

ANXIETY IN LEARNING FOREIGN LANGUAGES: AN EXAMINATION OF UZBEK LEARNERS AT GACHON UNIVERSITY, SOUTH KOREA

Abdurakhimov Sukhbat¹,

PhD student, Department of English Language and Literature, Gachon University, Sujeong-gu, Seongnam-si 13120, Korea;
sukhbat85@gachon.ac.kr (S.A.)

Chung Sun Joo²,

Professor, Department of English Language and Literature, Gachon University, Sujeong-gu, Seongnam-si 13120, Korea;
chunsunjoo@gmail.com (S.J.Ch.)

Abstract: This research paper examines the challenges and complexities involved in adopting foreign experiences and innovative technologies to enhance the quality of foreign language teaching. Drawing upon the context of Uzbek students at Gachon University, the study explores the nuanced implications of integrating diverse pedagogical strategies and digital innovations into the language learning process. Through a detailed investigation of foreign language anxiety (FLA) and its impact on language acquisition, this paper aims to shed light on the broader concerns associated with implementing foreign methodologies and technologies in a distinct cultural and educational setting.

Key words: challenges, task-based learning, acquisition, adaptability, approach, implementation.

Introduction. The integration of foreign pedagogical strategies and innovative technologies in teaching foreign languages has become increasingly prevalent in the context of globalized education. However, the application of these methodologies across different cultural and educational landscapes presents a complex array of challenges. This study centers on the experiences of Uzbek students at Gachon University in South Korea to explore the multifaceted dynamics of adopting foreign language teaching methods and technologies in a distinct cultural and educational setting.

The proliferation of digital technologies and the international exchange of pedagogical strategies have the potential to significantly enhance language learning outcomes. Yet, the effectiveness of these innovations is contingent upon various factors, including cultural compatibility, technological infrastructure, teacher and learner readiness, and the psychological impact on students, notably foreign language anxiety (FLA). Through a detailed examination of these elements, this research aims to provide insights into the complexities of integrating foreign pedagogical experiences and technologies into the foreign language education of Uzbek students

in South Korea, contributing to a broader understanding of the challenges and opportunities in globalized language learning.

Literature Review. Research has consistently highlighted the effectiveness of communicative language teaching (CLT) and task-based learning (TBL) in enhancing language acquisition (Larsen-Freeman, 2000; Ellis, 2003). These methodologies emphasize learner interaction and the practical use of language in real-life scenarios. However, the implementation of these strategies in non-Western contexts raises questions about cultural adaptability and the readiness of both educators and learners to embrace these approaches. Studies by Cho (2017) and others have identified resistance to CLT and TBL in cultures where traditional, teacher-centered pedagogies prevail, suggesting a need for careful consideration of cultural norms and educational traditions in the adoption of foreign pedagogical methods.

The role of technology in language education has expanded dramatically, offering new opportunities for engagement, access to diverse linguistic resources, and personalized learning pathways (Godwin-Jones, 2019). Nonetheless, the integration of these technologies is not without its challenges. Issues such as digital literacy, access to technological resources, and the pedagogical integration of digital tools into language learning curricula are critical factors that influence the success of technology-enhanced language learning (TELL). Furthermore, the impact of technology on FLA remains an area of interest, with potential implications for language learning engagement and outcomes.

FLA is a well-documented phenomenon that can significantly hinder language acquisition. Characterized by apprehension, nervousness, and negative emotional responses to language learning, FLA has been linked to fear of negative evaluation, communication apprehension, and test anxiety (Horwitz, Horwitz, & Cope, 1986). The intersection of FLA with the adoption of foreign pedagogical strategies and technologies presents a complex dynamic, necessitating an exploration of how these educational innovations impact students' anxiety levels and overall language learning experiences.

Methodology. This study employs a mixed-methods research design to comprehensively examine the impact of foreign pedagogical strategies and innovative technologies on the language learning experiences of Uzbek students at Gachon University, with a particular focus on FLA.

