

Pre-Service EFL Teachers' Anxiety during Teaching Practicum at Senior High School: Causes and Solutions

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Abstrak

Pengenalan Lapangan Persekolahan (PLP) merupakan praktik wajib bagi mahasiswa pada Program Sarjana Pendidikan yang memberikan pengenalan bidang terkait persekolahan yang dilaksanakan di luar perguruan tinggi. Dalam penelitian ini, peneliti berfokus pada apa saja kecemasan yang dialami guru magang selama melakukan praktikum mengajar di SMA dan solusi apa yang mereka gunakan untuk mengatasi kecemasan tersebut. Penelitian kualitatif digunakan dalam penelitian ini untuk mengumpulkan data dengan wawasan rinci. Penelitian ini merupakan studi kasus yang melibatkan siswa pendidikan bahasa Inggris angkatan 2020 yang telah menjalani PLP telah menjalani praktikum di sekolah mitra. Peneliti mengumpulkan informasi dari partisipan melalui kuesioner dan wawancara. Menelaah data kecemasan yang dialami guru magang bahasa Inggris prajabatan dari aspek kognitif, afektif, dan juga sosial budaya ketika mengajar di SMA dan bagaimana solusi atas kecemasan yang dialaminya selama praktikum mengajar—menafsirkan data dan menyimpulkannya. Penelitian di masa depan mengenai kecemasan calon guru EFL harus fokus pada teknik pengurangan kecemasan dengan menyelidiki berbagai lingkungan pendidikan, solusi teknologi mutakhir, model bimbingan yang sukses, dan jaringan dukungan yang luas. Hal ini akan meningkatkan kesejahteraan dan pengembangan profesional calon guru sekaligus menjadikan pembelajaran lebih efisien dan menarik bagi siswanya. Hasil penelitian menunjukkan bahwa faktor kognitif, afektif, dan sosial budaya berperan besar dalam membentuk kecemasan yang dialami oleh guru EFL prajabatan selama menjalani praktikum mengajar. Para partisipan melaporkan kecemasan terkait kemampuan berbahasa Inggris, pengelolaan kelas, ekspektasi sosial, dan kurangnya rasa percaya diri. Namun demikian, penelitian ini juga menemukan bahwa berbagai strategi seperti dukungan dari teman sejawat, refleksi diri, perencanaan pembelajaran yang terstruktur, pelatihan microteaching, serta mencari masukan dari dosen pembimbing terbukti efektif dalam mengurangi tingkat kecemasan mereka dan meningkatkan kesiapan mengajar. Temuan ini menegaskan pentingnya dukungan institusional dan sosial dalam mempersiapkan calon guru menghadapi tantangan emosional dan profesional dalam dunia pendidikan.

Kata Kunci: Guru magang EFL, Kecemasan, Praktek mengajar di SMA, Sebab, Solusi

Abstract

Introduction to the Schooling Field (PLP) is a mandatory practice for the Bachelor of Education Program that provides an introduction to the field related to schooling carried out outside of higher education. In this study, the researcher focuses on what anxiety pre-service EFL teachers experience during the teaching practicum at senior high school and what solutions they find to that anxiety. Qualitative research is employed in this study to gather data with detailed insight. This research is a case study involving English language education students in the class of 2020 who have undergone PLP (Introduction to the Schooling Field) and become pre-service EFL teachers at partner schools. The researcher examines the information gathered, which is gathering information from the participants on the open-ended, close-ended questionnaire and also through interviews. Examining the data on the anxiety that pre-service vi English teachers experience due to cognitive, affective, and also social-cultural aspects when they are teaching in a senior high school and the solutions to the anxiety that they experience during the teaching practicum. Future research on the anxiety of aspiring EFL teachers should focus on anxiety-reduction techniques by investigating various educational environments, cutting-edge technology solutions, successful mentorship models, and extensive support networks. This will improve pre-service teachers' well-being and professional development while making learning more efficient and exciting for their students. The findings revealed that cognitive, affective, and sociocultural factors played a significant role in shaping the anxiety experienced by pre-service EFL teachers during their teaching practicum. Specifically, the participants reported feeling anxious about their language proficiency, classroom management, social expectations, and self-confidence. However, the study also found that various strategies such as peer support, reflective practice, structured lesson planning, microteaching, and seeking feedback from supervisors effectively helped reduce their anxiety levels and enhanced their teaching readiness. These results highlight the importance of institutional and social support in preparing pre-service teachers to navigate the emotional and professional challenges of teaching.

