CHAPTER II

REVIEW OF THE LITERATURE

This section presented the related theories involving review of anxiety in teaching context, source of Teaching anxiety, anxiety during field teaching practice, and student-teachers' anxiety in ELT classroom context.

2.1. Theoretical Framework

2.1.1. Anxiety in Teaching Context

The issues of anxiety have been investigated by some researchers around the world. Phenomenon of anxiety is an important psychological phenomenon that occurs in many social or learning contexts related to fear, unpleasantness, and worry. Generally, anxiety is defined as someone's fearness in facing something that can be a serious problem for him/her. Anxiety can also be interpreted as a state of emotional fear, a vague fear that is only indirectly related to an object (Scovel, 1978).

According to Rahman(2004),anxiety is "tense and unsettling anticipation of an event that is threatening but not clear; uncomfortable feeling of tension. It is a negative influence so closely related to fear that in many circumstances the two terms are used interchangeably" (p. 3). He also argues that anxiety and fear are an unpleasant amalgamation of tension and anticipation.

According to Abdullah(2018), anxiety is one of the most well documented psychological phenomena. In general, anxiety appears from the human body as a

response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the researcher. As regards, Buskist and Carlson (1997) define anxiety as a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety arises as a response to a particular situation. Regarding to Passer and Smith (2009), they define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people naturally feel anxious when they are threatened. While according to Ormrod (2011), anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

In addition, anxiety can be defined as a basic human emotion that includes fear and uncertainty. This situation occurs when a person believes that the event can threaten self or self-esteem. Anxiety can block normal thought processes (Ajmal & Ahmad, 2019).Based on the definition of anxiety presented by the experts, it is concluded that anxiety is an unpleasant condition with pressure, fear, and threats originating from the environment experienced by individuals which can affect their physical condition.

Han and Aybirdi(2017) agreed that the concept of anxiety has attracted a lot of attention in language education because it has played an important role and has an undeniable effect on the teaching and learning process (Han & Aybirdi, 2017). Some methods had been learnt, studied, and discussed by many experts. Several references reveal that anxiety has a significant effect on the learning

process as in language learning (Wei, 2007; Zheng, 2008; Wu, 2010).Anxiety which may give a negative impact to the learning and teaching process should be treated seriously. The negative effects of anxiety have strong causation of the teaching performance that pre-service teachers experience, especially in the first face-to-face meeting with students. The anxiety of foreign language teachers can potentially be lowered to students which can also affect teacher teaching, especially in the pedagogical aspect.

There are several causes of anxiety in foreign language classes, including the level of difficulty in foreign language classes, students' personal perceptions of their own language skills, personality aspects (for example, perfectionism or fear of public speaking), and stressful classroom experiences (Price, 1991).According to Sammephet dan Wanphet (2013), the personality of the teacher itself, the context of teaching, and the type of supervision offered are the main causes of anxiety experienced by teachers (Sammephet & Wanphet, 2013). In several recent studies, pre-service EFL teachers were found to be anxious about using English as a foreign languageand the anxiety level of experienced foreign language instructors was lower than that of beginners. Furthermore, years of experience and instructor anxiety levels have a highly significant correlation (Mutlu & Aydın, 2014).

Anxiety has a correlation with expectations, namely when the teacher hopes to teach students with high English skills, but in fact students' English skills are low. This causes teachers to worry about using English to teach students.

Because of that, the teacher also becomes worried that the students don't understand what the teacher is saying (Randall & Thornton, 2001).

Regarding a specific type of anxiety, Horwitz, Horwitz, and Cope (1986) described Foreign Language Anxiety (FLA) as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (Horwitz, Horwitz, & Cope, 1986).

