TRANS-KATA
Journal of Language, Literature, Culture, and Education

e-ISSN: 2747-0555 | Volume 4, No. 2, 2024
http://ejournal.transbahasa.co.id/index.php/jllce

FOREIGN LANGUAGE TEACHING ANXIETY AMONG PRE-SERVICE TEACHERS IN KEPULAUAN RIAU

Eirene Lady Marchela Sayow
Department of English Language Education, Universitas Internasional Batam, Batam, Indonesia
2061019.eirene@uib.edu

Theodesia Lady Pratiwi
Department of English Language Education, Universitas Internasional Batam, Batam, Indonesia
theodesia.lady@uib.edu

Hilarius Raditya Priambada Purba
Department of English Language Education, Universitas Internasional Batam, Batam, Indonesia
hilarius@uib.ac.id

Received: 31-01-2024 Accepted: 30-05-2024 Published: 31-05-2024

Abstract: In the realm of language education, the influence of governmental regulations on language programs is substantial, as evidenced by Indonesia's regulatory framework in Law No. 20/2003. This study examines Foreign Language Teaching Anxiety (FLTA) among pre-service English as a Foreign Language (EFL) teachers during their teaching practicum, focusing on the role of fear of negative evaluation, self-perception of language proficiency, and teaching inexperience. Utilizing a mixed-methods research design, quantitative surveys were conducted with 68 respondents, and qualitative interviews were held with five participants in the Kepulauan Riau area. Results from statistical analyses, including regression, indicate that FLTA has a modest impact on the teaching experience of pre-service teachers. Thematic analyses from qualitative data provide deeper insights into the nuanced interplay of factors contributing to FLTA. The discussion highlights the study's contributions to the field, advocating for the importance of practical teaching experience, mentorship, and adaptive teaching approaches to mitigate FLTA. This comprehensive approach underscores the necessity of addressing anxiety to enhance the competence and confidence of pre-service English teachers, ultimately contributing to more effective language education.
Keywords: *FLTA; pre-service teachers; teaching anxiety; teaching practicum*

INTRODUCTION

In the dynamic language education landscape, governmental regulations wield considerable influence, shaping the contours of language programs. These regulations, whether from the Indonesian government or any other governing body, significantly impact the shape of language programs.

Language education programs are influenced by various factors, including new technologies, digital learning, and teaching practicum. For example, videoconferencing platforms for teaching foreign languages, especially English as a Foreign Language (EFL) are becoming more popular, and effective teaching strategies are essential for maintaining high-quality online interactions among learners. In language education programs, the teaching practicum is a crucial component, as it provides hands-on experience for future educators to implement these strategies in real classroom settings (Isperdon, 2023). International teaching practicums give pre-service EFL teachers cross-cultural knowledge and experience, but they also present challenges like language barriers, cultural differences, and curriculum planning (Chasanah & Sumardi, 2022). According to Herdiawan (2023), pre-service EFL teachers' beliefs and expectations influence their teaching practicum experiences, therefore language education programs must address these issues and support pre-service EFL teachers to ensure their professional development.

In the dynamic language education landscape, governmental regulations wield considerable influence, shaping the contours

*Corresponding Author:
2061019.eirene@uib.edu

©2024 The Author(s). Published by TRANSBAHASA
This is an open access article under CC-BY-SA Licence

of language programs. The regulatory framework, exemplified by Law No. 20/2003 on the National Education System, delineates teacher competencies—ranging from pedagogical and social to professional and personal—attained through professional education. Complementary legislation, such as PP No. 19/2005 and Law No. 14/2005, prescribe minimum academic qualifications and the imperative of possessing an educator certificate. This certification, mandated by Government Regulation No. 74/2008, is not merely a bureaucratic prerequisite; it stands as a linchpin for enhancing teacher quality and welfare.

Following these regulations, language education programs are also influenced by other factors. Socioeconomic conditions, cultural attitudes toward language learning, technological advancements, and international language standards all play pivotal roles in shaping the design and implementation of language programs. Additionally, institutional resources, teacher training methodologies, and student demographics contribute significantly to the effectiveness and adaptability of language education initiatives. Understanding the interplay of these factors is essential for developing comprehensive and responsive language programs that meet the diverse needs of learners in today's globalized world.

