table 1***Characteristics of Interview Participants*

Pseudonym	Gender	School Type
Altynai	Female	Mainstream school
Aliya	Female	Mainstream school
Alihan	Male	NIS (Specialized school)
Dana	Female	NIS (Specialized school)
Balgyn	Male	Mainstream school
Alina	Female	NIS (Specialized school)
Danial	Male	Mainstream school
Darina	Female	Mainstream School
Zhanar	Female	Mainstream school
Ali	Male	KTL (Specialized school)

**Data Collection Instruments**

In order to answer the study's questions the following data collection tools were used: (1) questionnaire; (2) semi-structured interview.

***Questionnaire***

The first instrument was Horwitz's (1986) FLCAS. It is a commonly used tool for measuring the level of foreign language anxiety (Aydin et al., 2017). Moreover, the reliability and validity of this have been thoroughly tested in various contexts, including situations involving culturally diverse groups and age ranges. Horwitz et al. (1986) developed the FLCAS to assess students' levels of anxiety during the language-learning process (Pae & Misieng, 2012). Students' self-reports, experiences, and data acquired through evaluations of related measures developed the one-dimensional, 33-item FLCAS

(Pae & Misieng, 2012). Respondents rate these items on a 5-point Likert-type scale, ranging from “strongly agree” to “strongly disagree.” This scale has also been used by numerous academics worldwide to assess language learners’ FLSA (Chen & Chang, 2004; Palupi, 2021; Plyushko, 2018).

In the current thesis I adapted the scale. Overall, the FLCAS has 33 items. However, only 21 items were selected for the current research because other items were related to general FLA but not FLSA. There was a 5-point scale from “strongly agree” (1) to “strongly disagree” (5). The range of the scale was from 1 to 5. The survey was translated into Kazakh and Russian languages. The researcher modified the survey’s statements to make them more understandable and specific. For instance, the phrase “foreign language” was replaced by “English” as in the following item: “I am afraid that the other students will laugh at me when I speak English in the classroom.” The researcher also changed the context from “foreign language classroom” to a general EMI classroom. For example: “I worry about the consequences of failing at speaking English in a classroom.”

### ***Semi-structured Interview***

The second instrument was semi-structured interview. This type of interview is also often called qualitative interviewing (Warren, 2002). According to Kvale and Brinkmann (2008), the semi-structured interview is "an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena" (p. 3). It represents the most commonly used interview format in human and social sciences (Leavy, 2014). Semi-structured interviews utilize a combination of closed and open-ended questions, frequently supplemented by follow-up questions: how and why (Adam, 2015).

Semi-structured interviews were chosen as a data collection tool for two reasons. First, interviews generally are one of the most effective ways of collecting data because participants can express their deepest thoughts and emotions (Seidman, 2006). Second, semi-structured interviews specifically provide open-ended questions that allow additional questions (Merriam & Tisdell, 2016).

The researcher chose to use face-to-face interviews because it allows participants to not only share their thoughts but also convey their emotions. During such interviews, people can express themselves through laughter, tears, smiles, trembling, and various other gestures and facial expressions (Leavy, 2014). This gives interviewers access to the most extensive and valuable range of information.

The interview protocol of 12 questions with several probes were developed. The interview was available in Kazakh, English, and Russian. In order to create a comfortable interviewing process, the researcher followed some recommendations: ask open-ended questions, ask additional questions for clarification, listen carefully, and reflect (Ashworth & Lucas, 2000). According to Tuckman (1972), good interview questions can be (1) direct and indirect; (2) general and specific. Researchers can choose suitable types of questions mentioned above. However, it is crucial not to ask biased questions. Hence, a pilot interview was conducted to check out the questions and to ensure that the questions are relevant, answerable, and understandable. The information collected from the trial interview was not added to the research findings. The length of each interview was approximately 30-40 minutes.

### **Data Collection Procedures**

After getting ethical approval from the GSE Ethics Committee, the questionnaires and interview questions were piloted to check the quality of the questions (Dörnyei, 2007). More specifically, the questionnaires were sent to the focus group, and I checked whether

all items were understandable for participants. Regarding the semi-structured interview, I interviewed a focus group to find out if all questions were comprehensible. The study's findings did not include data from the piloted questionnaire and semi-structured interviews. The following step was data collection. I recruited potential participants through recruitment flyers and recruitment on social media platforms. Questionnaire participants scanned the QR code with a Qualtrics link on the posters. The participants completed surveys in Qualtrics after signing the consent form online at the same link and providing general information about themselves (age, major, types of school, year of study, citizenship, and contacts).

For the second data collection process, the researcher recruited fourth-year students through recruitment flyers and recruitment posts on social media platforms. They scanned the QR code with a link on the posters or clicked a link on social media platforms to sign an informed consent form and left general information about themselves (age, major, type of mainstream school, year of study, citizenship, and phone number). The researcher selected suitable fourth-year students, contacted them via phone, and asked them to participate in a semi-structured interview. Participants could choose the appropriate place, time, and language for the interview (Kazakh, English, or Russian). The interview lasted 30-40 minutes in a comfortable classroom at the participants' University and online at the request of some participants. Interviews were audio recorded with the participants' permission. The audio recordings were saved in the secure cloud storage Google Drive, and the access password was known only to the researcher.

### **Data Analysis Procedures**

The quantitative data gathered from FLCAS was initially examined using descriptive statistics on SPSS software. Descriptive statistical analysis was applied to identify the number of respondents, mean, mode, median, the standard deviation, variance,

range, and standard error (Mujis, 2004). Bivariate analysis was used to find the correlation between languages of instruction and anxiety level.

Every audio recording was transcribed and coded after the interviews using thematic analysis (Braun & Clarke, 2013), a recognized method for identifying and interpreting meaningful patterns within qualitative data.

### **Ethical Considerations**

The information gathered from participants included sensitive personal information about their lives, so anonymity and confidentiality are regarded as fundamental ethical principles (Creswell, 2014). Anonymity was guaranteed in the survey because personal identifiable information was not collected. Regarding the interviews, the participants and the university were assigned pseudonyms, to ensure confidentiality. Participants received a consent form to voluntarily participate in this research. With semi-structured interview, prior to recording the responses of the participants on a voice-recorder during the interview, the researcher reminded them of the significance of capturing their answers, and politely requested their permission to record. To guarantee the secure preservation of the collected data, an online storage Google Drive were used. It was protected by a password with the highest level of complexity that only I had access to. The recordings were deleted once study was completed. Participants signed an agreement document confirming the main points: (1) all data was kept confidential; (2) participation was voluntary, and participants could stop at any moment if they feel uncomfortable.

Regarding potential risks, participants probably could feel unwilling to share their inner thoughts and feelings. In order to reduce these risks, the researcher handled their trusted information concerning their beliefs about language anxiety with great care, as previously mentioned, and took all necessary measures to guarantee their anonymity and

confidentiality. Participants were also informed that they have a right to decline to answer particular questions that they may deem sensitive.

### **Conclusion**

To sum up, this chapter outlined and explained the key elements of the present study, including the research design, research instruments, research site, sampling, data collection procedures, data analysis approaches, and ethical considerations. The next chapter will present the analysis of the findings, providing a deeper understanding of the collected data.



## **Chapter 4: Findings**

Using a mixed-method explanatory sequential design, the present study aimed to measure students' FLSA levels and to identify the factors that affect it, as well as LLSs that may decrease it. Two data collection tools were used: FLCAS survey and semi-structured interviews. Regarding the participants, 67 second-year university students responded to the survey, and ten fourth-year students participated in interviews.

In this chapter, the results are reported according to research questions:

**RQ1:** What level of Foreign Language Speaking Anxiety do second-year Kazakhstani university students experience while speaking English in EMI classes?

Sub-questions:

- a. Does gender affect the participants' FLSA in class?
- b. Does school type affect the participants' FLSA in class?

**RQ2:** What strategies do fourth-year students use to reduce FLSA?

### **RQ1: Second Year Students' Level of FLSA**

This section reports the findings on the participants' FLSA level at one EMI University. Detailed information on the results referring to the first research question is given in the two following subsections. The first subsection presents the anxiety-provoking sources, while the second one reports the relationship between two factors (gender and school type) that may affect the level of FLSA.

#### ***General Levels of FLSA***

The FLCAS has 21 items, which the participants rated on a 5-point Likert scale. Some researchers independently group items while Horwitz et al. (1986) proposes a framework where items can be grouped in two sub-scales and are seen as “communication apprehension and fear of negative evaluation in the foreign language classroom” (p. 129). In the current study, factor analysis was conducted to deeply examine how 21 items are

connected (see Appendix I). The results demonstrated that only Component 1 had appropriate and reliable outcomes. Consequently, it was decided to create only one scale called “Foreign Language Speaking Anxiety (FLSA),” including all 21 items.

In order to check the reliability of the questionnaire, the Cronbach’s alpha for all 21 items are  $\alpha = .974$ , which indicates the high reliability (Rozali et al., 2022).

Next, the descriptive statistics were calculated to determine the mean score and standard deviation. Overall, students feel a moderate level of FLSA ( $M = 3.14$ ,  $SD=1.24$ ).

### ***Anxiety-Provoking Sources***

This subsection will give more detailed information about FLSA-provoking sources. Table 2 presents the means and standard deviations for all 21 items. The means ranged from 2.33 to 3.84. The item with the highest mean asked whether the student “*get nervous when professors ask questions which I haven't prepared in advance*” (Item 21,  $M = 3.84$ ,  $SD = 1.25$ ). The item with the lowest mean asked about the student’s nervousness speaking with a non-native English-speaking professor (Item 1,  $M = 2.33$ ;  $SD = 1.48$ ).

**Table 2**

*Means by Item Within the “FLCAS”*

	<b>Mean</b>	<b>Std. Deviation</b>
I am not nervous speaking with a non-native English-speaking professor.	2.33	1.481
I feel confident when I speak English in a classroom.	2.60	1.548
I am comfortable speaking around native English-speaking professors.	2.64	1.630
I don't worry about making mistakes in speaking English in a classroom.	2.66	1.666

I feel overwhelmed by the number of rules you have to learn to speak English.	2.66	1.610
The more I study for speaking English in front of the class, the more confused I get.	2.73	1.533
I am afraid that the other students will laugh at me when I speak English in the classroom	2.91	1.505
I am afraid that professors are ready to correct every mistake I make during speaking.	3.00	1.547
I keep thinking that the other students are better at speaking English than I am.	3.12	1.552
I never feel quite sure of myself when I am speaking English in a classroom.	3.21	1.533
I always feel that the other students speak English better than I do.	3.27	1.533
I get nervous and confused when I am speaking English in a classroom.	3.28	1.535
I tremble when I know that I'm going to be called to speak English in front of the class.	3.39	1.566
I can feel my heart pounding when I'm going to be called to speak English in front of the class.	3.42	1.568
I don't feel pressure to prepare very well to speak English in front of the class.	3.42	1.293
I worry about the consequences of failing at speaking English in a classroom.	3.43	1.510

I start to panic when I have to speak English without preparation in a classroom.	3.43	1.626
During speaking English in front of the class, I can get so nervous I forget things I know.	3.43	1.490
Even if I am well prepared for a class, I feel anxious about it.	3.54	1.599
It embarrasses me to volunteer answers in a classroom.	3.82	1.434
I get nervous when professors ask questions which I haven't prepared in advance.	3.84	1.250

---

Although the quantitative analysis did not show a meaningful separation of items, based on the mean scores, for the purposes of alignment with the qualitative data, items sharing similar meanings and associating with specific anxiety triggers were grouped for further detailed explanation. These groups are: low self-confidence, language complexity, physical and psychological issues, fear of negative evaluation, and unpreparedness.

The group of items with highest scores was related to both being prepared and not being prepared. For instance, the means of Items 21 and 19 show that preparedness and unpreparedness significantly influence FLSA levels: “*I get nervous when professors ask questions which I haven't prepared in advance*” (Item 21,  $M = 3.84$ ,  $SD = 1.25$ ) and “*Even if I am well prepared for a class, I feel anxious about it*” (Item 19,  $M = 3.54$ ,  $SD = 1.59$ ). Item 21 shows that students worry about the consequences of being unprepared in advance. Interestingly, students are also anxious even when they are well prepared (Item 19). It seems that learners experience anxiety due to setting high expectations and standards for themselves as well as perfectionism. Additionally, prepared students may

feel anxiety because they are afraid of being misunderstood, or they are unsure and unconfident about their content knowledge. Danial said:

I personally have problems with speaking, depending on how much I understand this topic. For example, there was a Reservoir engineering course in which you had to give a presentation, and you weren't allowed to use your notes, so I tried to understand the topic well and remember all the information, practiced with friends, check if they understood how I explained.

Students also positively responded to Item 17, which asked about their physical response while unprepared: *"I start to panic when I have to speak English without preparation in a classroom"* (Item 17,  $M = 3.43$ ,  $SD = 1.62$ ). Students seem to be afraid of spontaneous speaking and worry about potential negative consequences, so they have such physical responses. Interestingly, students *"do not feel pressure to prepare very well to speak English in front of the class"* (Item 15,  $M = 3.42$ ,  $SD = 1.29$ ).