2.1.2. Source of Teaching Context

Learners are not always the only ones who experience anxiety in a foreign language classroom (Merc, 2015). As the active participants of the classroom procedures, teachers or prospective teachers may experience anxiety while they are delivering a lesson. Every EFL student-teacher will gain various experiences through teaching practicum course. Moreover, they can practice their teaching skills in a real class condition. Even though there are advantages from taking this course, studentteachers always feels anxious as they conduct this course. The most popular issue in teaching practicum studies is a source of anxiety that EFL student-teacher they have experienced while attending teaching practicum. Several studies have found that student teacher anxiety can arise from a variety of causes. However, most particularly in the earlier studies, it was quite difficult to determine the types and measure the level of anxiety experienced by teachers since the concept of anxiety was mostly equated with concerns, problems, and needs of the teachers (Keavney & Sinclair, 1978).

The first series of studies is on FLTA *(Foreign Language Teaching Anxiety)* sourcing for pre-service teacher. Focusing on resources creates problems for pre-service teachers during field teaching practice a.k.a teaching practicum, Merc (2011)asked 150 Turkish pre-service teachers to keep diaries during their practicum experience and conducted semi-structured interviews with 30 students. Constant comparison results of the analysis showed that student profiles, classroom management, steps to be followed in teaching, and observation became the main challenges for the participants (Merç, 2011).

In a study comparing the stress levels of EFL student-teachers and experienced teachers in teaching English, Azmi (2012) worked with 51 EFL student-teachers and 38 experienced teachers. He used questionnaires and semi-structured interviews as the instrumentations. The researcher concluded that: being observed, unexpected situations, communicative teaching, and student reactions were among the factors of stress for the participants. Both EFL student-teachers and experienced teachers seem to feel under pressure to teach responsibility (Azmi, 2012).

In this respect, Merc (2010)identified six main sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. (1) Class management. Students-teachers assume that the learning process carried out will be useless if they cannot make class control. Teacher-students also experience anxiety during class hours when students cannot be controlled. Other components of classroom management as a source of student-teacher anxiety are lesson speed,

time management, and noise in the classroom; (2) teaching procedures. The most common anxiety in this category is student-teacher concern about teaching difficult material or teaching a subject for the first time in their teaching experience. Teacher-students perceive that speaking and writing are more difficult than teaching grammar, vocabulary, and reading; (3) being observed. Teacher-students experience high levels of anxiety when supervised or observed by others. The presence of supervisors or teaching practicum supervisors causes high levels of anxiety before class hours because supervisors visit schools unexpectedly. This anxiety arises through physical reactions such as sweating, shaking hands, and shaking voices; and (4) mentors. Student-teacher will experience anxiety in this category when the mentor (class teacher) interrupts the learning process, for example the mentor teacher criticizes different teaching techniques.

Additionally, Yuksel found that pre-service English teachers felt anxiety about teaching a particular language skill such as grammar, listening or speaking skills (Yuksel, 2008). Findings also showed that female and male pre-service teachers did not differ in terms of their level of teaching anxiety, and interestingly foreign language learning anxiety was not in correlation with foreign language teaching anxiety (Merc, 2010).

Thus, anxiety would seem to be a factor in why language classrooms slip so easily from target language discussion to English. In addition, foreign language anxiety can inhibit a teacher's ability to effectively present the target language, interact with students, and serve as a positive role model as a language learner (Horwitz, 1996)

2.1.3. Anxiety during Field Teaching Practice

Teaching practice is an essential component of an indispensable teacher education program, the basis on which practical skills or experience are acquired. Teaching practice also referred to as professional experience, teaching practice, or field experience, is a period when student-teacher gains hands-on experience in teaching (Matoti & Lekhu, 2016). Teaching practice activities are intended to increase teacher-student professional knowledge that is planned through a continuous structured phase. In practice, teaching practice is full of difficulties, and challenges such as the phenomenon of anxiety due to doubts about one's ability to teach and manage students (Marais & Meier, 2004). Teachers students during teaching are not only worried about how to deal with teaching situations but also about student learning (using tests to show how effectively students learn, how capable is to make students interested) (Bilali, 2012).

