

EXPLORING EFL PRE-SERVICE TEACHERS' TEACHING ANXIETY AND THEIR COPING STRATEGIES

Srimuliati¹, Kurniasih², M. Faruq Ubaidillah³

^{1,2,3}*Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Malang*

Email: ¹ 22101073035@unisma.ac.id,

Abstract

This study aims to explore the level of teaching anxiety in pre-service teachers during teaching practice, and also explore the causes of anxiety and strategies for overcoming anxiety carried out by pre-service teachers. The researcher used a mixed-method with explanatory sequential design. This study was conducted at a private university in Malang. Participants in this study were 53 English Education students who had done teaching practice. The instrument in this study was a questionnaire adapted from Aydin and Utsuk (2020) and Focus Group Discussion (FGD). Questioner data were collected via Google Forms while FGD data were collected using Zoom Meeting. Questioner data were analyzed using descriptive statistics and FGD data were analyzed using thematic analysis. The results show that the level of anxiety in pre-service teachers is at a moderate level and there are several causes of anxiety that they feel such as the moment when students ask questions, lack of mastery of learning materials, lack of self-confidence, difficulty interacting with students, and observed by supervisors. However, there are several strategies for dealing with anxiety that pre-service teachers do, such as thinking positively, taking a short break and asking fellow pre-service teachers to replace them in teaching, trying to stay brave, telling others about their anxiety, and preparing learning materials well.

Keywords: coping strategy; EFL pre-service teacher; teaching anxiety.

INTRODUCTION

Education is one of the important elements in a country. Therefore, preparing good educators is something that universities need to pay attention to, as they are a forum for creating quality educators. Hence, repairing, training, and providing pre-service teachers with additional teaching fundamentals is regarded as one of the most crucial duties in educational faculties (Akinsola, 2014). Before becoming a real teacher, pre-service teachers should do teaching practice first because teaching practice is a fundamental thing and an essential stage in teacher education (Deocampo, 2020).

Teachers have an important role in the classroom. Therefore, there are several competencies that a teacher must have. Gultom and Aliyyah (2022) stated that there are four competencies that a teacher needs to have: pedagogical competence, personality competence, social competence, and professional competence. Furthermore Renandya and Jacobs (2023) stated that in the 21st century, there are some competencies that teachers should have to provide good quality in accordance with the student's needs. Good language teacher is a teacher who always improves the target language skills or other languages, who is close to their students and knows their students' needs, who can attract the attention of their students to get involved in the class, who always improves their knowledge and pedagogical skills, who uses an equal and integrated approach to language teaching, who can use technology to engage students and improve their learning, who join teacher

association, who always keep learning, who pays attention to their health. Teachers should have those skills so that school learning is always updated and help them to achieve the learning objectives that have been previously set. These competencies are basic competencies that a pre-service teacher needs to learn and a teacher needs to have.

Therefore, pre-service teachers should do a teaching practicum prior serving the community to practice basic teaching skills so they can control complex classes when they become real teachers (Dzulfikri & Azami, 2024). According to García-Noblejas et al. (2023), the benefits of teaching practice activities for teachers or pre-service teachers are developing teaching competence, increasing interpersonal skills, and applying their theoretical knowledge. Moreover, Zulfikar et al. (2020) stated that teaching practice activities helps pre-service teachers to be professional teachers, to increasing self-confidence, improving their teaching strategies, and training communication skills. These benefits are very useful for them to create good learning in the future. However, teaching is not an easy thing to do as people usually see, especially for pre-service teachers. There are many things they will face when teaching for the first time, and that will be a challenge for them. Wiczorek (2016) stated that anxiety is one of the things that stress out teachers. Feeling anxious when teaching is not something that teachers or prospective teachers rarely experience, and that has a big influence on the psychology of a pre-service teacher. Spielberg (1966) divided anxiety into two, namely A-State anxiety, which is defined as subjective anxiety or anxiety experienced by a person consciously due to worry and tension accompanied by activity or stimulation of the autonomic nervous system. A-Trait is anxiety, which is a characteristic of a person that has become part of his or her nature. The term anxiety in foreign language teaching was first introduced by Horwitz (1996). He defined anxiety in foreign language teaching refers to the discomfort felt by non-native teachers when they use the target language or foreign language as the language of instruction in the classroom because they are also foreign language learners who still believe that they have not acquired sufficient proficiency in the target language. Gardner and Leak (1994) conceptualized that teaching anxiety is experienced when carrying out teaching activities and is related to the preparation and implementation of activities in the classroom.

