

## Navigating Foreign Language Teaching Anxiety: Insights from Pre-Service Teachers during Teacher Professional Education Practicum

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### Abstract:

*This study focuses on the experiences of pre-service teachers that may trigger anxiety and delve into the potential benefits and effectiveness of FLTA in enhancing language acquisition and proficiency. By conducting in-depth studies and investigations on this topic, researchers look at the impact of FLTA. They can better understand how FLTA can optimize their problem-solving skills to facilitate language learning and provide valuable insight for language education, especially in EFL classrooms. This study used a narrative strategy to investigate the pre-service EFL teachers' experiences with teaching foreign language anxiety during their teaching practice while enrolled in the Teacher Profession Education Program. The subjects of this study were 3 English pre-service teachers who had completed teaching practice in junior and senior high schools during a professional teaching program in the city of Solo and its surroundings, Central Java, Indonesia. As a result of this study, several sources contributed to participants' experience of teaching foreign language anxiety, such as self-perception of language proficiency, leading inexperience, lack of student interest, fear of negative evaluation, and lack of time and class management. Participants in the teaching practicum also attempt to confront and overcome their worries; the strategies are personal coping strategies, professional coping strategies, social coping strategies, and institutional coping strategies. Although the participants experienced some anxiety while teaching practicum, they overcame it through various strategies. So, leading practicum activities from one meeting to the following allowed participants to develop their abilities and overcome their concerns about teaching in the EFL classroom.*

**Keywords:** *EFL classroom, foreign language anxiety, teaching foreign language anxiety, teaching practice*

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## 1. INTRODUCTION

Pre-service teachers participate in teaching practicum as part of their teacher education programs. However, these 'teacher' categories still need to complete the requirements because they are still in their training or education. Therefore, they should pass the teaching practice. The period in teaching practicum generally lasts for at least four weeks. Regarding this, in teaching practice, pre-service English foreign language (EFL) teachers must demonstrate professional qualifications, demonstrate mastery of the subject, manage class activities with appropriate methods, and be evaluated by their students. Therefore, it can be a challenge for EFL pre-service teachers as some feel anxious when required to teach using the target language. This kind of anxiety while teaching is different from language learning anxiety and general teaching anxiety, though they are still interrelated (Merç, 2011). An early note by Horwitz (1996) showed that anxiety hurt language teaching experienced by many non-native foreign language teachers who had foreign language anxiety. Perhaps because foreign language anxiety is a significant issue in learning and acquisition, it has received little attention from researchers studying foreign language teachers. Foreign language anxiety has been extensively studied as a significant affective factor that can negatively impact learners in the foreign language learning context. However, there has been limited research on foreign language teaching anxiety (FLTA). FLTA refers to an emotional and affective state experienced by language teachers. It arises due to personal, perceptual, motivational, and technical concerns before, during, and after teaching activities (Aydm, 2008, 2016). Numrich (1996) generally defined FLTA as a part of problems experienced by language teachers. However, FLTA can also be defined as an emotional and affective state in which a teacher experiences tension due to personal, perceptual, motivational, and technical concerns before, during, and after teaching activities. Moreover, as non-native foreign language teachers, they must deal with not only teaching anxiety but also foreign language anxiety (FLA). Therefore, this paper focuses on non-native pre-service teachers' emotional experiences while teaching English as a foreign language. By conducting in-depth studies and investigations on this topic, researchers look at the impact of FLTA. They can better understand how FLTA can optimize their problem-solving skills to facilitate language learning and provide valuable insight for language education, especially in EFL classrooms.

The anxiety in English class would reduce the non-native pre-service teacher's self-confidence, so he only had a little and avoided using the target language or English when teaching. So that pre-service teachers can only interact and communicate with students using their native language. One of the causes is sometimes needing to prepare for unexpected responses and their fear of making mistakes. This can affect pre-service teachers' sense of teacher identity. Therefore, pre-service teachers who experience FLTA may need clarification on their language, teaching, and evaluation skills because they might feel insecure about lesson delivery, classroom management, and student profiles (Liu et al, 2023).

Numerous studies have investigated FLTA over the past few decades. Pre-service English as a Foreign Language (EFL) teachers have remained the primary focal point of FLTA research for an extended period. Non-native pre-service teachers of English as a foreign language are more likely to suffer from foreign language teaching anxiety. This anxiety may originate from three stages. First, the pre-service teachers may feel anxious as language learners in foreign language classrooms. One of the factors causing FLTA is the lack of proficiency in English by non-native pre-service teachers, which has always been the main factor (Kim, 2004 & Machida, 2014).

Second, as they approach their training course, they may become more conscious of the difficulties and demands of their future career. Third, they may find it daunting to teach a foreign language for the first time, especially if they need more experience. Pre-service teachers have less experience, so they face more challenges on the job as they fear they cannot be satisfied with the results in the EFL classroom (Klasen & Chiu, 2010).