During teaching practice, student-teachers are expected to be able to demonstrate a high degree of professionalism, such as in preparing lesson notes and appropriate teaching aids, delivering lessons, giving exercises and assignments, and managing classes. They are also required to maintain discipline and can show an acceptable personality (Bhargava, 2009). Due to the complex nature of the profession, and the demands that come with it, student-teachers mostly report various forms of stress and anxiety during their field experiences in teaching. Teaching practice is considered by some students and teachers as a very stressful situation, full of emotional stress. This student-teacher experience creates

several worries and anxieties, sometimes resulting in high levels of stress and anxiety. Teaching anxiety is one of the very serious problems faced by pre-service teachers when conducting classroom teaching activities during the practicum program. This teaching anxiety is closely related to the condition where pre-service teachers show emotional feelings and tension before, during, and after teaching. This anxiety, if not addressed, can affect student-teacher performance during teaching practice and in the long run can affect their perception of the teaching profession (Boadu, 2014). However, teacher-student anxiety changes during training in teaching practice and has a positive impact on reducing teacher-student anxiety (Bilali, 2012).

Supervision is one source that causes anxiety in teacher students during teaching practice. Student-teacher anxiety levels decreased after training as a result of the development of knowledge and skills during teacher training. Although the level of anxiety decreases after training, it should be noted that anxiety appears after teaching practice to teacher students (Bilali, 2012).Several factors underlie the emergence of anxiety for prospective teacher students in carrying out teaching practice activities, including (i) observation of civil servant teachers or lecturers, lack of experience in teaching, anxiety on the first day of teaching, carrying out teaching practicum exams, a large number of students, teaching grammar, anxiety due to questions from students, and attracts students' attention (Agustiana, 2014).

Pre-service teacher anxiety is a concern different from in-service teachers bearing the fact in mind that pre-service teachers are just on their way to become

teachers and might feel distinctly different from the 'real' teachers (Merç, 2010). Especially for the foreign language teacher candidates, who are supposed to teach a language that is not theirs, anxieties experienced are worth mentioning.Teaching practice is positioned at the peak level of the university-school cooperation in the teacher education programs (Tang, 2002) and the novice student teachers struggle to reach the highest level know-how–practical and theoretical-in their education. For sure, this journey is full of emotional, social, cognitive, even physical exhaustion. Anxieties experienced by these passengers constitute the emotional aspect of these obstacles while the feelings of inadequacy set up the social-cognitive feature needed to successfully complete this pathway.

The pressures and stresses associated with everyday life are very broad and in the case of teacher students often achieve traumatic proportions. The student teacher usually does not have diverse skills, however the confidence and status of experienced teachers, but also often engage in ruminations about whether they really want to be a teacher at all. (Caires, Almeida, & Martins, 2009)they conducted research on the experiences and perceptions of the student teachers regarding their teaching practice in four dimensions: (i) learning and supervision; (ii) professional and institutional socialisation; (iii) emotional and physical impact; and (iv) career aspects. Their findings suggest pre-service teachers have an increase in their sense of weariness and personal professional 'vulnerability' from enacting the teacher role in a classroom setting.

The higher the anxiety of students, the lower the tendency of their motivation. Vice versa, the lower the anxiety, the higher the tendency the motivation (Widodo, Adi, Laelasari, Sari, Nur, & Putrianti, 2017).

2.1.4. Student-Teachers' Anxiety in ELT Classroom Context

Language teaching anxiety is one of the research interests looking into the emotional state of the teachers, especially the ones who need to teach a language that is not natively theirs. During conducting real teaching, student teachers are expected to show the highest level of professionalism. So that, with professional demands, studies report that there is a great deal of anxiety that arises in this activity. In addition to giving a great influence to student teachers, real teaching is also one of the causes of stress, worry, and the main focus for them (Danyluk, 2013). Many things can affect the readiness of student teachers which, indeed, can be an anxiety in itself.