In the realm of language education, particularly English language study programs, pre-service teachers—referred to as pre-service EFL teachers—navigate a unique crucible during their teaching practicum. Research shows that pre-service EFL teachers frequently experience high levels of foreign language teaching anxiety (FLTA) during their practicum, particularly related to online teaching and the integration of technology into their teaching (Li, Qi & Zeng, 2023) Furthermore, the practicum allows these teachers to apply their assessment knowledge, with contextual factors like school assessment culture and national assessment policy influencing their conceptions of assessment (Boonmoh & Kamsa-ard, 2023). This obligatory foray into real-world teaching under mentorship explores a multifaceted phenomenon: Foreign Language Teaching Anxiety (FLTA). While the literature extensively probes into anxiety among language learners, the tribulations faced by language teachers—custodians of the learning experience—remain conspicuously understudied.

Pre-service EFL teachers face significant challenges during their teaching practicums, which can have an impact on their professional development. It is critical for teacher education programs to address these issues and provide assistance to ensure that pre-service EFL teachers are well-prepared for future careers. The teaching practicum allows pre-service EFL teachers to put their knowledge into practice and shape their professional identity.

Foreign Language Teaching Anxiety (FLTA) is a nuanced facet of language education, encompassing a spectrum of negative emotions experienced by language teachers. Li, Xie, and Zeng (2023) expound on this, highlighting concerns spanning lesson preparation, classroom management, and language use proficiency. This intricate interplay of emotions can permeate the teaching environment, casting shadows on teacher confidence and classroom performance.

The present study formulas two research questions to analyse the intricate dynamics of Foreign Language Teaching Anxiety (FLTA) among pre-service English as a Foreign Language (EFL) teachers during their teaching practicum. They are;

1. How does the teaching practicum experience influence the development of Foreign Language Teaching Anxiety (FLTA) among pre-service EFL teachers?
2. What are the perceptions of pre-service EFL teachers regarding the role of fear of negative evaluation, self-perception of language proficiency, and teaching

©2024 The Author(s). Published by TRANSBAHASA

inexperience in shaping FLTA during their teaching practicum?

The objective is to unravel the intricacies of FLTA, drawing from the experiences and perspectives of pre-service EFL teachers. Based on previous research reviewed, several research gaps can be the basis for further research:

1. Lack of research on online teaching practical experience and technology integration. Previous research (Mumford & Dikilitas, 2020) has shown that experience of online teaching practices and technology integration can affect the level of anxiety of teaching foreign languages in prospective EFL teachers. However, there is a lack of in-depth research on how these factors specifically affect the levels of alarm and effective strategies to address these anxieties in the context of online learning practices.
2. Lack of understanding of the factors affecting FLTA. Although previous research (Li, Xi, and Z3ng, 2023) has identified several factors that may affect anxiety in teaching foreign languages, such as fear of negative evaluation, self-perception of language skills, and lack of teaching experience, further research is needed to understand the relationship between these factors and levels of anxieties in greater depth.
3. Validity and Reliability of the FLTA Scale. Previous research (Can, 2019) has used the FLTAS as an assessment tool. However, further research is needed to re-test the validity and reliability of this scale, especially in the context of the practice of teaching English as a foreign language.
4. Lack of Analysis of the Impact of EFL Teaching Practices on Anxiety Levels. Previous research (Alrabai, 2015) has shown that EFL teaching practices can affect the level of anxiety of future teachers. However, more in-depth research is still needed to analyze in detail how EFL learning practices, including factors such as curricula, classroom management, and evaluation techniques, affect anxieties and how strategies can be developed to mitigate this.

By conducting this current research, we can gain a deeper understanding of the factors affecting the anxiety of teaching foreign languages and develop more effective strategies to reduce it.

Building on the groundwork laid by Aydin and Ustuk (2020) and Li, Xie, and Zeng (2023), this study examines the validity and reliability of the Foreign Language Teaching Anxiety Scale (FLTAS) and analyses the impact of the EFL teaching practicum on anxiety levels.

METHOD

Mixed Methods Research Design

A mixed methods research methodology was used to comprehensively investigate Foreign Language Teaching Anxiety (FLTA) among pre-service English as a Foreign Language (EFL) instructors. This approach allows the study to gain insight into both quantitative and qualitative aspects, assessing the prevalence of and understanding experiences and perceptions of Foreign Language Teaching Anxiety (FLTA).