Keywords: Pre-service EFL teacher, Anxiety, Teaching practicum at Senior High School, Causes, Solutions

INTRODUCTION

Introduction to the Schooling Field (PLP) is mandatory for Bachelor of Education students, providing practical experience outside higher education. Universities like Indonesian Education University (UPI), Jakarta State University (UNJ), Yogyakarta State University (UNY), Semarang State University (UNNES), State University of Malang (UM), State University of Surabaya (UNESA), Makassar State University (UNM), and Medan State University (UNIMED) require PLP for their education students. During PLP, students develop teaching modules, media, materials, assessment tools, and administrative tasks. According to Lee (2019), pre-service teachers gain firsthand field experience, which is crucial for understanding students' perspectives and the realities of teaching.

It's common for pre-service teachers to feel uneasy when using the target language for instruction, especially when meeting and teaching students for the first time. This anxiety can affect their expectations and performance. Teaching anxiety is characterized by emotional strain and tension before, during, and after teaching. Horwitz (1996) identified this as a specific form of language anxiety experienced by non-native teachers who, while still learning the language, feel their proficiency is inadequate.

Numerous studies have explored factors contributing to foreign language teaching anxiety (FLTA) in pre-service teachers. Maulimora (2019) found that pre-service teachers often felt anxious and self-conscious due to inexperience. According to Brodar (2020), mild to moderate anxiety is quite common among pre-service teachers in Croatia. Permatasari et al. (2019) also found that all pre-service EFL teachers experienced anxiety during their practicum, with notable differences between males and females in their confidence to answer questions. İpek (2016) highlighted that fear of failure and language proficiency are key contributors to FLTA (Foreign Language Teaching Anxiety). For non-native EFL instructors, İpek (2016) identified five main sources of anxiety, two of them are the fear of failure and discomfort of their language use. In Indonesia, Wijaya (2022) pointed out that limited teaching experience, rapid technological changes, and low self-confidence are major barriers for pre-service EFL teachers. Additionally, Gardner & Leak, (1994) noted that the pressures of teaching often lead to anxiety among psychology teachers. It's important for pre-service teachers to understand where their anxiety came from and develop coping strategies so they can manage it effectively throughout their practicum. Understanding the sources and manifestations of this anxiety is essential in equipping future teachers with the necessary tools to

manage stress and maintain teaching quality. Therefore, this study aims to answer the following research questions:

1. What types of anxiety do pre-service EFL teachers experience during their teaching practicum at senior high schools?
2. What strategies do they use to cope with the anxiety?

Teaching practicum for pre-service EFL teacher

College students enrolled in English teacher education programs are required to participate in field experiences designed to prepare them for classroom instruction before they graduate. In order to be prepared to teach successfully in both domestic and foreign contexts, pre-service teachers participate in training programs, as highlighted by Lee (2019). Similarly, Ivanova & Skara-MincEne (2016) emphasized the importance of pre-service teachers' educational experiences, especially in pedagogy and teaching courses, in developing their professional identities. In order to improve their potential as educators in the future, these training programs are crucial.

Microteaching is one of several hands-on experiences that pre-service teachers do in as they are ready to teach. One institution that incorporates micro-teaching into its curriculum is Indonesia's Universitas Negeri Surabaya (UNESA), which prepares future educators. In this class, they get their first taste of teaching by leading classes for their classmates, who play the role of students. Under the supervision of a professor who specializes in micro-teaching, students preparing to become teachers get helpful criticism and suggestions from their professors and classmates. The goal of this exercise is to boost their self-assurance while they hone their teaching techniques.

Nevertheless, pre-service instructors may find meeting and teaching new students to be a daunting and nerve-racking experience. Their expectations and performance might be greatly affected by the anxiousness that develops in the days leading up to the start of class. Pasaribu & Harendita (2018) found that there are three primary sources of stress for future educators:

1. Pre-service teachers frequently require assistance with their capacity to articulately describe grammatical concepts and other facets of the English language due to concerns regarding their competency in the language.
2. They already have a lot on their plates trying to live up to their professors' expectations.
3. A major worry is the lack of proper preparation, since future educators believe that this hinders their self-assurance and ability to be successful in the classroom.