The next potential source was low self-confidence. The mean level was lower than unpreparedness, but higher than other sources. The participants' scores for items 9, 10, 11, 2, and 20 indicate that students may feel anxiety due to a lack of confidence, as they responded that they think others are better at speaking and always feel others are more proficient in speaking (Item 9,  $M = 3.12$ ,  $SD = 1.55$ ; Item 11,  $M = 3.27$ ,  $SD = 1.53$ ) and they are unsure about themselves during speaking (Item 10,  $M = 3.21$ ,  $SD = 1.53$ ). Moreover, students negatively responded to the item *"I feel confident when I speak English in a classroom"* (Item 2,  $M = 2.60$ ,  $SD = 1.54$ ), which shows that they are unconfident and feel uncomfortable while speaking in a classroom. Similar patterns were confirmed in semi-structured interviews with fourth-year students. Alina said: "I still feel anxiety because I often compare myself with others, with those who have a better level. I try not to talk much." Additionally, students positively answered the item *"It embarrasses me to*

*volunteer answers in a classroom*” (Item 20,  $M = 3.82$ ,  $SD = 1.43$ ), showing one of the highest anxiety levels in the context of the present study.

Thirdly, learners may feel anxiety due to physical and psychological sources. Based on results, students’ level of FLSA may be also be moderately high as seen in reported physical responses like “trembling” and “heart pounding.” Students positively responded to the next statements: “*I tremble when I know that I'm going to be called to speak English in front of the class*” (Item 13,  $M = 3.39$ ,  $SD = 1.56$ ) and “*I can feel my heart pounding when I'm going to be called to speak English in front of the class*” (Item 14,  $M = 3.42$ ,  $SD = 1.56$ ). The paradox lies in the mutual reinforcement between anxiety and such physical symptoms. When someone is anxious, they may start trembling and experience a pounding heart. At the same time, these physical responses can increase anxiety, creating a cycle where each element heightens the other, resulting in a high level of FLSA (Kruk, 2017).

It also seems that students can forget information due to nervousness and confusion. For instance, they positively answered the items “*During speaking English in front of the class, I can get so nervous I forget things I know*” (Item 18,  $M = 3.43$ ,  $SD = 1.49$ ) and “*I get nervous and confused when I am speaking English in a classroom*” (Item 12,  $M = 3.28$ ,  $SD = 1.53$ ).

Interesting points also were revealed in the following items regarding speaking with native and non-native English-speaking professors: “*I am not nervous speaking with a non-native English-speaking professor*” (Item 1,  $M = 2.33$ ,  $SD = 1.48$ ) and “*I am comfortable speaking around native English-speaking professors*” (Item 1,  $M = 2.64$ ,  $SD = 1.63$ ). The low mean scores show that students are nervous and not confident with native and non-native English-speaking professors, which might be the reason for the high level of FLSA.

The fourth potential source of FLSA may be fear of negative evaluation. Students “*feel worry about the consequences of failing at speaking English in a classroom*” (Item 16,  $M = 3.43$ ,  $SD = 1.51$ ), have a fear of being corrected by a professor (Item 8,  $M = 3.00$ ,  $SD = 1.54$ ), or being laughed at by other students (Item 7,  $M = 2.91$ ,  $SD = 1.50$ ).

Participants disagreed with the statement “*I don't worry about making mistakes in speaking English in a classroom*” (Item 4,  $M = 2.66$ ,  $SD = 1.66$ ). This suggests that students with a high level of anxiety worry about making mistakes and being ridiculed by other learners. These students may also perceive every professor’s comment or other students’ feedback as a failure. It also seems that students with a high level of FLSA may be triggered when they perceive the atmosphere or environment created by professors or students as a testing environment. In general, similar patterns were noticed in fourth-year students’ answers in the interviews. For instance, Altynai said:

In the foundation program, I was afraid that I would make a mistake, and someone would say something bad about me, because I started speaking English at University... it seemed to me that everyone already knew everything. During the classes I often knew what to answer, but I didn’t raise my hand and wasn’t active in class.

Balgyn said: “I felt unconfident when professors and American friends corrected my grammar and speech flow mistakes.”

Finally, it seems that language complexity is not the main source of these students’ FLSA because the means for Item 5, 6 were lower than the means that presented above: “*I feel overwhelmed by the number of rules you have to learn to speak English*” (Item 5,  $M = 2.66$ ,  $SD = 1.61$ ), “*The more I study for speaking English in front of the class, the more confused I get*” (Item 6,  $M = 2.73$ ,  $SD = 1.53$ ). Conversely, fourth-year students mentioned that they had high levels of anxiety because they were afraid of making grammatical

mistakes and being misunderstood. For instance, Darina said: “Sometimes I make grammatical mistakes. During the foundation year, I had speaking challenges due to my weak language proficiency.” Balgyn also mentioned that he had anxiety due to grammatical errors: “I had an anxiety when I had some logical and grammatical errors.”

A paired *t*-test was conducted to see if there was a difference between items (see Appendix J). Specifically, items with the highest and lowest scores were compared. Namely, items from group unpreparedness (Items 15, 17, 19, and 21) and language complexity (Items 5 and 6) were chosen. The results showed a significant difference between paired items ( $p < .005$ ), demonstrating variations in FLSA level among the participants. All potential sources of FLSA were reported based on mean scores, arranged from highest to the lowest to give comprehensible interpretation of the data.

### **Factors Contributing to Participants’ FLSA**

Speaking is acknowledged as one of the most challenging and anxiety-inducing skills, making it crucial to identify factors that can further complicate situations and increase anxiety levels. There is a hypothesis that the participants’ FLSA could be affected by two factors: gender and school type. The findings regarding factors will be explained in the two following sub-sections.

#### ***Gender***

The level of FLSA in a classroom may be affected by gender because female and male students may have different emotional responses to speaking English in front of the class: females may have higher levels of FLSA (Çagatay, 2015) or males may have higher level of FLSA (Lian & Budin, 2014). In order to determine the differences in FLSA levels between the female and male students, in the present study means were compared (see Table 3). Based on the descriptive statistics, female students have a higher level of FLSA ( $M = 3.22$ ) than male students ( $M = 3.05$ ).



**Table 3***FLSA level by Gender*

Gender	FLSA level	Std. Deviation
Female	3.2299	0.87054
Male	3.0595	1.55883

To examine whether gender influences the level of FLSA, an independent-sample *t*-test was conducted to compare the responses of male and female students.

**Table 4***Effect of Gender on FLSA*

	M	<i>t</i>	<i>df</i>	<i>p</i>
FLSA	.17041	.54	47.66	.294

The *p*-value for FLSA was above .001, suggesting that students' gender does not significantly affect the level of FLSA (see Table 4).

Although the quantitative results were inconclusive, based on fourth-year students' interview answers, it was identified that female students pay more attention to their speaking, language proficiency, and preparedness of the speech content. It was also noticed that their FLSA depends on their general emotional state and anxiety. For instance, Aliya said:

I think students need to pay attention to the type of anxiety, for example, is it general anxiety or specifically language anxiety. The reason is that sometimes

people fear speaking even in their native language. It means that they generally have mental problems.

Zhanar also mentioned that her anxiety and confidence during speaking English depend on her general mental state:

It depends on my mental state at that time. If I generally don't feel very well that day, I'm not in the mood, or I'm anxious about something that doesn't relate to English and the subject, it can affect how I perform and how I feel myself during speaking. When I generally feel good, then there are no problems with speaking.

### ***School Type***

School type is the second factor that may affect FLSA level. In order to determine the differences in FLSA levels between mainstream and specialized school students, the means were compared (see Table 5). Based on the results, the students from mainstream schools had a higher level of FLSA ( $M = 3.88$ ,  $SD = .96$ ) than the students from specialized schools ( $M = 2.05$ ,  $SD = .66$ ).

**Table 5**

*FLSA level by School Type*

School type	FLSA level	Std. Deviation
Mainstream	3.8845	0.96571
Specialized	2.0582	0.66343

To examine whether school type influenced the level of FLSA an independent-samples *t*-test was conducted (see Table 6).

**Table 6***Effect of School Type on FLSA*

	M	<i>t</i>	<i>df</i>	<i>p</i>
FLSA	1.82	8.54	65	<.001

The *t*-test results reveal a highly significant effect of school type on FLSA levels. There was  $p < .001$ , indicating that the type of school significantly affects the level of anxiety among students. The school type effects on FLSA also has a large effect size (Cohen's  $d = .857$ ) (see Table 7).

**Table 7***Effect Size of School type on FLSA*

		Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
FLSA	Cohen's <i>d</i>	.85768	2.129	1.514	2.734
	Hedges' correction	.86774	2.105	1.497	2.702
	Glass's delta	.66343	2.753	1.855	3.634

In summary, the analysis suggests that the students' school type has a statistically significant impact on FLSA levels.

Interestingly, during the interviews, some fourth-year students from mainstream schools mentioned that they had anxiety and negative emotions while studying with students from specialized schools. For example, Zhanar said:

I think there is pressure for students from state schools. It is more difficult for us to adapt since there are many new things, and everything happens simultaneously. It

seems that everyone here is better than you. You feel like you are already late, so anxiety increases. We had a subject in which students from NIS and KTL were singled out because they had experience in programming, and these students only communicated with each other. It would be better if professors treated everyone equally and allowed students to interact with each other during class. However, this does not apply to all subjects and does not apply to all professors. This is the experience that I had in my first course.

Similarly, Aliya mentioned that there was a difference between students from mainstream and specialized schools:

I think students from the state schools have high anxiety because they perceive professor as “Authority,” while students from NIS and KTL are taught by English-speaking teachers since school years, so they behave confidently.” In this context, “authority” means someone who has power academically: to evaluate, ask, and test students’ knowledge.

Additionally, an interesting point came out of Balgyn’s answer. He compared himself with students from NIS. The fact that these students were stronger motivated him to work on his language proficiency:

The reason why I spent a lot of time on grammar is that when I came to the university, the students from NIS were strong, and I started to develop grammar and accent to be on the same level as them.

## **RQ2: Fourth-Year Students’ Strategies Use**

This section presents the LLSs that the fourth-year students have used to deal with FLSA. The LLSs were based on Oxford’s (1990) taxonomy, which is divided into two main groups: direct and indirect. Direct strategies are memory, cognitive, compensation. Indirect strategies are metacognitive, affective, and social strategies. Each of these

strategies was reported by at least one fourth-year student and is explained further in the sections below.

### ***Direct Strategies***

**Memory.** The learners used this type of LLSs to remember and used gained knowledge effectively in appropriate time and situation. It includes actions such as “creating mental linkages, applying images and sounds, reviewing well” (Ková & Berger, 2013, p. 99). Based on the participants’ answers, two of them use memory as a strategy to deal with FLSA. For instance, Aliya said: “I use strategies like learning new words, translating, memorizing, and practicing them in real speech help a lot.” Dana stated: “I tried to watch all series/TV shows in English and memorize some phrases, so I learned a lot of slangs and idioms that can be used in daily life.” These students’ answers show that memorizing some information helps you in further English use. However, the other interviewees did not report using this type of strategy.

**Cognitive.** This type of strategy involves the following actions: “translating, note-taking, repetition, practicing, receiving and sending messages, analyzing and reasoning, creating structures for input and output” (Ková & Berger, 2013, p. 98-99). Most of the students use this type of strategies. For example, Alina commented: “I prepare my speech for the presentation in advance, print out my speech, rehearse, and take these pieces of paper with me during the speech. I don't look at them, but they give me a sense of confidence.” Zhanar also mentioned the usage of cognitive strategies: “Previously, when I was often worried and anxious, I took notes, prepared answers in written form, and repeated them.” These quotes illustrate that participants use cognitive strategies, specifically note-taking, rehearsing, repetition, and creating speech structures. Notably, six participants mentioned note-taking, outlining, and writing down keywords. Hence, note-taking is one of the most widely used strategies in the context of the current research. It

seems that being prepared for the class helps reduce anxiety. As Alina mentioned, it also increases confidence level.

**Compensation.** Learners use this strategy because it helps them to be engaged in the speaking process even if their vocabulary range or knowledge in specific topic is limited. For instance, Aliya shared her strategy: “When I forget a word, I can look at the students and they can tell me. If the professor, let’s say, knows Russian or Kazakh, then he can also help with translation into English.”

As can be seen from this quote, the participant uses a compensation strategy of looking at peers or professors and asking them for help. Sometimes, students do not know the word's meaning or which structure to use in their speech. In that case, a compensation strategy helps fill the gap. However, in the current study, only one participant mentioned this strategy.

### *Indirect Strategies*

**Metacognitive Strategies.** The metacognitive strategy is used when learners want to regulate their learning process by monitoring, evaluating, and planning. Based on the interview answers, students tend to monitor their own mistakes, work on them, and evaluate own progress. For instance, Alihan commented: “I try to evaluate myself and work on my weak points.”

Similarly, Danial monitored his own mistakes:

“If there are easy errors, then I quickly check in my head, but if it is a complex topic and error, for example, future in the past, I look for answers in books or on the internet to find out how to use it correctly.”

The participants not only reported monitoring their mistakes, but also working on them. For example, Altynai mentioned that she checks her speech with the help of audio

recordings and works on pronunciation: “I used to often record my speech and listen to it again, check errors and pronunciation, and try to improve it this way.”

One of the main features of metacognitive strategies is selective attention, when students decide what to focus on (Hardan, 2013). In the current study, the participants mentioned that they decreased their level of FLSA by paying more attention to the content of their speech than to grammar. For instance, Zhanar said: “I stopped paying attention to grammar, now I focus more on content.”