According to the pre-service teacher, teaching anxiety prevented them from giving their best effort. To reduce tension in the classroom, Horwitz (1996) suggested that non-native teachers receive training in relaxation techniques such as progressive breathing exercises, deep breathing, and visualizing themselves speaking clearly under challenging situations. She also indicated that long-term self-training can help non-native English teachers improve their language proficiency. As a result, they approached these issues in a variety of ways. Personal, professional, social, and institutional coping methods were used to manage their anxiety. Pasaribu and Herendita (2018) stated that there are several strategies for managing pre-service teacher anxiety, including personal, professional, social, and institutional coping strategies.

Some studies have investigated the cause and sources of FLTA in EFL classrooms (Macida, 2016; İpek, 2016; Han & Tulgar, 2019; Liu & Wu, 2021; Fraschini & Hyunjin, 2022; Alrashidi, 2022). However, limited research has been conducted to explore the impact of FLTA and its solution strategies. Despite the significance of FLTA and its potential effects, the existing body of research on this topic remains relatively sparse. There is a shortage of comprehensive studies and investigations to delve into the impact of FLTA and the various strategies implemented to address it. The limited scope of research thus far hampers our understanding of the full extent of FLTA's influence and restricts the development of practical solutions to mitigate its negative consequences. Further research is essential to fill this knowledge gap and provide valuable insights into FLTA and its solution strategies.

This study focuses on the experiences of pre-service teachers that may trigger anxiety and delve into the potential benefits and effectiveness of FLTA in enhancing language acquisition and proficiency. By conducting in-depth studies and investigations on this topic, researchers look at the impact of FLTA. They can better understand how FLTA can optimize their problem-solving skills to facilitate language learning and provide valuable insight for language education, especially in EFL classrooms.

1. How does foreign language teaching anxiety impact pre-service EFL teachers' teaching performance?
2. What are pre-service EFL teachers' strategies to overcome their foreign language teaching anxiety?

## **2. LITERATURE REVIEW**

### **2.1 Foreign Language Teaching Anxiety (FLTA)**

In teaching English as a foreign language, teachers might face some problems. Anxiety is one of the common problems encountered by pre-service English teachers while teaching in the classroom. Feeling or worrying about something too much before doing it is a sign of anxiety disorder. It happens when we want to face an important event, work, and so on. Horwitz (1996) argued that language competence is not the only cause of anxiety for non-native language teachers. She indicated that unruly students, inflexible performance standards, classroom management,

and lack of confidence about their target language proficiency all promote anxiety among non-native foreign language teachers and cause them to favor cautious instructional approaches.

When teachers in training fear that the school will be unkind to them, they get school factor anxiety. The principal, teachers, school staff, and students in the school where the students teach make up the school there. Because the placement of instruction in a real classroom differs from what they did in the micro-curriculum, this could be one of the reasons why people start to worry about teaching; they are scared they will run into issues in the classroom teaching-learning.

In the practice teaching process in the classroom, pre-service teachers also fear making mistakes in their first experience in the actual classroom. According to research on FLA in in-service SL/FL teachers, these teachers experience varying degrees of anxiety for a variety of reasons, including workload, poor performance or competence in the target language, insufficient preparation, and pressure from research and promotion (Ipek, 2016; Wang & Wang, 2015; Zhang, 2010). Sammephet & Wanphet (2013) investigated the possible causes of teachers' anxiety in a qualitative study with four Thai preservice English teachers. The findings revealed that the leading causes of anxiety among participants were the teachers' personalities, the supervision context, and the teaching context.

## **2.2 Teaching Practicum**

The teaching practicum refers to the practical aspect of teacher training programs, where aspiring teachers gain hands-on experience in a classroom setting. It allows them to apply the theoretical knowledge acquired during their academic studies and develop the necessary skills to become effective educators. It is commonly referred to by various terms such as "practice teaching," "field experience," "apprenticeship," "practical experience," and "internship" (Gebhard, 2009). This component of teacher education programs is crucial because it bridges the gap between theory and practice. While academic courses provide the foundation of pedagogical knowledge, the teaching practicum allows future teachers to implement that knowledge, working directly with students and observing experienced educators.

Pre-service teachers are defined as those who construct practicum at school and obtain experience teaching in schools during teaching practicum (Beeth & Adadan, 2006). Pre-service teachers will maintain their students and exercise their capacity to influence the students' beliefs and behaviors. The practicum allows pre-service teachers to apply their theoretical knowledge in natural classroom settings, observe experienced teachers, and gradually take on teaching responsibilities. During the teaching practicum, pre-service teachers interact with students directly, taking on the role of a teacher. This practical experience allows them to develop their instructional techniques, classroom management skills, and ability to engage students effectively. Pre-service teachers can influence their students' beliefs and behaviors as they work with their students. They can shape their students' perspectives, attitudes, and even values through their teaching approaches, interactions, and the learning environment they create.

Pre-service teachers establish relationships that foster trust and respect by maintaining their students. These relationships can positively impact their student's academic and personal growth. Pre-service teachers support their students' learning, facilitating their academic and social skills development, critical thinking, and overall character formation. The development of teaching practicum as a field of knowledge has evolved from an idea where the practice was initially understood as an action and the application of theory to a much broader vision, where student

teachers can reflect from within, during, and on the practice itself (Nesje & Lejonberg, 2022). From this perspective, teaching as practice is understood as a source of knowledge to back up the theory learned and improve upon it.

