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## CURRENT PROBLEMS IN TOURISM STUDENTS INSTRUCTION: FOREIGN LANGUAGE READING ANXIETY

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**Current problems in tourism students instruction: foreign language reading anxiety**

**Abstract.** In the context of global tourism, proficiency in foreign language is a crucial skill for students pursuing careers in the dynamic field. Learning a language is necessary for understanding various cultures, communicating professionally with clients abroad, and having access to a wider range of opportunities for employment. Reading is a crucial component of learning a language, particularly for those considering careers in tourism. This study explores the various ways in which reading helps with language competence acquisition and how it affects the academic and professional growth of tourism students. Expansion of vocabulary, comprehension abilities, cultural awareness, grammar errors, and critical thinking are some of the important topics covered. Reading exposes students to a wide range of vocabulary, including terms unique to the tourist business, which improves their capacity for successful communication in the field. It also develops comprehension ability, which is essential for deciphering instructions, travelling documents and correspondence with clients. Anxiety in reading in a foreign language, however, is a significant problem that affects students' learning outcomes and overall confidence. The purpose of the study is to investigate reading anxiety in tourism students. Investigating the causes of reading anxiety will better equip tourism students with the linguistic competence necessary for successful future career, which will ultimately contribute to a more competitive and diverse workforce in the tourism industry.

**Key words:** tourism students, language learning, language barriers, reading, student's anxiety.

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**Туризм студенттерін оқытудағы өзекті мәселелер: шет тілін оқудағы мазасыздық**

**Аңдатпа.** Жаһандық туризм дамуында шет тілдерін меңгеру бұл серпінді салада мансап құруға ұмтылатын студенттер үшін негізгі дағды болып табылады. Халықаралық қарым-қатынаста болу, әртүрлі мәдениеттерді білу және кәсіби мүмкіндіктердің кең ауқымына қол жеткізу шет тілдерін үйренудің маңыздылығын көрсетеді. Оқу тілдік оқытудың негізгі құрамдас бөлігі болып табылады, әсіресе туризм студенттері үшін. Бұл зерттеу тілді меңгеру үшін оқудың көп қырлы маңыздылығын және оның туризм саласында оқитын студенттердің академиялық және кәсіби дамуына әсерін қарастырады. Зерттеуде қарастырылатын негізгі аспектілерге сөздік қорын кеңейту, мәтінді түсіну дағдыларын дамыту, мәдени хабардарлық, сыни ойлау жатады. Оқу дағдысы студенттерді лексиканың кең спектрімен, соның ішінде салалық терминологиямен таныстырады, бұл олардың туризм саласында тиімді қарым-қатынас жасау қабілетін жақсартады. Сонымен қатар, оқу туристік құжаттарды, нұсқаулықтарды түсіндіру және клиенттермен қарым-қатынас жасау үшін қажетті түсіну дағдыларын дамытуға ықпал етеді. Алайда, шет тілінде оқудағы мазасыздық студенттердің оқу нәтижелері мен сенімділігіне әсер ететін маңызды мәселе болып табылады. Бұл зерттеудің мақсаты-туризм студенттерінде оқуды үйренуге байланысты алаңдаушылықты зерттеу. Бұл алаңдаушылықтың себептерін түсіну студенттерді қажетті лингвистикалық құзыреттіліктермен қамтамасыз ету арқылы табысты мансапқа жақсы дайындауға көмектеседі. Бұл, туризм индустриясындағы бәсекеге қабілеттілік пен жұмыс күшінің арттыруына ықпал етеді.

**Түйін сөздер:** туризм студенттері, тіл үйрену, тілдік кедергілер, оқу, студенттердің мазасыздығы.

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**Актуальные проблемы в обучении студентов туристских специальностей: барьеры при чтении на иностранном языке**

**Аннотация.** В условиях глобального туризма владение иностранными языками является ключевым навыком для студентов, стремящихся построить карьеру в этой динамичной сфере. Эффективное общение с международными клиентами, понимание различных культур и доступ к более широкому спектру профессиональных возможностей подчеркивают важность изучения иностранных языков. Чтение представляет собой фундаментальный компонент языкового обучения, особенно для студентов, изучающих туризм.