Previously, researchers have researched anxiety in pre-service teachers. Li et al. (2023) examined the level of anxiety felt by pre-service teachers when teaching in class. This research used a mixed method and found that female teachers continuously displayed higher FLTA than male teachers within the two groups. Furthermore research conducted by Kobul and Saraçoğlu (2020) found that the level of anxiety was observed to be higher in female individuals. In general, women report feeling more anxious than men, especially when it comes to self-reported studies in various professions

Apart from that, the causes of teaching anxiety felt by pre-service teachers, have been investigated by Sari and Anwar (2021). They revealed that five factors cause anxiety during teaching practice, such as lack of previous teaching experience, self-perception of language ability, fear of negative assessment from supervisors or accompanying teachers, lack of student interest in learning, and difficulty in managing time. While Dzulfikri & Azami (2024) revealed pre-service teacher felt anxious because the students had varying English language skills which had negative effects such as uneven class participation, students losing interest in learning which in turn affected classroom management. Some of the ways teachers use to overcome this are by teaching through language games, learning through songs, grouping students, and quizzes with prizes. Cultural differences also influence the anxiety of pre-service teachers. In this research, there are no specific strategies used by pre-service teachers to reduce their anxiety when teaching in the classroom.

EFL anxiety in pre-service teachers is still a topic that deserves to be researched because, currently, there are still pre-service teachers who feel anxious when carrying out teaching practice. Many articles and research have investigated the causes of teaching anxiety in pre-service teachers,

but there is scant research examining the coping strategies. Previous researchers have conducted the study on a similar topics. The study was about Navigating Foreign Language Anxiety: Insight from Pre-service Teacher Professional Educational Practicum. The absence of thorough studies and investigations to examine foreign language teaching anxiety (FLTA) and the different approaches used to manage it is the research's limitation. Suggestions for additional research are to close the gap and offer insightful information about FLTA and its solution approaches, more study is necessary (Sanjaya et al., 2024). Therefore, to continue following recommendations from previous research, researchers carried out this research. This research will explore pre-service teachers' views on teaching anxiety and explore how pre-service teachers overcome the anxiety they feel when they carry out teaching practice. The researcher hopes that the findings of this research will provide insight into teaching anxiety and several strategies for overcoming teaching anxiety. To follow up on this, the following questions are the focus of this study:

1. How is the profile of teaching anxiety of pre-service Indonesian EFL teachers during teaching practicum ?
2. What are the causes of teaching anxiety experienced by pre-service Indonesian EFL teachers during teaching activities?
3. What are the strategies implemented by pre-service Indonesian EFL teachers to alleviate teaching anxiety?

METHOD

This research used a mix method approach with an explanatory sequential design. The participants in this research were 53 English language education students who had carried out teaching practice in private and state junior and senior high schools in the city of Malang for approximately 2 months. To collect data, researchers used two instruments, namely the FLTA questionnaire which was adapted from Aydin and Utsuk (2020) to find out the level and causes of anxiety in pre-service teachers and a focus group discussion to find out more about the causes of anxiety and strategies for overcoming anxiety by pre-service teachers. There were 28 items in the questionnaire, then the researcher modified it by adding 2 open ended questions so that the number of items in the questionnaire was 30 items. then the researcher tested the readability and validity of the questionnaire with the following results

Table 1: Reliability Statistics for FLTA questionnaire

Cronbach's alpha	N of items
.953	28

The questionnaire data was collected using a Google form which was shared via WhatsApp and the FGD was conducted using a Zoom meeting for approximately 60 minutes and recorded. Then the questionnaire data was analyzed using descriptive statistics, while FGD data was analyzed using descriptive statistics.

FINDINGS

Finding of Quantitative Data

The finding of RQ 1 about the level of anxiety felt by pre-service teachers is explained in the following tables.

Table 2: The Mean and Standard Deviation Of Students Level Of Anxiety

N	Minimum	Maximum	Mean	Std.Deviation
---	---------	---------	------	---------------

Anxiety	53	1.36	4.39	2.85	0.71
Valid	53				

Based on the descriptive statistical analysis above, it shows that the average teaching anxiety felt by preservice teachers is ($\bar{x} = 2.83$). This average can be interpreted to mean that the teaching anxiety felt by pre-service teachers is at a moderate level. This means that when teaching in the classroom, pre-service teachers do not feel too anxious, the anxiety they feel is not too high but not low, which means that even though they feel it, it does not really affect them because they claim that their anxiety is mediocre.

