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## FOREIGN LANGUAGE CLASSROOM ANXIETY OF STUDENTS STUDYING ENGLISH LANGUAGE IN KAZAKHSTAN

**Abstract.** A significant number of students studying a foreign language have experienced anxiety at some point during their studies. Kazakhstan is a multilingual country, having three official languages (Kazakh, Russian, and English) as compulsory education, and it raises the question of whether students experience any anxiety during the classroom, which significantly impacts their learning process and academic performance. This article aimed to explore the level of foreign language classroom anxiety among the students studying in 3rd and 4th grade in the Department of English Language and Literature and the Department of Translation Studies at Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan. To test the anxiety level, the study was conducted by conducting an online survey of 314 students (266=female, 48=male) and utilising the Foreign Language Classroom Anxiety Scale (FLCAS). The results showed a moderate level of anxiety, suggesting that the students and teachers might have been affected by the cultural aspects of the nation. Another assumption might be the mutual trust between the students and teachers that creates an atmosphere that decreases the anxiety. Furthermore, students were eager to study and looked forward to conversing with native speakers. This data confirms the importance of culture, peer support, and proper study programs, along with the continuous assistance and encouragement from the teachers.

**Keywords:** foreign language anxiety, language anxiety, teaching, English language, literature.

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## Қазақстанда ағылшын тілін үйреніп жатқан студенттердің шет тіліне алаңдаушылығы

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**Аңдатпа.** Шетел тілін оқитын студенттердің едәуір бөлігі оқу барысында белгілі бір кезеңде алаңдаушылықты бастан кешіреді. Қазақстан үш тілді (қазақ, орыс және ағылшын) міндетті түрде меңгеретін көптілді ел, сондықтан бұл студенттердің сабақ барысында олардың оқу үдерісі мен оқу үлгеріміне айтарлықтай әсер ететін қандай да бір алаңдаушылықты сезінуіне байланысты сұрақтар тудырады. Аталмыш мақаланың мақсаты Түркістан қаласындағы Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің шетел филологиясы және аударма ісі мамандығының 3 және 4-курстарында оқитын студенттердің шет тілі сабағындағы алаңдаушылық деңгейін зерттеу. Алаңдаушылық деңгейін тексеру үшін зерттеу Шетел тілі сабағындағы алаңдаушылық шкаласы (FLCAS) көмегімен 314 студенттен (266=әйел адам, 48=ер адам) онлайн сауалнама тапсыру арқылы жүргізілді. Зерттеудің нәтижелері студенттерде алаңдаушылықтың қалыпты деңгейін көрсетті, бұл студенттер мен оқытушыларға ұлттың мәдени аспектілері әсер еткен болуы мүмкін деген болжам жасауға мүмкіндік береді. Сондай-ақ, алаңдаушылықты төмендететін студенттер мен оқытушылар арасындағы өзара сенім болуы да мүмкін деген тұжырымдама ұсынылды. Сонымен қатар студенттер оқуға құштар және ағылшын тілінде сөйлейтін адамдармен араласуды асыға күтеді. Бұл деректер мәдениеттің, әріптестердің қолдауының және дұрыс оқу бағдарламаларының, сондай-ақ мұғалімдердің үздіксіз қолдауы мен қатысуының маңыздылығын растайды.

**Кілт сөздер:** шет тілі алаңдаушылығы, тілдік алаңдаушылық, оқыту, ағылшын тілі, әдебиет.

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### **Иноязычная тревожность студентов, изучающих английский язык в Казахстане**

**Аннотация.** Значительное количество студентов, изучающих иностранный язык, во время обучения в какой-то момент испытывали тревожность. Казахстан является многоязычной страной, в которой три официальных языка (казахский, русский и английский) являются обязательными для обучения, и это поднимает вопрос о том, испытывают ли учащиеся какое-либо беспокойство во время занятий, что существенно может повлиять на их учебный процесс и академическую успеваемость. Целью данной статьи было изучение уровня тревожности на занятиях иностранного языка у студентов, обучающихся в 3-м и 4-курсах специальности иностранной филологии и переводческого дела Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави, г. Туркестан, Казахстан. Для проверки уровня тревожности, исследование было проведено путем проведения онлайн-опроса 314 студентов (266=представители женского пола, 48=представители мужского пола) с использованием Шкалы тревожности в классе иностранного языка (FLCAS). Результаты показали умеренный уровень беспокойства, и можно предположить, что на студентов и преподавателей могли повлиять культурные аспекты нации. Другим предположением может быть взаимное доверие между студентами и преподавателями, что создает атмосферу, снижающую тревогу. Кроме того, студенты стремятся учиться и с нетерпением ждут общения с носителями языка. Эти данные подтверждают важность культуры, поддержки коллег и надлежащих учебных программ, а также постоянной помощи и участия со стороны преподавателей.