Данное исследование рассматривает многогранное значение чтения для овладения языком и его влияние на академическое и профессиональное развитие студентов, обучающихся в области туризма. Основные аспекты, рассматриваемые в исследовании, включают расширение словарного запаса, развитие навыков понимания текста, культурную осведомленность, грамматическую точность и критическое мышление. Чтение знакомит студентов с широким спектром лексики, включая отраслевую терминологию, что улучшает их способность эффективно общаться в сфере туризма. Кроме того, чтение способствует развитию навыков понимания, необходимых для интерпретации туристических документов, путеводителей и общения с клиентами. Однако тревожность при чтении на иностранном языке является серьезной проблемой, влияющей на учебные результаты и уверенность студентов. Цель данного исследования – изучить тревожность, связанную с обучением чтению у студентов, изучающих туризм. Понимание причин этой тревожности поможет лучше подготовить студентов к успешной карьере, обеспечив их необходимыми лингвистическими компетенциями. В итоге это будет способствовать повышению конкурентоспособности и разнообразия рабочей силы в индустрии туризма.

**Ключевые слова:** студенты туризма, изучение языка, языковые барьеры, чтение, тревожность студентов.

**Basic provisions.** The goal of the study is to find out how reading techniques affect the decrease of foreign language reading anxiety (FLRA) among students studying tourism, who face particular difficulties because of the high need for proficiency in languages in the field. Through the application of social-affective, metacognitive, and cognitive methods for reading, the research will assess changes in reading comprehension and anxiety levels utilizing tests, questionnaires, and qualitative feedback. Expected results indicate a noteworthy decrease in FLRA and enhanced reading proficiency, providing useful suggestions for incorporating these tactics into travel education programs. This study will offer insightful information on improving foreign language instruction and better prepare students for the travel and tourism sector.

**Introduction.** In the rapidly evolving and dynamic field of tourism, possessing advanced reading skills is imperative for achieving success. Prospective practitioners in this field must be able to navigate a wide range of texts with ease, such as policy documents, travel guides, and promotional materials. Proficiency in understanding, interpreting, and critically evaluating these materials improves students' academic achievement and gives them the tools they need to succeed in a multicultural, worldwide workplace.

**Relevance of the study.** One important factor that can impact learners' participation and performance in second language acquisition is anxiety related to reading in a second language. Language learners frequently experience higher levels of anxiety due to the difficult nature of learning a new language and the difficulties involved in reading in a foreign language. Anxiety can reduce overall language proficiency and impede the development of effective reading skills. By using strategic learning, anxiety levels may be lowered in one way or another. The explicit teaching of methods and strategies to aid language learners in comprehending and interacting with text

more effectively is a key component of strategic approaches to language learning.

Reading well is more than just understanding words on a page; it also involves understanding complex ideas, interpreting information, and being able to draw conclusions from the text. These are particularly important abilities for tourism students to have because they often have to absorb large amounts of information, stay up to date on business advancements, and communicate effectively with clients and colleagues throughout the world.

Reading is a key aspect of tourism students' education, especially when it involves learning foreign languages, Tse notes that pupils frequently struggle with it. Reading can be scary and challenging for language learners, which is one of the major obstacles to language proficiency. Students may believe that reading in a language is tough, uncomfortable, and challenging because of the anxiety associated with that language [1]. For learners of foreign languages, this anxiety can make reading difficult. Learners experience a range of processes when learning a language, including psychological ones like anxiety. In contemporary society, almost everyone experiences anxiety periodically in numerous areas of their everyday lives. Researchers have focused a great deal of emphasis on anxiety throughout the years, especially when it pertains to learning foreign languages. Anxiety has been recognized as an essential problem in L2 from the 1970s onward [2]. In light of the contradictory and perplexing research findings concerning the association between anxiety and learning a language, Scovel remarks that "anxiety per se is not a simple or clearly understood mental phenomenon" [3]. Ultimately, becoming aware of and working on one's reading habits can help tourism student's better process information and reduce anxiety when reading texts in a foreign language, thereby enhancing their professional competence.

Reading in a foreign language presents a significant obstacle for students studying tourism. They are

frequently limited to a small number of texts during class sessions and have few opportunities to practice reading outside of it. Since every reading assignment is created for the classroom, students might not be ready for situations they will encounter in the real world. Many students have trouble pronouncing words correctly, become anxious when reading in a foreign language, and find it challenging to focus for extended periods of time. These challenges may make it more difficult for them to comprehend publications, travel guides, and promotional materials - all of which are critical to their professional growth - that are related to tourism. Due to a lack of experience and knowledge of useful techniques, students frequently feel anxious when reading in a foreign language. It's critical to look into the reasons of reading anxiety and the ways that teaching practices might reduce it in order to help students become more proficient readers of foreign languages and to foster a more encouraging learning environment. Through the identification of these elements and their effects, teachers can create strategies that support students in becoming more competent and self-assured second language readers. **The purpose of this study** is to quantify the level of anxiety that comes with reading in a foreign language and to look at the effectiveness of various coping mechanisms. In summary, the research examined at how different teaching approaches affect how well students learn to read and how well they are able to control their reading anxiety.