The quantitative analysis involves administering the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to a sample of Uzbek students enrolled in language courses at Gachon University. This instrument will measure the levels of anxiety experienced by students in relation to their language studies. Statistical analysis, including descriptive statistics and correlation analysis, will be conducted to identify patterns and relationships between FLA and

various factors related to the adoption of foreign pedagogical strategies and technologies.

The qualitative aspect of the study will consist of semi-structured interviews with a subset of the surveyed students, along with language instructors and administrators at Gachon University. These interviews aim to delve deeper into the personal experiences, perceptions, and challenges associated with foreign language learning in this unique context. Thematic analysis will be applied to the interview data to extract insights into the complexities of implementing foreign pedagogical approaches and technologies, as well as their interaction with FLA.

By integrating the findings from both quantitative and qualitative analyses, this study seeks to provide a nuanced understanding of the challenges and opportunities inherent in adopting foreign experiences and innovative technologies in the teaching of foreign languages, particularly within the context of Uzbek students in South Korea.

Findings. Adoption of Foreign Pedagogical Strategies: The findings indicate varying levels of receptivity among Uzbek students towards CLT and other interactive methodologies. Factors such as prior educational experiences, cultural norms regarding classroom behavior, and teacher implementation practices influence students' engagement with these strategies.

Challenges in Technology Integration: While students express enthusiasm for digital learning tools, issues related to access, digital literacy, and pedagogical alignment emerge as significant barriers. Additionally, the study highlights the role of technology in exacerbating or alleviating FLA, depending on its use and integration into the language learning process.

Implications of FLA: FLA significantly impacts Uzbek students' language learning experiences, with high anxiety levels associated with reduced participation, avoidance behaviors, and lower linguistic competence. The study underscores the importance of addressing FLA through pedagogical and technological interventions tailored to the learners' cultural and educational backgrounds.

Conclusion

The endeavor to enhance foreign language teaching through the adoption of foreign experiences and innovative technologies is a complex and multifaceted process. This research underscores the importance of cultural sensitivity, teacher training, and learner support in facilitating effective language learning. Addressing FLA emerges as a crucial aspect of this process, highlighting the need for comprehensive strategies that consider the learners' emotional and psychological well-being alongside pedagogical innovation.

REFERENCES

8. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford:

Oxford University Press.

9. Godwin-Jones, R. (2019). Emerging technologies: Mobile-assisted language learning. *Language Learning & Technology*, 23(1), 1-9.

10. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132.

11. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.

12. Allport, G. W. (1954). The Historical Background of Modern Social Psychology (G. Lindzey, Ed.). In *Handbook of Social Psychology*, (Vol. 1, pp. 3-56). Cambridge, MA: Addison-Wesley.

13. Awan, R., Azhar, M., & Anwar, M. (2010). An Investigation of Foreign Language Classroom Anxiety and its Relationship with Students' Achievement. *Journal of College Teaching & Learning*, 7 (11), 33-40.

14. Baker, C. (1992). *Attitudes and Language*. Clevedon: Multilingual Matters.

15. Baş, G. (2013). Lise Öğrencilerinin Yabancı Dil Kaygı Düzeyleri ile İngilizce Dersine Yönelik Tutumları ve Akademik Başarıları Arasındaki İlişki. *Journal of Kazım Karabekir Education Faculty*, 27, 127-146.

16. Bui, Q.T.T. & Intaraprasert, C. (2013). The Effects of Attitude towards Speaking English and Exposure to Oral Communication in English on Use of Communication Strategies by English Majors in Vietnam. *International Journal of Scientific and Research Publications*, 3(2), 1-9.

17. Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching*, Cambridge: Cambridge University Press.

18. Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd Ed.). Hillsdale-NJ: Lawrence Erlbaum Associates.

DEVELOPMENT OF INNOVATIVE PRINCIPLES IN TEACHING FOREIGN LANGUAGES.

Khusainova L. Yu.

Associate Professor of the Department of Foreign Languages of SamIES, Ph.D.

Annotation: This article discusses the new methodological principles of teaching foreign languages at the university. Currently, there have been significant positive changes in the language education system. And the effectiveness of the development of new methodological principles of teaching foreign languages is continuously increasing.