Findings of RQ 2 about the causes of teaching anxiety experienced by pre-service Indonesian EFL teachers during teaching activities were analyzed using descriptive statistics, and the result is explained below.

Table 4.2: The Mean and Standard Deviation of The Causes of Anxiety

	N	Minimum	Maximum	Mean	Std.deviation
Teaching Experiences	53	1.50	5.00	2.99	0.73
Self-Perception of Language Proficiency	53	1.18	4.36	2.77	0.76
Fear of Negative Evaluation	53	1.00	5.00	2.78	0.97
Lack of Student Interest	53	1.00	4.50	2.83	0.83
Difficulty with Time Management	53	1.00	5.00	2.74	0.09
VALID N	53				

The results of the analysis show that none of the five factors that cause anxiety in pre-service teachers are at a high or low level, but the five factors are at a moderate level with the following presentation. Teaching Experiences ($\bar{x} = 2.99$), Lack Of Student Interest ($\bar{x} = 2.83$), Fear Of Negative Evaluation ($\bar{x} = 2.83$), Self-Perception Of Language Proficiency ($\bar{x} = 2.77$), Difficulty With Time Management ($\bar{x} = 2.74$). It can be interpreted that there is no highest cause of teaching anxiety in pre-service teachers and there is also no lowest factor that causes their anxiety, the causes of their anxiety are all at a medium level. So, when teaching English in the classroom, there is nothing that makes pre-service teachers feel very anxious, their anxiety is moderate.

Findings of Qualitative Data

Several questions are used to guide researchers in proving, complementing, and strengthening quantitative data. The interview result to answer the research questions 2 and 3 can be seen in the following table:

Table 1.1: themes and subthemes of the causes of anxiety

Theme	Subtheme	Sample extract
1. cause of anxiety	1.1 Certain moments	P1. "The moment when I introduced myself for the first time in class, and the moment that made me panic the most was when I had explained the material clearly and in detail, and suddenly one of the students asked, what does that mean, miss, I don't understand? And that's where my anxiety really attacked me.

P2: "I feel anxious almost every time I go to class, the night before I go to class I'm already worried about preparing the material and I'm nervous about whether the material is correct, I think if I say it like this, it will be understood or not, so almost every time I want to teach, I definitely experience anxiety."

P3: What made me panic was time management during LS (lesson study), there were tutors and DPL teachers there, at that time we were really watched by them, well there was more pressure and I really felt panic.

1.2 Mastery of material

P2: because I'm not familiar with the Independent curriculum and this is also my first time teaching, so I don't understand the materials in the Merdeka curriculum and even if I ask, I feel doubtful, I'm afraid my tutor will say that I'm already at college but don't know what the material is. So the factor is that the material is not familiar.

P4: I also sometimes worry because of my lack of mastery of the material and my lack of teaching experience

P3: For me, the external factors are the same as P2 because the Merdeka curriculum emphasizes involving students more interactively, but I'm worried because my students seem to be really difficult to get involved with.

1.3 Lack of self confident

P1: the reason is more about self-confidence, because I'm a person who rarely interacts with other people, I usually stay behind, speaking in front of the public is rare, in class we are the center of attention, and also I'm afraid of forgetting the material, so there's a lack of mastery. material and lack of self-confidence are the main causes

P3: I also lack self-confidence, I can't speak in public, I like sudden tremors and cold sweats, I can't make jokes while today's children are Generation Z, who like fun learning, by That's why I'm worried that teaching will be boring, etc.

1.4 Interaction with students

P1: Student interaction influences my anxiety, because they are already in high school, especially in a popular school where the students are ambitious and have high grades, so I said I was afraid, wow... maybe the students already know what English is? and they understand more about English,

	P3: It's really difficult for me to interact with students, what's more, I'm unpleasant and not funny
1.5 Observed by supervisors	P1: Before teaching, I had a consultation, I had been given a plan for teaching the next day, so on the day I taught, it was like wow, if this observation doesn't match the plan, then, what about that? Maybe the assessor will be like I didn't pay attention to his direction. It's makes my afraid.
	P3: When I observe the teacher and the teacher, it feels like it's no longer teaching, it's like an exam, so there's a lot of pressure

It is worth noting that the pre-service teachers interviewed pointed out several things problems that cause them anxiety when teaching English in the classroom. There are several moments that make their anxiety the highest, such as when they first meet with students in class and introduction with them, when students ask questions, and when carrying out lesson study. Regarding the causes of teaching anxiety, participants stated that several factors caused them to feel anxious when teaching English, such as lack of mastery of learning material, not being familiar with the independent curriculum, lack of self-confidence, interaction with students, and being observed by advisors when they taught. These factors are the main causes of teaching anxiety felt by pre-service teachers.