**Ключевые слова:** иностранная языковая тревожность, языковая тревожность, обучение, английский язык, литература.

### **Introduction**

Often than not, anxiety can be characterised as «a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system» [1, p. 15]. Anxiety, in fact, may interfere and make learning almost anything a frustrating and troublesome experience [2]. Thus, MacIntyre and Gardner note that «anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language» [3, p. 86].

When studying a foreign language, almost every student has some level of anxiety. Language learning classes appear to be more anxiety-arousing than other courses [3]. Students experience anxiety in a variety of areas in any educational setting. Nevertheless, various studies have been conducted in regard to a specific sort of anxiety – foreign language anxiety (FLA) [4, 5, 6, 7, 8, 9, 10, 11, 12]. According to Horwitz, Horwitz, and Cope, foreign language anxiety is described as a discrete complexity of consciousness, ideology, attitudes, and behaviours associated with classroom language acquisition that arises from the distinctiveness of the language learning process [4].

FLA was researched by a great number of countries, such as Iran [13, 14], China [15, 16], Turkey [11, 17, 18], Spain [19], Japan [7, 20, 21], Malaysia [22, 23], and Russia [24], thus proving that language anxiety is universal among various cultures.

Kazakhstan students are no exception, as the majority of them only encounter the English language in the classroom, giving them no real-world experience with the language. They experience anxiety and anxiousness when forced to speak in a foreign language, and as a result, they struggle to learn English [10, 12]. Suleimenova also mentioned how the students set high expectations for themselves, which might be linked to one of the FLA's causes. [10].

### **Literature review**

Language anxiety is mostly characterised as «the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning» [25, p. 284]. Investigation of the language anxiety done by Bekleyen reported that the anxiety may increase with the influence teachers. Students who were experiencing high anxiety in language lessons frequently expressed dissatisfaction with professors' attitudes toward them, characterising their behaviour as «disturbing or discouraging» [9, p. 53]. However, the same teachers were interpreted differently by students with a low degree of anxiety. Similarly, Von Worde also considered the educator's role vital in producing or reducing anxiety by creating a suitable atmosphere and environment. The researcher of the study noted anxiety manifests in students physically, internally and functionally, and by producing avoidance [26]. Research done by Aida suggested another perspective from a student's point of view, where it is revealed that even a general negative attitude may affect their experience with language apprehension [7].

Horwitz et al.'s research was the first to suggest FLA as an independent anxiety type, when they designed and tested the Foreign Language Classroom Anxiety Scale (FLCAS) on 75 Spanish language learning students. The findings have concluded that participants were quite concerned about some of the aspects of their foreign language acquisition. In their study, they analysed the students' answers and classified the anxiety levels into three components: communication apprehension, fear of negative social evaluation, and test anxiety [4].

In another research done on the same topic, Aida proposed other elements such as fear of failing the class, comfort in speaking with native speakers of the language, and negative attitudes toward the language class. Additionally, Aida was against the idea of including «test anxiety» as a

factor for evaluating FLA, as it was influenced by an individual's temporary reactions, i.e., worry and nervousness [7].

Communication apprehension is the distressing feeling of not being able to express or understand something in a way that is consistent with foreign language regulations [2]. Communication apprehension is the distressing feeling of being unable to express themselves in a way that will be consistent with the language that the students are trying to speak in a foreign language. Communication apprehension, self-esteem, and social anxiety are all complex psychological factors that may be linked to the fear of speaking in a foreign language [5].

The second component of the anxiety factor, the fear of negative social evaluation, is portrayed by Horwitz et al. as «anxious students (who) also fear being less competent than other students or being negatively evaluated by them» [2, p. 130]. It is very closely related to communication apprehension, as they are both provoked by speech anxiety. Many students felt self-conscious in front of their groupmates, often feeling pressured when they were called to give an answer instead of volunteering themselves; feeling embarrassed to expose themselves to another student in pair work, if they had not done so previously; did not wish to have speech mistakes and risk self-esteem [5, 27]. Bekleyen noted that the students feel overwhelmed by the competitiveness of their peers. Along with competition, students with low self-esteem felt and believed that others were better at handling foreign languages than them. They also reported negative attitudes from their peers, as the students feared judgmental accusations if they were to converse or talk excessively [9].