Explanatory Design

An explanatory design will be used in the study to examine the correlations between variables and offer a comprehensive account of the elements influencing FLTA in pre-service EFL teachers. Surveys and standardized measures will be used in the quantitative phase of the project to measure the degree of FLTA and provide statistical data that can be evaluated to find trends and correlations.

Exploratory Design

An exploratory design will be used in the qualitative phase to examine the viewpoints and experiences of pre-service EFL teachers. To obtain comprehensive, contextual data on the factors influencing

©2024 The Author(s). Published by TRANSBAHASA

FLTA and the perceived implications on language teaching practice, in-depth interviews and focus groups will be held.

Sampling

Purposive sampling will be used in the study to choose pre-service EFL teachers from certain language study programs in the Kepulauan Riau area. Purposive sampling will be used in the study to select pre-service EFL teachers from specific language study programs in the Kepulauan Riau area. These programs may vary in several aspects, including curriculum design, pedagogical approaches, available resources, field experiences, and faculty expertise. Such variations could potentially influence the level of the Foreign Language Teaching Anxiety Scale (FLTAS) experienced by participants. There were 68 respondents who took part in the questionnaire and five respondents for the interview. According to Sugiyono (2014) in order to obtain a distribution of measurement values close to normal, the number of respondents for the questionnaire test with validity and rehabilitation tests should be at least 30 respondents.

Data Collection

Quantitative data will be collected through surveys utilizing established scales such as the Foreign Language Teaching Anxiety Scale (FLTAS) to measure the levels of FLTA. These surveys will be distributed among participants to gather numerical data on various aspects related to foreign language teaching anxiety.

Furthermore, qualitative data will be gathered through semi-structured interviews and focus group discussions. These qualitative methods will provide a deeper understanding of participants' experiences and perspectives in their own words. By allowing participants to express themselves freely, we aim to capture rich and nuanced insights into the phenomenon of foreign language teaching anxiety.

Data Analysis

Quantitative data will be analyzed using statistical techniques such as regression analysis to identify relationships and correlations. Thematic analysis will be used to examine qualitative data to find recurrent themes and patterns in the narratives of pre-service EFL teachers. Foreign Language Teaching Anxiety Scale (FLTAS) suggested by Aydin & Ustuk (2020) is used as a variable in this study, which contains five indicators:

(1) Lack of student interest: This indicator refers to the situation where students exhibit a reduced or insufficient level of curiosity, enthusiasm, or engagement in the subject matter.

(2) Teaching practicum experience: This indicator highlights the crucial phase in the preparation of future educators, providing them with valuable insights, skills, and reflections that contribute to their professional development.

(3) Fear of negative evaluation: This indicator pertains to an individual's apprehension or anxiety about being critically assessed, judged, or receiving unfavorable feedback from others.

(4) Self-perception of language proficiency: This indicator relates to an individual's assessment or judgment of their language skills in a particular language.

(5) Teaching inexperience: This indicator implies a lack of familiarity with classroom dynamics, curriculum implementation, lesson planning, and effective classroom management.

Ethical Considerations

Throughout the research process, ethical guidelines will be strictly followed to ensure informed consent, voluntary participation, and participant anonymity. The rights and welfare of research participants will be treated with the highest regard. This includes providing detailed information about the study, ensuring that participants understand their role, and protecting their privacy and confidentiality. Furthermore, any potential risks to participants will be carefully assessed and mitigated to maintain

©2024 The Author(s). Published by TRANSBAHASA

ethical research practices. By adhering to these principles, the research seeks to maintain the integrity and trustworthiness of its findings, fostering a respectful and responsible approach to academic inquiry.

RESULTS AND DISCUSSION

This section includes the presentation of findings, followed by a discussion of the data collected from the questionnaire, semi-structured interviews, and focus group discussions. The research conducted in several universities in the Kepulauan Riau area, sampled pre-service EFL teachers from English Department study programs. The findings address the research questions formulated in Chapter 1, focusing on analyzing how teaching practicum experiences influence the development of Foreign Language Teaching Anxiety (FLTA) among pre-service teachers, as well as exploring pre-service teachers' perceptions regarding the role of language proficiency and teaching inexperience in shaping FLTA during their teaching practicum. The research employed a mixed-method approach, with quantitative data collected through surveys utilizing established scales to measure FLTA levels, and qualitative data analyzed using thematic analysis to identify recurrent themes and patterns in the narratives of pre-service teachers. The study involved 68 participants who completed the survey questions, with 8 participants also serving as correspondents for interviews.