Overall, many participants use metacognitive strategies like controlling progress, evaluating speaking, and selective attention. Based on the interview answers, eight students were able to control themselves and monitor their own progress.

**Affective Strategies.** Affective strategies help students to manage their emotions, attitude, feelings, and motivation (Oxford, 1990). They include actions like “lowering your anxiety, encouraging yourself, taking your emotional temperature” (Ková & Berger, 2013, p. 99). In the present study, the students reported managing their emotions and FLSA level by thinking that mistakes are acceptable (Participant 1, Participant 8) and that there is no need to worry about grades (Participant 9). For example, Altynai (Participant 1) controls her emotions and decreases her level of anxiety by telling herself that English is not her native language: “Probably the most basic strategy is to overcome your fear, to understand that there is nothing terrible if you make mistakes and it is not your native language.”

Darina (Participant 8) mentioned a similar point. She highlighted not focusing on the negative sides of your skills and that mistakes happen, but they are acceptable. She also noted that everyone makes mistakes:

Understand that if you entered a university where the language of instruction is English, then you and your level are already sufficient. No need to do any soul-searching

or lose your confidence. Don't think that your accent is bad or your grammar is wrong. Here, almost everyone has mistakes.

It was also noticed that changing attitudes towards the study process and grades may decrease FLSA level. For instance, Zhanar (Participant 9) stated: "As soon as I started working, I stopped treating my studies as the center of the universe. I stopped worrying a lot about grades and subjects."

Interestingly, students use affective strategies by self-talking and changing their mindsets. They tell themselves that English is not their native language, they are not required to speak it perfectly, and it is acceptable to have some mistakes in grammar or pronunciation. Notably, one student decreases her level of FLSA when she stops overvaluing the role of grades in her life. To sum up, an affective strategy seems feasible and effective for three participants in the current study.

**Social Strategies.** Learners often use their environment and surrounding people to practice their own skills. For instance, students can study with peers, ask questions, help each other or interact with teachers and ask questions for clarification. It was found that all ten participants use social strategies and think that it is one of the most effective ways to improve their skills, become more confident, and decrease their level of FLSA. For example, Altynai shared:

My friends helped me. We often practiced speaking together. It inspired me to speak up and not think too much about the mistakes and opinions of others. Communication with professors also helped me. I often approached them after classes to ask any questions or clarify some new information. Such type of communication helped me stop being afraid to start a conversation and see that they are open and not really strict.

Similarly, Danial mentioned that interaction with others helps more than self-evaluation since you are the biggest critic of yourself:



I really appreciate the feedback from the audience because this is real live interaction. For example, when you sit at home and record your speech, you are always dissatisfied, because you are your biggest critic. It is better to hear feedback from an independent person, for example, feedback from a professor or friends.

Participants' answers demonstrate that students often ask questions and practice speaking with friends. Interestingly, the students reported talking with professors to decrease their anxiety and to stop their fear of teacher authority. Students may overthink and have distorted thoughts about professors, so speaking with them can help reduce FLSA. It also seems that feedback from friends or professors is better than self-evaluation since you can criticize yourself, whereas professors, peers, and friends can give objective feedback.

#### **Fourth-Year Students' Recommendations**

This section presents fourth-year students' recommendations for overcoming FLSA. These suggestions relate to university regulations, AI usage, improving language skills, and working on mental health with a psychologist.

The section is divided into two subsections that introduce: (1) recommendations for students; (2) recommendations for university policymakers.

#### ***Recommendations for Students***

The participants gave some recommendations for students that may help them to deal with FLSA. First, two participants mentioned that students need to improve their speaking skills and learn grammar rules because it allows them to feel confident. It seems that improving language proficiency can boost students' confidence because they become more proficient and gain a better understanding of the language, especially speech. Grammar and pronunciation accuracy can reduce FLSA related to misunderstandings.

Based on these factors, students may feel less stress during communication, leading to a lower FLSA level.

For example, Balgyn stated:

The most important things to practice are grammar and accent. I had an anxiety because of these two. I recommend the Oxford Grammar Book. I spent 30-40 minutes a day, and finished this book in three months, it improved my level.

In this example, the participant used a self-directed learning method, demonstrating that independent learning and utilizing resources like grammar books can help students take control of their language progress. An interesting point came out of this participant's answer. While talking about the recommendations mentioned above, Balgyn compared himself with students from a specialized school, namely NIS. He shared that he wanted to be at the same level as his peers from NIS, so it motivated him to work on his language proficiency. As a result, he used metacognitive strategies like planning and controlling his language improvement process. Similarly, Danial commented that it is better to take language courses and focus on language improvement:

I recommend students to take language courses at the foundation year program [a one-year academic program designed to help students improve their language proficiency, skills, and enhance knowledge]. These courses really help. I also recommend taking courses in the humanities, as they often practice speaking. For example, I am a mathematician, but in my first year I took a Linguistics course. It helped a lot.

This participant's recommendation shows the value of taking language or linguistic courses, especially for students specializing in technical fields like mathematics, where language practice may be limited. Danial showed himself as a student who seeks out opportunities to engage in speaking and to improve his language level. Notably, two

participants gave recommendations based on their experiences with positive consequences, indicating that their recommendations are practical and workable.

The next recommendation for students was related to the AI and technology usage. Darina mentioned that AI is helpful in practicing speaking: “I would like to recommend students to practice speaking with Alisa or other AI tools. If you have an iPhone, so you can practice with Siri.”

Integrating AI and technology into the language development process is an insightful suggestion. Learners can interact with virtual assistants like Alisa, Alexa, or Siri in real time, practicing speaking and pronunciation in a non-threatening environment. This may help students who fear negative evaluation or judgment since they can practice with these tools individually in a comfortable place: at home, in their rooms, or in individual study rooms when they are alone.

The third recommendation was connected to general mental wellbeing. Aliya suggested going to therapy and having a consultation with a psychologist: “I would recommend going to therapy with a psychologist, it helped me. I went to therapy for two years to increase my confidence.”

It seems that long-term professional mental health support can help students feel better and build self-esteem, which can lead to a reduction in FLSA. This example shows the importance of the holistic approach in language and education, where both mental well-being and linguistic development can give sustainable results in dealing with FLSA.

### ***Recommendations for University Policymakers***

The participants gave three main suggestions to university policymakers: (1) speaking clubs; (2) type of activities and assignments; (3) creating a positive environment in a classroom. Firstly, regarding University regulations, senior students mentioned that the University should open more speaking clubs to allow students to speak with each other.

According to them, practicing your speaking is one of the leading solutions to deal with FLSA. However, one of the participants, Aliya, mentioned that students may not attend these speaking clubs because it implies they have poor English proficiency:

Speaking clubs need to be created, but this can also negatively affect students. For example, if you go to this club, then others will automatically think that your level of English is low. For this reason, students with difficulties in speaking will be embarrassed to go to such clubs.

This participant considered the other side of opening speaking clubs. She was concerned about joining such clubs because it might signal a low level of language proficiency, which, in her opinion, might create a stigma. However, other participants did not mention such concerns and supported the idea of practicing speech and communication skills in speaking clubs.

The second recommendation was related to classroom activities. Students mentioned that lessons would be more effective if professors focused more on discussions, especially in majors like computer science, engineering, mathematics, and biological sciences, where opportunities to practice speaking are limited. Aliya and Alihan commented:

“Professors need to add more discussion during class sessions, change their teaching tactics and add more discussion.”

“It would be great if there would be more discussions.”

These comments show that students desire to be actively engaged and enhance their speaking experiences in interactive settings. Discussions may also overcome communication barriers with peers and professors that may decrease the FLSA level in a classroom.

Similarly, another participant, Dana, suggested that assignments should include more presentations since learners can practice speaking. She also highlighted the importance of English textbooks:

Giving presentation tasks is an effective way to improve speaking since during presentations you cannot look at your notes and you have to remember the information in detail. Giving textbooks in English is also important since they are written properly and the language there is accurate.

This participant highlighted the essential role of textbooks that can be considered accurate and reliable language learning material. It can be interpreted that textbooks may help establish a strong foundation in language skills, boosting confidence in language knowledge.

The next recommendation was related to the creation of friendly atmosphere. Four participants stated that professors should create a supportive environment and be kind. For example, Danial shared following:

“I guess professors should be more polite and respect self-boundaries. For example, in my major there are some professors who can criticize not only our answers, speech, but also how we look or how we walk.”

This indicates that certain professors should respect students' personal boundaries. Criticizing students may create additional stress and anxiety. The participant's answer suggests that professors should give constructive and objective feedback only on matters relevant to the academic process.

Aliya said: “I think that if professors see that a student is having a hard time, then they need to be more gentle and support the student with the phrases such as ‘don't worry, everything is fine.’ Similarly, Darina mentioned the importance of friendly environment:

“For example, in majors like computer science, engineering, mathematics, the professors usually acts cold and give negative feedback. I think they need to become friendlier. First-year students are already afraid of him even without seeing the professor and even when the course has not yet started.”

According to her answer, students are often afraid of professors even without seeing them. It would be better to construct positive communication and give feedback without criticism. Additionally, the participant mentioned that professors from technical majors “act cold,” which seems to be a communication style of professors from these fields. Similar comments were mentioned in Danial’s answers above.

It seems that a friendly environment and support from professors may help to reduce FLSA in a classroom. However, as one student highlighted, students should believe in themselves because professors will not be around them for their whole lives:

I think professors should be supportive, but I think students also should be confident in themselves, because they won't have a professor by their side all their life, and the anxiety will still be there, so they have to deal with it by themselves.

Finally, another participant, Alina, highlighted the importance of classroom ecology. She stated that professors should rethink grading participation. It seems that anxious students speak in front of the class only due to grades:

“If there were no mandatory points for participation, it would be easier. Anxious people are shy, but we have to speak against ourselves to get a good grade. It would be good to have classroom ecology.”

Based on the participants’ answers, four students think that a friendly and supportive atmosphere is essential and that there should be classroom ecology. One student shared a counter idea, saying that students should not depend on professors’ positive attitude and that they should deal with FLSA by themselves.

## **Conclusion**

This chapter presented the main findings of the present study. The first part of the chapter addresses RQ 1, showing that second-year students have a moderate level of FLSA. It was also revealed that females are more anxious than males. However, this did not significantly affect the level of FLSA ( $p > .001$ ). In contrast, it was found that school type can be considered as the main source of FLSA ( $p < .001$ ).

The second part of the chapter addresses RQ 2. It demonstrated that fourth-year students' various LLSs were linked to Oxford's (1990) taxonomy: direct and indirect strategies. The most widely used LLSs were cognitive and social strategies. Moreover, the participants' recommendations for students and University policymakers were given. These recommendations may help to reduce or decrease FLSA level in a classroom.

These key findings will be further explained in the discussion chapter with reference to empirical studies.

## Chapter 5: Discussion

The previous chapter presented the main findings, showing second-year students' moderate level of FLSA, the sources and factors that affect FLSA level and fourth-year students' LLSs according to Oxford's taxonomy (1990). This chapter presents the discussion of the results, referring to the theoretical framework and empirical studies. It discusses the following research questions:

RQ1: What level of Foreign Language Speaking Anxiety do second-year Kazakhstani university students experience while speaking English in EMI classes?

Sub-questions:

- a. Does gender affect the participants' FLSA in class?
- b. Does school type affect the participants' FLSA in class?

RQ2: What strategies do fourth-year students use to reduce FLSA?

The chapter is divided into two main sections following research questions. The first section explains the level of FLSA based on Horwitz et al.'s (1986) theoretical framework: (1) fear of negative evaluation; (2) communication apprehension. It also discusses the potential predictors of FLSA such as gender and school type. The second section discusses the fourth-year students' LLSs that they use to deal with FLSA.

**RQ1: What level of Foreign Language Speaking Anxiety do second-year Kazakhstani students experience while speaking English in EMI classes?**

Overall, answering RQ1, the quantitative part of the study found that second-year students have a moderate level of FLSA in the EMI university context. At first glance, a moderate level seems acceptable, but it means that students still have difficulties in speaking and are not fully willing to communicate (Çağatay, 2015). The results across the 21 items showed the mean of 3.14 and a standard deviation of 1.52. It is important to remember that some participants were from specialized schools and some of the



participants learned in foundation year program, taking special language courses. It may be one of the reasons for lower anxiety than was expected (Chou, 2018). Nevertheless, there may be specific contexts and situations in which students feel higher or lower level of FLSA, so Horwitz's (1986) theoretical framework will help to further interpret the results.

### ***Fear of Negative Evaluation***

There are two potential sources of FLSA related to Fear of Negative Evaluation (FNE): (1) preparedness and unpreparedness (2) fear of negative evaluation. Among all the potential sources mentioned in the chapter on findings, students have the highest level of FLSA for both being prepared and unprepared. The possible reason for such results could be the fear of judgment or evaluation irrespective of preparation quality. Interestingly, the results of some previous studies suggest anxiety levels are only associated with unpreparedness. For instance, in Yalçın and İnceçay's (2014) study, participants answered that unpreparedness decreased the level of FLSA. Additionally, students could be anxious due to sudden questions and lack of time to prepare answers. For instance, Öztürk and Gürbüz (2014) found that learners get a higher level of FLSA when they are not prepared in advance and have to answer immediately. Regarding the qualitative results, students may feel anxious even when they are prepared. For example, fourth-year student Danial said that it is crucial for him to be understandable for listeners.