### **3. RESEARCH METHODOLOGY**

This study used a qualitative approach with a narrative inquiry process. Story-based research is generally referred to as narrative research, and the leading cross-disciplinary journal in the field is named after this concept (Josselson, 2007). According to Clandinin (2006, p. 45), narrative inquiry interprets human experience as a story that inspires people's storied lives, individually and collectively. This study used a narrative strategy to investigate the pre-service EFL teachers' experiences with teaching foreign language anxiety during their teaching practice while enrolled in the Teacher Profession Education Program. To get the actual data, the narrative technique in this study sought to observe the result of interpretation rather than explanation. According to the narrative concept, narrative research combines research and storytelling through the use of stories as study data, narrative as a technique for data analysis, or the presentation of findings (Barkhuizen et al., 2014).

The subjects of this study were 3 English pre-service teachers who had completed teaching practice in junior and senior high schools during a professional teaching program in the city of Solo and its surroundings, Central Java, Indonesia. They must gain considerable teaching experience because recent grads are still enrolled in a professional teaching program. In addition, they were first worried about teaching because things did not go as planned, but things changed, and they were able to solve it.

The data were collected through semi-structured interviews with three English Pre-service teachers, and the researcher also collected their diaries during teaching practice. The same standard questions and probes were posed to each interviewee in the same sequence. The responses were more comparable because everyone provided identical answers to the same questions (Cohen, 2007). They responded to the questions based on their viewpoints, experiences, and opinions. The interviews were conducted in person and individually several days over a week, and all were digitally audio-taped. Based on their experiences, the English pre-service teachers were asked questions regarding the causes and strategies they use to cope with anxiety related to teaching foreign languages. All interviews were conducted in Indonesia to guarantee that participants would completely express themselves when responding to the questions. After that, the responses were translated into English and transcribed for data display and more extensive readers. The instrument from this study conducted by Horwitz (1986) to analyze sources of FLTA and Murray-Harvey (1999) to analyze pre-service teachers' strategies to overcome FLTA was adopted to collect data.

This procedure included classifying and coding the raw data (Merriam, 1998). Interpreting the data was the next stage of analysis. The data analysis method thoroughly explained the narrative's meaning, procedures, ideas, and particular data aspects. The information was presented in straightforward narrative prose and then discussed from different viewpoints. Regarding reliability, the author employed member verification to guarantee the validity of the data. Member checking is one of the most crucial procedures to increase a study's reliability. In this study, the participants were shown stories that were retold using a combination of narrative and interview

transcription, in addition to being allowed to read the transcripts of the dialogues that had previously been asked of them. Additionally, the findings were supported by their diaries collected during their teaching practicum.

## 4. RESULTS

### 4.1. Sources of FLTA

The Findings section provides a thorough and insightful overview of the collected data on the sources of FLTA. The dataset underwent rigorous analysis, revealing nuanced insights into the various factors influencing FLTA. The examination encompassed diverse sources, ranging from pre-service teachers.

Table 1: Source of FLTA

No	Sources of FLTA	PST 1	PST 2	PST 3
1	Self-perception of language proficiency	<i>For example, if we still do not know, I will say it is my assignment to deliver at the next meeting. I did that to hide my ignorance."</i>	<i>the pronoun is incorrect ..., I was humiliated, especially when I made a mistake in front of the class. For me, this type of pressure is a moral burden</i>	<i>Then, if they ask and I cannot answer the students' faces look like they are judging me; you can see their expression; it is as if they are saying something.</i>
2	Teaching inexperience	<i>The grade is also higher, and the material is difficult for me."</i>	<i>I had less experience. I did not get anything like that, but it was only two weeks, and it was not every day I had taught before. So, especially after graduation, I did not work in teaching.</i>	<i>I really feel lacking in learning strategies and classroom management, because teaching in class is not that easy</i>
3	Lack of student interest	<i>even if I asked what I had explained, they did not understand it</i>	<i>When I was teaching, they talked a lot, and I felt unappreciated.</i>	<i>Some students do not understand. Not only were the students crowded, but even those who seemed to be paying attention still did not understand the material</i>
4	Lack of classroom management	<i>"What I often forget to do is usually reflection, because usually there is not enough time to do a task until it is finished,</i>	<i>. In truth, my management time is always something akin. However, it is not enough.</i>	<i>So I was overwhelmed until finally the bell rang, so I ran out of time before the students presented and checked their work. I regret a little because I haven't finished the task in one meeting</i>
5	Fear of negative evaluation	<i>Yes, I'm definitely afraid that it won't be appropriate, but I try to show my teaching abilities as best as possible</i>	<i>That is like actually creating pressure, you know. The first is pressure. I was waiting to answer. Then the second is more. What is it? I have to show that I can</i>	<i>I am afraid whether the things I do in class as the teacher expected or not,</i>

#### 4.1.1 Self Perceptions of Language Proficiency

According to the table, self-perception of language proficiency is a source of FLTA for all of them. Analyzing interviews and diaries during teaching practice, they frequently make mistakes

when teaching English in front of the class, struggle to explain grammatical skills to the point, and cannot respond to student questions.