Quantitative Findings

Coefficient of Determination (R2)

The following are the results of the Coefficient of Determination (R2) test in this study:

Table 1. Results of the Coefficient of Determination (R2) test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,203[a]	,041	,027	1,07725

a. Predictors: (Constant), Foreign Language Teaching Anxiety

Based on the table above, the R Square value is the coefficient of determination for this study. The R Square value for this research is 0.041. This value means that the independent variable in this study, Foreign Language Teaching Anxiety (FLTA) (X), accounts for approximately 4.1% of the influence on the dependent variable, Teaching Experience (Y), while the rest is attributed to other factors that were not investigated.

F-Test

The following are the results of the F-test in this study:

Table 2. the results of the F-test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,291	1	3,291	2,836	,097[b]
	Residual	76,591	66	1,160		
	Total	79,882	67			

a. Dependent Variable: Teaching Practicum Experience

b. Predictors: (Constant), Foreign Language Teaching Anxiety

The F-test results above are used to test all independent variables against the dependent variable, as indicated by the significance value (sig). The obtained significance value is 0.097, which is greater than the conventional threshold of 0.05. This suggests that there is no significant influence between FLTA (X) and Teaching Practicum Experience (Y), and therefore, the null hypothesis (Ho) is accepted.

T-Test and Regression Equation

The following are the results of the regression equation in this study:

Table 3. the results of the regression equation

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	9,229	1,546		5,969	,000
	Foreign Language Teaching Anxiety	,053	,032	,203	1,684	,097

a. Dependent Variable: Teaching Practicum Experience

Based on the above results, the regression coefficient values of the independent variables in the model can be expressed as:

$Y = a + b(X)$

©2024 The Author(s). Published by TRANSBAHASA

Teaching Practicum Experience = 9.229+ 0.053 (*Foreign Language Teaching Anxiety)*

The constant value of 9.229 indicates that if FLTA is equal to 0, the value of Teaching Practicum Experience is equal to that constant. The regression coefficient of the FLTA variable (X) is 0.053, meaning that an increase in the FLTA value will increase the Teaching Practicum Experience value by 0.053.

The t-value obtained in the T-Test is 1.684 (p=0.097). This result indicates that there is no significant influence of FLTA on Teaching Practicum Experience. The positive sign of the t-value indicates that variable X has a positive influence on variable Y.

Qualitative Findings

Lack of student interest

This challenge can impact the confidence and effectiveness of future educators (Adebola, & Cias, 2022). Each respondent acknowledged that their initial practical experience was colored by high anxiety, known as Foreign Language Teaching Anxiety (FLTA). They felt uncertain, anxious, and nervous when they first faced the class. This experience created an early challenge in managing the classroom and in delivering lessons with confidence. This happened because of a lack of student interest during their first teaching practicum. One respondent noted that students tended to be less interested because they found English difficult and less relevant to everyday life. The irrelevance of language in the context around them became one of the main causes of student indifference.

"Students tend to be less interested because they consider English difficult and less relevant to everyday life."

In addition, another respondent experienced a similar challenge, where students feel that English is not important in their daily lives and these factors can affect the motivation and interests of students.

"Students feel that English is not important in their daily lives."

Teaching practicum experience

The teaching practicum experience for pre-service English teachers has indeed been recognized as a challenging yet valuable period where self-perception of language proficiency plays an essential role in the formation of Foreign Language Teaching Anxiety (FLTA) (Yang, 2023). Although it started with the FLTA, positive developments were seen over time. One respondent, having gained teaching experience, noted a significant change in her confidence and ability to cope with anxiety.

"After some time, I saw positive developments. Students are more involved and enthusiastic in learning English."

Another respondent also has an improvement in her positive attitude towards teaching English.

"From day to day, I began to feel positive changes. Students are more open and enthusiastic about participating in learning."

This is because, during the teaching practicum experience, there was an effort to overcome the lack of students' interest. One respondent said that trying to increase student interest by integrating material that is more interesting and relevant to the daily lives of students. It means that they provide content that they can associate with their personal experiences to enhance engagement. This is noteworthy for how much participants prioritize "students" in their reflective practice. According to Nipapat & Wilang (2022), focusing on students' well-being aligns with their positive psychology goals.