The second source is FNE. According to Horwitz (1986), students fear being judged or evaluated. Although the general level of FLSA is moderate, some items related to fear of negative evaluation showed a high level of FLSA. Students are found to be anxious when they make mistakes. Similar results were found in previous studies (Debreli & Demirkan, 2015; Sadighi & Dastpak, 2017; Yahya, 2013), which revealed that the primary source of FLSA was fear of making mistakes. The potential explanation may be high expectations about academic performance and perfectionism. For instance, Alrasheedi

(2020) found that students are afraid of making errors in front of an audience and feel pressure for better academic performance.

### ***Communication Apprehension***

Three potential sources of FLSA are Communication Apprehension (CA): (1) low self-confidence, (2) physical and psychological sources, and (3) language complexity. Regarding low self-confidence, based on the FLCAS results, students are unsure about their speaking skills. This could be explained by low self-confidence, self-comparison, and competitiveness. Concerning self-comparison, students answered positively in the questionnaire to items related to the idea that other learners are better at speaking. Such results are in line with other studies. For instance, the effect of self-comparison on the FLSA level was also highlighted in Sönmez and Kurtoğlu's study (2021), specifically in the qualitative part. Similarly, Messadh's (2010) work found that most students have a high level of FLSA due to low self-confidence and competitiveness. This interpretation of the current study's results supports Horwitz et al.'s (1986) theory about foreign language anxiety, which decreases self-confidence and deprives learners of comfortable communication.

Overall, the results of the present study showed a moderate level of FLSA concerning psychological and physical response. However, there were specific items with high scores. For instance, regarding psychological response, students are very anxious when they forget everything they know due to nervousness and confusion in front of an audience. Horwitz et al. (1986) mentioned that communication apprehension can occur when speaking with other students or professors and in front of the class. Hence, students seem unconfident and nervous due to speaking in front of an audience. Continuing about nervousness, the quantitative results showed that students are nervous and unconfident while speaking with both native and non-native English-speaking professors. Yentürk and

Dağdeviren-Kirmizi (2020) studied different FLSA levels in the class with native and non-native instructors. They expected to see higher level of anxiety in the class with native instructor. However, in line with the current study, the participants felt anxious in classes with both native and non-native professors. Similar results were found in Bozavlı and Gülmez's (2012) and Han et al.'s (2016) studies. The possible explanation for these results can be that teachers' native language does not play a vital role in comparing with other anxiety-provoking sources.

According to Didipu et al. (2021), sharing thoughts and speaking in a foreign language is challenging for some students with communication apprehension. Moreover, in some situations, it may be followed by physiological reactions like trembling and heart-pounding. The quantitative results showed a high level of FLSA in items related to physical responses. In the qualitative part, fourth-year students also mentioned that their hearts beat fast when speaking or presenting something in front of the class. They noted that the potential of such a physical reaction may be the fear of failure or being ridiculed by other students. They also worried that they could forget words. This aligns with Wilang and Thanh's (2018) study, which indicated that students with high FLSA levels had fast heartbeats due to forgetting words. Overall, regarding the second source related to psychological and physiological responses, many disturbances, such as nervousness, confusion, panic, feeling overwhelmed by rules, trembling, and heart-pounding make students unconfident about speaking. According to Sari (2017), these disturbances are caused by communication apprehension, which increases anxiety levels. Interestingly, students mentioned that they had speaking challenges due to fear of negative evaluation, so it seems that communication apprehension and fear of negative evaluation are interrelated.

Language complexity is a third source of FLSA in the current study. Students have a low level of anxiety, which means that students do not see learning grammar rules as

challenging or confusing. Although the quantitative results of the current study did not demonstrate a high level of anxiety due to language complexity, in the qualitative part, students mentioned that they were anxious when they had grammatical and logical errors in their speech when they were in the second course. Similar results were found in Marzec-Stawiarska's study (2014), which found that students are worried when they have problems with vocabulary, content, pronunciation, and fluency. One possible explanation for the anxiety differences between the two groups of participants could be that, in the second course, fourth-year students were more critical of themselves and focused more on the form of their speeches than the content because, in their school years, teachers had placed more emphasis on the form of the speech. Suleimenova's (2013) statement supports this explanation: "the focus of learning activity is on form rather than the overall meaning, which is typical of Kazakhstani teaching methods" (p. 1865).

### ***The Effect of Gender on Sstudents' FLSA Level***

The results showed that female participants experienced a higher FLSA ( $M = 3.22$ ) than male participants ( $M = 3.05$ ). This finding is in agreement with several previous studies (Çağatay, 2015; Öztürk & Gürbüz, 2013; Plyushko, 2018; Suparia et al., 2022). For instance, McLean and Anderson (2009) found that females tend to feel a higher level of general or trait anxiety levels. Similarly, Öztürk and Gürbüz (2013) found that "female students got more anxious than male students while speaking English in classroom atmosphere" (p. 663).

Three potential reasons may affect anxiety levels. First, female students may have higher levels of FLSA due to self-evaluation or comparison and attitude. For instance, Karatas et al. (2016) suggested that females feel higher levels of anxiety due to high expectations of themselves related to learning achievements. Secondly, Plyushko (2018) suggested that there is "a good possibility that girls are more studious, responsible and

meticulous than boys in terms of studying” (p. 49). Third, unexpected and spontaneous speaking may cause higher levels of FLSA because female students feel worried about unprepared answers, potentially making mistakes, and receiving negative evaluations. Both female and male participants did not report any reasons in the qualitative part.

In the current study, the results of the independent sample *t*-test on the connection between gender and FLSA level revealed no significant effect. Similarly, Marzec-Stawiarska (2014) found no significant effect of gender on FLSA level.

### ***The Effect of School Type on Students' FLSA Level***

This study's participants were from mainstream and specialized schools. The means were compared, and it was found that students from mainstream schools significantly feel a higher level of anxiety ( $M = 3.88, SD = .96$ ). In comparison, learners from specialized schools had a lower level of FLSA ( $M = 2.05, SD = .66$ ). An independent-sample *t*-test was also conducted to determine whether academic background and the type of school students graduated from affect FLSA level. The results showed that students' school type has a statistically significant impact on FLSA levels. It means that the type of school students graduated from affects the FLSA level in the current study.

Students from specialized school have more extended experience in studying in the EMI context since they have gone through learning with non-native and native English speaking teachers, improved their language proficiency, and got used to study in a competitive atmosphere with high expectations and academic requirements for good results. Hence, continuing study at EMI University with the strongest students from different cities of Kazakhstan and other countries does not make them as nervous as it does students from mainstream schools.

Students from mainstream schools seem to be stressed because of the need to quickly adapt to learning in a competitive environment. For instance, in the qualitative

part, fourth-year students mentioned that they felt they were already late and that other students from the specialized schools had better academic performance. They also noted a feeling of anxiety while speaking with English-speaking professors because it is an unusual learning circumstance for them. Moreover, participants highlighted the difference in perceptions of the professors' role. Students from mainstream schools cannot behave confidently with professors because they perceive them as authority, namely people with academic power to evaluate and test. In contrast, students from specialized schools tend to have strong self-esteem, act confidently, and communicate with professors freely. Hence, it can be concluded that when the learning journey at one of the strongest Kazakhstani EMI Universities begins, students from mainstream schools feel pressure and a high level of anxiety for a certain time or years. However, such stressful conditions seem to boost some mainstream school students' motivation to enhance their language proficiency and ability to express thoughts logically and effectively. For instance, one of the fourth-year students mentioned that the realization that there were strong students from NIS and KTL motivated him to become like them, progress in language development, and express his thoughts grammatically correctly.

Overall, school type predicts participants' high levels of FLSA. These findings contradict Karatas et al.'s (2016) study, revealing that "high school differentiation does not affect their foreign language speaking anxiety" (p. 386). Regarding the differences in anxiety levels between mainstream and specialized school students, Kenishkhanova (2020) found that students from mainstream schools have a low level of willingness to communicate in English in STEM subjects. Possibly, this finding is more likely to happen in Kazakhstan because of the divide in experiences. Overall, there is a lack of research that is focused on the effect of school type on FLSA level. Hence, the current study suggests

novel results and additional explanations of how and why school type affects anxiety levels.

### **RQ2: What Strategies Do Fourth-Year Students Use to Reduce FLSA?**

The previous chapter presented vital findings related to the types of strategies that students use to deal with FLSA. This section describes fourth-year students' experience with LLS usage and discusses the most widely used strategies among the participants. In the current study, Oxford's (1990) taxonomy was adopted, as it was mentioned in the previous chapter. It is subdivided into two types of strategies: direct and indirect. The first type includes cognitive, memory, and compensation strategies. The second type consists of metacognitive, social, and affective strategies.

#### ***Direct Strategies***

Among the three strategies included in this group, the most widely used strategy is cognitive. Six participants used techniques such as note-taking, outlining, and writing down keywords. This result is in line with Rakhimzhanova's (2022) work. She found that participants used note-taking and translating. Note-taking seems to help participants feel confident, as mentioned in Alina's answer. Participants also mentioned that they prepared their answers and rehearsed. Similarly, Chou (2018) and Milanrianto et al. (2023) found that rehearsal and repeating were the most dominant strategies. It can be explained that mastering new information and content by rehearsing, practicing, and repeating helps learners to be more confident in themselves and deal with anxiety. Participants also rehearse in front of the mirror before presenting their speech to the audience. Hence, reviewing materials in that way helped them to overcome FLSA. This is in line with Widhayanti's (2018) study results. She found that students practice in front of a mirror and record themselves.

Memory is another cognitive strategy that participants used to decrease FLSA levels. Oxford (1993) noted that utilizing memory as a strategy helps students keep and use information when needed. It includes memorizing new information, using sound and images, and repeating. Two participants (Aliya and Dana) mentioned using memory to cope with FLSA. The essential note is that both learned the words and phrases that can be used in daily speech.

Regarding the compensation strategy, only one participant used it. This strategy helps students engage in speaking by getting help from the audience: professors and peers (Oxford, 1990). Aliya, for example, said that when she forgets or does not know the appropriate word, she asks for help by eye contact. By this answer, the student seems to consider the classroom as a safe place where professors and peers can understand when you are confused, forget words, or are unsure about translation. On the other hand, the fact that other students did not report it may mean they do not wish to look unprepared.

### ***Indirect Strategies***

The current study found that eight students applied metacognitive strategies such as self-regulation, evaluation, planning, and monitoring. The participants consciously work on their mistakes, pronunciation, and the quality of their content. The students record their speech to work on grammatical or pronunciation errors. This type of strategy boosts the learners' language. Based on the participants' answers, they use selective attention unconsciously: focus more on content than grammar and concentrate on errors to enhance language development. Active use of metacognitive strategies has been found in some previous studies (Lu & Lui, 2011; Noormohamadi, 2019).

Regarding affective strategies, positive emotions and motivations are vital in dealing with FLSA, whereas “negative feelings may obstruct target language skills improvement” (Widhayanti, 2018, p. 65). The current study found that students are aware



of the importance of paying attention to emotions and attitudes. For instance, Altynai and Darina changed their attitude related to making mistakes, arguing that English is not their native language. They decreased their FLSA level with the help of positive statements for themselves. Another participant, Zhanar, mentioned that she stopped treating the academic environment as the most important thing in her life. Such devaluation is also an effective strategy to deal with FLSA because it helps worry and stress less about academic performance. Some previous studies found that students use the same affective strategies (Razak & Babikkoi, 2014; Widhayanti, 2018).

Another widely used strategy is social, related to cooperation with friends or peers. All ten participants said they liked learning and practicing their speech with friends and peers. Communication is a part of social behavior (Oxford, 1990), so it is comprehensible why all interviewees used it. More specifically, participants use two types of social strategies: (1) asking questions and (2) cooperating with others. First, learners speak with professors and often ask questions to overcome communication barriers and not be nervous about talking to them. Second, students usually practice speaking with their friends and peers because it helps them normalize mistakes and overcome a fear of judgment. Additionally, Danial mentioned that he prefers receiving feedback from professors or peers rather than self-evaluation. Some previous studies also found social strategy to be the most effective (Yunus & Singh, 2014; Widhayanti, 2018).

## **Conclusion**

To conclude, this chapter discussed and explained findings related to second-year students' FLSA level, its factors, and fourth-year students' LLSs. The first question was explored based on Horwitz et al.'s (1986) theoretical framework, specifically focusing on the fear of negative evaluation and communication apprehension. The research revealed a moderate level of FLSA, with the school type found to influence anxiety levels. The

interview responses of fourth-year students were used to provide a deeper understanding of the quantitative results. In relation to the second research question, participants' LLSs were examined using Oxford's (1990) taxonomy. The research unveiled the most commonly employed strategy, namely the social strategy. Consistent with previous studies, this research also demonstrated the usage of various LLSs to cope with FLSA.

The next chapter will conclude the study by summarizing the main findings and explaining the novel contribution of the current research. It will also mention some limitations, recommendations for students and university policymakers, and suggestions for further studies.

## **Chapter 6: Conclusion**

The aim of this mixed-method study was to determine second-year students' FLSA levels and explore the experience of fourth-year students in dealing with FLSA with the help of LLSs. Accordingly, the study addressed the two following research questions and related sub-questions:

RQ1: What level of Foreign Language Speaking Anxiety do second-year Kazakhstani students experience while speaking English in EMI classes?

