

# Indonesian Pre-Service English Teachers' Teaching Anxiety in Teaching English for Occupational Purposes Classes

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## ABSTRACT

**Abstract:** This study aims at investigating Indonesian pre-service English teachers' Foreign Language Teaching Anxiety (FLTA) in teaching English for Occupational Purposes (EOP) classes and to explore the factors of FLTA. The participants were six pre-service English teachers. The study employed a qualitative design and used observations and interviews as the methods of data collection. The study found that pre-service teachers experienced anxiety when opening the class, when students asked questions, and when they had mispronunciation or forgot certain vocabulary. Through Thematic Analysis, the study also found five contributing factors to the participants' teaching anxiety. These were perceived lack of EOP teaching experience and lack of content knowledge, lack of confidence in their English, teaching mixed-abilities students and teaching students older than them.

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Anxiety is a feeling of tension, nervousness, and worry that negatively affects performance (Horwitz et al., 1986). In foreign language classroom contexts, the construct has been extensively studied focusing on second/foreign language (L2) learners for example speaking anxiety better known as Foreign Language Anxiety (FLA) (Ariyanti, 2016; Mak, 2011; Subekti, 2018b, 2018a), reading anxiety or Foreign Language Reading Anxiety (Limeranto & Subekti, 2021a, 2021b; Sparks et al., 2018; Tien, 2017), listening anxiety (Golchi, 2012; Sumalinog, 2018). As widespread as anxiety among L2 learners, L2 teachers may not be free from anxiety known as Foreign Language Teaching Anxiety (FLTA). According to Aydin (2016), FLTA is an emotional and affective state felt by teachers due to professional problems, and technical problems before, during, and after teaching. This teaching anxiety makes teachers struggle in giving their best teaching in class (Pasaribu & Herendita, 2018).

FLTA is not only experienced by the experienced or in-service teachers but it is also experienced by pre-service teachers (Sammephet & Wanphet, 2013). Tum (2015) stated three reasons why pre-service teachers are prone to experience FLTA. First, they may experience FLA as language learners in foreign language classes. Second, they are more aware of their responsibilities and challenges as a teacher. Lastly, teaching in a first class may be overwhelming for inexperienced teachers (Tum, 2015). Furthermore, pre-service teachers usually experience teaching anxiety when they conduct teaching practices at school where they prepare lesson plans, and materials, teach students and assess the students' work (Agustiana, 2014). During conducting this teaching practicum, the pre-service teachers are expected to be professional just like experienced teachers. This professional demand, in turn, can cause anxiety (Agustiana & Nurhayati, 2019).

There are several possible causes of teaching anxiety among pre-service teachers as reported in previous studies. Several studies reported pre-service English teachers were afraid of explaining materials in English, explaining advanced vocabulary and making errors when teaching (Aydin, 2016; Daud et al., 2019; Farhadi, 2021; Paker, 2011; Pasaribu & Herendita, 2018; Sammephet & Wanphet, 2013; Tufekci-Can, 2018). Some negative preconceptions about problems they would face in class and how to manage their class could also lead them to feel anxious (Rabbidge, 2017). Questions from students were also reported to cause teaching anxiety as they felt unconfident whether they were able to give good or accurate responses (Agustiana, 2019). A study in Turkey by Aydin and Ustuk (2020) also reported that the pre-service English teachers would feel anxious if they faced difficulty in teaching grammar and made pronunciation mistakes. These aforementioned results suggested that pre-service teachers' perceived ability (or lack thereof) affects their teaching anxiety level. Furthermore, pre-service teachers' lack of classroom management skills could also make them anxious. A study in Indonesia by Oktaviani and Jaelani (2020) found that classroom management became a contributing factor to teaching anxiety in line with findings reported in several other previous studies (Aydin, 2016; Bilali & Tarusha, 2015; Coskun, 2013; Gurbuz, 2006; Han & Tulgar, 2019; Kim & Kim, 2004; Merc, 2011; Merc & Subasi, 2015; Oktaviani & Jaelani, 2020; Oral, 2012; Paker, 2011; Pasaribu & Herendita, 2018; Reupert & Woodcock, 2010). Moreover, pre-service teachers may also be afraid of negative evaluation from their mentors or university supervisors during practicum (Agustiana, 2014; Agustiana & Nurhayati, 2019; Aydin, 2016; Aydin & Ustuk, 2020; Farhadi, 2021; Merc,