"Trying to increase students' interest by integrating material that is more interesting and relevant to their daily lives"

While other respondents used interactive learning methods through digitization to better engage students. This suggests that giving time for brainstorming sessions before presenting the material can create a more dynamic atmosphere.

"Using interactive learning methods through digitalization to better engage students."

©2024 The Author(s). Published by TRANSBAHASA

Fear of negative evaluation

Fear of negative evaluation (FNE) plays a key aspect in the formation of Foreign Language Teaching Anxiety (FLTA) (Zabidim et al, 2023). All respondents acknowledged a fear of negative evaluation. One respondent mentioned that this fear could affect the way teachers communicate material and interact with students:

"Fear of negative evaluation is something I have experienced. I worry about not meeting the expectations of the teacher or supervisor, and this adds additional pressure."

Another respondent stressed the importance of accepting negative evaluations as part of learning. This perception suggests that fear of negative evaluation is a key aspect in the formation of the FLTA.

"I once felt like I was being reprimanded by a teacher. When you start teaching, you are immediately assessed and paid attention to. I feel worried about not giving my best and possibly harming students."

In analyzing the fear of negative evaluation, it was found that all respondents acknowledged having experienced this fear at some point. These fears relate to the desire to give the best to meet the expectations of the teacher or supervisor. Negative evaluation is perceived as a potential source of stress, yet it is also recognized as an opportunity to learn and improve the quality of teaching.

Self-perception of language proficiency

Self-perception of language proficiency played an important role in the formation of the FLTA. A lack of English proficiency among prospective primary school teachers was linked to increased anxiety levels in the language classroom, which could potentially affect their confidence and instructional competence (Pizarro, 2019). One respondent initially considered teaching to be difficult and challenging. However, this perception shifted positively after gaining practical experience. It reflected a change from teaching as a daunting task to seeing it as a positive challenge. It shows that self-perception is closely related to language skills. Respondents showed an evolution in their view of their language skills over time and teaching experience. Awareness of adequate language skills can increase teacher confidence in teaching.

"I actually feel that teaching is difficult. However, with various challenges, I began to see it as a challenge that could be enjoyed."

Another respondent, with an English proficiency at the intermediate level, stressed the importance of adaptation and appropriate teaching methods to overcome barriers to delivering content. The respondent highlighted the differences in learning systems and how self-perception can develop with experience.

"I feel it is a challenge that can be enjoyed. Maybe I think so. Because the learning system in each educational institution is different"

Teaching inexperience

Lack of teaching experience was perceived as a challenge by all respondents, especially at the beginning of their practicum. This suggests that the early stages of teaching, where pre-service teachers often have limited experience, can be particularly anxiety-provoking (Alrashidi, 2022). However proactive attitudes and sustained efforts to learn can help mitigate this challenge. Practical experience is a starting point that proves that practical teaching in the field brings about positive benefits in the development of pre-training EFL teachers. One respondent highlighted that the lack of teaching experience is a common challenge faced by pre-service EFL teachers. This statement reflects how early uncertainty may be linked with insufficient practical experience.

"When I first started teaching, I felt I lacked experience."

Furthermore, another respondent stated how uncertainty and anxiety can be the primary influences when first teaching,

©2024 The Author(s). Published by TRANSBAHASA

but these can then be overcome with gained experience.

"The first time I entered class it really made me shiver. Until there are students who remind me to relax."

DISCUSSION

The study examined the impact of practical experience on Foreign Language Teaching Anxiety (FLTA) on prospective English teachers in the Riau Islands. It focused on two main research questions: namely how practical teaching experience affected the development of FLTA in prospective English teachers, and how their perception of fear of negative evaluation, self-perception of language skills, and teaching inexperience contributed to shaping FLTA during the teaching practice. The relationship between the quantitative and qualitative findings in this study also provided a more complete and in-depth picture of the impact of practical experience on Foreign Language Teaching Anxiety (FLTA) on prospective English teachers in the Riau Islands.