***“I was humiliated, especially when I made a mistake in front of the class. For me, this type of pressure is a moral burden.” (PST 2).***

This statement is also explained by Horwitz et al. (1991). It is argued that any situation in which students feel they are being tested provokes pre-service teacher anxiety. The possibility of mispronouncing a word, misspelling a word, or making a grammar mistake also seems to provoke anxiety in teachers. This can reduce PSTs' self-confidence when teaching and make them stressed and depressed in front of the class because Pre-service teachers fear making mistakes or being judged by their students (Oteir & Al-Otaibi, 2019). Other participants also experienced this source of foreign language teaching anxiety; she revealed in the interview what happened at the time.

Similarity with other pre-service teachers who highlighted that they felt unable to respond to students' questions in her dairies:

***“If I do not know the meaning of a word that a student asks, I will ask the question back.” Is there anyone who knows the answer? For example, if we still do not know, I will say it is my assignment to deliver at the next meeting. I did that to hide my ignorance.” (PST 1)***

Pre-service teachers may encounter unexpected things in learning, such as questions from students or topics they have not understood. Students will doubt the teacher's readiness and knowledge if they look like they have not mastered it. This can make them feel unprepared, nervous, or agitated, especially if they believe they will lose the attention or respect of their students.

#### 4.1.2 Teaching Inexperience

Lack of experience in teaching practice is also a cause of pre-service teacher anxiety since it triggers them to lose control of the class at the beginning of teaching and frequently make mistakes, thus triggering more significant anxiety.

***“Yes, I did have it in S1, but only for approximately two weeks. I obtained it at Al-Azhar High School, and I had less experience. I did not get anything like that, but it was only two weeks, and it was not every day I had taught before. So, especially after graduation, I did not work in teaching.” (PST 2)***

***“Because it was my first time teaching high school. Moreover, it is like immediately being given second grade, even though second grade is like being an adult. The grade is also higher, and the material is difficult for me.” (PST 1)***

Teaching experience is essential to teacher effectiveness and student outcomes; experienced teachers tend to positively impact student learning and academic performance (Aydin, S., 2019). Because of this reason, pre-service teachers may feel uncertain about their abilities to effectively manage a classroom, deliver lessons, or handle unexpected situations. This lack of confidence can contribute to anxiety.

***“Honestly, yes. Because the preparation was like there was no preparation, it is like, for example, yesterday, we were given the assignment to enter PPL at that school. Then, the***

*next day, it suddenly seemed like it had replaced it. "Tomorrow, please replace this, teaching class 2 IPS2" if I am not mistaken."*

This matter was also discussed by Alrashidi (2022) in his research; the lack of preparation for entering the classroom can significantly contribute to anxiety among pre-service teachers. Pre-service teachers may feel anxious if they have not thoroughly planned their lessons. Lack of a well-structured lesson plan can lead to confusion, resulting in fear of not knowing how to deliver content to students effectively. According to Çelik (2008), effective lesson planning can reduce the occurrence of difficult situations. Foreign language teachers must be well-prepared for their teaching, considering every aspect to avoid problems with the pace of their lessons.

#### 4.1.3 Lack of Student Interest

Pre-service teachers often enter the field with a passion for teaching and a desire to inspire and educate students. When students show disinterest or lack engagement, it can be disheartening and create anxiety because they might fail to reach their students. They might question their teaching methods, strategies, or capacity to connect with and motivate students, causing anxiety about their competence as educators.

*"The children sitting at the back did not pay attention to the lesson; even if I asked what I had explained, they did not understand it" (PST 1).*

*"Some students do not understand. Not only were the students crowded, but even those who seemed to be paying attention still did not understand the material. (PST 3).*

Another factor influencing student disinterest is their limited grasp of English and vocabulary, which causes them to be uninterested in the learning offered by pre-service teachers.

*"When I was teaching, they talked a lot, and I felt unappreciated." (PST 2).*

Pasaribu and Herendita (2018) also explain a lack of student interest. This factor can induce anxiety in pre-service teachers because it makes the teaching process more difficult, stressful, and unpredictable. When pre-service teachers face students who are not interested or cooperative in the classroom, they may feel insecure, unprepared, or clueless. This can impact their confidence, performance, and job satisfaction as teachers.

#### 4.1.4 Fear of Negative Evaluation

The process of teaching practicum can also cause anxiety and stress for some pre-service teachers, especially when they face evaluations from their cooperating teachers, supervisors, or students. Evaluation anxiety is the fear of being judged negatively or receiving unfavourable feedback on one's performance or competence. According to some studies, evaluation anxiety is one of the main factors that contribute to pre-service teachers' teaching anxiety, which is the feeling of nervousness or apprehension that hinders their ability to teach effectively—this kind of situation mentioned by participants in the interview and their diaries.