There seems to be a significant relationship between FLA and level of proficiency, which correlates with negative attitudes toward the language class. The study done by Saito and Samimy revealed that the students' anxiety level raises each time their instruction level increase. They examined beginner, intermediate, and advanced-level participants, each of whom had a different study timeline. The results demonstrated students' decrease in taking risks, overstudying, and developing a negative attitude towards language class [20]. Elaldi conducted a four-year study on a sample of English department students in 2016, during which the researcher discovered moderate levels of anxiousness in the preparatory class and fourth grade. However, students have developed a somewhat higher level of stress over time than they had previously indicated [11]. According to Saito and Samimy, beginner students do not feel much nervousness since many of them have not had enough positive or negative experiences in foreign languages for anxiety to have a substantial influence on their performance [20].

FLA also has an impact on academic achievement, as evidenced by numerous researches [17, 20, 28, 29,]. In an attempt to understand the cause of anxiety of high school students, Na deduced that anxiety itself provokes learners to get frustrated, lose trust in their skills, avoid engaging in classroom activities, and abandon their efforts to learn a language successfully. So, as a result, students with high anxiety frequently have low accomplishments, and this makes them even more concerned regarding their education [29]. Saito and Samimi had compared low- and high-level anxiety students, and discovered that the latter had considerably poorer grades, which altogether affected their overall performance [20].

Students also have issues with seeking help. As proposed by Aida, the student body feels anxious because of their inability to ask for help from teachers, even if they have a need for outside aid. They feel embarrassed and «because they might view help-seeking as a manifestation of weakness, immaturity, or even incompetence» [7, p. 164], increasing their anxiety level and lowering their self-esteem. Young writes, «individuals with low self-esteem tend to have high levels of language anxiety» [5, p. 541]. According to Jin and Zhang, the learner's self-esteem or self-confidence may be severely affected if one undergoes a language anxiety experience [16].

There have been studies done in Kazakhstan related to FLA using FLCAS; however, they were mostly directed at students in school institutions [10, 12, 30]. This research will try to take investigation further to the institutions of higher education.

The purpose of this study is to use FLCAS to determine and collect data on the anxiety levels of students studying at Khoja Akhmet Yassawi International Kazakh-Turkish university's Department of English Language and Literature and Department of English Philology Translation who study in 3rd and 4th year.

As a result, in order to achieve the study's goal, the present study asks the following question:

- What is the degree of anxiety among Kazakhstan students?
- How does the degree of anxiety among students relate to the findings of other researchers?
- How does a country's history influence language anxiety?

### **Research methods**

The current study used a survey model, which is a common descriptive study method. According to Schwarz et al., the survey method refers to systematic data collection about a sample drawn from the specified larger population [31, p. 143]. Quantitative research is defined as a research technique that prioritises quantification in data collection and analysis as well as a logical approach to the relationship between theory and study, with an emphasis on theory testing [32].

### **Context**

The English language in Kazakhstan has a significant role in the country. Officially, Kazakhstan is a bilingual country, where Kazakh and Russian are declared as national languages. However, there are a number of languages, one of which is English. Over 130 nationalities reside in Kazakhstan, which makes it a multilingual country [33]. Since the independency of Kazakhstan in 1991, exceptional focus has been given to the spread of the English language in the country, as indicated by the national programs and documents «On Education» and «On Languages in the Republic of Kazakhstan». The official project of the implementation of the English language started in 2007 as «Trinity of languages» [34], and since then has continued onward with an intensive approach in the project «Kazakhstan 2050» [35]. This is why English is becoming a widespread language in the country, as it becomes a method of connections, a supporting resource, and another language among the youngsters, blended and integrated with the native languages [36].

In 2019, President of Kazakhstan Nursultan Nazarbayev's resignation speech, he predicts his view that in the future, Kazakhstan citizens will speak in three languages: Kazakh, Russian and English [37].

### **Participants**

For this study, the students from the 3rd (N=164) and 4th grade (N=150) of the Department of English Language and Literature and the Department of English Philology Translation were selected, however only 314 students (266=female, 48=male) were able to volunteer out of 498. The study was done using the complete sample method, excluding 1st and 2nd grade students from the research. The 3rd and 4th grade students were selected due to their high language proficiency. The majority of respondents were between 19 and 24 years of age.