Anxieties among pre-service teachers are heightened by the aforementioned elements, which play a role in the transition from training to actual teaching.

Foreign language anxiety

Prior to Anxieties add to EFL instructors' lives because of the many preconceived notions they have regarding language acquisition. Worrying too much to the point that it interferes with normal life and relationships is a hallmark of anxiety. A special kind of anxiety that hinders the acquisition of the target language and undermines self-confidence and self-esteem is referred to as Foreign Language Anxiety (FLA) by Suleimenova (2013). According to Mah et al. (2016), it is a normal and adaptive emotional reaction to things that could be dangerous. Anxiety, however, can worsen into a more serious disorder when it persists and interferes with everyday functioning.

Inadequate practice is a common cause of language anxiety, according to Koçak (2010). One way to help people overcome their fears is to give them additional opportunities to practice in less intimidating settings. Students who are shy or nervous about speaking up in class may benefit more from informal learning environments that pre-service EFL teachers can help them build. One of the main causes of language anxiety is the fact that people often struggle to understand and use the correct vocabulary and grammar structures while learning a new language. A lot of students have problems with syntax and vocabulary (Suleimenova, 2013). Feeling pressured to perform well and meet expectations amplify anxieties about public speaking.

There are numerous ways in which anxiety may impede EFL students' progress. Some students, especially those who are anxious when speaking in front of a group, may be more critical of their own performance than objective observers would be (Cheng et al., 2017). According to Kralova et al. (2017), language anxiety can affect even educators whose native language is not the target language. Situational anxiety, particularly linguistic anxiety, is more severe in people who suffer from trait anxiety (Huang, 2018). The fact that testing anxiety is correlated with EFL students' feelings of anxiety provides more proof that evaluation demands have far-reaching impacts on second language acquisition.

Types of anxiety

As per MacIntyre & Gardner (1991), there are three separate types of language anxiety. A continuous feeling of worry in multiple circumstances is defined by trait anxiety, according to Spielberger (1983). High trait anxiety is characterized by a lack of self-confidence and an inability to remember recent events, both of which can hinder daily functioning. State anxiety, which is also

acknowledged by MacIntyre & Gardner (1991a), refers to temporary anxieties that are triggered by specific events, like a big test or public speaking. This type of anxiety is commonly brought on by specific pressures and is highly situational. Situational anxiety is a type of state anxiety characterized by persistent worry that is linked to particular environments (MacIntyre & Gardner, 1991a). This form of anxiety is brought on by certain situations, such when you have to speak in front of a group or take an exam.

According to Eysenck (1979) and Nyberg *et al.* (2019), individuals who suffer from cognitive anxiety often find themselves consumed by anxious thoughts and feelings, such as fear and a negative fixation on failing. Learning and performance can suffer as a result of disruptions to attention, memory, and decision-making. According to Oliveira et al. (2024), feelings of fear and panic, as well as other bodily reactions to anxiety, are referred to as affective anxiety. Directly associated with feelings rather than rational thought, it elicits strong emotional responses in the moment. Public speaking is something that some pre-service EFL teachers may be hesitant to do because they worry about being laughed at or otherwise treated unfairly (Kasbi & Shirvan, 2017; Rai, 2010). Cultural and social variables, such as cultural values and peer pressure, contribute to the development of social-cultural anxiety (Gonzalez & Birnbaum-Weitzman, 2020). Interactions with students and their own sociocultural contexts can be stressful for pre-service instructors. According to Rejeki et al. (2018) and Riesky (2013), teachers' emotional reactions and pedagogical approaches might be shaped by their experiences in varied cultural contexts.

Foreign language teaching anxiety

The term "anxiety in teaching foreign languages," introduced by Horwitz (1996), refers to the discomfort experienced by non-native speakers, typically stemming from their perceived inadequacy, when utilizing the target language during instruction. Mercer (2018) corroborates this, indicating that teachers' concerns arise from their own insufficient competence in the language.