*"That is like actually creating pressure, you know. The first is pressure. Then the second is more. What is it? I have to show that I can" (PST 2).*

This situation was also stated by PST 3 in her diaries while teaching in the class.

*"Even though the teacher only watches from the back bench when I teach in front of the class, I am afraid whether the things I do in class as the teacher expected or not, especially*

*when communicating and reminding children, are correct or not, **this makes me even more anxious when teaching***"

High expectations from mentors, teachers, or students and pressure to satisfy such expectations or requirements (Gorospa, JD., 2022). Based on pre-service teachers' statements, being judged unfavorably or receiving unfavorable feedback on one's performance or competence could impact their self-esteem. This can affect pre-service and prospective teachers undergoing a practicum or internship in a school setting, and the teaching practice will not go as planned.

#### **4.1.5 Lack of Class Management**

Class and time management are essential skills for pre-service teachers and prospective teachers undergoing a practicum in a school setting. They need to balance their academic and professional responsibilities to face the challenges and demands of the new learning environment. However, sometimes, in practice in class, unexpected things happen outside their learning plans, so they have difficulty determining what they should do to overcome them at that time. The highest level of anxiety of pre-service teachers in terms of classroom and time management is the lower level of their teaching self-efficacy. All participants of this study stated that they experienced a lack of class and time management while teaching practicum.

PST 2 said in the interview, *"Yes, rather frequently. In truth, **my management time is always something akin. However, it is not enough.**"*

The situation of lack of time *management* also experienced by PST 1: *"**What I often forget to do is usually reflection, because usually there is not enough time to do a task until it is finished**"*

Pre-service teachers experienced some unexpected situations with the class ending earlier or longer than the scheduled time. What frequently occurs is that it becomes more extended as a result of not being able to handle the activity stages adequately carried out in class, causing learning to run less than optimum. Not only that, but the pre-service teachers also have problems with class management in the class because their strategies in the learning process do not go smoothly.

*This same condition is also revealed by PST 3 in her diary: "**If the classroom management in the first week is still messy, I cannot control the students yet because I do not know the characteristics of the students in the class.**"*

Some pre-service teachers feel that they are not considered and respected enough as teachers, so some students are not interested in learning and become challenging to manage in class; this provokes pre-service teachers' emotions and stress. What frequently occurs is that it becomes more extended as a result of not being able to handle the activity stages adequately carried out in class, causing learning to run less than optimum (Marc, 2011; Han & Tulgar, 2019).

#### **4.2. Strategies to Overcome FLTA**

Within the Findings section, a comprehensive synthesis unfolds, encapsulating the collected data and the meticulous analysis conducted on strategies aimed at mitigating FLTA among pre-service teachers. The data covers a range of innovative and adaptive approaches employed by pre-service teachers to overcome FLTA challenges.

Table 2: Strategies to Overcome FLTA

No	Strategies to overcome FLTA	PST 1	PST 2	PST 3
1	Personal coping strategies	<i>Usually buy snacks or hang out with friends.</i>	<i>What I do first is to take a breath first, like inhale-exhale, that is for sure.</i>	<i>When I am blank, I can look at my lesson plan again</i>
2	Professional coping strategy	<i>I study the curriculum according to the class I teach</i>	<i>For myself, it is more like frequently watching videos on YouTube. Learning videos. Those who make creative learning videos</i>	<i>I had made a plan to play roleplay with the students in class VIII A. When I explained how to play, I discussed the text first and explained the roleplay together.</i>
3	Social coping strategy	<i>They also offer suggestions for instructional strategies that could be used in the classroom</i>	<i>There must be a reflection at least once a week. That helps. Very helpful. That is with tutors, supervisors, and friends.</i>	<i>I frequently seek advice from friends who teach different classes.</i>
4	Institutional coping strategy	<i>Rather than the lecturer, it is frequently just the teacher</i>	<i>the teacher gave me advice: if I implemented it in the class, the output would be better</i>	<i>My teacher has been quite helpful in conditioning the students in class</i>

#### 4.2.1 Personal Coping Strategies

##### 4.2.1.1 Cognitive Strategies

Before embarking on pre-service teaching practice, pre-service teachers demonstrate a proactive approach to mitigating their anxiety by identifying and comprehending the factors contributing to their unease. By preemptively tackling their anxieties, they aim to cultivate a conducive learning environment, ensuring their readiness to navigate the challenges of the teaching profession while fostering an enriching educational experience for their future students.

*“What I do first is to take a breath first, like inhale-exhale, that is for sure. Then, after that, it is like looking for another way, for example, for an icebreaker. That is like lightening the class atmosphere, right, and then I can also make myself relax too.”* PST 2

*“I make a lesson plan and prepare the material first so that I do not feel confused about what to do in class; when I am blank, I can look at my lesson plan again”* PST 3

##### 4.2.1.2 Behavioral Strategies

These behaviors included reported participation in mindless or repetitive duties like housework and deliberate actions taken consciously or habitually by specific individuals. Furthermore, the interviewed pre-service teacher (PST 2) stressed an individual's proclivity to engage in activities targeted at diverting and alleviating stress following their teaching responsibilities. This recognition emphasizes an intentional post-teaching routine, suggesting a proactive attempt to decompress, destress, and maintain a healthy work-life balance following the responsibilities of instructing pupils.