Statistical analysis shows that FLTA (X) can only explain about 4.1% variability in Teaching Experience (Y). The F test results show no significant influence between FLTA and Teaching Practice Experience, with a significance (sig) of 0.097. Although these results show a statistically low impact, the qualitative findings provide in-depth insight into how FLTA actually affects prospective teachers in the real context of teaching even though it is not a dominant factor in the teaching practicum experience.

The quantitative analysis found no significant influence between FLTA and Teaching Practice Experience, with a significance of 0.097. However, qualitative insights revealed how FLTA affects prospective teachers in real teaching contexts, despite its limited statistical impact. Possible reasons for this disparity include the depth of understanding provided by qualitative methods, consideration of contextual factors, the subjective nature of FLTA perception, complex interplay with other variables, and methodological limitations. Combining quantitative and qualitative approaches can offer a more comprehensive understanding of FLTA's impact on teaching practice.

From qualitative data, the findings highlight specific aspects that enrich researchers' understanding of the complexity of FLTA. For example, a student's lack of interest in English became an initial challenge that caused anxiety in prospective teachers. However, through interviews, it was revealed that efforts to increase student interest by integrating interesting and relevant material could mitigate some of the negative impacts of the FLTA. Furthermore, through the interviews, it was found that the initial challenge caused the anxieties of prospective teachers. They felt insecure, anxious, and nervous the first time they faced the class. This challenge arose due to the lack of student interest that was seen during the first teaching internship. One respondent noted that students tend to be less interested because they find English difficult and less relevant to everyday life.

However, over time, positive developments have been seen in the management of classes and the delivery of materials with confidence. Respondents acknowledged that efforts were made to increase student interest by integrating more interesting and relevant materials into their daily lives. One way is to present content that students can associate with their personal experiences, thereby increasing their involvement. All respondents acknowledged their fear of negative evaluation. One respondent mentioned that this fear could affect the way teachers communicate material and interact with students. However, some respondents stressed the importance of accepting negative evaluations as part of learning. This perception suggests that fear of negative evaluation is a key aspect in the formation of FLTA. Self-sensitivity to language skills turns out to play an important role in FLTA formation. Respondents who initially

©2024 The Author(s). Published by TRANSBAHASA

considered teaching difficult and challenging reported experiencing positive change after gaining practical experience. They begin to see the teaching experience as a positive challenge. This perception becomes an indicator that practical experience can transform the self-view from difficult into a challenging one to enjoy.

In addition, respondents with English proficiency at the middle level stressed the importance of adaptation and appropriate teaching methods to overcome barriers to delivering material. They highlighted the differences in learning systems and how self-perception can develop with experience. Adapting teaching methods wasthe key to overcoming barriers to delivering material to students. Furthermore, these respondents emphasized the significance of incorporating interactive and technology-driven learning approaches to cater to the diverse needs of students, fostering a dynamic and engaging learning environment. This strategic adjustment not only enhances material delivery but also ensures a more inclusive and effective teaching experience.

The lack of teaching experience was seen as a challenge by all respondents, especially at the start of the internship. However, proactive attitudes and sustained efforts to learn help overcome inexperience. Additionally, respondents expressed the necessity of mentorship programs and collaborative learning opportunities during their teaching practicum, underscoring the role of guidance and shared experiences in navigating the challenges associated with initial teaching endeavors. These insights highlight the broader perspective of collaborative growth and the invaluable role mentorship plays in shaping the confidence and competence of pre-service English teachers.

The results of the interviews showed that some respondents reflected on how uncertainty and anxiety could be the primary influence when teaching for the first time. Moreover, these individuals emphasized the transformative nature of continuous reflection and professional development, indicating that ongoing self-assessment and learning contribute significantly to building resilience in the face of initial uncertainties. The evolution from novice to experienced educator underscored the importance of a growth mindset and adaptability in navigating the intricate landscape of language instruction.

When quantitative results show low impact, qualitative findings provide in-depth insight into the complexity of FLTA. Practical experiences, fear of negative evaluation, self-perception of language skills, and inexperience in teaching have been interrelated in shaping the anxiety of teaching Foreign Languages in prospective teachers. Furthermore, the qualitative data unveils the nuanced interplay between these variables, shedding light on how the intricate combination of practical challenges and psychological factors contributes to the overall experience of Foreign Language Teaching Anxiety. This holistic understanding derived from qualitative exploration enhances the interpretability of the quantitative results, providing a richer narrative surrounding the dynamics of FLTA among pre-service language teachers. The findings of both qualitative and quantitative analysis provide insights that contribute to answers to the research questions.