The utilization of the target language in the classroom may diminish, and less effective standardized instructional methods may be adopted by educators experiencing significant foreign language teaching anxiety (FLTA). Instructors who lack proficiency in the language may impart a negative perception of its learning (Brodar, 2020).

Numerous recent studies have examined the impact of FLTA on language teaching and learning. İpek (2016), in a qualitative study of non-native Turkish EFL teachers, identified five main sources of stress:

- Fear of failure
 - Teaching specific language skills

- Awkwardness in speaking the target language
- Making mistakes
- Instructing students at various proficiency levels

Understanding what causes their anxiety can really help teachers deal with it better and become more confident in their teaching.

In the seventh semester, students undergo a teaching practicum in which they collaborate with supervisors and experienced educators for at least two months. Basically, a direct experience where they team up with supervisors and experienced educators for at least two months. It's a super important phase to see how ready they are to step into the classroom, as they interact directly with their supervisors and classmates. This practical stage is key to shaping their skills and making them more prepared for real teaching challenges (Sari & Anwar, 2021).

METHODS

Qualitative research is employed in this study to gather data with detailed insight. This qualitative case study investigates anxiety experienced by pre-service EFL teachers during their teaching practicum at senior high schools. Finding out what kinds of anxiety ELP students in the class of 2020 who took the PLP (Introduction to the Schooling Field) experience and how they cope with it is the primary goal of this research. The data was gathered by interviews and an adjusted questionnaire developed by Can (2018). The questionnaire covered the cognitive, emotional, and socio-cultural dimensions of anxiety. From a public university in Surabaya, East Java, Indonesia, ten undergraduates with experience in the classroom participated in the research. We studied the collected data to find out where the fear was coming from and how well the pre-service teachers dealt with it.

Ten undergraduates, eight female and two male, from a state university in Surabaya participated in this study. These individuals were assigned to different high schools in Surabaya after completing the PLP (Introduction to the Schooling Field) and having prior experience as pre-service English as a foreign language teachers. They taught in a variety of settings, including public and private Islamic schools as well as institutions associated with TNI and schools abroad. Information was gathered by means of both closed-and open-ended surveys that were disseminated through WhatsApp and Google Forms. These surveys addressed the emotional, social, and cognitive dimensions of anxiety. The researcher reviewed the data and interviewed each participant to learn about their unique anxiety triggers and coping mechanisms after the participants had responded to the questionnaire for two days. The pre-service teachers' sources of worry and the

efficacy of their responses were determined by scheduling interviews within a week and analyzing the collected data.

Questionnaires and in-person interviews are means of data collecting utilized in this study. The researcher distributed a 29-item questionnaire to 10 college students via Google Forms and WhatsApp. This questionnaire identified sources of anxiety in pre-service EFL teachers, covering cognitive, affective, and socio-cultural aspects. Participants had two days to respond. The researcher then analyzed and categorized the data based on these aspects. Next, the researcher scheduled interviews via WhatsApp to ask open-ended questions about their anxiety and solutions. Participants had two date options within the same week, and interviews were completed in less than a week. The researcher then analyzed the interview data, focusing on the causes of anxiety and the strategies used to overcome it.

The information from the interviews and questionnaires was analyzed using thematic analysis, identifying patterns and themes in the data. Following Donald Ary's 8th edition methodology: 1) The researcher transcribed and read the data multiple times to become familiar with it. 2) Keywords were used to code and classify text passages into related themes. 3) Themes were identified from the coded data. 4) Themes were reviewed for consistency with the study's goals. 5) The researcher labeled these themes to conclude. 6) A report was created to address the research questions based on the analyzed data.

FINDINGS AND DISCUSSION

This section presents the findings related to the sources of anxiety experienced by pre-service EFL teachers during their teaching practicum. The data are organized and discussed based on the two research questions: (1) the causes of anxiety and (2) the coping strategies used by the participants. The findings are categorized into three aspects—cognitive, affective, and socio-cultural—and followed by their corresponding discussion.