Table 1.2 themes and subthemes of anxiety coping strategies

Theme	Subtheme	Sample Extract
1. Coping strategy	1.1 Think positive	P3: My strategy is to think that this is okay, it only takes 2 hours, so if it's finished, it's finished. P2: Yes, sometimes before teaching I overthink, but after that I'm relieved so I just think positively and then I'll finish.
	1.2 Take a short break/quiet rest	P2: I was teaching accompanied by my teaching practice friend, so I asked a teaching practice friend to replace me and I took a short break to catch my breath. P4: That's right, when I'm anxious, I choose to be quiet for a while and usually give the students assignments so they don't have any more interaction with me, they do their assignments and I stay quiet to calm myself down.

	P1: I also teach accompanied by ppl friends and I'm like P2 asking for a friend to replace me and usually I just stay cool so that my anxiety doesn't show too much.
1.3 try to be brave	P3: If I'm feeling anxious when I'm teaching, the more I think about it, the anxiety gets worse, so I change it, by making myself brave enough to approach the students.
1.4 tell other people	P2: I usually go to the tutor to talk about my anxiety and of course the advisor gives solutions and shares with my fellow teaching practitioners.
	P3: I usually tell my teaching friend first and then to my advisor and ask for his advice
1.5 Preparation of teaching media	P2: I prefer to prepare the material carefully, then ask my friends whether the material is correct or not, if I convey it to the students, I think they will understand or not, so prepare the material as best as possible before teaching.

From the interview data, there are several strategies for overcoming teaching anxiety that are carried out by pre-service teachers, such as thinking positively, taking a short break, being quiet for a moment and giving students assignments, trying to be brave, telling other people about their anxiety such as advisors or friends in teaching practice, preparing teaching media properly as good as possible. Pre-service teachers usually do these things to avoid feeling anxious when they teach in the classroom.

DISCUSSION

Teaching practice is the most important thing for a pre-service teacher, and it is possible that when carrying out teaching practice activities there are many challenges faced by a pre-service teacher, one of which is feelings of anxiety. Anxiety when teaching is not something that is rarely experienced by teachers or prospective teachers, and this has a big influence on the psychology of a prospective teacher (Wieczorek, 2016).

Each person has their own level of anxiety, such as low level, moderate level and high level. Gorospe (2022) stated that pre-service teachers levels of teaching anxiety varies based on the grade level at which they were placed. The findings of this study indicated that pre-service teachers experienced a moderate level of anxiety.

Pre-service teachers feel anxiety at certain moments, the moment that makes their anxiety very high is when they first introduce themselves with the students. Pre-service teachers feel anxious because they meet new people and when students ask something to the pre-service teacher. This result supported by Leary and Kowalski (1997). They stated that meeting strangers or new people often causes feelings of anxiety and awkwardness. Anxiety when meeting new people is closely related to social anxiety.

Furthermore, the causal factor that makes prospective teachers anxious is because the new learning curriculum makes it difficult for them to create learning methods that accordance with the independent curriculum. This is related to the research by Khasanah et al. (2024). They found that the implementation of an independent curriculum can trigger teaching anxiety experienced by EFL teachers in applying curriculum values to learning practices in the classroom. Besides that, it makes it difficult for pre-service teachers to choose and master the material they are teaching. So, when delivering the material, they are worried that students will not understand the material they are teaching properly. This result supported by Alamri (2018). He found that the challenges that pre-service teacher faced when carry out teaching practice is difficulty in choosing method that are appropriate to the content to be taught. Dzulfikri and Azami (2024) stated that pre-service teachers felt anxiety because pre-service teachers find it difficult to prepare suitable material according to student capacities. Moreover, Sunismi et al. (2023) reported that of the 10 schools observed, there were still many teachers who had difficulty developing the necessary learning tools according to students' level of ability.