Among the participants, there were participants of various nationalities, including: Kazakh, Russian, Turkish, Uzbek, Afghan, Turkmen, and Azerbaijan as supposed to the International University, the students come from different cultural backgrounds.

The participants' group all include English language in their study curriculum, with some also studying other foreign languages such as Turkish and Chinese, and all students were informed that the research was only concerned with the English language.

### **Instruments**

The data was collected using Horwitz et al.'s «Foreign Language Classroom Anxiety Scale». The FLCAS is a 33-question, 5-point Likert scale that ranges from strongly agree to strongly disagree. On the FLCAS, anxiety ratings range from 33 to 165. The scale examines respondents' communication apprehension, test-anxiety, and fear of negative evaluation and concentrates on speaking in a classroom context [4].

### Data collection

The data were gathered in the first semester of the 2021-2022 academic year. The data was collected through Google Form, in which students were asked to participate anonymously. The survey was sent via link to the group chats to each selected groups.

### Data analysis

Internal consistency, as judged by Cronbach's alpha, was .93, and test-retest reliability over 8 weeks was  $r=.83$ ,  $p=.001$ ,  $n=78$ , according to Horwitz, in two starting Spanish classrooms, the predicted validity factor for final score was .49 ( $p.003$ ), while in two beginning French classes, it was  $-.54$  ( $p.001$ ) [38]. Other research that used the FLCAS obtained good dependability ratings as well. In one investigation, Aida discovered that the FLCAS had an internal reliability of .94, thus, proving its trustworthiness [7].

### Results

FLCAS answers are demonstrated in Table 1. The percentages represent the number of students who agreed or strongly agreed (or disagreed and strongly disagreed) with statements on foreign language anxiety (percentages are rounded to the nearest whole number).

The research utilised Horwitz et al.'s three components: communication apprehension (1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32), test-anxiety (3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28), and fear of negative evaluation (2, 7, 13, 19, 23, 31, 33) [4], and Aida's four factor models: speech anxiety and fear of negative evaluation (1, 3, 4, 7, 8, 9, 12, 13, 16, 18, 20, 21, 23, 24, 27, 29, 31, 33), fear of failing the language class (10, 22, 25, 26), comfortableness in speaking with native speakers of the language (11, 14, 32), and negative attitudes toward the language class (5, 17) [7].

Respondents, for the most part, do not feel anxiety nor are scared to speak in a foreign language, as seen by their rejection of claims from items 1 (45%), 9 (42%), 24 (33%), and 27 (46%), while at the same time endorsing item 18 (41%).

Students do not normally feel nervous around teachers, as evidenced by their denials of statements 4 (54%), 15 (52%), and 29 (44%), implying that the teachers in the language classes have a relaxed and forgiving attitude, and students are not afraid to speak up and be embarrassed about it.

They also rejected comment 30 (38%), showing that the pupils are not indifferent to the linguistic structure and exhibit a desire to learn more.

According to a test review, students do not appear to experience any pressure or stress from language classes. They agreed with assertions on items 8 (33%) and 28 (49%) while disagreeing with item 6 (42%), suggesting that they enjoy being in language lessons.

In classes, participants do not feel tested nor evaluated for every action they take or do, as seen by their dismissal of remarks on items 3 (47%), 12 (39%), 16 (47%), 20 (50%), and 21 (42%).

Given that they disagreed with comments 2 (41%) and 19 (50%), the majority of participants indicated that they were not concerned about making mistakes and errors in their speeches. Despite their disagreement with the phrases in item 13 (45%), those participants were equally eager to volunteer in the language lessons. Nonetheless, many respondents seem uneasy about agreeing with remark 33 (34%), only slightly rejecting it (35%).

Students demonstrated to have strong connection with their peers. They reject items 7 (49%) and 31 (59%) while remaining confident in their linguistic abilities, as seen by their rejection of statement 23 (44%).

Respondents seem to be unconcerned about failing classes. They disagree with things 10 (40%), 25 (44%), and 26 (56%), yet they nevertheless feel pressure from the classes, as seen by their agreement with item 22 (38%).

Students feel empathy for individuals who suffer from similar language anxiety, as seen by their rejection of statement 11 (34%). However, they typically feel comfortable interacting and

conversing with foreigners, as seen by their agreement with items 14 (40%) and 32 (42%), demonstrating their desire to be amongst native speakers.