Findings Based on RQ1: Cognitive causes of anxiety

There are two types of anxiety: "worry" and "emotionality." He defines the "worry" component as cognitive behaviours, including evaluating oneself against peers, thinking about the repercussions of failing, having low-performance confidence, and worrying excessively about being evaluated. Three distinct types of anxiety exist. One of these is trait anxiety, which is the propensity to worry under any condition. Trait anxiety may also cause cognitive impairments in memory and caution people against taking risks.

Table 1 Anxiety Experienced by Pre-service EFL Teacher Through Cognitive Aspect

Cognitive Anxiety
I Feel anxious can't impart the knowledge effectively and afraid of using inappropriate materials.
I feel anxious can't answer students' questions.
I feel anxious unable to understand the content of the course book.
I feel anxious about making errors in syntax and vocabulary.
I feel afraid of being observed by the practice teachers at the school.
I feel anxious to practice in a mixed-ability class.
I feel anxious about not being capable of adapting and learning the new curriculum quickly.

There are three main reasons why they are anxious. Fluency in English came first. They are self-conscious of their ability to communicate in English, anxious to clarify grammatical lessons, and afraid of falling short of their lecturer's expectations. Get ready. The primary source of their concern was EFL learners' incapacity to grasp the material fully. Having a solid grasp of the subject is the first step in preparing before speaking with others.

Teaching practicum is a time when aspiring EFL teachers confront a number of fears. Concerns about their language skills are significant. They worry that pupils will see through their lack of ability and professionalism if they make grammatical or vocabulary blunders when speaking or instructing. Their fear of accidentally showing their weaknesses is heightened by the fact that they utilize English in explanations and debates quite a bit. Mistakes in instruction also add to their burden. Many future English as a foreign language (EFL) educators worry that they will not be able to convey the necessary concepts to their students. Teachers worry about their own knowledge and ability to deliver the material, as well as experiencing anxiety during teaching. They are self-conscious about their communication skills and worry that they won't be able to adequately explain the content. Issues with class management enhance their anxiety. Teaching classes with students of varied capacities is a source of anxiety for pre-service teachers because they worry they will lose their students' attention and struggle to ensure that everyone understands. The challenge of catering to the needs of a diverse group of students while keeping one's own attention sharp increases anxiety. Incoming EFL teachers frequently feel nervous when confronted with unexpected questions from students. Anxieties over seeming unprepared for inquiries is one way this anxiety shows out. Lastly, the effect of assessments and observations made by supervisors or practicing teachers is a big concern. A lot of pre-service teachers try to avoid being observed and given remarks because they are afraid that it will make them look bad and make them doubt their ability to adapt to changing

curricula. Throughout the practicum, they experience anxiety due to their fear of evaluation and the pressure to perform well.

Findings Based on RQ2: Coping strategies of cognitive anxiety

Language Competence: First, teachers of English as a foreign language often experience anxiety because they're worried their students might make grammatical or vocabulary mistakes in the classroom. To manage this, they often take some notes during their lessons to ensure they don't forget important point. This method allows them to make sure their work and reduce more errors in the future. Additionally, students regularly practice their language skills and actively seek feedback from peers to boost their confidence and proficiency.

Teaching Errors: Many EFL teachers afraid that their students won't understand the lessons unless they use appropriate teaching tools and deliver topics effectively. They solve this challenge by regularly discussing their teaching concerns with colleagues who share similar goals like them and by developing the best study plans. They also seek feedback on their lesson plan and also their student projects. Participating in microteaching sessions before actual classes start really helps them refine their teaching methods and ensure students understand the content. Consulting with the supervisors and following textbook recommendations also help them better understand the material and prepare more effectively.

Class Management Issues: Managing a diverse group of students can be quite challenging for pre-service EFL teachers. To overcome this issue, they discuss and develop strategies to ensure every student understand the lesson well. They circulate around the classroom, check on students' understanding, and address any questions or issues that arise in the classroom. When the pre-service EFL teachers faced with unexpected challenges, such as students asking random questions, they consult peers or note down inquiries for future follow-up. As a result of these strategies, pre-service EFL teachers tend to feel more prepared and experience less anxiety about classroom management, especially in diverse settings.