*"I will watch a movie or play a game first to forget my stress from school"* PST 2. Apart from that, other participants also experienced similar things. PST 1: *"Usually buy snacks or hang out with friends."*

Pre-service teachers actively engage in various structured activities in their daily routine, precisely crafted to relax their minds and serve as a therapeutic outlet to ease the tensions associated with their training. These activities were carefully chosen to include a variety of practices ranging from mindfulness techniques, meditation sessions, and yoga postures to guided relaxation routines and reflective writing. By regularly engaging in these deliberate rituals, these aspiring educators strengthen their mental resilience, allowing them to handle the rigors of their preparation with the centeredness and emotional equilibrium required for their future teaching pursuits.

#### ***4.2.1.3 Emotional Strategies***

To address teaching anxieties, the pre-service teacher consciously employed the powerful tool of self-acceptance as an integral strategy. Specifically, when faced with the challenge of unresponsive students, she deliberately acknowledged and embraced the boundaries inherent in her teaching skills at this stage of teacher development as a pre-service teacher. Embracing self-acceptance in such situations enabled her to develop a compassionate understanding of her abilities, fostering a mindset that prioritizes growth and learning. This approach helped her manage the immediate difficulties she encountered. It contributed to her ongoing professional development, encouraging a reflective and adaptive teaching practice crucial for her future role as a teacher.

*"If, for example, I ask a question, he does not understand and does not respond, I will just ask another friend to explain it to him"* PST 1

*"Once, there was a special student who, after class, I did ask to meet me first; I made conversation with him and deep talk. It should be more about special students; if for all students it is impossible to approach one by one, it should be more about who influenced him and his friends."*

Pre-service teachers do this to control their emotions, manage them, and accept their students' lack of knowledge of the content they are giving. However, identifying student character and solving it with a better emotional approach is one-way pre-service teachers can build good learning relationships between teachers and students. Gustems and Calderón (2013) discovered that cognitive avoidance coping is connected with more psychological symptoms indicating discomfort in their investigation. Personal coping mechanisms can help minimize pre-service teachers' psychological stress in teaching activities since behavioral avoidance strategies (search for alternative motivation and emotional discharge) are connected with negative psychological well-being.

#### **4.2.2 Professional Coping Strategies**

Pre-service teachers implemented professional strategies to enhance learning outcomes. No changes in content were made. These approaches aimed to improve instruction quality, pedagogical skills, knowledge depth, and professional fulfilment. The language is clear, objective, and value-neutral, with a formal register and precise word choice. The text follows the conventional structure, formatting features, style guides, and citation rules. It is grammatically correct and free from errors. These strategies were designed to improve classroom effectiveness

and promote long-term professional growth and development. The focus was on continuous improvement and dedication to the vocation of education. Aspiring teachers aim to positively impact their students' learning experiences while fulfilling their educational aspirations.

#### **4.2.2.1 Knowledge**

Knowledge of the curriculum and what they were expected to teach and knowledge of the structure and culture of the school help students feel comfortable in that environment. This was conveyed by PST 1.

*"I study the curriculum according to the class I teach because apparently, class one and class three use different curricula."*

#### **4.2.2.2 Skill**

Attending English language teaching workshops, conferences, or online courses can provide significant insight and anxiety-reduction strategies. Pre-service teachers can improve their skills by participating in activities that enhance their teaching abilities and can be implemented in their classrooms. These strategies were also implemented and stated by PST 2 in an interview.

*"For myself, it is more like frequently watching videos on YouTube."*

During teaching practice, PST 2 improves their teaching by watching educational videos on YouTube. They observe effective strategies and methods to achieve the desired learning outcomes. They can make necessary corrections if the results do not meet the target.

#### **4.2.2.3 Qualities**

Strategies were classified as adaptive qualities. Coping mechanisms such as a solid understanding of the curriculum and lesson plans and an understanding of school administration and culture were not emphasized by the students. However, these aspects may be assumed necessary for being ready for teaching.

*"I always make a lesson plan before teaching and prepare what devices and media should be used when teaching."* PST 1

Murray-Harvey et al. (2000) proposed that professional coping strategies can reduce anxiety in teaching foreign languages. Engaging in Professional Development Programs, such as stress management workshops, classroom management technique seminars, and practical teaching strategy courses, can be a valuable resource for teachers. These programs provide educators with a structured environment to acquire and refine the skills necessary to navigate demanding educational scenarios. Furthermore, courses focusing on classroom management techniques equip teachers with various strategies to foster a positive and conducive learning environment. Professional coping strategies equip teachers with practical skills and boost their confidence in managing diverse classroom situations. This significantly contributes to the reduction of anxiety related to teaching.