Practical teaching experience influences the development of Foreign Language Teaching Anxiety (FLTA) in prospective English teachers.

Quantitative findings indicate that FLTA explains approximately 4.1% of the variability in Teaching Experience (Y), with no significant influence found between FLTA and Teaching Practice Experience. However, it provides a statistical overview of the impact.

Qualitative analysis offers understanding of how prospective English teachers perceive FLTA, highlighting factors such as lack of student interest, fear of negative evaluation, self-perception of language skills, and inexperience in

©2024 The Author(s). Published by TRANSBAHASA

teaching, which contribute to the complexity of FLTA. Both results show that teaching practice experience has an impact on the development of Foreign Language Teaching Emergency (FLTA) in prospective English teacher. Quantitative findings show that FLTA can only explain about 4.1% variation in Teaching Experience (Y). The F test results show that there is no significant influence between FLTA and Teaching Practice Experience. Nevertheless, it gives a statistical overview of the extent of its impact. Moreover, the qualitative findings provide an in-depth context related to how FLTA is actually perceived by prospective English teachers. Lack of student interest, fear of negative evaluation, self-perception of language skills, and inexperience in teaching are key factors enriching an understanding of the complexity of FLTA. Although the quantitative results do not show significant influence, the qualitative findings provide a deeper and contextual insight related to the influence FLTA has on the process of teaching and learning English. Perceptions of prospective English teacher related to the role of fear of negative evaluation, self-perception of language skills, and inexperience of teaching in forming FLTAs during teaching practices

Quantitative findings: The results of the quantitative finding describe that fear of negative evaluation, self-perception of language skills, and inexperience in teaching only explain a small part of the variability in the FLTA.

Qualitative findings: The qualitative finding provides an in-depth understanding of how fear of negative evaluation, a change in self-perception of language skills, and the challenge of inexperience teaching directly affect the FLTA of prospective teachers.

Based on the findings, the quantitative conclusion suggests that fear of negative evaluation, self-perception of language abilities, and inexperience in teaching can only explain a small part of the variation in Foreign Language Teaching Anxiety (FLTA). In other words, these factors have a limited influence on the formation of the FLTA on prospective English teachers during the teaching practice. Meanwhile, the qualitative findings provide a deeper understanding of the role of fear of negative evaluation, changes in self-perception of language skills, and the challenge of teaching inexperience in shaping the FLTA of future teachers. This study, while providing valuable insights into Foreign Language Teaching Anxiety (FLTA) among pre-service EFL teachers, is not without limitations. One significant limitation is the small sample size, consisting of 68 quantitative survey respondents and five qualitative interview participants. This limited sample may not fully represent the broader population of pre-service EFL teachers in Indonesia, potentially affecting the generalizability of the findings. Additionally, specific regional focus on the Kepulauan Riau area. The cultural, educational, and social dynamics in this region may differ from other parts of Indonesia, further limiting the extent to which the results can be applied to pre-service EFL teachers in different regions. Additionally, the study primarily relies on self-reported data, which can be subject to biases such as social desirability bias and recall bias.

CONCLUSION

In conclusion, the research findings provide a complex comprehension of the development of Foreign Language Teaching Anxiety (FLTA) among prospective English teachers, emphasizing the interplay of various factors as well as the importance of practical teaching experience. While the quantitative analysis shows that FLTA can only account for a small portion of the variation in Teaching Experience (Y), the qualitative insights provide an extensive range of narratives that provides light on FLTA's complexity.

The qualitative findings provide perspective on several significant patterns. First, a lack of student interest comes out as a significant challenge, with respondents stating that student disinterest toward

©2024 The Author(s). Published by TRANSBAHASA

English due to perceived difficulty and irrelevance undermines their confidence and effectiveness as future educators. This highlights the importance of addressing student engagement and the relevance of content in decreasing FLTA. Second, respondents describe the teaching practicum experience as both challenging and transformative, with initial anxiety providing the process to increased confidence and positive attitudes toward teaching English. Efforts to increase student interest through engagement and use of relevant material, as well as interactive learning methods, are emphasized as critical to this process. Third, respondents report an overwhelming fear of negative evaluation, which has an impact on their communication with students and classroom interactions. However, it is also viewed as an opportunity for growth and improvement, emphasizing the significance of creating a supportive learning environment that promotes risk-taking and adaptability.