Fear of Being Observed: Many future EFL teachers feel significant anxiety when they are observed or assessed by the local teacher or supervisors. They learn to set aside their fears and instead of focusing on their students and the lesson content. By doing so, they can deliver more confident and effective lessons, which ultimately benefits both their teaching growth and their students' learning experience. They acknowledge that observation is an integral component of their training and endeavour to stay actively involved in their teaching responsibilities. By focusing on providing high-quality instruction and

remaining responsive to their students' needs, they alleviate their stress and enhance their teaching efficacy.

Findings Based on RQ1: Affective causes of anxiety

There are more emotional variables that contribute to anxiety when speaking a foreign language. Affective elements are related to the emotions and personalities of the students, as opposed to cognitive factors, which are related to how students think. Emotion, feelings, mood, manner, and attitude are all considered 55 affective factors. These are the emotional components of the human language acquisition system. Before assigning students a task to complete, it is necessary to regulate their emotions as they play a significant role in language learning. This means the task, teaching strategy, attitude toward the content, and even the learners' perception should all be considered appropriately. Language learners' emotions and sentiments toward these things might positively or negatively impact their performance.

Table 2 Anxiety Experienced by Pre-service EFL Teacher Through Affective Aspect

Affective Anxiety
I feel worried before coming to the class.
I feel anxious when watched by fellow pre-service EFL teachers while teaching in class.
I feel anxious about the practice teachers' disinterest in the course material.
I feel more anxious about the students than about the teacher's reaction because this school's students are fluent in English.
I feel anxious about the awkwardness between me and the students on the first day of observation.
I feel anxious can't speak English communicatively.
I feel anxious about other people's perspectives towards appearance (outfit style).
I feel afraid of practice teachers' intolerance and indifference.
I feel less confident about performing in front of the class.

Pre-service EFL teachers often grapple with a significant lack of self-confidence, which manifests as anxiety in various aspects of their teaching experience. This anxiety is heightened by fears of being judged by others, such as practice teachers, supervisors, and even their fellow pre-service teachers. For some teachers, the prospect of seeming incompetent or unprofessional due to grammar or vocabulary errors in the classroom is a constant source of anxiety. Because they afraid appearing incompetent in front of their students or receiving critical feedback from their supervisor, their anxiety increases when others are present, especially during observed teaching sessions.

Another source of anxiety for pre-service EFL teachers is the high expectations from supervisor and other

experienced teacher regarding the quality of their teaching resources and lesson plan. They might feel worry that their supervisors will disapprove their teaching methods or the materials that they choose. Their confidence might loose because of their own appearance. Additionally, increasing pressure from their supervisor to perform well in evaluations adds to their stress. The constant assessments and the fear of not meeting the expectations given or receiving negative feedback further increase their anxiety. This anxiety aligns with research indicating that concerns regarding language proficiency might induce stress.

Students' reactions to their lessons is another area where pre-service EFL teachers may use some guidance. Their anxiety levels may rise if they worry that their students won't pay attention, won't grasp the concepts, or won't participate. This is especially the case when children already have a strong grasp of the English language; future educators may be anxious about falling short of their lofty expectations or failing to foster an encouraging classroom climate.

Making and keeping relationships with your pupils, colleagues, and mentors is the last thing that can give you the willies. Aspiring teachers understandably feel pressure to blend in and make a good impression on both students and teachers. If they anticipate intolerance or indifference from their practicum teachers, it can hinder their ability to integrate into a school community.

Findings Based on RQ2: Coping strategies of affective anxiety

Lack of Confidence: Make sure that they have done their preparation well, increases their self-confidence. Which might help pre-service EFL teachers overcome their anxiety about the evaluation that might come in the future. Being involved in creating teaching materials and seeking feedback from colleagues and supervisors reduces anxiety about potential mistakes and improves their teaching skills. Being comfortable with public speaking requires confidence that comes from experience and preparation.

About Meeting Standards: Pre-service teachers can reduce their anxiety about their supervisors' expectations by developing structured lesson plans and seeking guidance from experienced teachers in that school. Participating in microteaching sessions and engaging in discussions about instructional strategies and resources can boost their effectiveness. Additionally, familiarity with the course content and experience in inclusive classrooms help foster a greater sense of confidence and safety.

Perfectionism and Pressure: Focusing on improving communication skills instead of aiming for perfection can help pre-service teachers handle the stress of performance during observations. Adopting a growth mindset and emphasizing continuous learning can reduce the pressure

from high expectations. Using consistent teaching strategies and seeking advice or mentorship build confidence and effectiveness in teaching.