The significance of reading abilities in tourist education is discussed in this introduction, with a focus on vocabulary development, critical reading, and comprehension strategies. Students studying tourism can enhance their academic performance and prepare for a lucrative career in the global tourism industry by focusing on five essential abilities.

#### Research questions

1. What are the learners' levels of reading anxiety before the treatment?
2. What are the learners' levels of reading anxiety after the treatment?
3. Are there any differences between the levels of reading anxiety before and after the treatment?

**Literature review.** Based on the findings of a wide research scope, this review of the literature offers information on pertinent research topics. The definition and purposes of reading are covered first in this chapter's review of the body of literature. A little background on reading in a second language, reading techniques, and the connection between reading in a non-language and anxiety are also included.

Some people think that reading books for pleasure is a far better way to enhance one's imagination,

creativity, and language abilities. I wholeheartedly concur that reading books helps one's linguistic and intellectual abilities to grow. A person can use reading as a means of exploring their imagination and developing their critical and creative thinking skills.

Each individual has a purpose when they start reading. According to Knutson reading with a purpose means that texts are read from a particular point of view or read for a specific purpose [4]. Reading is categorized under different principles. Rivers and Temperly enumerate these principles as follows: the first is information collection for a specific purpose or because the reader is concerned with a particular topic. The second is getting instructions on how to perform tasks at work. The third is taking part in a play, game, or solving a puzzle. as well as corresponding with friends or reading and reading and understanding business letters to know when or where things are going to happen or what is available, to stay informed about what is happening or what has already happened, for pleasure or excitement [5].

There are three different ways to formulate goals advice three different ways of formulating goals. First set a clear goal. Having a goal helps to be able to process the information in a text before reading, and if the goal is set correctly, learners become more self-confident because they have a concrete goal and certain needs. Second, through the goal, a mechanism is activated that gives students an overarching perspective. Third, being aware of the goal during reading helps the reader to distinguish between the relevant information and irrelevant situation [6]. Language learning is a journey in many ways, and reading plays a key role in developing a comprehensive understanding of a new language. Two different but mutually complementary approaches, known as extensive and intensive reading, offer learners different opportunities to develop their language proficiency. Kelly in his book has mentioned that Harold Palmer is the first one who exposed this theme and also introduced the term "extensive reading" in teaching of foreign language learning [7].

A strategy for enhancing literacy and language proficiency is extensive reading, which entails reading a lot of content for general comprehension without paying close attention to every detail. Extensive reading aims to develop fluency, vocabulary and reading fluency by introducing students to a broad range of texts in the language they are learning. Referencing Suk's views it is important to understanding the extensive reading concept because how it is seen by many people can make a big difference in how it is performed [8].

From the opinions of Miller here is what we can say that intensive reading is a type of reading in which

the main role is played by the teacher and the reading skills process is contrasted. As well as selects which vocabulary is used, the grammar, the texts and the discussion questions. Intensive reading is used to develop a complete comprehension of the text read, as well as to expand the vocabulary and grammar comprehension [9]. In the opinion of Şahin when readers read a text to make full sense of what they are reading, it is intensive reading [10]. How to said Goodman the reading is a “psycholinguistic guessing game” [11]. According to Grabe and Stoller research in top-down models, the reader is considered a person who has specific beliefs the information in text and picks enough from the text to confirm or deny these beliefs [12]. What is a top-down process? Fatemi et al. answered this question in their study as follows: “top-down processing is when the reader understands the text based on their own knowledge. In this process the readers use the background knowledge [13].

With the bottom-up process, the situation is completely different. The person, who reads a text using this process, according to Brown, needs to focus on the letters, words, and phrases individually. The bottom-up model of reading emphasizes the process of learning to read as learning the individual components of text, such as letters, phonemes, and words, followed by the comprehension of higher-level structures, such as sentences and paragraphs. The reader, in other words, starts with the smallest language units and progressively assembles them into more complex structures to comprehend meaning [14].