Moreover, another cause of teaching anxiety in pre-service teachers is a lack of self-confidence. This is in line with research conducted by Hanton et al. (2004). They found that self-confidence has an influence on feelings of anxiety. Other research also reported that a person's low self-confidence will result in feelings of anxiety (Coudeville et al., 2011). Another cause of teaching anxiety in pre-service teachers is the difficulty of interacting with students because some pre-service teachers taught in some popular schools where the students are active and clever. This is supported by Yustiana et al. (2018). They stated that students who study at favorite schools have higher abilities than students at non-favorite schools. In addition, some pre-service teachers in this study claimed that they were not humorous people, so it was very difficult for them to create fun and interesting classroom atmosphere. Consequently, it is difficult for them to interact with the students. This situation made them more anxious. The important of being humor teacher has been explored by Na'imah et al. (2020). She argued that a sense of humor is necessary to be applied in learning because it is considered to strengthen social interactions between teachers and students. Furthermore, Novitasari & Murtafi'ah (2022), also reported that one thing that makes pre-service teachers stressed and anxious is the lack of students participation and engagement in the classroom due to uninteresting activities.

The last cause of teaching anxiety felt by pre-service teachers is when they teach under observation by supervisors because they are afraid of being evaluated negatively. This result supported by Sari and Anwar (2021). They found that another cause of teaching anxiety is fear of being rated as negative by the observer or supervisors . Furthermore, Alrashidi (2020) explained that pre-service teachers might felt anxious due to negative comments by others.

However, there are several strategies used by pre-service teachers to overcome their teaching anxiety, such as positive thinking. They calm themselves by thinking that their anxiety will not last long, after class is over the anxiety will disappear. This strategy is related to the research by Shokrpour et al. (2021). They stated that positive thinking would create positive emotions in participants and increase their ability to deal with stress and anxiety. Another strategy used by pre-service teachers is to take a short break and take a deep breath. This technique can be used by pre-service teachers to reduce their anxiety when teaching. This is also in line with Zaccaro et al., (2018). They found that Slow breathing techniques act to improve autonomic, cerebral and psychological flexibility, the changes mentioned above can increase comfort, relaxation, pleasure, vigor, and alertness, and reduce symptoms of arousal, anxiety, depression, anger, and confusion.

Furthermore, another strategy used by pre-service teachers in overcoming their anxiety is trying to be brave. They encourage themselves to remain brave enough to appear in front of the students to teach. This result supported by Novitasari & Murtafi'ah (2022). They found that one of the things

the participants did to reduce their anxiety was to remain brave and maintain a good mood when dealing with the students they teach. Another strategy that pre-service teachers do is to tell people around them about the anxiety they feel. These results in line with Sanjaya et al. (2024). They stated that to reduce teaching anxiety, pre-service teachers can share their emotional experiences with many people such as friends, family, or advisors so they can get constructive criticism or support and new ideas.

The final strategy carried out by pre-service teacher was to prepare the material as well as possible so that they can deliver the material well and correctly when teaching. These results supported by Agustiana (2019). She stated that to overcome the problem of anxiety in prospective teachers when teaching is by preparing things related to the teaching and learning process, such as lesson plans, ice breaking, learning media and teaching materials well. Furthermore, Kurniasih et al. (2019) explained that English learning that is packaged in an interesting way and supported by interactive learning media can form students' positive attitudes toward English.

CONCLUSION AND SUGGESTION

This research aims to determine the level of anxiety in pre-service teachers and to find out the causes and the strategies for overcoming the anxiety that pre-service teachers feel when carrying out teaching practice. This research was conducted at a private university in Malang. The subjects studied were English language education department students who have completed teaching practice activities at junior high school and senior high school.

The results of this research indicated that pre-service EFL teachers felt teaching anxiety at low, moderate and high levels, but the mean of their teaching anxiety is moderate level. In the research questionnaire, there are 5 factors that cause anxiety felt by pre-service teachers 1. Teaching Experiences; 2. Self-Perception of Language Proficiency; 3. Fear of Negative Evaluation; 4. Lack of Student Interest; 5. Difficulty with Time Management. Among that five factors, they feel anxiety is at a moderate level. There is no single factor that causes anxiety that makes them very anxious.

However, FGD result indicated that the moment that makes pre-service teachers feel very anxious is when they first enter the class and introduce themselves to the students and also when the students ask about the teaching material they delivered. Furthermore, several factors contributed to their anxiety, such as a lack of mastery of the material in accordance with the educational curriculum making it difficult for teachers to convey the material to students, a lack of confidence, difficult to interact with students when learning is taking place, and afraid of being observed, comment by supervisors when teaching.