Certainly, the anxiety experienced by language teachers may affect their feelings of self-confidence, use of target language, and instructional decisions (Horwitz, 1996). Not only to prove that they master the subject matter, but they also have to show their best at managing classrooms, teaching with proper methods, and assessing their students.In the context of teaching foreign languages, teaching anxiety is a feeling of distrust, unsure of the ability to teach foreign languages well and lack of competence in using foreign languages to students (Can, 2018).

In terms of concerns or anxiety problems experienced by students, teachers are categorized into several factors, including classroom management, methods and materials, their own performance as teachers and their relationship with students (Fuller & Bown, 1975). Sources of anxiety can be classified as follows: (i) anxiety by inconsistencies in the way students are evaluated by mentors, (ii) varying expectations of student performance and congruence among mentors, and (iii) quality of feedback provided to students by mentors (Macdonald, 1993). In addition, there are also four main categories of student-teacher concerns in teaching practice, including 1) how to manage the classroom, 2) institutional and personal adjustments, 3) classroom teaching, and 4) student learning (Goh & Matthews, 2011).

In his research on teacher-student teaching practices, Jusoh (2013) found that student-teacher concerns were related to several aspects including 1) student-teacher interpersonal relationships with teachers, school administrators, and principals, 2) student teachers were unable to apply theory to practice, 3) professionalism; lack of practical teacher work ethic, 4) conflict; discrepancies between practice and reality, and 5) lack of professional support from cooperating teachers. In teaching practice, pre-service teachers experience FLTA before, during, and after teaching activities. Sources of anxiety that arise are related to personality, perceived low level of language proficiency, fear of negative evaluation, demotivation and motivation to teach, lack of teaching experience, and technical problems (Aydin, 2016).

On the other hand, students and teachers feel that they have failed in terms of time management in the classroom. This is caused by anxiety, so that everything that has been prepared such as activities in the lesson plans, sometimes there are activities that are skipped and finished before the time. There are several types of anxiety experienced by student teachers in terms of classroom management, pedagogy, evaluation, and staff relations, and concluded that student-teacher anxiety is related to demographic, experiential, and dispositional variables (Morton, Vesco, Williams, & Awender, 1997). In addition, there are four factors associated with anxiety: (1) evaluation anxiety; (2) student and professional problems, (3) class control, andteaching practice requirements; (4) the methods used in their teaching, class management, and materials, or inconsistencies in the way students are evaluated by mentors or supervisors (Paker, 2011).

Furthermore, there is a positive relationship between fear of making mistakes and lack of teaching experience. When first teaching a class, pre-service teachers feel very anxious and refuse, because they are afraid that they will make mistakes. The more afraid preservice teachers are to make mistakes, the more anxiety they will encounter in teaching (Han & Tulgar, 2019).

Foreign language anxiety by language teachers in the classroom will have an impact on several things including: (i) teacher-students who experience anxiety, it can reduce the amount and quality of input that teachers can give to students; (ii) teachers who experience anxiety resulting in foreign language anxiety will reduce the teacher's quality of life and job satisfaction

(Horwitz,1996). Feelings of fear and tension will tend to appear in pre-service teachers who experience anxiety about teaching foreign languages. This will limit them in carrying out foreign language teaching activities as well as possible (Tum, 2014).

In addition, foreign language anxiety also has an adverse effect on two areas: (1) the application of grammatical rules and (2) the implementation of speaking skills. To reduce the potential negative influence of foreign language anxiety on foreign language education, it can be done by cultivating feelings of empathy, understanding, and cooperation rather than feelings of self-awareness, judgment, competition, and anxiety in students and teachers. Therefore, an institution not only imparts knowledge to student-teacher, but also must instill optimism, confidence, and desire to build a productive career (TÜM & Kunt, 2013).