The interactive reading model is a third type of reading model. Unfortunately, according to Rumelhart, none of the best models currently in place can adequately explain what occurs during reading, so this model integrates all kinds of knowledge - sensory and non-sensory elements such as letter characteristics - into a single process. Learning and using this method is increasingly important as the number of students grows annually [15]. Based on Yang’s viewpoints, the search for the best language acquisition learning approach and how to apply it in the classroom are frequently given far too much attention [16]. He added that nowadays, the emphasis has switched from instructional strategies to the resources used by educators to teach languages. Reading anxiety has been demonstrated to significantly affect academic performance as well as advancement in learning a foreign language, much like speaking anxiety does. Therefore, Hardacre and Güvendir emphasize the creation of instructional strategies to assist pupils in overcoming the challenges brought on by these fears [17].

**Methods and organization of the research.** This part of the study explains the problem and research

design, as well as the instruments and methods used to collect data. To identify the factors that contribute to anxiety when reading a foreign language, this study used a research design that used quantitative methods. Quantitative instruments were used to gather data. For quantitative data collection, a pre-test and post-test survey method was used in this study with tourism students from different groups to discover the level of reading anxiety. The data were gathered through questionnaires to determine the participants’ level of anxiety when reading in a second language. The study involved 34 students who were studying at the School of Tourism, at International University of tourism and hospitality. Students of such specialties as “Hotel and Restaurant Business”, “Management in Tourism and Hospitality”, “International Tourism” took part in the experiment. The study was conducted in the first semester. These students, who were particularly chosen because they felt anxious when reading in a foreign language, voluntarily took part in a four-week study. The language proficiency level, according to the CEFR, ranged from B1 to B2, and the participants’ ages ranged from 19 to 21 years old.

In the study, instruments for gathering quantitative data were used. To measure the degree of reading anxiety and its contributing factors, the Foreign Language Reading Anxiety Scale (FLRAS), created by Saito et al. (1999), was employed. The 20-item FLRAS is used to assess anxiety associated with reading in a second language. Items are graded from strongly agree (5 points) to strongly disagree (1 point). The average and standard deviation of the respondents’ answers were used to analyze the participants’ reading anxiety levels.

The whole experiment was conducted over a period of 4 weeks. The following steps are described below

*Step 1.* In order to improve tourism students’ reading skills in L2 by teaching them reading strategies that can benefit them, and in turn reduce the anxiety they feel about reading in the language they are learning, a reading club has been organized. For a quick and effective result, the club was held 2 times a week, on Tuesdays and Saturdays. The duration of which took an hour and a half, sometimes even about two hours if necessary. During the first week, participants read various magazines about ecotourism in different countries. They wrote out unfamiliar tourism terms in English.

*Step 2.* In the starts of resource, 40 students enrolled, but due to the schedule and other reasons, 6 students were unable to participate. As a result, an experiment was conducted with 34 students who regularly attended classes. in the second week, after we finished getting to know the students, we took a questionnaire from

them. In the second week we analyzed the types of tourism such as cultural tourism, ecotourism, sports tourism, etc. We learnt the importance of intercultural skills in tourism.

*Step 3.* Throughout the course, participants completed various assignments related to tourism topics and used specific strategies to identify and prevent reading problems. After each lesson, tourism stu-

dents received texts for general reading as well as independent work assignments and texts related to global tourism. The content of the lectures and the use of course strategies was based on the content of the plans of researcher Eliza Baikal Ozalp, who also conducted a study and wrote an article on the anxiety levels of the tourism students. The content of the club meetings was presented in the Table 1.