Student Responses and Engagement: Pre-service teachers can ease worries about student reactions by employing diverse teaching methods and encouraging engagement. It's important to create a safe classroom environment and build relationships with students, understanding that feel anxious is normal. Maintaining a positive attitude and being well-prepared can help manage classroom dynamics and boost student involvement.

Interpersonal Relationships: Practical and communicative pre-service teachers are more likely to form strong bonds with their future pupils, coworkers, and mentors. They should seek feedback and support when needed and work on establishing respectful and collaborative interactions. Addressing potential biases or indifference with a proactive and positive approach can help them integrate better into the school environment.

Findings Based on RQ1: Social-cultural causes of anxiety

Sociocultural anxiety is the feeling of stress caused by challenges in one's social and cultural environment. It may influence how a person feels, learns, or performs at work. Feeling extraordinarily nervous or afraid when in social circumstances where one could be watched or examined by others appears to be a common occurrence.

Table 3 Anxiety Experienced by Pre-service EFL Teacher Through Social-Cultural Aspect

Social-Cultural Anxiety
I feel anxious about not being able to give the students a good impression of me.
I feel anxious won't attract students' interest during the teaching process.
I feel anxious about not being able to perform well enough in/outside of the classroom during my pre-service teacher.
I feel anxious that I can't adapt to the eco-cultural setting in the school.
I feel anxious when the class is packed, and I can't control it.

Prior to Adapting to different cultural contexts can be a stressful ordeal for English as a foreign language instructors. They may feel awkward trying to blend in and respect local traditions because of their difficulty adapting to new ways of thinking and behaving. They already feel overwhelmed by the tension from worrying that they won't fit in with their school's culture.

Learning a foreign language, especially English, in schools certainly provides integration related to the relationship between the school's social environment. This is also in line with the challenges and conditions that

provide limitations, such as prospective English teachers. Not infrequently they feel worried about how students who are also lecturers and administrators can help them. In certain cases, some prospective English teachers are confused because they are worried about giving the impression of a teacher. So that when involving students who will later be obtained with conditions where there are difficulties in managing student behavior. These problems and challenges do arise in every subject, and also the possibility of teachers with their respective professions learning English involves other languages and not English. The existence of a sub-district level in teachers often arises and begins with a balance that will later form the use of language used as a way of communicating. Try one of these difficulties because don't forget to follow this; it is studied and not used as social communication only. In addition, prospective English teachers can already raise that accounting professionals are related to culture and also expectations that can fulfill substance and influence self-esteem.

Findings Based on RQ2: Coping strategies of social-cultural anxiety

Differences in Cultures and Adaptation

The existence of cultural differences and also adaptation is often related to schools and learning methods, where there are cultural and educational contexts that do not reject each other. So that it causes anxiety for many educators, especially for those who have never been involved in becoming professionals in pursuing English. Often prospective teachers feel that they have to adapt to new schools and demonstrate skills directly without waiting for the time of learning process activities, such as lectures. In addition, they also participate in being able to adapt to the cultural environment, especially in an unfamiliar social environment. So that this condition makes educators have to comply with the rules related to the provisions or important points that aim to discipline the community where they teach.

Integration and Acceptance in Society

Speaking English is a skill that students must master when they learn English. One of the successes in learning English can be measured by mastering English-speaking skills. As a foreign language, English has different rules from Indonesian. Differences such as pronunciation, grammar, intonation, and vocabulary. As an international language, English is a necessity for most people. In learning English, there are four important aspects to learn, namely listening, writing, reading, and speaking. Choosing the right way to deliver the material is very necessary to get good results. Self-confidence is one of the

factors of student success in learning or speaking English. Self-confidence is believing in one's own abilities and judgments in carrying out tasks and choosing an effective approach. This includes confidence in one's ability to face increasingly challenging environments and confidence in one's decisions or opinions. Students who have high self-confidence will speak/communicate in any situation, both in class and outside the classroom. One indicator of someone having self-confidence is a person's readiness to carry out activities.