Sub-questions:

- a. Does gender affect the participants' FLSA in class?
- b. Does school type affect the participants' FLSA in class?

RQ2: What strategies do fourth-year students use to reduce FLSA?

This chapter contains three sections: (1) summary of the main findings; (2) strengths and limitations; (3) recommendations and implications. The first section summarizes the key findings of the study, specifically about second-year students' FLSA level, factors that affect anxiety level and solutions as LLSs for solving FLSA level. The second section describes strengths and limitations. The third section gives recommendations for students who suffer from FLSA and for university policymakers. It will make recommendations for further research.

### **Summary of the Main Findings**

RQ1: Level of FLSA. Based on the quantitative findings, second-year students feel a moderate level of FLSA. Although the overall level of FLSA was medium, students had higher anxiety in specific situations. For instance, the highest FLSA levels were found when students were both prepared and unprepared for a class and for professors' questions. The lowest levels of FLSA were found about being overwhelmed by grammatical rules and studying to speak English.

RQ1 was also interested in the difference in anxiety levels between students from specialized and mainstream schools. Students from mainstream schools had a significantly higher level of FLSA. Based on qualitative interview answers, this appeared to be because that the students in mainstream schools had experienced less practice in speaking English during their school years than the students from specialized. Hence, studying at EMI University was something new and anxiety-provoking. The participants from mainstream schools noted that it was more difficult for them to adapt to the EMI context than the specialized school students with enough experience learning in such an environment. During the interviews, the students also mentioned dissatisfaction with some professors' special treatment and attitude towards specialized school students.

It was also revealed that the female students had a slightly higher level of FLSA than the male students. Based on the qualitative results, the female participants are more attentive and responsible for their speaking and well-prepared for the speech content. They also mentioned that their FLSA level depends on their general emotional state. Although there was a difference in FLSA level, gender was not significantly associated with it.

Overall, these findings suggest that studying in an EMI context is challenging and anxiety-provoking for some students. Therefore, it is vital to explore students' FLSA experience and consider it to create a more comfortable learning environment.

RQ2: LLSs to reduce FLSA. Based on qualitative results, the fourth-year students had or still have FLSA and use different LLSs to deal with it. The LLSs were linked to Oxford's (1990) taxonomy, containing direct and indirect strategies. Based on the findings, the most widely used direct strategy is a cognitive strategy, such as note-taking, outlining, rehearsal, repeating, and writing down keywords. Next, participants often use the memory strategy to learn by heart the words and phrases that can be used in daily speech. The third direct strategy, the compensation strategy, was used only by one participant. The

participant mentioned that she can get help from the audience when she forgets words or does not know how to express her thoughts appropriately.

Regarding indirect strategies, the most widely used approach is social. The participants found communication with professors, peers, and friends helpful. The students tried to ask questions, receive feedback to speak with professors to overcome communication barriers and practice speaking with friends where they feel safe even if they make mistakes. Next, it was discovered that the participants use metacognitive strategies, which include activities like self-regulation, evaluation, planning, and monitoring. The participants mentioned that monitoring and working on their mistakes is essential for their language program. The third strategy is affective related to supporting themselves while making mistakes. The fourth-year students mentioned that they were less anxious when they used self-talk and recognized that English is not their native language and that having errors is acceptable.

Overall, the findings showed several LLSs that fourth-year students use, who have experienced FLSA and know how to overcome it. Finding the most widely used and effective LLSs that decrease anxiety levels is vital for students to have a more enjoyable learning experience.

### **Strengths and Limitations**

The current study has some strengths. First, as mentioned in the methodology chapter, this study employed a mixed-method approach in order to gather rich data and deeply understand the research problem (Creswell, 2014). This study used the explanatory sequential design, which helped to collect quantitative data, revealing the second-year students' FLSA levels, and then collecting qualitative data to analyze and link to quantitative results. This approach helped to provide a deeper analysis, explaining why students have low, medium, or high levels of anxiety in certain speaking situations. Using

two data collection instruments enabled the collection of more detailed and comprehensible data: Horwitz et al.'s (1986) FLCAS helped to determine the students' level of anxiety, while semi-structured interviews helped to understand participants' inner feelings and thoughts regarding anxiety and LLSs.

The next strength is the novelty of the research problem. Numerous scholars in the Kazakhstani context have explored FLSA (Akshalova, 2019; Batyrova, 2021; Kadyrbayeva, 2022; Omanova, 2023; Plyushko, 2018; Rakhimzhanova, 2022), but they have investigated FLSA from the teachers' and school students' perspectives. Therefore, the current study fills this gap, exploring second-year university students' FLSA experience and fourth-year students' LLSs at one EMI University.

The study also has some limitations that other researchers should consider for further research. First, the researcher's site included only one EMI University, so the study results cannot be generalized due to the small sample size. Exploring FLSA and LLSs in different EMI Universities and comparing the results would increase understanding of FLSA. Second, the current research discovered the effect of school type and gender on the FLSA level. However, other potential causes can influence anxiety levels: type of major and level of language proficiency. Third, the current study investigated only students' perspectives. Conducting research from professors' and other university stakeholders' perspectives would be more insightful in gaining a holistic understanding of the research problem. Fourth, some participants asked the researcher to do an online semi-structured interview. Unfortunately, there were some problems with the internet connection, and this disturbance may have affected how deeply these participants shared their experiences.

### **Recommendations and Implications**

The study's results indicate that school type affects students' FLSA levels and impacts how students perceive themselves. Thus, three recommendations for educational

and school stakeholders can be given. First, teachers of mainstream schools should create a fully English-speaking atmosphere during lessons so students can practice their foreign language as much as possible. Mainstream school policymakers should increase the number of hours of English language classes so that students can improve their language proficiency. Second, educational or school stakeholders should develop support programs that include workshops, language clubs, and counseling sessions for students. Third, university policymakers should create short-term courses for 11th-grade students from mainstream schools, providing insightful experiences in studying EMI context even for a short time. By experiencing it, students can have realistic expectations about EMI's competitive environment and required language proficiency level and be ready for upcoming challenges.

Some recommendations can be made for university stakeholders regarding reduction of anxiety. These recommendations are supported and aligned with suggestions that fourth-year students gave. First, university policymakers should open more speaking clubs or permit students who want to open speaking clubs. However, these speaking clubs should not be another competitive area. Learners need to feel safe and willing to communicate, so university policymakers should rethink how to create a comfortable and supportive atmosphere in speaking clubs. Second, professors should add more speaking activities or presentation assignments to their curriculum. Learners can practice speaking in a classroom and front of an audience, so it can positively influence decreasing FLSA levels. Third, professors should be more empathetic, pay attention to students' emotional state, and create a positive environment. The findings demonstrated that professors play an essential role in students' academic lives, and professors' negative attitudes, actions, and feedback can increase FLSA levels. Hence, professors should create a more ecological and friendly atmosphere in the classroom. Finally, professors should change the assessment of

active participation because learners feel pressure to answer because they are afraid of getting low marks. Thus, professors should rethink how to evaluate active involvement in a classroom.

Regarding LLSs, students should receive strategy instruction related to their FLSA issues. Specifically, they should learn to use cognitive strategies (note-taking, rehearsal, outlining, and memorization) and social strategies (asking questions and cooperation with others). It can be helpful to give instruction or teach how to use appropriate strategies so students can easily deal with speaking challenges.

Additionally, fourth-year students gave some recommendations. First, language skills and proficiency are vital to confidence when speaking. Hence, students with FLSA should improve their language skills, including proper grammar, correct pronunciation, and fluency. More specifically, one participant mentioned the Oxford Grammar Book to develop grammar accuracy. Second, students should learn how to use AI and technology that help them practice speaking. Participants mentioned AI tools like Alice and Siri. This unusual and insightful strategy allows them to practice speaking alone in a safe place. It can help learners with introverted personalities or who prefer learning by themselves. Third, the participants suggested therapy because psychologists with much experience can help learners feel better mentally. Notably, long-term therapy seems effective and builds self-esteem.

Overall, these recommendations are helpful for three groups: students who suffer from FLSA, mainstream school stakeholders, and university policymakers. Ultimately, it is hoped that this study's results, examined LLSs, and recommendations will be helpful for students with FLSA who want to deal with anxiety.



**Reflection**

This study is crucial for me because I experienced speaking challenges in my bachelor's years. It was interesting for me to explore what level of anxiety EMI University students have because they have to talk to English in daily life. During my school and bachelor's years, I noticed that specialized schools' students were more confident than mainstream schools' students when speaking English. Thus, I wanted to see if there is any difference in anxiety levels between students from specialized schools and mainstream schools. It was interesting to find that school type affects the FLSA level. Moreover, it was essential for me not only to find anxiety levels but also to examine LLSs that can help students deal with their speaking challenges. I am surprised and proud that students are greatly aware of some effective LLSs that decrease their anxiety levels.

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## Appendix A

### Declaration of the Use of Generative AI



**Thesis Title: Examining Undergraduate Students' English Language Speaking Anxiety and their Strategy Use at an EMI University in Kazakhstan**

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

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

---

During the preparation of this thesis/examination, I used Grammarly to check grammar and correct mistakes. I also used Citation Machine to cite sources correctly in APA7 style. Additionally, I rarely used paraphrasing tools named Typeset to find some synonyms of words.

I also declare that I

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

Name: Mariya Shorman

Signature: 

Date: 31.05.2024

## **Appendix B**

### **The first section of the questionnaire**

#### **Personal data of participants**

Please kindly respond to each question. However, if you encounter any questions that you find sensitive or uncomfortable, feel free to skip them:

1. How old are you?
2. What is your year of study?
3. What is your major (studying program)?
4. Which type of school have you graduated from?
5. What was the language of your classroom instruction?
  - Kazakh
  - Russian
  - English
  - Mixed: Kazakh-Russian
  - Mixed: Kazakh-English
  - Mixed: English-Russian
6. Are you citizen of Kazakhstan?

#### **Сауалнаманың бірінші бөлімі**

#### **Қатысушылардың жеке деректері**

Әрбір сұраққа жауап беруіңізді өтінемін. Дегенмен, өзіңізді кейбір сұрақтарға жауап бергенде ыңғайсыз сезінсеңіз, оларға жауап бермей, өткізіп жібере аласыз.

1. Жасыңыз нешеде?
2. Нешінші курста оқисыз?
3. Сіздің мамандығыңыз қандай (оқу бағдарламасы)?
4. Сіз қай мектепті бітірдіңіз?
5. Мектепте сабақ қандай тілде болды?
  - Қазақша
  - Орысша
  - Ағылшынша

- Аралас: қазақша-орысша
  - Аралас: қазақша-ағылшынша
  - Аралас: ағылшынша-орысша
6. Сіз Қазақстан азаматысыз ба?

### **Первая часть опроса**

#### **Персональные данные участников**

Пожалуйста, ответьте на каждый вопрос. Однако если вам неудобно отвечать на определенные вопросы, вы можете пропустить их, не отвечая на них.

1. Сколько Вам лет?
2. На каком курсе учитесь?
3. Какая у вас специальность (программа обучения)?
4. Какую школу Вы окончили?
5. Какой язык обучения был в школе?
  - Казахский
  - Русский
  - Английский
  - Смешанный: казахско-русский
  - Смешанный: казахско-английский
  - Смешанный: английский-русский.
6. Вы гражданин Казахстана?

## Appendix C

### Questionnaires

Adapted and brief version of Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) in English.

Instruction for FLCAS: Answer to the questions, using a range from “Strongly Agree” to “Strongly Disagree”. Please tick only one response choice per question. Please answer every question. However, you can skip sensitive questions.

Questions:	1	2	3	4	5
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

I am afraid that professors are ready to correct every mistake I make during speaking.

I am afraid that the other students will laugh at me when I speak English in the classroom

I don't worry about making mistakes in speaking English in a classroom.

I worry about the consequences of failing at speaking English in a classroom.

I keep thinking that the other students are better at speaking English than I am.

I feel confident when I speak English in a classroom.

I always feel that the other students

speak English better than I do.

I never feel quite sure of myself when I am speaking English in a classroom.

It embarrasses me to volunteer answers in a classroom.

I feel overwhelmed by the number of rules you have to learn to speak English.

The more I study for speaking English in front of the class, the more confused I get.

I get nervous and confused when I am speaking English in a classroom.

I tremble when I know that I'm going to be called to speak English in front of the class.

I start to panic when I have to speak English without preparation in a classroom.

I am not nervous speaking with a non-native English-speaking professor.

I can feel my heart pounding when I'm going to be called to speak English in front of the class.

I am comfortable speaking around native English-speaking professors.

During speaking English in front of the class, I can get so nervous I forget things I know.

I get nervous when professors ask questions which I haven't prepared in advance.

Even if I am well prepared for a class, I feel anxious about it.

I don't feel pressure to prepare very well to speak English in front of the class.



## Сауалнама

Шетел тілі сыныбындағы алаңдаушылық шкаласының (FLCAS) (Horwitz et al., 1986) қазақ тіліндегі бейімделген және қысқартылған нұсқасы.

FLCAS нұсқаулығы: «Толықтай келісемін» пен «Толықтай келіспеймін» аралығын пайдаланып, сұрақтарға жауап беріңіз. Әр сұраққа тек бір жауап тандай аласыз. Әрбір сұраққа жауап беруіңізді сұраймыз. Дегенмен, өзіңізді кейбір сұрақтарға жауап бергенде ыңғайсыз сезінсеңіз, оларға жауап бермей, өткізіп жібере аласыз.