Table 1 - Content of the lesson

Strategies		Objectives	Tasks and activities
<i>Week 1</i>	<ul style="list-style-type: none"> <li>Reading strategies instruction</li> <li>The ways of the becoming good reader</li> <li>Purpose of the reading</li> </ul>	<ol style="list-style-type: none"> <li>To increase consciousness.</li> <li>The emergence of tourism and THE importance of reading skills for students of tourism.</li> </ol>	Find out the right answer to questions from the text and their purpose. Find the meanings of various tourism-related terms.
<i>Week 2</i>	<ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Determined the main and major idea</li> </ul>	<ol style="list-style-type: none"> <li>To get to know about pre-reading strategies.</li> <li>To find out the main idea of the paragraphs.</li> </ol>	Using skimming methods and researching the culture of a specific country or region and developing recommendations for tourists regarding cultural norms and behaviors
<i>Week 3</i>	<ul style="list-style-type: none"> <li>Use the unfamiliar terms.</li> <li>Getting aware of the part of speech</li> <li>Utilizing for guiding phrases</li> </ul>	<ol style="list-style-type: none"> <li>To help learners to find out key words in the text.</li> </ol>	Activities for word formation. Try to understand meaning of the word in texts related to tourism.
<i>Week 4</i>	<ul style="list-style-type: none"> <li>Recognizing the signal words</li> <li>Taking notes</li> <li>Summarizing</li> </ul>	<ol style="list-style-type: none"> <li>To identify the most effective ideas in the text.</li> <li>To acquire the ability to understand word meanings.</li> </ol>	Do the tasks related with signal words. Using the methods of the taking notes while read.

*Step 4.* Following the end of the four-week experiment, the same questionnaire was filled out again to identify the results of the experiment. After the study, the pre and post results of the test were compared.

**Results and discussion of the research.** The study aimed to explore the extent and impact of foreign

language reading anxiety among tourism students, with a particular focus on how this anxiety affects their reading comprehension and overall academic performance. To gather the quantitative data were used FLRAS scale. The result of the reliability is shown in the Table 2.

Table 2 - Result of reliability

	Cronbach's Alpha	N of Items
Pre-test	,723	20
Post-test	,623	20

It can be observed that all scales used in the research have coefficients which indicate that (post-test  $\alpha=,623$  and pre-test  $\alpha=,723$  higher than  $\alpha=,600$ ) means, it means the questionnaire is valid for use.

First research question was aimed at discovering the level of pre-study anxiety level before starting the research course. About results before statement was shown in the Table 3.

Table 3 - Result of the pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Total	34	2,15	3,80	2,9397	,43148

The pre-test results indicated that those participants most agree with the item ( $M = 2.93$ ,  $SD = 0.43$ ) that emphasizes the need to have some background knowledge of English culture in understanding the reading material. Based on this study, when reading texts with unclear

cultural content, participants feel anxious when trying to comprehend them. They also find that understanding the grammar of the target language alone is not enough, particularly if they do not have the required background knowledge. The result showed in the Table 4.

Table 4 - Descriptive analyses result

	N	Minimum	Maximum	Mean	Std. Deviation
1. When I'm not sure I understand the tourist terms I'm reading in English, I get anxious.	34	1,00	5,00	2,9412	1,12657
2. I frequently comprehend the words when reading in English, but I still don't fully get what the author is saying.	34	1,00	5,00	2,6176	1,04489
3. When I read articles related to tourism, I get so disorientated that I lose track of what I'm reading.	34	1,00	5,00	2,4706	1,02204
4. Every time I see an entire page of English in front of me, I get terrified.	34	1,00	5,00	2,4706	1,13445
5. When I am reading a chapter in English and I am unfamiliar with the subject, I get anxious.	34	1,00	5,00	2,6765	1,31933
6. Every time I read English and come across a grammar error, I become furious.	34	1,00	5,00	2,9412	1,12657
7. Reading in English makes me anxious and perplexed, especially when I don't understand every word in texts related to tourism.	34	1,00	5,00	2,7353	1,05339
8. When I read in English, it upsets me to come across words related to tourism that can't pronounce.	34	1,00	5,00	3,1765	1,29030
9. Whenever I read in English, I normally find myself translating every word.	34	1,00	5,00	2,9706	1,02942
10. I feel frustrated when I come across unfamiliar words while reading tourism-related texts	34	1,00	5,00	2,4118	,95719
11. The numerous new symbols I must master in order to understand English worry me.	34	1,00	5,00	2,5294	1,13445
12. I enjoy reading text about other country culture	34	2,00	5,00	3,4118	,89163
13. When I read in English, I feel assured.	34	2,00	5,00	3,7647	,98654
14. Visual aids help me better understand tourism-related text	34	5,00	2,00	2,3176	,87956
15. Not being able to read is the most challenging aspect of learning English for students working in the tourism industry	34	1,00	4,00	2,2353	,95533

16. Instead of needing to learn to read as well, I would be content just learn how to speak English.	34	2,00	5,00	3,6471	1,04105
17. Reading to myself doesn't bother me, but having to read out in English makes me feel rather uneasy.	34	1,00	5,00	2,5412	1,39134
18. With my current level of knowledge of English travel industry terms to read, I'm fine with that.	34	1,00	5,00	3,2353	1,15624
19. The culture and ideals of other countries seem somewhat alien to me.	34	1,00	4,00	2,3824	,69695
20. To understand English, one must possess a great deal of historical and cultural knowledge about England.	34	1,00	5,00	2,1176	1,14851