Some sources of anxiety experienced by preservice EFL teacher students are as follows (Merç, 2004): (1) Anxiety due to previous experiences; (2) Anxiety due to a large class; (3) Anxiety due to feelings of incompetence in teaching; (4) Anxiety caused by supervisor/observed; (5) Anxiety about being recorded; (6) Anxiety about using new teaching techniques; (7) Anxiety about using time effectively; (8) Anxiety in the pre-active stage; (9) Anxiety is observed by the tutor teacher; (10) Anxiety about not getting used to students; (11) Anxiety teaches a new/different level; (12) Anxiety about using a new/different device; (13) First-day anxiety; (14) The negative attitude of the teacher towards the class; and (15) Anxiety does not reach the goal.

In another reference, the sources of Pre-service Teacher Anxiety include fear of negative evaluation, worry of not being understood when speaking, previous EFL experience, perfectionist tendencies, lack of opportunity to practice English, speaking skills, unmotivated students, class management, not being understood by students, unable to answering student questions and being interrupted by the supervisor while teaching (Tum, 2013; Pavi evi , 2013).

2.2. Previous Studies

A number of researchers investigated the idea of language teaching anxiety. As Numrich (1996) has investigated anxiety as part of the problems experienced by language teachers. Researchers analyzed diary entries by non-native ESL teachers and found that teachers felt anxious when they felt there was insufficient grammar teaching, time management in class, and providing instruction for classroom activities(Numrich, 1996). El-Okda and Al-Humaidi (2003) conducted a study to investigate the relationship between the level of anxiety experienced by pre-service English teachers and their language teaching self-efficacy beliefs(El-Okda & Al-Humaidi, 2003).

For research purposes, researchers developed a scale to measure foreign language anxiety called the Foreign Language Student Teaching Anxiety Scale. The scale has 34 items that belong to the six dimensions with reliability value 0.8779. The scale consists of several dimensions as a factor causing anxiety in teaching foreign language students: interaction with students (8 items), interaction with peers (5 items), interaction with other language teachers (5 items), interaction

with supervisors (5 items), written job planning and examination (5 items); and classroom management (6 items).

Sagara, Charisma, and Adiantika(2020) in their research examines student anxiety in online English learning (writing subjects), factors that affect anxiety during online learning, and explores strategies to overcome student anxiety. The results showed that students' anxiety in online English learning was situation-specific anxiety, and the factors that influenced anxiety were grouped into four categories, namely unfamiliarity with the situation, learning disabilities, poor English skills, and not being in line with expectations. Meanwhile, the strategies used to overcome this anxiety are positive thinking, staying calm and enjoying it, being confident, and being prepared. The findings of this study provide an experience for students about anxiety that can arise during online learning in unsupportive situations (Sagara, Charisma, & Adiantika, 2020).

In his research, Tüm (2015) reported that pre-service EFL teachers with high levels of anxiety may avoid using the target language in class and experience problems during language-intensive teaching practices. The author thinks that this result is very significant because pre-service EFL teachers who are very anxious about avoiding the use of the target language can also avoid using the target language freely and spontaneously in their teaching practice. This causes the high level of foreign language anxiety of the EFL teacher may have a multiplier negative impact on the teaching of EFL, which is a serious obstacle to the effectiveness of foreign language education (Tum, 2015).

This study also used the student teaching effectiveness scale which consists of 30 items including four dimensions. The results of the quantitative analysis indicate that prospective English teachers experience moderate levels of language teaching anxiety. In addition, it was found that there was a statistically significant negative correlation between their level of anxiety about their language teaching and their perceived efficacy of language teaching. The researchers concluded that steps were being taken to reduce pre-service teacher anxiety levels; and this responsibility rests with the pre-service teacher himself and those who supervise practical teaching.