2011; Oktaviani & Jaelani, 2020; Otanga & Mwangi, 2015; Paker, 2011; Pasaribu & Herendita, 2018; Sammephet & Wanphet, 2013; Tufekci-Can, 2018).

FLTA may even be more widespread among teachers teaching English for Specific Purposes (ESP) including one of its branches, English for Occupational Purposes (EOP) (Kucherenko, 2013) due to the nature of ESP. Whilst students in General English classes typically have low to the pre-intermediate level of English, ESP students may come from different educational backgrounds, ages, English comprehension skills, interests and confidence (Cahyani et al., 2018). Consequently, many teachers reported teaching ESP and EOP courses to be quite challenging (Alsharif & Shukri, 2018; Basturkmen, 2019; Cahyani et al., 2018; Hoa & Mai, 2016; Iswati & Triastuti, 2021; Medrea & Rus, 2012; Setyarini, 2018). In Saudi Arabia, a study by Alsharif and Shukri (2018) involving ESP teachers reported several challenges in teaching ESP. The ESP teachers reported a lack of content-related knowledge and a lack of proper professional development in ESP teaching. In Indonesia, Iswati and Triastuti (2021) reported ESP students' various levels of English proficiency made ESP teaching more challenging, in line with the findings reported in several previous studies (Subekti, 2017; Zakarneh et al., 2020). In addition, adults characterising ESP learners tend to be more critical of the relevance of what they learn in class to their needs (Cozma, 2015; Lytovchenko et al., 2018). The aforementioned reported challenges may instil teaching anxiety in teachers especially those with fairly limited experiences such as pre-service teachers.

Considering the aforementioned challenges in teaching ESP, it may be worthwhile to conduct an explorative study investigating English pre-service teachers' FLTA in teaching ESP classes. Pre-service teachers, due to their liminal position during teaching practices or situations alike, may be prone to teaching anxiety, which could hinder them from teaching their students optimally. Furthermore, FLTA experienced by pre-service teachers seems to be rising in popularity in various learning contexts. For example, pre-service English teachers' teaching anxiety was investigated in Turkey (Aydin, 2016; Aydin & Ustuk, 2020; Can, 2018; Eksi & Yakisik, 2016; Farhadi, 2021; Han & Tulgar, 2019; Merc, 2011; Merç, 2015; Paker, 2011; Tufekci-Can, 2018), Nigeria (Akinsola, 2014), Kenya (Otanga & Mwangi, 2015), Iran (Aslrasouli & Vahid, 2014), Palestine (Barahmeh, 2016), Albania (Bilali & Tarusha, 2015), South Korea (Yoon, 2012), Thailand (Sammephet & Wanphet, 2013; Suwannaset & Rimkeeratikul, 2014), and Indonesia (Agustiana, 2019; Agustiana & Nurhayati, 2019; Oktaviani & Jaelani, 2020; Pasaribu & Herendita, 2018; Permatasari et al., 2019). Nevertheless, all of the aforementioned studies were conducted either in elementary, junior, or senior high school contexts. Therefore, conducting a study on pre-service teachers' FLTA in ESP contexts may be strategic since teaching EOP students seems to be more challenging than teaching General English students (Cahyani et al., 2018). To be more specific, to the best of our knowledge, studies investigating pre-service English teachers' FLTA in an EOP context seemed to be unavailable in Indonesia. Therefore, it is essential and worthwhile to conduct a study in an EOP context involving Indonesian pre-service English teacher participants. Considering the aforementioned rationales, the present study seeks to answer two research questions. First, to what extent do Indonesian pre-service teachers of English experience anxiety in teaching English for Occupational Purposes classes? Second, what are the factors contributing to these pre-service teachers' teaching anxiety?