Table 6 shows that items 17 ( $M = 2.54$ ,  $SD = 1.39$ ), 14 ( $M = 2.30$ ,  $SD = 0.87$ ), and 15 ( $M = 2.23$ ,  $SD = 0.95$ ) had the lowest scores on their reading anxiety scale. These findings indicated that while participants considered reading as the hardest aspect of learning English, although they were not happy with their present level of reading ability.

The results also show that tourism students do not view reading in English as a fun activity ( $M = 2.41$ ,  $SD = 0.95$ )

The second research question explores about what are reading anxiety the level of tourism students after the research. The information about post-test presented in the Table 5.

Table 5 - Descriptive statistics of the post-test

	N	Minimum	Maximum	Mean	Std. Deviation
total	34	2,45	4,35	3,5412	,46435

After conducting a 4-week experiment, referring to the results shown in Table 6, significant changes can be seen. Table 6 shows the information of the questionnaire after the end of the course, the attitude of

the participants to this topic and the work done. We can see the results in the table where mean-3,54;minimum-2,45;maximum-4,35;SD-0,42. More details about each items presented in the Table 6.

Table 6 - The results of post-test

	N	Min	Max	Mean	Std. D
Q1	34	1,00	5,00	2,7941	,91385
Q2	34	1,00	5,00	2,8824	1,09447
Q3	34	1,00	4,00	2,5294	1,05127
Q4	34	1,00	5,00	2,5882	1,13131
Q5	34	1,00	5,00	2,5235	1,05803
Q6	34	1,00	5,00	2,8529	,89213
Q7	34	1,00	5,00	2,0000	1,07309
Q8	34	1,00	4,00	2,7353	,93124
Q9	34	1,00	4,00	2,7059	,97014

Q10	34	1,00	5,00	2,7941	1,27397
Q11	34	1,00	5,00	2,6765	1,27257
Q12	34	1,00	5,00	4,0824	1,38749
Q13	34	1,00	5,00	3,6882	1,01854
Q14	34	2,00	5,00	3,9118	1,11104
Q15	34	1,00	5,00	2,7118	1,16431
Q16	34	1,00	5,00	3,5000	1,35401
Q17	34	1,00	5,00	2,4471	1,15161
Q18	34	1,00	5,00	3,0882	1,31120
Q19	34	1,00	5,00	2,6471	,91725
Q20	34	1,00	5,00	2,3235	1,06517

In Table 6 you can see marked differences from the previous test. FLRAS was given to participants a second time as a posttest after the strategy instruction to see if there was a significant change in their level related to reading L2. The results show that the perceptions of the reading process are changing. From question eighteen, it is clear that the participants are satisfied

with their reading skills ( $M = 3.0, SD = 1.32$ ). And from the thirteenth question, it is clear that confidence has started to emerge when reading in English. ( $M = 3.6, SD = 1, 0$ )

The last RQ is “Are there any differences between the levels of reading anxiety before and after the treatment?” The result prepared in the Table 7.

Table 7 - Results of pre and post test

	M	SD	MIN	MAX
Total (Pre)	2,93	0,43	2,15	3,80
Total (Post)	3,54	0,46	2,45	4,35

The results of two tests can be seen in the Table 8 that is displayed. The mean score for the pre-test was 2, 93, whereas the mean for the post-test was 3, 54. It is evident from the data that the mean has significantly increased. The standard division has undergone a small alteration. Pre-test results were 0, 43, and post-test results were 0. 46. Significant alterations are also evident in

the maximum and minimum results. In the pre-test, the minimum score was 2, 15, and the post-test result was 2, 45. Maximum scores for the pre-test are 3, 80, while maximum scores for the post-test are 4, 35. Mann-Whitney U-test was used to find out the level of reading anxiety in tourist students of different genders. The results of this analysis are summarized in Table 8.

Table 8 - The results of Mann-Whitney U test

gender	N	Mean Rank	U	P
male	19	68,06	413,500	0,301
female	15	70,08		

The results of the analysis indicate that there is no significant difference in reading between male and

female participants ( $U=413.5; p=.301$ ) This is supported by the mean ranks of the participants (male=68.06;



female=70.08). However, despite the lack of statistically significant differences, it is evident from the mean ranks that males are more likely to experience anxiety while reading.