#### **4.2.3 Social Coping Strategies**

Social coping methods involve seeking aid or comfort from various sources when communicating in a foreign language. These strategies include seeking help from different social groups, such as family, classmates, partners, or friends. These programs aim to reduce the stress and difficulties of speaking a non-native language. This method allows various support systems to help individuals

overcome language-related anxiety by providing diverse viewpoints, encouragement, and understanding. Interacting with these diverse social relationships can help individuals gain confidence and develop their language abilities in a supportive and understanding atmosphere.

#### ***4.2.3.1 Group of Discussion***

This method involves discussing with many people, such as friends, family, teachers, or classmates, to address the difficulties and complexities of learning a foreign language. Students can openly share their emotional experiences during these sessions, allowing for an investigation of many views. Furthermore, these discussions provide a venue for receiving constructive criticism or support. Students can get new ideas, discover novel techniques, and receive encouraging feedback and critical critique by expressing their views and exchanging thoughts, resulting in a more comprehensive grasp of the language learning process. This was also conveyed by PST 2 in his interview.

*“After every learning practice, **there must be a reflection at least once a week. That helps. Very helpful. That is with tutors, supervisors, and friends.** There is a sharing session where they give **input and criticism.** If we are the only ones who introspect, sometimes we cannot. Sometimes I think this is right. Just like one point of view, right? So, for example, **if there are many suggestions, it will increase my knowledge and insight into teaching.**”*

#### ***4.2.3.2 Peer Seeking***

This method seeks out other students experiencing similar difficulties or feelings of worry and asks them for assistance or guidance. A pre-service teacher, for example, might ask a pre-service teacher if they comprehend the class material or how they prepare for oral presentations. Peer seeking can help worried kids feel less isolated and boost their confidence. PST 1 experienced this situation during teaching practice with a partner pre-service teacher; it was revealed in her diaries.

*“Today, I did not teach in class but helped my friend **take videos while he was learning in class. In this class, the students seemed active enough to participate in the class.** My friend tried to be interactive by pointing to several students so they could guess, answer, and provide ideas on the given topic. This makes me jealous because the students I teach are less active than in this class.” Then, in her interview, she said, “Because of our anxiousness, we and our other pre-service teacher acquaintances discussed our teaching experiences and the difficulties we encountered in class. **They also offer suggestions for instructional strategies that could be used in the classroom.**” PST 1*

*“Unlike teachers and lecturers, **I frequently seek advice from friends who teach different classes.** Because they also experienced similar things” PST 3*

The statement highlights how pre-service teachers often seek support or guidance from their peers as it proves more accessible in addressing their concerns. In their research results, Pasaribu and Herendita (2018) also mentioned using a social coping strategy. Pre-service teachers recognizing the causes of anxiety and strategies to face it can be one step forward to reducing teaching anxiety. By reaching out to fellow peers, these pre-service teachers can better recognize and tackle issues causing their anxiety. Importantly, seeking peer assistance creates a non-judgmental environment, minimizing the pressure associated with formal evaluations. This

approach allows them to confront challenges directly at their roots, fostering a sense of comfort and understanding that aids in problem-solving without the fear of harsh assessment, thereby facilitating a more conducive learning and growth environment for these aspiring educators.

#### 4.2.4 Institutional Strategy

This strategy is used by educational institutions to address and reduce the dread or anxiety felt by pre-service teachers when beginning a new experience in a foreign language classroom. The goal is to encourage a supportive and hospitable atmosphere in which pre-service teachers can feel more confident, motivated, and capable of acquiring the skill of teaching a foreign language.

*"Then, when I told a story like this, the teacher gave me advice then, **if I implemented it in the class, the output would be better.** As for lecturers, it is rare, except when **time runs out during reflection.** Outside of reflection, it is rarely. More of a teacher," PST 2 said during the interview.*

PST 2 is more frequently consulted and offered comments by the teacher during teaching practice since he is better knowledgeable about the class situation. Apart from weekly reflection meetings with friends, PST 2 seldom consults with the lecturer. According to the interview with PST 1 and diaries of PST 3, other pre-service teachers also exhibit this behavior.

PST 1 stated in the interview, *"Because I never met my lecturer during teaching practice, my lecturer never gave me advice when I had problems in class. **Rather than the lecturer, it is frequently just the teacher.**"* The same thing was said by PST 3 in her diary during her teaching practice. *"Today is the day of teaching practical exams, **and my teacher has been quite helpful in conditioning the students in class.**"*

This strategy is also proven in research by Novitasari and Murtafi'ah (2022)—the results of this research state that institutional coping strategies can reduce pre-service teachers' anxiety. Pre-service teachers greatly benefit from the guidance, encouragement, and advice their instructors provide, significantly aiding them in executing teaching duties during practical experiences. This support system alleviates fears and addresses teaching errors effectively. Additionally, receiving input from more experienced educators fosters the growth of self-assurance among pre-service teachers. As they navigate classroom challenges, they gain confidence by assimilating insights and suggestions from seasoned professionals, empowering them to manage better and master classroom dynamics and teaching methodologies. Ultimately, this collaborative environment creates a conducive space for pre-service teachers to develop their teaching skills and confidence levels as they prepare to enter the educational field.