To overcome this difficulty, pre-service teachers implemented some anxiety reducing strategies, such as thinking positively, taking a deep breath and resting for a while by asking their pre-service teacher friends to replace them in teaching, remaining brave by encouraging themselves to continue have the courage to teach in front of students, share their worries with other people such as supervisors and their teaching practice friends in order to get suggestions and new ideas, the last thing is to prepare the best possible learning media. Some of these things are done by pre-service teachers to overcome their teaching anxiety when carrying out teaching practice.

After conducting this research, the researcher realized that there were some weaknesses of the research. Therefore, for future researchers suggestions to examine more participants to obtain comprehensive findings. and for future researchers it is necessary to conduct research on the effects of teaching anxiety on the teaching performance. It is also suggested for education department to hold special training to overcome teaching anxiety so that prospective teacher graduates are ready to face the anxiety issues and ready to teach.

REFERENCES

- Agustiana, V. (2019). Real teaching: anxiety and solution. *English Review: Journal of English Education*, 8(1), 73. <https://doi.org/10.25134/erjee.v8i1.2068>
- Alamri, H. (2018). Challenges in practicum: Views and perceptions of EFL pre-service teachers towards field experience skills in real classrooms. *Arab World English Journal*, 9(1), 146–162. <https://doi.org/10.24093/awej/vol9no1.11>
- Coudevylle, G. R., Gernigon, C., & Martin Ginis, K. A. (2011). Self-esteem, self-confidence, anxiety and claimed self-handicapping: A mediational analysis. *Psychology of Sport and Exercise*, 12(6), 670–675. <https://doi.org/10.1016/j.psychsport.2011.05.008>
- Deocampo, M. F. (2020). Issues and challenges of english language teacher-trainees' teaching practicum performance: *Looking Back and Going Forward*. 13(2), 18.
- Dzulfikri., & Azami, M. I. (2024). International pre-service teachers' anxiety and coping strategies: Perspectives of a geographically disadvantaged Islamic boarding school. *Englisia: Journal of Language, Education, and Humanities*, 11(2), 267. <https://doi.org/10.22373/ej.v11i2.22505>
- Gardner, L. E., & Leak, G. K. (1994). Characteristics and correlates of teaching anxiety among college psychology teachers. *Teaching of Psychology*, 21(1), 28–32. https://doi.org/10.1207/s15328023top2101_5
- García-Noblejas, B. P., Barceló-Cerdá, M.-L., Rodríguez-Gómez, I., & López-Gómez, E. (2023). Exploring student teacher perceptions on the benefits of the teaching practicum. *Journal of New Approaches in Educational Research*, 12(2), 242–257. <https://doi.org/10.7821/naer.2023.7.1384>
- Gorospe, J. D. (2022). Pre-Service Teachers' Teaching Anxiety, Teaching Self-Efficacy, and Problems Encountered During the Practice Teaching Course. *Journal of Education and Learning*, 11(4), 84. <https://doi.org/10.5539/jel.v11n4p84>
- Gultom, D., & Rusmiati Aliyyah, R. (2022). Buku standard kompetensi mengajar guru
- Hanton, S., Mellalieu, S. D., & Hall, R. (2004). Self-confidence and anxiety interpretation: A qualitative investigation. *Psychology of Sport and Exercise*, 5(4), 477–495. [https://doi.org/10.1016/S1469-0292\(03\)00040-2](https://doi.org/10.1016/S1469-0292(03)00040-2)
- Horwitz, E. K. (1996). Even Teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365–372. <https://doi.org/10.1111/j.1944-9720.1996.tb01248.x>
- Khasanah, T. N., Anugerahwati, M., & Karmina, S. (2024). Issue in merdeka curriculum: Anxiety levels of EFL teachers in Indonesian junior high schools. *Erudio Journal of Educational Innovation*, 11(2), 195-209.
- Kolawole Akinsola, M. (2014). Assessing pre-service teachers teaching anxiety. *American Journal of Educational Research*, 2(12A), 41–44. <https://doi.org/10.12691/education-2-12A-7>
- Kobul, M. K., & Saraçoğlu, İ. N. (2020). Foreign language teaching anxiety of non-native pre-service and in-service EFL teachers. *Journal of History Culture and Art Research*, 9(3), 350. <https://doi.org/10.7596/taksad.v9i3.2143>
- Kurniasih, K., Rahmati, N. A., Umamah, A., & Widowati, D. R. (2019). English conversation class (ecc) untuk menciptakan english environment di sma islam nusantara (smainus). *JIPEMAS: Jurnal Inovasi Hasil Pengabdian Masyarakat*, 2(2), 161. <https://doi.org/10.33474/jipemas.v2i2.2571>
- Leary, M. R., & Kowalski, R. M. (1997). *Social anxiety*. Guilford Press.
- Li, Q., Xie, Z., & Zeng, G. (2023). The influence of teaching practicum on foreign language teaching anxiety among pre-service EFL teachers. *Sage Open*, 13(1), 21582440221149005. <https://doi.org/10.1177/21582440221149005>