Fourth, self-perception of language proficiency is identified as a significant factor influencing FLTA, with respondents' confidence levels and perceptions of teaching difficulty changing over time and with teaching experience. This demonstrates the changing character of self-perception and its influence on teacher confidence and instructional competence.

Finally, teaching inexperience is identified as a common challenge for respondents, particularly at the start of their practicum. However, attitude of initiative and efforts to learn and adapt contribute to reducing this challenge, emphasizing the significance of practical experience in developing the confidence and competence of pre-service English teachers.
In summary, the findings of this study underscore the significant role of practical experience, mentorship, and adaptive teaching approaches in mitigating Foreign Language Teaching Anxiety (FLTA) among pre-service EFL teachers. The modest impact of FLTA on teaching experience, as revealed by quantitative analyses, highlights the need for targeted interventions to support pre-service teachers. Future research should explore FLTA in different contexts and with larger sample sizes to enhance the generalizability of the findings. Additionally, examining the effectiveness of various mentorship and training programs can provide deeper insights into strategies for reducing FLTA.

ACKNOWLEDGEMENT
We would like to acknowledge the contributions of Universitas Internasional Batam. Their support has been instrumental in facilitating the execution of this research project and has enabled me to overcome various challenges along the way.

REFERENCES

Adebola, O.O., &Cias, T.T. (2022). Challenges of Pre-service Teachers' Classroom Participation in a Rurally Located University in South Africa. *Journal of Educational and Social Research*.

Alrashidi, O. (2022). Sources of Foreign Language Teaching Anxiety Among Saudi Preservice English Teachers: A Qualitative Inquiry. *SAGE Open, 12*.

Aydin, S., &Ustuk, Ö. (2020). A Descriptive Study on Foreign Language Teaching Anxiety. *International Online Journal of Education and Teaching, 7*(3), 860-876.

Boonmoh, A., & Kamsa-ard, T. (2023). Pre-service EFL Teachers' Anxiety regarding the Online Teaching Practicum during the COVID-19 Pandemic: Thailand Case Study. *Teaching English as a Second or Foreign Language--TESL-EJ*.

Can, D. T. (2019). The reflections of pre-service EFL teachers on overcoming foreign language teaching anxiety (FLTA) during teaching practicum. *Journal of Teaching English for Specific and Academic Purposes*, 389-404.

 ©2024 The Author(s). Published by TRANSBAHASA

Chasanah, I., & Sumardi, S. (2022). A RETROSPECTIVE NARRATIVE STUDY OF PRE-SERVICE TEACHERS' LANGUAGE BARRIER EXPERIENCES IN INTERNATIONAL TEACHING PRACTICUM. *LLT Journal: A Journal on Language and Language Teaching*.

Dikmen, M. (2021). EFL learners' foreign language learning anxiety and language performance: A meta-analysis study. *International Journal of Contemporary Educational Research*, 8(3), 206-222.

Isperdon, L. (2023). A Longitudinal Case Study on Transformational Videoconferencing-Based EFL Teacher Education for Pre-service Teachers' Professional Development. *ECE Official Conference Proceedings*.

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), 350-365.

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.

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*.

Nipapat, P., &Wilang, J. D. (2022). Pre-Service Teachers' Reflective Practices on Teaching Positive Psychology-Driven English Lessons. *TRANS-KATA: Journal of Language, Literature, Culture and Education*, *3*(1), 35-49.

Pizarro, M.A. (2019). Do prospective primary school teachers suffer from Foreign Language Anxiety (FLA) in Spain? *Vigo International Journal of Applied Linguistics*.

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.

Tüfekçi-Can, D. (2018). Foreign language teaching anxiety among pre-service teachers during teaching practicum. *International Online Journal of Education and Teaching*, 5(3), 579-595.

Zabidin, N.B., Mohamad, N., Razali, N.A., Muhamad Ramlan, A.N., & Rahmat, N.H. (2023). How Does Motivation Affect Communication Apprehension, Fear of Negative Evaluation and Test Anxiety among ESL Learners. *International Journal of Academic Research in Accounting, Finance and Management Sciences*.

©2024 The Author(s). Published by TRANSBAHASA