## METHODS

### *Research Design*

The present study employed a qualitative design. The selection of qualitative design as per the research objectives of the study was to obtain a deeper understanding of the ways participants see a particular issue (McCusker & Gunaydin, 2014), in this case, their teaching anxiety. Besides that, it was also due to the popularity of qualitative designs in the field of teaching anxiety. It could be seen from several studies investigating pre-service teachers' teaching anxiety in teaching General English (GE) either in elementary, junior, or high school contexts using qualitative designs (Agustiana, 2014, 2019; Aydin & Ustuk, 2020; Han & Tulgar, 2019; Merc, 2011; Oktaviani & Jaelani, 2020; Sammephet & Wanphet, 2013; Suwannaset & Rimkeeratikul, 2014; Tufekci-Can, 2018).

Furthermore, the study employed online and on-site observations and online semi-structured interviews via *Google Meet* and *Zoom*. Observations were employed mainly to find the answer to the first research question on the extent to which pre-service English teachers experienced teaching anxiety when teaching EOP classes. According to Mulhall (2002), the purpose of observations is to record and analyse the physical movements and behaviours of the participants. In this case, the observations focused on observed behaviours indicating anxiety and in what situations these behaviours emerged. Furthermore, the semi-structured interviews were employed to obtain support for the observation data answering the first research question and to obtain the answer to the second research question on possible factors affecting pre-service teachers' teaching anxiety. Semi-structured interviews allowed the retrieval of in-depth information from the participants' perspectives through the use of several probing open-ended questions (Gray, 2014).

### **Research Participants**

The participants of the present study were six Indonesian pre-service English teachers. At the time of data collection, they were in the seventh semester of their study and were taking *Teaching English for Specific Purposes (TESP)* course at an English Education department of a university in Java, Indonesia. One of the goals of the class was for the participants to teach EOP classes outside the university. Eleven pre-service teachers volunteered to participate in this study by filling out consent forms and six of

they were randomly selected as the participants using the *Random Group Generator Application*. As to why only six out of eleven volunteering candidates were selected, that was because this study was qualitative and focused on the in-depth experiences of the participants, not the number of participants as in a quantitative study. These six participants taught different EOP classes with various numbers of students, the maximum being nine students. The duration of EOP classes ranged from thirty minutes to two hours. The pseudonyms of the participants and the classes they taught can be seen in table 1.

**Table 1. The pseudonyms of the participants and the classes**

No.	Names (Pseudonyms)	EOP Classes
1	Bram	English for Pharmacists
2	Putri	English for Security Guards
3	Mia	English for Security Guards
4	Sisil	English for Waiters and Waitresses in Coffee Shop
5	Indah	English for Street Food Seller
6	Nagita	English for Shopkeepers

### Research Instruments

The instruments of the study were an observation checklist to keep observations relevant to the research objective, field notes to note down observation findings, and an interview checklist. The observation checklist focuses on several anxiety behaviours. Items include “Teacher focus on the screen without making eye contact with his/her students” and “Teacher stammer when explaining materials”. Furthermore, the interview checklist includes such probing questions as “What do you feel when you are teaching?” and “What makes you feel that way?”

### Ethical Consideration

The present study adhered to at least two principles of research ethics, autonomy and confidentiality. To maintain autonomy and informed consent (Gray, 2014; Tracy, 2020), a Google Form link for the consent form was distributed to all pre-service teachers taking the TESP course. Being informed of the details information about a study including how the data would be used, participants could decide whether to participate (Tracy, 2020). Another ethical consideration is confidentiality. The confidentiality of the participants was maintained through the use of pseudonyms throughout the report (Tracy, 2020).