- Na'imah, T., Suwandi, A. L., & Wahidah, F. R. N. (2020). Sense of humor as a predictor of teacher's social competence: *Proceedings of the International Conference on Community Development (ICCD 2020)*. International Conference on Community Development (ICCD 2020), Malang, Indonesia. <https://doi.org/10.2991/assehr.k.201017.164>
- Novitasari, K., & Murtafi'ah, B. (2022). EFL pre-service teacher's teaching anxiety and the coping strategies during teaching practicum. *Journal of English Education and Teaching*, 6(3), 310–326. <https://doi.org/10.33369/jeet.6.3.310-326>
- Renandya, W. A., & Jacobs, G. M. (2023). Top ten characteristics of 21st century english language teachers. In L. England, L. D. Kamhi-Stein, & G. Kormpas, *English Language Teacher Education in Changing Times* (1st ed., pp. 37–49). Routledge. <https://doi.org/10.4324/9781003295723-6>
- Sanjaya, M. M., Nurkamto, J., & Sumardi, S. (2024). Navigating foreign language teaching Anxiety: Insights from pre-service teachers during teacher professional education practicum. *Indonesian Journal of EFL and Linguistics*, 115–131. <https://doi.org/10.21462/ijefl.v9i1.761>
- Sari, H. I., & Anwar, C. (2021). English foreign language teaching anxiety of Indonesian pre-service teachers of undergraduate internship program. *EduLite: Journal of English Education, Literature and Culture*, 6(2), 222. <https://doi.org/10.30659/e.6.2.222-237>
- Selami, A., & Ozgehan, U. (2020). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2 (22)), 44-55.
- Shokrpour, N., Sheidaie, S., Amirkhani, M., Bazrafkan, L., & Modreki, A. (2021). Effect of positive thinking training on stress, anxiety, depression, and quality of life among hemodialysis patients: A randomized controlled clinical trial. *Journal of Education and Health Promotion*, 10(1), 225. https://doi.org/10.4103/jehp.jehp_1120_20
- Spielberger, C.D. (Ed.). (1966). *Anxiety and behavior*. Academic Press.
- Sunismi, S., Wahyuni, S., Ambarwati, A., & Zuhairi, A. (2023). Pendampingan pengembangan perangkat pembelajaran teaching at the right level berbasis media teknologi pada kurikulum merdeka. *Jmm (Jurnal Masyarakat Mandiri)*, 7(5), 4982. <https://doi.org/10.31764/jmm.v7i5.17482>
- Wieczorek, A. L. (2016). High inhibitions and low self-esteem as factors contributing to foreign language teacher Stress. In D. gabryś-barker & D. gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 231–247). Springer International Publishing. https://doi.org/10.1007/978-3-319-32954-3_13
- Yustiana, I. A., Paidi, & Mercuriani, I. S. (2018). Biology factual knowledge at eleventh grade of senior high school students in pacitan based on favorite schools. *Journal of Physics: Conference Series*, 970, 012029. <https://doi.org/10.1088/1742-6596/970/1/012029>
- Zaccaro, A., Piarulli, A., Laurino, M., Garbella, E., Menicucci, D., Neri, B., & Gemignani, A. (2018). How breath-control can change your life: A systematic review on psycho-physiological correlates of Slow breathing. *Frontiers in human neuroscience*, 12, 353. <https://doi.org/10.3389/fnhum.2018.00353>
- Zulfikar, T., Nidawati, N., Khasinah, S., & Mayangsari, I. (2020). Indonesian students' perceived benefits of the micro-teaching course to their teaching internship. *Indonesian Journal of Applied Linguistics*, 10(1), 242–250. <https://doi.org/10.17509/ijal.v10i1.25063>