Stereotypes and Expectations

Pre-service educators may experience discrimination due to their race or language. Concerns of misinterpretation or incorrect perception may stem from these previous ideas. Aspiring EFL teachers overcome these problems through thorough preparation, receiving assistance when needed, and consistently improving their skills. By dispelling these misconceptions and dedicating themselves to their professional development, students will attain success both academically and beyond.

Discussion on Causes of Anxiety (RQ1)

Cognitive Causes

The cognitive anxiety experienced by the participants was largely related to their fear of being unable to communicate effectively in English and being evaluated negatively. This finding is in line with Horwitz et al. (1986), who identified test anxiety, communication apprehension, and fear of negative evaluation as the main sources of language anxiety. Similar to this, the participants expressed concern about being unable to answer questions and making grammatical mistakes, echoing the findings of Liu & Jackson (2008) who highlighted that limited proficiency triggers high anxiety among student teachers.

Affective Causes

Emotionally, the pre-service teachers reported feeling self-conscious and insecure, especially when being watched by supervisors or peers. These affective elements are consistent with Krashen's Affective Filter Hypothesis, which posits that anxiety and low self-confidence can impede language input processing. In line with Young (1991), this study also confirms that fear of public judgment plays a significant role in shaping language learning anxiety.

Socio-Cultural Causes

The socio-cultural anxiety reported in this study—such as fear of not adapting to the school environment or being perceived negatively by students—is supported by the findings of Mahmoodzadeh (2012), who argues that unfamiliar educational cultures contribute to higher stress levels in pre-service teachers. Additionally, the anxiety of being 'socially judged' aligns with theories of social

identity and second language acquisition proposed by Norton (2000).

Discussion on Coping Strategies (RQ2)

Cognitive Strategies

Participants' use of microteaching, note-taking, and preparation aligns with the problem-focused coping strategies identified by Lazarus and Folkman (1984). These strategies aim to reduce the source of anxiety rather than just managing emotional reactions. The participants also sought feedback from peers, which is supported by Bandura's concept of social learning, where observational learning and self-efficacy are developed through peer modeling.

Affective Strategies

To reduce affective anxiety, participants prepared their materials in advance and actively built confidence through small group teaching. These emotional-regulation techniques are in line with emotion-focused coping (Folkman & Moskowitz, 2004). The increase in confidence through repeated practice supports the idea that mastery experience can reduce anxiety, as proposed in Bandura's theory of self-efficacy.

Socio-Cultural Strategies

Coping with socio-cultural anxiety required pre-service teachers to actively adapt to the school environment. Strategies like observing local practices, seeking mentorship, and engaging in community norms reflect acculturation models (Berry, 1997). The ability to navigate these differences not only reduced anxiety but also improved their integration into the school culture, demonstrating the importance of sociocultural awareness in teacher education.

Overall, the findings of this study confirm that anxiety among pre-service EFL teachers is multifaceted and influenced by internal and external factors. The strategies they employ suggest a growing awareness of their professional challenges and the need for better institutional support.

CONCLUSION

The findings of this study confirm that many pre-service EFL teachers experience discomfort, anxiety, and low self-esteem during their teaching practicum due to the pressure of delivering effective instruction without failure. These challenges are rooted in cognitive, affective, and socio-cultural factors. To address cognitive anxiety, strategies such as improving language proficiency, preparing structured lesson plans, seeking feedback, participating in microteaching, and sustaining student engagement are proven effective. Affective anxiety, which manifests as nervousness, fear, and lack of confidence, can be reduced through consistent practice, peer and supervisor support,

and fostering a positive mindset. Socio-cultural anxiety emerges from unfamiliar environments, language barriers, and cultural expectations. Teaching in diverse school contexts-public, private, Islamic, and military-affiliated-poses unique pressures, especially in forming first impressions and adapting to school culture.

Despite these challenges, with adequate preparation, emotional support, and professional development, pre-service teachers are capable of overcoming anxiety and thriving in diverse classrooms. Increasing awareness and proactive responses to these stressors can significantly strengthen their teaching confidence and competence. Ultimately, cultivating an inclusive, reflective, and supportive training environment not only enhances the personal and professional growth of future teachers but also helps shape EFL educators who are empathetic, culturally responsive, and capable of empowering their students to learn fearlessly.

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