### Data Collection and Analysis

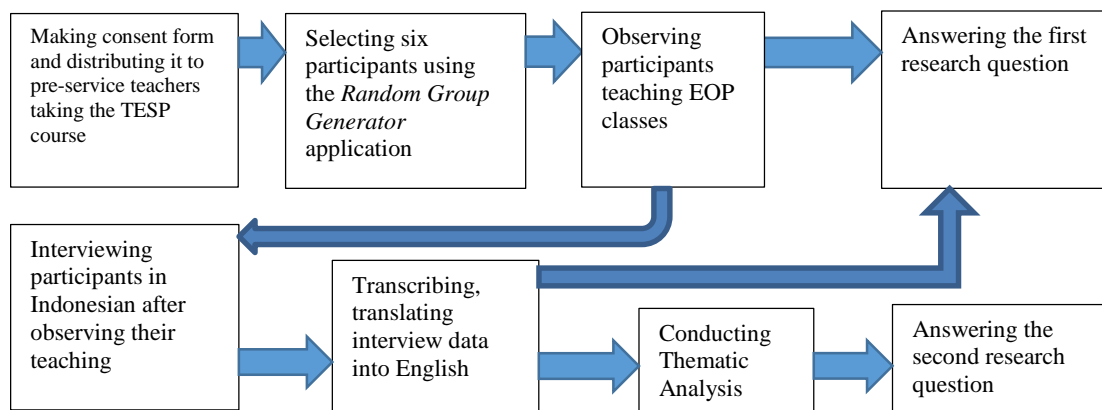
The data collection sequence was as follows. A Google Form link containing a consent form was distributed to all pre-service teachers taking the TESP course. The consent form detailed the purposes of the study, the researchers' identity, and participants' rights and responsibilities if they decided to participate (Gray, 2014). Being willing to participate by filling in the consent form meant that they gave their consent that their teaching EOP classes would be observed and they would be interviewed for the study. From the onset, it was decided to involve six pre-service teachers as the number was deemed sufficient to obtain in-depth and rich information and, at the same time, sufficient to be compared and contrasted with one another. Hence, the consent form served as a way to maintain voluntary participation and to obtain prospective participant candidates. Through the *Random Group Generator Application*, six participants were selected out of eleven candidates filling out the consent form. Observations were conducted on these six participants whilst they were teaching their respective EOP classes. Two teachers were observed through *Google Meet* and four others were observed on site. After each observation, each pre-service teacher was interviewed online. The duration of the online interview sessions ranged from fifteen to 35 minutes. The interviews were conducted using the participants' native language, Indonesian language, so they could express their thoughts more freely allowing for more authentic responses (Welch & Piekkari, 2006). These aforementioned observations and interviews were conducted from 15<sup>th</sup> November 2021 up to 3<sup>rd</sup> January 2022. The times of the observations and interviews could be seen in table 2.

**Table 2. The schedule of interview and observation**

No	Names (Pseudonyms)	Observations	Interviews
1	Bram	15 <sup>th</sup> November 2021	22 <sup>nd</sup> November 2021
2	Putri	19 <sup>th</sup> November 2021	27 <sup>th</sup> November 2021
3	Mia	19 <sup>th</sup> November 2021	29 <sup>th</sup> November 2021
4	Sisil	20 <sup>th</sup> November 2021	3 <sup>rd</sup> December 2021
5	Indah	1 <sup>st</sup> December 2021	30 <sup>th</sup> December 2021
6	Nagita	7 <sup>th</sup> December 2021	3 <sup>rd</sup> January 2022

After the data were collected, they were further analysed per the research questions. The observation data were classified based on the analysis needs related to the research question (Fadlan, 2020). In this case, the observation data were presented in the form of recurring themes appearing in different observations. As for the interview data, the recorded interviews were fully

transcribed, translated into English and analysed using Thematic Analysis. Thematic analysis is a process of identifying, analysing and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006; Maguire & Delahunt, 2017). As suggested by Braun and Clarke (2006) on phases for conducting Thematic Analysis, we familiarised ourselves with the data, generated initial codes, searched for recurring themes, reviewed the themes, defined the themes and made the report where interview excerpts best describing each theme were presented for further analysis and discussion. Figure 1 depicts the flow of the data collection and analysis.