Сұрақтар:	1	2	3	4	5
	Толықтай	Келісемі	Келіспеймі	Келіспеймі	Толықтай
	келісемін	н	н де,	н	келіспеймі
			келіспедім		н
			де		

Сөйлеу кезінде  
жіберген әрбір  
қателігімді  
профессорлар  
түзетуге дайын  
деп қорқамын.

Сыныпта  
ағылшынша  
сөйлегенде, басқа  
оқушылар маған  
күледі деп  
қорқамын

Мен сыныпта  
ағылшын тілінде  
сөйлеуде  
қателіктер  
жіберемін деп  
алаңдамаймын.

Мен сыныпта

ағылшын тілінде  
сөйлей алмаудың  
салдары туралы  
аландаймын.

Басқа студенттер  
ағылшын тілінде  
маған қарағанда  
жақсырақ  
сөйлейді деп  
ойлаймын.

Мен сыныпта  
ағылшын тілінде  
сөйлеген кезде  
өзімді сенімді  
сезінемін.

Мен әрқашан  
басқа студенттер  
ағылшын тілін  
маған қарағанда  
жақсы  
сөйлейтінін  
сезінемін.

Мен сыныпта  
ағылшын тілінде  
сөйлеген кезде  
өзіме сенімді  
емеспін.

Сыныпта ерікті  
түрде жауап беру  
мені  
ыңғайсыздыққа

жолықтырады.

Ағылшын тілінде  
сөйлеудегі қажет  
ережелердің  
көптігі мені  
мұңайтады.

Сыныптың  
алдында  
ағылшынша  
сөйлеуге көбірек  
үйренген сайын,  
мен шатаса  
беремін.

Мен сыныпта  
ағылшын тілінде  
сөйлегенде  
қобалжып,  
абдырап  
қаламын.

Сыныптың  
алдында  
ағылшынша  
сөйлеуге  
шақырылатыным  
ды білгенде  
дірілдеймін.

Сыныпта  
дайындықсыз  
ағылшын тілінде  
сөйлеу керек  
кезінде үрейлене

бастаймын.

Ағылшын тілінде  
сөйлейтін, бірақ  
туған тілі  
ағылшын емес  
профессормен  
сөйлескенде мен  
қобалжымаймын.

Сыныптың  
алдында мені  
ағылшынша  
сөйлеуге  
шақырғанда  
жүрегім  
дүрсілдеп  
тұрғанын сеземін.

Мен туған тілі  
ағылшын тілі  
келетін  
профессорлармен  
сөйлесуге  
ыңғайлымын.

Сыныптың  
алдында  
ағылшын тілінде  
сөйлеген кезде  
мен қатты  
қобалжып, білетін  
нәрселерімді  
ұмытып кетемін.

Профессорлар  
алдын ала

дайындап  
қоймаған  
сұрақтарды  
қойғанда  
қобалжыймын.

Сабаққа жақсы  
дайындалсам да,  
мен қатты  
алаңдаймын.

Мен сынып  
алдында  
ағылшын тілінде  
өте жақсы  
сөйлеуге  
дайындалу үшін  
қысым  
көрмеймін.

## Опрос

Адаптированная и сокращенная версия шкалы тревожности в классе иностранного языка (FLCAS) (Horwitz et al., 1986) на русском языке.

Инструкция FLCAS: Ответьте на вопросы, используя варианты от «Полностью согласен» до «Полностью не согласен». На каждый вопрос вы можете выбрать только один ответ. Пожалуйста, ответьте на каждый вопрос. Однако если вам неудобно отвечать на определенные вопросы, вы можете пропустить их, не отвечая на них.

Вопросы:	1	2	3	4	5
	Полностью согласен (согласна)	Согласен (согласна)	Ни согласен, ни несогласен	Не согласен (не согласна)	Полностью не согласен (не согласна)

Боюсь, профессора  
готовы исправить  
каждую мою ошибку  
во время разговора  
на английском  
языке.

Я боюсь, что другие  
ученики будут  
смеяться надо мной,  
когда я говорю по-  
английски в классе.

Я не беспокоюсь о  
том, что допущу  
ошибки при  
разговоре по-  
английски в классе.

Меня беспокоят

последствия, если я  
не смогу говорить  
по-английски в  
классе.

Я продолжаю  
думать, что другие  
студенты лучше  
говорят по-  
английски, чем я.

Я чувствую себя  
уверенно, когда  
говорю по-английски  
в классе.

Мне всегда кажется,  
что другие студенты  
говорят по-  
английски лучше,  
чем я.

Я никогда не  
чувствую себя  
достаточно  
уверенно, когда  
говорю по-английски  
в классе.

Меня смущает  
добровольно давать  
ответы в классе.

Меня ошеломляет  
количество правил,  
которым нужно  
научиться, чтобы

говорить по-  
английски.

Чем больше я учусь  
говорить по-  
английски перед  
классом, тем больше  
я запутываюсь.

Я нервничаю и  
сбиваюсь с толку,  
когда говорю по-  
английски в классе.

Я дрожу, когда знаю,  
что меня вызовут  
говорить по-  
английски перед  
классом.

Я начинаю  
паниковать, когда  
мне приходится  
говорить по-  
английски без  
подготовки перед  
классом.

Я не нервничаю,  
разговаривая с  
профессором, для  
которого английский  
язык не является  
родным.

Я чувствую, как  
колотится мое



сердце, когда меня  
вызывают говорить  
по-английски перед  
классом.

Мне комфортно  
общаться с  
профессорами,  
носителями  
английского языка.

Говоря по-английски  
перед классом, я  
могу так нервничать,  
что забываю то, что  
знаю.

Я нервничаю, когда  
преподаватели  
задают вопросы, к  
которым я не  
готовился заранее.

Даже если я хорошо  
подготовлен к уроку,  
я волнуюсь.

Я не чувствую  
необходимости  
хорошо готовиться к  
разговору по-  
английски перед  
классом.

## Appendix D

### The first section part of the interview

#### Personal data of participants

Please kindly respond to each question. However, if you encounter any questions that you find sensitive or uncomfortable, feel free to skip them:

1. How old are you?
2. What is your year of study?
3. What is your major (studying program)?
4. Which type of school have you graduated from?
5. What was the language of your classroom instruction?
  - Kazakh
  - Russian
  - English
  - Mixed: Kazakh-Russian
  - Mixed: Kazakh-English
  - Mixed: English-Russian
6. Are you citizen of Kazakhstan?
7. Please leave your phone number

#### Сұхбаттың бірінші бөлімі

#### Қатысушылардың жеке деректері

Әрбір сұраққа жауап беруіңізді өтінемін. Дегенмен, өзіңізді кейбір сұрақтарға жауап бергенде ыңғайсыз сезінсеңіз, оларға жауап бермей, өткізіп жібере аласыз.

1. Жасыңыз нешеде?
2. Нешінші курста оқисыз?
3. Сіздің мамандығыңыз қандай (оқу бағдарламасы)?
4. Сіз қай мектепті бітірдіңіз?
5. Мектепте сабақ қандай тілде болды?
  - Қазақша
  - Орысша

- Ағылшынша
  - Аралас: қазақша-орысша
  - Аралас: қазақша-ағылшынша
  - Аралас: ағылшынша-орысша
6. Сіз Қазақстан азаматысыз ба?

7. Телефон нөміріңізді қалдыруыңызды сұраймыз:

### **Первая часть интервью**

#### **Персональные данные участников**

Пожалуйста, ответьте на каждый вопрос. Однако если вам неудобно отвечать на определенные вопросы, вы можете пропустить их, не отвечая на них.

1. Сколько Вам лет?
2. На каком курсе учитесь?
3. Какая у вас специальность (программа обучения)?
4. Какую школу Вы окончили?
5. Какой язык обучения был в школе?

- Казахский
- Русский
- Английский
- Смешанный: казахско-русский
- Смешанный: казахско-английский
- Смешанный: английский-русский.

6. Вы гражданин Казахстана?

7. Пожалуйста, оставьте свой номер телефона:

## Appendix E

### The second part of the interview

#### Interview Protocol – English language

*In order to simplify our note-taking, I would like to record our conversations today. To be clear, only researchers working on the project will have access to the audio-recordings, which will be finally destroyed once transcribed. You also have to sign a document created to satisfy our standards for subject requirements. This agreement states that: (1) all information will be kept confidential; (2) your participation is voluntary, and you may stop at any moment if you feel uncomfortable.*

This interview is scheduled to last approximately 30 minutes. I am looking to learn more about language learning strategies that can enhance students' academic performance on campus and help educators to improve their teaching strategies.

Researcher:

Time:

Place:

Participant:

Please kindly respond to each question. However, if you encounter any questions that you find sensitive or uncomfortable, feel free to skip them.

1. Do you feel confident in speaking English in classroom at University? If yes/no, why?
2. Could you share examples of specific language learning strategies you employ to boost your confidence in speaking English?
3. Have you ever had English speaking challenges?
4. What kind of solutions do you use to deal with English speaking challenges?
5. How do you feel yourself during speaking English in front of your peers?

6. Do you engage in any preparation methods that help deal with negative emotions before answering in English language?
7. How do you prioritize or select language learning strategies to use when faced with English speaking challenges? Are there certain strategies you find more effective than others?
8. Do you seek support or guidance from teachers and peers when dealing with English speaking challenges? How does this support impact your confidence in using English language?
9. What advice or recommendations would you give to other language learners who struggle with English speaking challenges?
10. How can your lessons be more effective to help students improve their speaking ability at University?

Probes:

- How Professors can help to deal with English speaking challenges?
- How curriculum can be improved to reduce English speaking challenges?
- How institution can help to deal with English speaking challenges?

How technologies can improve your speaking skills in English?

## Интервьюдің екінші бөлімі

### Interview Protocol – Kazakh language

*Жауаптарыңызды жазып алу үшін сіздің келісіміңізбен диктофонды қолданатын боламыз. Бұл аудио-жазбаларға тек ғылыми зерттеумен жұмыс істейтін зерттеуші ғана қол жетімді болады, барлық аудио және қағаз жазбалар транскрипциядан кейін жойылады. Сіз ғылыми зерттеудің стандарттары бойынша жасалған келісімге қол қоюыңыз керек. Бұл келісім бойынша: (1) барлық ақпарат құпия сақталады; (2) қатысуыңыз ерікті және өзіңізді жайсыз сезінген жағдайда, кез келген уақытта интервьюді тоқтата аласыз.*

Бұл сұхбат шамамен 30 минутқа созылады. Мен осы интервью арқылы студенттердің кампустағы оқу үлгерімін арттыратын және мұғалімдерге оқыту стратегияларын жақсартуға көмектесетін тіл үйрену стратегиялары туралы көбірек білгім келеді.

Зерттеуші:

Уақыты:

Өткізілетін орны:

Қатысушы:

Әрбір сұраққа жауап беруіңізді өтінемін. Дегенмен, өзіңізді кейбір сұрақтарға жауап бергенде ыңғайсыз сезінсеңіз, оларға жауап бермей, өткізіп жібере аласыз.

1. Университетте сабақ кезінде ағылшын тілінде сөйлегенде өзіңізді сенімді сезінесіз бе? Егер иә/жоқ болса, неге?
2. Ағылшын тілінде сөйлеуге деген сенімділікті арттыру үшін қолданатын арнайы тіл үйрену стратегияларының мысалдарымен бөлісе аласыз ба?
3. Ағылшын тілінде сөйлеу кезінде қиындықтар болады ма?

4. Сөйлеу қиындықтарымен күресу үшін қандай стратегияларды қолданасыз?
5. Группаластарыңыздың алдында ағылшын тілінде сөйлеу кезінде өзіңізді қалай сезінесіз?
6. Ағылшын тілінде жауап бермес бұрын жағымсыз эмоциялармен күресуге көмектесетін дайындық әдістерін қолданасыз ба?
7. Ағылшын тілінде сөйлеу қиындықтарымен бетпе-бет келгенде тіл үйрену стратегияларын қалай таңдайсыз? Басқаларға қарағанда тиімдірек деп санайтын белгілі бір стратегиялар бар ма?
8. Сөйлеу қиындықтары болған кезде мұғалімдер мен группаластарыңыздың қолдауын күтесіз бе? Бұл қолдау сіздің ағылшын тілін пайдалануға деген сеніміңізге қалай әсер етеді?
9. Ағылшын тілінде сөйлеу қиындықтарымен кездесіп, оларды шешуге тырысатын басқа тіл үйренушілерге қандай кеңес немесе ұсыныстар айтар едіңіз?
10. Университетте студенттердің сөйлеу қабілетін жақсарту үшін, сабақтарыңыздың тиімдірек өтуі үшін қандай өзгерістер қажет болуы мүмкін?

Қосымша сұрақтар:

- Профессорлар ағылшын тіліндегі сөйлеу қиындықтарының мәселесін шешуге қалай көмектесе алады?
- Ағылшын тіліндегі сөйлеу қиындықтарын азайту үшін оқу бағдарламасын қалай жақсартуға болады?
- Ағылшын тіліндегі сөйлеу қиындықтарымен күресуге университет қалай көмектесе алады?