Determining the degree of anxiety among tourism students was the aim and goal of this experiment. The results of the test questionnaires that were obtained show that a number of factors, including a limited vocabulary, cultural unfamiliarity, grammatical errors, and fear of reading aloud, influence the degree of reading anxiety tourism students. It is clear from the pre-test results that students experience anxiety when they read texts about cultural subjects. In relation to the subject, Saito discovered that students feel anxious when required to read texts that cover cultural subjects they are not familiar with [18]. From these results, they concluded that students seemed to be reflective. The analysis showed that sparse vocabulary and unfamiliarity with grammar are related. The findings of the study indicated that when participants learned reading strategies, their anxiety level while reading in a foreign language decreased significantly. This conclusion is consistent with the results of other studies that have been reported in the related literature. According to Lien reading strategies and anxiety are negatively correlated [19]. This finding is in line with Valizadeh's study which states that teaching reading strategies in English has a beneficial effect on participants' anxiety levels [20].

In conclusion, it can be said that the content lesson plan that Yeliz Baykal Özalp organized gave a positive result in helping students overcome their anxiety [21]. This can be determined by comparing the overall results of the min before and after the test.

**Conclusions.** Various research studies have looked into the prevalent causes of anxiety connected with reading in a foreign language. The quantity of research on the root causes of this anxiety has increased recently. Based on some studies, there may be an association between the use of specific methods and anxiety while reading in a foreign language. Thus, reading methods that are expressly taught to kids may have an impact on their reading anxiety levels.

The study's findings highlight the significant impact that reading anxiety in a foreign language has on the academic performance and learning strategies of tourism students. Students' significant levels of anxiety, especially when interacting with new vocabulary and intricate sentence patterns, suggest that this is a common problem that should be included in the curriculum. Furthermore, the study found that students who had more exposure to the foreign language - through either formal schooling or hands-on, real-world experiences - had reduced

anxiety. This shows that increasing the amount of time students spend using the language in realistic, stress-free environments may be a useful strategy for reducing anxiety. Students' confidence and anxiety levels may be lowered by incorporating more real-world language practice, such as conversing with native speakers or taking part in immersion activities.

The current study set out to assess reading performance indicators, the application of reading methods, and the effect of learning these tactics on anxiety associated with reading foreign languages for tourism students. A questionnaire that was given to a single study group was used to gather quantitative data. The study involved 34 students who studied at the university in the tourism profession. The students voluntarily completed questionnaires, as well as a 4-week reading strategy training program. The findings demonstrated that learning the reading strategy raised participants' frequency of using it, considerably decreased their anxiety when reading in a foreign language, and improved students' academic performance in reading. It was discovered that when participants believe their vocabulary, grammar, or basic knowledge is insufficient to comprehend the text, they become anxious when reading. No matter how much new vocabulary students learn, they will inevitably come across unfamiliar words when reading, according to Thornbury [22]. As a result, it's critical to understand and apply the proper working strategies for unfamiliar words. Similar causes of reading anxiety were revealed by data from semi-structured interviews with students. A few participants expressed their reluctance to read aloud due to feelings of shyness or fear of making mistakes in front of their teacher and classmates. Relatively many students stated that they were concerned about pronouncing words incorrectly when reading aloud. In overall, this study's findings imply that students can enhance their reading abilities and more successfully manage their reading anxiety if teachers of reading provide clear, methodical instruction in reading strategies in a foreign language. It is crucial that teachers receive adequate training in language teaching techniques and are inspired to teach students to take ownership of their own education in order to engage them in the learning process. The study's findings suggest that, in order for students to become less nervous but more successful and strategically minded readers, they must become more aware of the strategies that must be used. In order to reduce the impact of foreign language reading anxiety on travel students, teachers need to use strategies that create a favorable learning environment and provide targeted assistance. A few recommendations to reduce the level of anxiety in travelling students are:

1. Gradually increase the difficulty of reading materials to build students' confidence.
2. Language support resources - additional language classes, tutoring or workshops to help students improve their reading skills.
3. A supportive classroom environment: Create a non-judgmental atmosphere where students can practice and make mistakes without fear of embarrassment.

By addressing these issues, instructors can help tourism students overcome reading anxiety, leading to improved academic performance and readiness for future careers in the global tourism industry.

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