The majority of students feel no animosity toward language lessons, as seen by their agreement with sentence 5 (44%) and disagreement with item 17 (52%). It contradicts Aida's conclusion about the negative attitude toward the language class [7].

**Table 1 – Items on the FLCAS with the percentages of students who chose each option**

SA*	A	N	D	SD
1	2	3	4	5
1. I never feel quite sure of myself when I am speaking in my foreign language class.				
7**	17	34	26	19
2. I don't worry about making mistakes in language class.				
20	21	31	18	13
3. I tremble when I know that I'm going to be called on in language class.				
7	19	29	20	27
4. It frightens me when I don't understand what the teacher is saying in the foreign language.				
7	15	27	28	26
5. It wouldn't bother me at all to take more foreign language classes.				
25	19	32	16	11
6. During language class, I find myself thinking about things that have nothing to do with the course.				
8	12	40	23	19
7. I keep thinking that the other students are better at languages than I am.				
12	17	25	26	23
8. I am usually at ease during tests in my language class.				
13	20	38	24	8
9. I start to panic when I have to speak without preparation in language class.				
14	20	28	20	21
10. I worry about the consequences of failing my foreign language class.				
10	19	34	25	15
11. I don't understand why some people get so upset over foreign language classes.				
12	19	38	19	15
12. In language class, I can get so nervous I forget things I know.				
14	20	30	16	23
13. It embarrasses me to volunteer answers in my language class.				
7	16	34	24	21
14. I would not be nervous speaking the foreign language with native speakers.				
20	20	27	19	16
15. I get upset when I don't understand what the teacher is correcting.				
6	14	31	27	25
16. Even if I am well prepared for language class, I feel anxious about it.				
12	16	27	23	24
17. I often feel like not going to my language class.				
5	13	32	22	30
18. I feel confident when I speak in foreign language class.				
19	22	31	20	11
19. I am afraid that my language teacher is ready to correct every mistake I make.				
9	15	29	21	29
20. I can feel my heart pounding when I'm going to be called on in language class.				
7	16	30	26	24

*Continuation of table 1*

1	2	3	4	5
21. The more I study for a language test, the more confused I get.				
6	16	38	22	20
22. I don't feel pressure to prepare very well for language class.				
15	20	34	25	13
23. I always feel that the other students speak the foreign language better than I do.				
10	18	30	23	21
24. I feel very self-conscious about speaking the foreign language in front of other students.				
11	17	45	21	12
25. Language class moves so quickly I worry about getting left behind.				
10	14	34	24	20
26. I feel more tense and nervous in my language class than in my other classes.				
6	12	28	26	30
27. I get nervous and confused when I am speaking in my language class.				
7	13	27	28	28
28. When I'm on my way to language class, I feel very sure and relaxed.				
25	24	28	18	7
29. I get nervous when I don't understand every word the language teacher says.				
9	15	36	21	23
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				
9	14	42	25	13
31. I am afraid that the other students will laugh at me when I speak the foreign language.				
12	10	22	22	37
32. I would probably feel comfortable around native speakers of the foreign language.				
20	21	40	20	11
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.				
18	16	33	20	15

\*SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree.

\*\* This table's data has been rounded to the closest whole number. Due to rounding, percentages may not add up to 100.

### Discussion

The goal of the study was to research and collect data on the anxiety levels of the students studying in the Department of English Language and Literature and the Department of English Philology Translation at Khoja Akhmet Yassawi International Kazakh-Turkish University when they were in third and fourth grade. In the research, FLCAS was applied, a scale that was developed to identify language anxiety. In the present research, Horwitz et al.'s and Aida's components were not fully met. In their research, students had high levels of language anxiety even after giving some additional comments [2, 7]. Kazakhstan students, according to the study's findings, do not suffer from extreme anxiety when learning a foreign language. On the contrary, students are encouraged and motivated to learn the language, with some even admitting to wanting to take more lessons. They seemed to have a more relaxed and positive attitude towards learning.

According to the current study, students are neither nervous nor distressed when compelled to speak in a foreign language. These findings contradict those of previous major researches into the same topic [2, 5, 6, 7, 10, 18, 27], which identified speaking in a foreign language as the main anxiety-inducing factor. Suleimenova observed that when asked to speak in English, students may have confused language anxiety with speech anxiety because they simply did not know how to



respond. They were only nervous because they had to talk without preparation, which is consistent with the current study's results [10]. In Plyushko's research, where she examined Nazarbayev University Graduate School of Education's gifted children's anxiety for four basic skills, as reading, writing, speaking, and listening, it was revealed that the students felt the lowest anxiety when they participated in speech activities. She explained it in terms of the school's broad approach to implementing communicative strategies in English learning and teaching [39].