- Технологиялар сіздің ағылшын тілінде сөйлеу дағдыларыңызды қалай жақсартып алады?



## Вторая часть интервью

### Interview Protocol – Russian language

*С вашего согласия мы будем использовать диктофон для записи ваших ответов. Эти аудиозаписи будут доступны только исследователю, работающему над научным исследованием, все аудио- и бумажные записи после транскрипции будут уничтожены. Вы должны подписать соглашение, основанное на стандартах научных исследований. По этому соглашению: (1) вся информация будет храниться в тайне; (2) ваше участие является добровольным, и вы можете прекратить интервью в любой момент, если почувствуете себя некомфортно.*

Это интервью продлится около 30 минут. В этом интервью я хотел бы узнать больше о стратегиях изучения языка, которые могут улучшить успеваемость студентов в кампусе и помочь учителям улучшить свои стратегии преподавания.

Исследователь:

Время:

Место:

Участник:

Пожалуйста, ответьте на каждый вопрос. Однако если вам неудобно отвечать на определенные вопросы, вы можете пропустить их, не отвечая на них.

1. Чувствуете ли вы себя уверенно, разговаривая по-английски во время занятий в университете? Если да/нет, то почему?
2. Можете ли вы поделиться примерами конкретных стратегий изучения языка, которые вы используете, чтобы повысить уверенность в разговоре на английском языке?
3. Есть ли у вас проблемы с общением на английском языке?

4. Какие стратегии вы используете, чтобы справиться с речевыми трудностями?
5. Что вы чувствуете, когда говорите по-английски перед одноклассниками?
6. Используете ли вы приемы подготовки, которые помогут вам справиться с негативными эмоциями перед ответом на английском языке?
7. Как вы выбираете стратегию изучения языка, когда сталкиваетесь с трудностями в общении по-английски? Есть ли определенные стратегии, которые вы считаете более эффективными, чем другие?
8. Ожидаете ли вы поддержки от своих учителей и одноклассников, когда у вас возникают трудности с речью? Как эта поддержка влияет на вашу уверенность в использовании английского языка?
9. Какой совет или предложение вы бы дали другим изучающим язык, которые сталкиваются с трудностями в разговорной речи по-английски и пытаются их решить?
10. Какие изменения могут потребоваться для улучшения разговорной речи студентов в университете, чтобы сделать занятия более эффективными?

Дополнительные вопросы:

- Как преподаватели могут помочь с трудностями речи в английском языке?
- Как можно улучшить учебную программу, чтобы уменьшить трудности с речью в английском языке?
- Как университет может помочь с речевыми трудностями в английском языке?
- Как технологии могут улучшить ваши навыки разговорной речи на английском языке?

## Appendix F

### Informed Consent Form

(survey)

#### **Examining Undergraduate Students' English Language Speaking Anxiety and their Strategy Use at an EMI University in Kazakhstan.**

You are invited to participate in a research study on Foreign Language Speaking Anxiety (FLSA) in the context of Kazakhstan. This study will seek to reveal the first-year student's FLSA level as well as fourth-year students' LLSs that help them to deal with anxiety. Participating in this study, you would make a valuable contribution to the development of literature in the research about students' speaking challenges in a foreign language, FLSA and LLSs in the context of Kazakhstan.

You are invited to participate in a survey, where you will be asked to answer 21 questions about your feelings in class while speaking English. Your participation will take approximately 15-20 minutes. Your participation is entirely voluntary, and you will have total freedom to end your involvement at any time.

Regarding risks and benefits, the risks associated with this study are minimal. Anonymity is guaranteed because personal identifiable information will not be collected. Any details about your experience will not harm your reputation. Additionally, interview questions are designed in a way that prevents any psychological harm. Regarding the benefits, even though you will not directly profit from the participation, it's anticipated that your involvement will expand the research literature in the field about foreign language speaking challenges, FLSA and LLSs in the context of Kazakhstan.

Please be aware that your decision to engage in this project after signing this form is voluntary, and you have the right to stop participation any time. You have the right to decline to answer specific questions. The findings of this research project may be presented at scientific conferences or published in scientific publications.

If you have any questions, please, contact the Master's Students mariya.shorman@nu.edu.kz, +7(705) 707-48-35 or the supervisor Bridget Goodman, bridget.goodman@nu.edu.kz, +7 (702) 181-02-64.

If you have any concerns or general questions about your rights as a participant, please, contact the NUGSE Research Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Форма Информированного Согласия**

**(опрос)**

### **Исследование разговорной тревожности студентов бакалавриата, говорящих на английском языке, и их стратегии по преодолению в университете ЕМІ в Казахстане.**

Вам предлагается принять участие в исследовании по теме тревожность при разговоре на иностранном языке и стратегии изучения языка в контексте Казахстана. Это исследование будет направлено на выявление уровня тревожности при разговоре на иностранном языке у студентов первого курса, а также стратегии изучения языка студентов четвертого курса, которые помогают им справляться с тревогой. Участвуя в этом исследовании, вы внесете ценный вклад в развитие литературы по исследованию проблем разговорной речи студентов на иностранном языке в контексте Казахстана.

Вам предлагается принять участие в опросе, где вам будет предложено ответить на 21 вопрос о ваших чувствах в классе, во время разговора на английском. Ваше участие займет примерно 15-20 минут. Ваше участие является полностью добровольным, и у вас будет полная свобода прекратить свое участие в любое время.

Риски, связанные с этим исследованием, минимальны. Анонимность гарантируется, поскольку личная информация не будет собрана. Любые подробности о вашем опыте не повредят вашей репутации. Кроме того, составленные вопросы никаким образом не предоставят психологический вред. Что касается преимуществ, даже несмотря на то, что вы не получите прямой выгоды от участия, ожидается, что ваше участие расширит исследовательскую литературу в области проблем владения иностранным языком, тревожности при разговоре на иностранном языке и стратегии изучения языка в контексте Казахстана.

Обратите внимание, что ваше решение участвовать в этом проекте после подписания этой формы является добровольным, и вы имеете право прекратить участие в любое время. Вы имеете право отказаться отвечать на определенные вопросы. Результаты этого исследовательского проекта могут быть представлены на научных конференциях или опубликованы в научных изданиях.

Если у вас остались вопросы, можете обратиться к студенту-магистранту [mariya.shorman@nu.edu.kz](mailto:mariya.shorman@nu.edu.kz), +7(705) 707-48-35, или куратору работы Bridget Goodman, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7 (702) 181-02-64.

Если у вас есть какие-либо сомнения или общие вопросы о ваших правах как участника, пожалуйста, свяжитесь с Исследовательским комитетом NUGSE Research Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

Пожалуйста, подпишите это согласие, если вы согласны участвовать в этом исследовании.

Подпись:

Дата:

## Ақпаратты келісім формасы

### (сауалнама)

#### Қазақстандағы ЕМІ университетіндегі бакалавриат студенттерінің ағылшын тілінде сөйлеу алаңдаушылығы мен олардың тіл үйрену стратегияларына зерттеу.

Сізді Қазақстан контекстінде жазылып жатқан шетел тілінде сөйлеуге алаңдаушылық және тілді үйрену стратегиясын пайдалану бойынша зерттеуге қатысуға шақырамыз. Бұл зерттеу бірінші курс студенттерінің шетел тілінде сөйлеуге алаңдаушылық деңгейін, сондай-ақ төртінші курс студенттерінің мазасыздықпен күресуге көмектесетін тіл үйрену стратегияларын анықтауға тырысады. Осы зерттеуге қатыса отырып, сіз Қазақстан контекстіндегі студенттердің шет тілінде сөйлеу қиындықтары және тіл үйрену стратегиялары жайлы әдебиеттер санын көбейтуге құнды үлес қосасыз.

Сізді сауалнамаға қатысуға шақырамыз. Сауалнамада сізден сыныпта ағылшын тілінде сөйлеген кездегі туындайтын сезімдеріңіз туралы 21 сұраққа жауап беру сұралады. Сіздің қатысуыңыз шамамен 15-20 минутты алады. Сіздің қатысуыңыз толығымен ерікті және сіз кез келген уақытта қатысуыңызды тоқтатуға толық еркіндікке ие боласыз.

Тәуекелдер мен артықшылықтарға қатысты осы зерттеуге байланысты тәуекелдер өте аз. Анонимділікке кепілдік беріледі, себебі жеке ақпарат жиналмайды. Сіздің зерттеуде берген жауаптарыңыз, кез келген мәліметтер сіздің беделіңізге нұқсан келтірмейді. Сонымен қатар, сұхбат сұрақтары еш психологиялық зияң бермейді. Артықшылықтарға келетін болсақ, сіз қатысудан тікелей пайда таппасаңыз да, сіздің қатысуыңыз Қазақстан контекстіндегі шет тілінде сөйлеу қиындықтары және тіл үйрену стратегиялары саласындағы зерттеу әдебиеттерін кеңейтеді деп күтілуде.

Осы келісім формасына қол қойылғаннан кейін сіздің жобаға қатысу туралы шешіміңіз ерікті екенін және қатысуды кез келген уақытта тоқтатуға құқығыңыз бар екенін ескеріңіз. Белгілі бір себептермен кейбір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Бұл ғылыми жұмыстың қорытындылары ғылыми конференцияларда ұсынылуы немесе ғылыми басылымдарда жариялануы мүмкін.

Егер сұрақтарыңыз болса, магистр студентімен немесе жұмыс жетекшісімен байланыса аласыз: студент - mariya.shorman@nu.edu.kz, +7(705) 707-48-35 және жұмыс жетекшісі Bridget Goodman, bridget.goodman@nu.edu.kz, +7 (702) 181-02-64. Қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір сұрақтарыңыз немесе жалпы сұрақтарыңыз болса, ғылыми зерттеу комитетімен байланыса аласыз:

NUGSE Research Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

Осы зерттеуге қатысуға келісім берсеңіз, осы келісімге қол қойыңыз.

Қол:

Күн:

## Appendix G

### Informed Consent Form

#### (interview)

I invite you to participate in my research study. I am a Master student from Nazarbayev University. The study aims to examine first-year students' emotions during speaking English in a classroom and what strategies fourth-year students use to feel comfortable speaking English in front of the class. Students from EMI University are the main population of the study. I invite you as a possible participant because you are fourth-year student who is studying at an EMI University.

You will be asked to answer some questions about speaking English experiences and language learning strategies. The responses will be audio-recorded with your consent because they will be utilized in additional analysis. While you are responding to the questions, we can take notes if you prefer not to be recorded.

Your participation in this study is voluntary. Although questions are not intended to be of a sensitive nature, if at any point you do not wish to answer a question you may decline to respond. All of the information (audio-recordings, notes), will be deleted if you decide to leave the project at any moment.

Your participation will require approximately 30 minutes. There are minimal risks associated with participation in the study. We intend to take all required measures to safeguard your confidentiality in order to protect you from the potential risks. We will use a pseudonym/nicknames instead of your name and instead of the name of the university on the interview transcript. The transcripts will be kept in a password-protected area of the computer. At the end of the research project, all files will be deleted.

You will receive no direct benefits from participating in this research study. However, your responses may help the research team learn more about foreign language speaking challenges and language learning strategies that can create effective learning process.

If you have any questions, please, contact the Master's Students mariya.shorman@nu.edu.kz, +7(705) 707-48-35 or the supervisor Bridget Goodman, bridget.goodman@nu.edu.kz, +7 (702) 181-02-64.

If you have any concerns or general questions about your rights as a participant, please, contact the NUGSE Research Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

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



Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Форма Информированного Согласия

Приглашаю вас принять участие в моем исследовании. Я магистр Назарбаев Университета. Целью исследования является изучение эмоций студентов-первокурсников во время разговора по-английски в классе и какие стратегии используют студенты четвертого курса, чтобы чувствовать себя комфортно, разговаривая по-английски перед классом. Студенты Университета ЕМІ составляют основную часть исследования. Я приглашаю вас в качестве возможного участника, потому что вы студент четвертого курса университета ЕМІ.

Вам будет предложено ответить на некоторые вопросы об опыте разговора на английском и стратегиях изучения языка. Ответы будут записаны на диктофон с вашего согласия, поскольку они будут использованы в дальнейшем анализе. Пока вы отвечаете на вопросы, мы можем делать заметки, если вы предпочитаете не записываться на диктофон.

Ваше участие в этом исследовании является добровольным. В интервью нет вопросов деликатного характера, но если в какой-то момент вы не захотите отвечать на конкретные вопросы, вы можете не отвечать. Вся информация (аудио-записи, заметки) будет удалена, если вы решите покинуть проект в любой момент.

Ваше участие займет около 30 минут. Риски, связанные с участием в исследовании, минимальны. Мы намерены принять все необходимые меры для защиты вашей конфиденциальности, чтобы защитить вас от потенциальных рисков. Мы будем использовать псевдоним/прозвища вместо вашего имени и названия университета. Транскрипты ваших ответов будут храниться в защищенной паролем области компьютера. После окончания исследовательского проекта все файлы будут удалены.

Вы не получите никакой прямой выгоды от участия в этом исследовании. Однако ваши ответы могут помочь исследовательской группе узнать больше о проблемах, связанных с речью на иностранном языке, и о стратегиях изучения языка, которые могут создать эффективный процесс обучения.

Если у вас остались вопросы, можете обратиться к студенту-магистранту [mariya.shorman@nu.edu.kz](mailto:mariya.shorman@nu.edu.kz), +7(705) 707-48-35, или куратору работы Bridget Goodman, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7 (702) 181-02-64.