Another study on pre-service teacher anxiety was offered by Agustiana (2014). The researcher used qualitatively, then, adapted closed questionnaires and semi-structured interviews to collect data from 50 Indonesian pre-service teachers who completed their practicum. Being observed by the cooperating teacher or mentor, lack of experience in teaching, crowded classes, and student questions were the major sources of anxiety for the EFL student-teachers. Furthermore, Kim and Kim (2004)found that the most anxiety provoking situations for pre-service teachers were as follows: when they had to teach English through English; when they are asked unexpected questions; when they have to teach speaking; when students are not motivated or interested in their English class; when they cannot control students; when they have to teach students who have lived in English-speaking countries; when someone observes their English class; when they teach listening to English; and when they teach English culture. Sources of anxiety about teaching foreign languages are listed as limited English proficiency, lack of

self-confidence, lack of knowledge of linguistics and education, inadequate classroom preparation, compared to native-speaking teachers, fear of negative evaluation, and lack of teaching.

Sharing the same objectives as the study mentioned above, Aydin (2016) examined the FLTA experienced by 60 Turkish pre-service teachers by collecting data through a background questionnaire, interviews, student reflections, and essays. The results showed that fear of negative evaluations, language skills, and teaching experiences created stress for participants. In Aydın's (2016) study, participants were observed to experience teaching anxiety before, during, and after their teaching practice. In 2007, pek conducted a study for a valid and reliable instrument to measure the level of anxiety in teaching foreign languages. Data were collected from nonnative English teachers with daily kept diaries and semi-structured interviews. The data analysis, first, revealed six categories of sources of anxiety: making mistakes, teaching a certain language area, using a native language, teaching students at a certain level of language, fear of failure, and being compared to fellow teachers. Second, the qualitative data collected has led to the development of a valid and reliable scale for measuring foreign language teaching anxiety (pek, 2007).

In his research on student anxiety, sources of anxiety, and gender perspectives in teaching practice through data collection and interviews,Paker (2011), reported that teacher-student anxiety is related to factors such as evaluation, classroom management, pedagogy, and staff relations. Anxiety about classroom evaluation and management was higher than pedagogy and staff

relations. In addition, female teacher-students are more anxious than boys in teaching practice activities. It was also found that the anxiety of teacher students before and during teaching practice activities was caused by several aspects including the differences in the way students and teachers were assessed and evaluated, the expectations of mentors and supervisors related to student-teacher performance in class.

Merç (2004) studied the problem of preservice EFL teachers. Researchers identified that anxiety was one of the most frequently reported problems of pre-service teachers completing their teaching practicum. Sources of anxiety reported by prospective teachers are: anxiety due to previous experiences, anxiety due to large classes, anxiety due to feelings of incompetence in teaching, anxiety due to supervisors/being observed, anxiety due to note-taking, anxiety due to using new teaching techniques, anxiety due to using time effectively , anxiety at the pre-active stage, anxiety observed by the cooperative teacher, anxiety unfamiliarity with students, teaching anxiety at a new/different level, anxiety using new/different devices, first day anxiety, pre-service teacher negative attitudes towards class, and anxiety didn't reach the goal (Merç, 2004).

Yuksel(2008) conducted a study to investigate pre-service language teachers teaching anxiety in relation to their language learning anxiety. This study also aims to determine strategies to overcome teaching anxiety. Sixty-three pre-service English teachers answered three questionnaires: FLCAS, FLTAS, and open questionnaire. The quantitative analysis of the data shows that pre-service English teachers experience anxiety on a scale between infrequent and occasional.

Teaching specific language skills such as grammar, listening or speaking skills was found to be of the highest concern to pre-service teachers. The analysis also revealed that male and female pre-service teachers did not differ in their levels of teaching anxiety. The results also show that anxiety about learning a foreign language is not related to anxiety about teaching foreign languages. These findings suggest that pre-service foreign language teachers feel anxious from time to time, the reason is sometimes based on the language they are teaching and their teaching skills and strategies at other times. The nature of teaching students with all the elements of the practicum included (Eg: supervisors, students to be taught, peers) is also an effective factor in the anxiety experienced by pre-service teachers.