Plyushko observes that students feel less uncomfortable while paired or working with their groupmates, as they create a nice and inviting environment [39]. Therefore, the mediocre level of anxiety might be connected to the lack of peer pressure. This observation is similar to Riasati's, who discovered that when students study with people who have the same degree of English skill as them, they are less concerned about making language mistakes [40]. Young's research indicated that students are less apprehensive when they believe they are not the only ones answering questions, and that they are likely to enjoy and appreciate class activities more when they are able to collaborate with another person [5]. In their research, Bekleyen observed how students supported and even assisted one another before the oral exams, demonstrating how people of the same age can help one another without judging the other [9]. Perhaps, students feel included in particular peer groups, where they do not feel alone with their anxiety and fears. Such a suggestion contrasts with Von Worde's results, in which students were not aware of the commonality of this problem [26]. The current research's outcomes differ from the other researchers' studies, which focused on the negative aspects of peer pressure [2, 5, 8, 9, 14, 41, 42].

Additional factors for participants' low level of FLA may be related to the roles of teachers. The present study's findings have confirmed a mostly friendly relationship between students and teachers. They are not intimidated by their professors' demeanour and are not quite scared of possible failures. This could only suggest that the professors were kind and forgiving toward the learners. Young had a similar response from the 18% of students reporting that the «instructor reduced foreign language class anxiety by not «making a big deal» over mistakes" and that «17% felt that instructors helped decrease anxiety by helping students realise that everyone makes mistakes» [5, p. 548]. Likewise, Bekleyen reported how students who had low anxiety did not feel embarrassed when they made mistakes. They also noted the importance of teachers' certain attitudes that make them easier to get along with, such as «kindness, being energetic, and listening with patience» [9, p. 54]. Horwitz et al. highlighted the significance of the teacher-student relationship, which may enhance or lessen the anxiety degree of the students by simply creating a suitable atmosphere [4]. Aida offered a similar statement, emphasising how students admire instructors who can detect individuals having foreign language apprehension and make appropriate efforts to help them overcome that concern [7].

The eagerness to study foreign languages and the positive mindset of the students have a huge impact on the FLA. According to the results, participants are not uncomfortable speaking with native speakers; instead, they are interested in approaching them. Bekleyen's students' responses included participants that cope with pressure by talking with native English speakers [39]. Another contributor to these actions may be associated with international teachers who are native English speakers. The presence of foreign teachers might create a peculiar English-language atmosphere indoors and outdoors [39].

The cultural component of Kazakhstan may have had a role in this lessened anxiety level, as people, particularly the young, are becoming increasingly interested in learning English, given the availability of western media, which is most likely to be in English. There are also quite a number of tourists and exchange students who contribute to the social aspect of foreign languages. Some of the young people even started to use the English language in regular speech, code-switching between Kazakh and Russian [36]. Because of the implementation of the "Trinity of languages" project in 2007, English as a foreign language has become the dominating language in the country's educational institutions. Children, in general, begin learning English in kindergarten, and many

subjects are educated in English at some gymnasiums and Nazarbayev Intellectual Schools, allowing students to improve their language skills while simultaneously broadening their subject knowledge. [43]. Students at universities choose to learn English as a second language in order to improve their future opportunities, such as working or studying abroad [36].

### Conclusion

The current study has concluded its research of investigating the anxiety level of the students studying at Khoja Akhmet Yassawi International Kazakh-Turkish University's Department of English Language and Literature and Department of English Philology Translation, while they were in 3rd and 4th grade. The findings of the study indicated that the students had a moderate level of anxiousness, as well as an ambitious and passionate attitude towards learning. They showed a strong desire to interact with native speakers, maybe due to Kazakhstan's cultural feature as a bilingual country welcoming to people of many ethnicities. Another notable factor was peer and teacher support; students had a high level of trust in one another and in teachers' aids.

Despite its great sample size, further research into this topic is still required, as investigating multiple universities might show different results. Furthermore, additional survey's might be needed that has more focus on cultural aspect, peer relationships, and teacher-student communications.

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