Если у вас есть какие-либо сомнения или общие вопросы о ваших правах как участника, пожалуйста, свяжитесь с Исследовательским комитетом NUGSE Research Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

Пожалуйста, подпишите это согласие, если вы согласны участвовать в этом исследовании.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

### Ақпаратты келісім формасы

Мен сізді менің зерттеу жұмысыма қатысуға шақырамын. Мен Назарбаев Университетінің магистрантымын. Зерттеу бірінші курс студенттерінің сыныпта ағылшын тілінде сөйлеу кезіндегі эмоцияларын және төртінші курс студенттерінің сынып алдында ағылшын тілінде еркін сөйлеу үшін қандай стратегияларды қолданатынын зерттеуге бағытталған. ЕМІ университетінің студенттері зерттеудің негізгі тобы болып табылады. Мен сізді ықтимал қатысушы ретінде шақырамын, өйткені сіз ЕМІ университетінде оқитын төртінші курс студентісіз.

Сізден ағылшын тілінде сөйлеу тәжірибесі мен тіл үйрену стратегиялары туралы кейбір сұрақтарға жауап беру сұралады. Жауаптар сіздің келісіміңізбен диктофонға жазылады, себебі олар қосымша талдауда пайдаланылады. Егер жауаптардың диктофонға жазылмауын қаласаңыз, біз жауаптарыңызды қағаз бетіне жазатын боламыз.

Сіздің осы зерттеуге қатысуыңыз ерікті. Сұрақтар сезімтал сипатта болуға арналмағанымен, кез келген уақытта сұраққа жауап бергіңіз келмесе, жауап беруден бас тартуыңыз мүмкін. Кез келген уақытта жобадан шығуды шешсеңіз, барлық ақпарат (аудио жазбалар, жазбалар) жойылады.

Сіздің қатысуыңыз шамамен 30 минутты қажет етеді. Зерттеуге қатысумен байланысты ең аз тәуекелдер бар. Біз сізді осы тәуекелдерден қорғау үшін және сіздің құпиялылығыңызды сақтау үшін барлық қажетті шараларды қабылдаймыз. Зерттеу жұмысының транскриптінде сіздің атыңыздың орнына және университет атауының орнына басқа лақап атты қолданамыз. Транскрипттер компьютердің құпия сөзбен қорғалған аймағында сақталады. Зерттеу жобасының соңында барлық файлдар жойылады.

Осы зерттеуге қатысудан сізге тікелей пайда жоқ. Дегенмен, сіздің жауаптарыңыз зерттеу тобына шет тілінде сөйлеу қиындықтары мен тиімді оқу үдерісін құра алатын тіл үйрену стратегиялары туралы көбірек білуге көмектесуі мүмкін.

Егер сұрақтарыңыз болса, магистр студентімен немесе жұмыс жетекшісімен байланыса аласыз: студент - [maria.shorman@nu.edu.kz](mailto:maria.shorman@nu.edu.kz), +7(705) 707-48-35 және жұмыс жетекшісі Bridget Goodman, [bridget.goodman@nu.edu.kz](mailto:bridget.goodman@nu.edu.kz), +7 (702) 181-02-64. Қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір сұрақтарыңыз немесе жалпы сұрақтарыңыз болса, ғылыми зерттеу комитетімен байланыса аласыз:

NUGSE Research Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

Осы зерттеуге қатысуға келісім берсеңіз, осы келісімге қол қойыңыз.

Қол: \_\_\_\_\_

Күн: \_\_\_\_\_



<p>Could you please share examples of specific language learning strategies you employ to boost your confidence in speaking English?</p>	<p>I don't know much about strategies. I personally have problems with speaking, depending on how much I understand this topic. For example, there was a Reservoir engineering course, in which you had to defend a presentation, and you weren't allowed to use your notes, so I tried to understand the topic well and remember all the information, practiced with friends, check if they understood how I explained, but Public Speaking course was allowed by notes, so I prepared an Outline in advance. I prepared key notes of the main thoughts that I would like to tell.</p>	<p>Practising with friends</p>	<p>Social strategy</p>
<p>Have you ever had English speaking challenges?</p>	<p>Yes, sometimes I forget words and cannot express thoughts perfectly. Sometimes I have grammatical mistakes.</p>	<p>Grammar and vocabulary issues</p>	<p>Speaking Challenges</p>
<p>What kind of solutions do you use to deal with English speaking challenges?</p>	<p>If there are easy errors, then I quickly check in my head, but if it is a complex topic and error, for example, Future in the Past, I already look for answers in books or on the Internet to find out</p>	<p>Look for answers in books or on Internet</p>	<p>Metacognitive</p>

How do you feel yourself during speaking English in front of your peers?	how to use it correctly. I feel okay, but I often want to see their reactions to my speech. For instance, if they smile or have an eye contact with positive face expression, I feel myself confident.	Confident	Level of Confidence
Do you engage in any preparation methods that help deal with negative emotions before answering in English language?	Just prepare speech or answer in advance.	Self-management and self-control	Metacognitive
How do you select language learning strategies to use when faced with English speaking challenges? Are there certain strategies you find more effective than others?	I think practicing with friends is helpful.	Speaking with friends	Social strategy
Do you seek support or guidance from teachers and peers when dealing with English speaking challenges? How does this support impact your confidence in using English language?	Yes, I am waiting for support, and I think this is very important. Let's say I had a presentation assignment on engineering. The professor sat emotionless and it was unclear to me whether I was coping well or poorly. I really appreciate the feedback from the audience because this is real live interaction. For example, when you sit at home and	Audience's emotions as a support	Support
		Feedback	Social



<p>What advice or recommendations would you give to other language learners who struggle with English speaking challenges?</p>	<p>record your conversational speech, you are almost always dissatisfied, because you are most often critical of yourself. It is better to hear feedback from an independent person, for example, feedback from a professor or friends. I recommend students to take language courses at the foundation. These courses really help. I also recommend taking courses in the humanities, as they often practice speaking. For example, I am a mathematician myself, but in my first year I took a Linguistics course.</p>	<p>Took language courses</p>	<p>Suggestions</p>
<p>How can your lessons be more effective to help students improve their speaking ability at University?</p>	<p>I guess professors should be more polite and respect self boundaries. For example, in my major there are some professors, who can criticize not only our answers, speech, but also how we look or how we walk.</p>	<p>Be polite and respect self boundaries</p>	<p>Suggestions</p>

## Appendix I

### Interview Transcription Sample

**Interviewer:** Can you please tell me about yourself a little bit?

**Participant:** I am from the Kordai village, Zhambyl region, I studied there from the 3rd grade, before that I studied in Kyrgyzstan. Now I'm 4<sup>th</sup> year student, my major is Computer Science.

**Interviewer:** What school did you graduate from?

**Participant:** Ordinary state school in a village.

**Interviewer:** What was the language of instruction at school?

**Participant:** Kazakh

**Interviewer:** Do you feel confident in speaking English in classroom at University? If yes/no, why?

**Participant:** Less than in the 1<sup>st</sup> and 2<sup>nd</sup> courses, but I still sometimes forget words due to anxiety, sometimes I can't formulate sentences correctly. But now I feel more confident, there are fewer moments when I feel anxious. But compared to the Russian language, in English I still feel anxious. When I speak Russian, I am more confident, it is a comfortable language for me.

**Interviewer:** Could you please share examples of specific language learning strategies you employ to boost your confidence in speaking English?

**Participant:** I stopped paying attention to grammar, now I focus more on content. Previously, when I was often worried and anxious, I took notes, prepared answers in written form, and repeated them.

**Interviewer:** Have you ever had English speaking challenges?

**Participant:** Yes, sometimes I forget words.

**Interviewer:** How do you feel yourself during speaking English in front of your peers?

**Participant:** It depends on my mental state at that time. If I generally don't feel very well that day, I'm not in the mood, or I'm anxious about something that doesn't relate to English and the subject, it can affect how I perform, how I feel myself during speaking. When I generally feel good, then there are no problems with speaking.

**Interviewer:** How do you select language learning strategies to use when faced with English speaking challenges? Are there certain strategies you find more effective than others?

**Participant:** I don't have specific strategies and didn't consciously choose strategies to solve my anxiety problem, it all somehow happened naturally. Maybe because I started to be surrounded by English-speaking environment. I also think my job played a role. As soon as I started working, I stopped treating my studies as the center of the universe, I stopped worrying a lot about grades and subjects.

**Interviewer:** Do you seek support or guidance from teachers and peers when dealing with English speaking challenges? How does this support impact your confidence in using English language?

**Participant:** I'm not expecting it, but it's like a nice bonus, if someone listens to me and nods their head, it makes it clear that the person is listening to me and understands what I'm talking about. For me now the main thing is to be understandable to the audience.

**Interviewer:** What advice or recommendations would you give to other language learners who struggle with English speaking challenges?

**Participant:** I recommend think in English. It was difficult to learn mathematics in foundation year. I studied the topic first in Russian, then in English. Then I realized that I needed to retrain my brain to English, the problem was that I always thought in Russian. I tried to think in my head in English. I also started listening to podcasts in English, reading books, and felt confident in my language level, so my anxiety began to go away.

**Interviewer:** How can your lessons be more effective to help students improve their speaking ability at University?

**Participant:** I think there is pressure for students from state schools. It is more difficult for us to adapt since there are many new things, and everything happens simultaneously. It seems that everyone here is better than you. You feel like you are already late, so anxiety increases. We had a subject in which students from NIS and KTL were singled out because they had experience in programming, and these students only communicated with each other. It would be better if professors treated everyone equally and allowed students to interact with each other during class. However, this does not apply to all subjects and does not apply to all professors. This is the experience that I had in my 1st course.

**Appendix J**  
**Factor Analysis**

Survey statement	Component		
	1	2	3
1. I am afraid that professors are ready to correct every mistake I make during speaking.	,884	-,196	-,241
2. I am afraid that the other students will laugh at me when I speak English in the classroom	,869	-,159	-,212
3. I don't worry about making mistakes in speaking English in a classroom.	,782	-,486	,275
4. I worry about the consequences of failing at speaking English in a classroom.	,829	-,050	-,234
5. I keep thinking that the other students are better at speaking English than I am.	,885	-,264	-,126
6. I feel confident when I speak English in a classroom.	,760	-,493	,175
7. I always feel that the other students speak English better than I do.	,891	-,284	-,156
8. I never feel quite sure of myself when I am speaking English in a classroom.	,895	-,108	-,200
9. It embarrasses me to volunteer answers in a classroom.	,786	,285	,015
10. I feel overwhelmed by the number of rules you have to learn to speak English.	,764	-,070	-,276
11. The more I study for speaking English in front of the class, the more confused I get.	,906	-,092	-,269
12. I get nervous and confused when I am speaking English in a classroom.	,912	,101	-,084
13. I tremble when I know that I'm going to be called to speak English in front of the class.	,825	,412	,081
14. I start to panic when I have to speak English without preparation in a classroom.	,856	,425	,049
15. I am not nervous speaking with a non-native English-speaking professor.	,745	-,399	,306
16. I can feel my heart pounding when I'm going to be called to speak English in front of the class.	,845	,436	,067
17. I am comfortable speaking around native English-speaking professors.	,774	-,359	,361
18. During speaking English in front of the class, I can get so nervous I forget things I know.	,859	,371	,085

19. I get nervous when professors ask questions which I haven't prepared in advance.	,708	,484	-,002
20. Even if I am well prepared for a class, I feel anxious about it.	,778	,394	,117
21. I don't feel pressure to prepare very well to speak English in front of the class.	,460	,103	,779

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## Appendix K

### Paired t-test

		Significance	
		One-Sided p	Two-Sided p
Pair 1	I feel overwhelmed by the number of rules you have to learn to speak English. - I don't feel pressure to prepare very well to speak English in front of the class.	<,001	,002

		Significance	
		One-Sided p	Two-Sided p
Pair 1	I feel overwhelmed by the number of rules you have to learn to speak English. & I start to panic when I have to speak English without preparation in a classroom.	<,001	<,001

		Significance	
		One-Sided p	Two-Sided p
Pair 1	I feel overwhelmed by the number of rules you have to learn to speak English. & I start to panic when I have to speak English without preparation in a classroom.	<,001	<,001

		Significance	
		One-Sided p	Two-Sided p
Pair 1	I feel overwhelmed by the number of rules you have to learn to speak English. & I get nervous when professors ask questions which I haven't prepared in advance.	<,001	<,001

		Significance	
		One-Sided p	Two-Sided p
Pair 1	The more I study for speaking English in front of the class, the more confused I get. & I get nervous when professors ask questions which I haven't prepared in advance.	<,001	<,001

		Significance	
		One-Sided p	Two-Sided p
Pair 1	The more I study for speaking English in front of the class, the more confused I get. & I start to panic when I have to speak English without preparation in a classroom.	<,001	<,001

		Significance	
		One-Sided p	Two-Sided p
Pair 1	The more I study for speaking English in front of the class, the more confused I get. & Even if I am well prepared for a class,  I feel anxious about it.	<,001	<,001

		Significance	
		One-Sided p	Two-Sided p
Pair 1	The more I study for speaking English in front of the class, the more confused I get. - I don't feel pressure to prepare very well to speak English in front of the class.	,001	,002