## 5. DISCUSSION

The data gathered from participants' surveys and interviews reveals sources and strategies to overcome FLTA. The sources of FLTA can be attributed to several factors, including self-perception of language proficiency. Several studies also reveal this as one of the source factors of FLTA (Pasaribu & Herendita, 2018; Frascini & Park, 2022; Ipek, 2016; Alrashidi, 2022; Han & Tulgar, 2019; Liu & Wu, 2021) discovered that there are several explanations for pre-service teachers' anxiety. One of them was the ability to communicate in English. It was discovered that pre-service instructors were concerned about their English abilities. They were concerned about having to teach some grammatical classes. However, they are concerned that if they use their grammatical teaching skills, they will make several mistakes and be unable to respond to student

questions. Pre-service teachers are also afraid of making mistakes while being observed in class by a mentor. The second is teaching inexperience; lack of teaching experience is one of the sources that make pre-service English teachers worried about their skills in English foreign language classrooms (Fraschini & Park, 2022; Han & Tulgar, 2019). Because of experience and adaptability in adapting the teaching approach to more or less proficient learners. Lack of teaching experience also causes fear, so class management and time cannot run well. The third is a lack of student interest; according to Pasaribu and Herendita (2018), a lack of student interest can also lead to anxiety. anxiety in pre-service teachers, making the teaching process more difficult, stressful, and unpredictable. Uninterested or uncooperative students can make pre-service teachers feel insecure, unprepared, or clueless, which can negatively impact their confidence, performance, and job satisfaction as teachers. The next is the lack of classroom management; pre-service teachers lack classroom management within the English learning process (Marc, 2011; Han & Tulgar, 2019). The pre-service teachers fear classroom management because they are not the actual teachers in the class, and it would affect pre-service teachers' performances in the English learning process. The last source is fear of negative evaluation. Some pre-service teachers who conduct teaching practice in the EFL classroom are afraid of receiving a negative evaluation during the mentor observation due to several errors made while teaching in class. This can undermine a pre-service teacher's confidence when teaching in an EFL classroom. (Kim & Kim, 2004); Han & Tulgar, 2019; Frascini & Park, 2022).

Next are strategies to overcome FLTA; from the data findings, it was found that participants carried out four strategies when undergoing teaching practice. The first is a personal coping strategy. Murray-Harvey (1999) categorizes personal coping strategies into five categories: cognitive, physical, behavioral, emotional, and rational. In this case, the pre-service teachers. However, the findings in this research found cognitive, behavioral, and emotional in the way participants dealt with FLTA in the personal coping strategy category. Murray-Harvey (1993) identified three categories of professional coping strategies related to a teacher's knowledge, skills, and qualities. These strategies are essential for effective teaching and can be confidently employed by educators to manage challenging situations. Pre-service teachers can effectively manage their teaching anxiety by adopting social and institutional coping strategies. The results indicate that pre-service teachers successfully use social coping strategies, such as seeking support from family and friends, conducting group discussions with peers, and seeking peer evaluation to improve their teaching methods. Additionally, institutional coping strategies, such as seeking assistance from institutional and school assistants, are also effective. During teaching practice, participants should feel confident in seeking guidance from their teacher supervisor when faced with teaching difficulties in the classroom. Weekly evaluations with lecturers can also be a helpful tool for improvement. While it is important to acknowledge the value of managing anxiety independently, seeking assistance from supervisors can be empowering and lead to greater success, as reported by one respondent.

## **6. CONCLUSION**

This research aims to investigate the sources of a pre-service English teacher's teaching anxiety and the coping strategies for overcoming it during teaching practicum. Based on the interviews and their diaries, it is revealed that the participant experiences anxiety while undergoing the teaching practicum. The highest tension of teaching foreign language anxiety is most felt by the

pre-service teacher at the first meeting of the class. This is due to the pre-service teacher's teaching inexperience, which leads to unfamiliarity with various aspects such as classroom management, lesson planning, and adapting to the students' learning styles. Consequently, this lack of experience contributes significantly to the teacher's apprehension and discomfort, especially in handling diverse classroom dynamics and unexpected situations that may arise during teaching sessions. Moreover, the pressure to perform well and meet the expectations set by the practicum adds to the pre-service teacher's stress, amplifying feelings of anxiety and self-doubt. As a result of this study, several sources contributed to participants' experience of teaching foreign language anxiety, such as self-perception of language proficiency, leading inexperience, lack of student interest, fear of negative evaluation, and lack of time and class management. Participants in the teaching practicum also attempt to confront and overcome their worries; these cumulative factors underscore the significance of exploring effective coping mechanisms and support systems that can assist pre-service teachers in managing and alleviating teaching-related anxiety during their practicum. The strategies are personal coping strategies, professional coping strategies, social coping strategies, and institutional coping strategies. Although the participants experienced some anxiety while teaching practicum, they overcame it through various strategies, so conducting practicum activities from one meeting to the following allowed participants to develop their abilities and overcome their concerns about teaching in the EFL classroom.

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