**Figure 1. The Sequence of Data Collection and Analysis**

## FINDINGS

For reference tracing, the following codes were used: “OBV” for observation and “INTV” for interview. For example, “[OBV/Bram]” indicates the results of observation of Bram’s teaching anxiety behaviours and “[INTV/Bram]” indicates Bram’s interview excerpts.

### **Pre-service English teachers’ anxiety in teaching English for Occupational Purposes classes**

Based on the observation and interview data, the study found three themes indicating different situations where the pre-service teachers showed anxiety behaviours. These can be observed in table 3.

**Table 3: Situations Triggering Pre-Service Teachers’ Teaching Anxiety**

Theme 1.	Pre-service teachers experienced anxiety when opening classes.
Theme 2.	Pre-service teachers experienced anxiety when students asked questions.
Theme 3.	Pre-service teachers experienced anxiety when they had mispronunciations or forgot certain vocabulary.

#### ***Theme 1. Pre-service teachers experienced anxiety when opening classes***

Two pre-service teachers reported they felt anxious when opening classes. The following were the observation results of Bram’s and Mia’s teaching.

*When Bram was preparing the materials for teaching, he looked nervous and when all the students came to the class, he started to open the class. When he greeted and began to teach the class, he seemed to be tense. Before greeting the students, he held both of his hands in front of his chest and took a deep breath and eventually said “Good morning everybody, how are you today?” His voice trembled. He stood at the same place and did not move whilst he was still holding his hands in front of his chest. [OBV/Bram]*

*Mia seemed to be nervous from the beginning. She seemed to have technical difficulties with the projector. Then, all students came to the class. She looked more panicked, then said “Guys...What about this projector? How can I teach if this projector is not working?” She was sweating excessively and told the students to wait whilst she was fixing the projector. Her voice was stammering as she always brought a tissue and pen in her hand. When she was explaining, she focused more on the projector screen and always kept her notes than actually paying attention to her students. [OBV/Mia]*

The aforementioned observation results were further confirmed in interviews. Bram and Mia, along with two other participants, acknowledged being anxious when opening their classes. Bram and Mia reported:

“.....I often feel anxious such as nervousness at the beginning of class when I will open the class and teach.” [INTV/Bram]  
 “I felt nervous and trembled when I was about to open the class because I was the first person to teach. That was why I felt nervous.” [INTV/Mia]

From the aforementioned findings, it could be seen that opening the class was one of the anxiety-provoking situations for the pre-service teachers.

### **Theme 2. Pre-service teachers experienced anxiety when students asked questions**

Questions from students also provoked the pre-service teachers' teaching anxiety. Three of the six participants were found to experience anxiety when their students asked questions. They were Bram, Sisil and Putri. The following were their observation results.

*When Bram was explaining the materials and there was a question from a student, he would be quiet for a moment and say “Pardon... could you repeat your question, please?” After the student repeated the question, he would remain quiet and look down before answering the question. His gesture seemed to be awkward and tense. [OBV/Bram]*

*When students asked a question Sisil would say “Sorry, can you say it again?” and her facial expression showed nervousness. When she was preparing the answer for these students, she mumbled “Okay .....mmmm.....wait.....” [OBV/Sisil]*

*When there was a question from her student before Putri answered the question, she looked up and played with her hands, then started to say “aaa.....usually.....aaa.....” then finally answered the question with a stammering voice. [OBV/Putri]*

In line with the observation results, in the interviews, they admitted that they felt afraid if there were questions from students. For example, Bram and Putri stated:

*“When a student asks that question, I feel nervous (laughing). I am afraid that the students are smarter than me, so I feel like “oh, what if I can't answer that”. Every time the students ask questions I feel like I have a panic attack. Usually I immediately like stop for a moment and get confused.” [INTV/Bram]*

*“.....but I am afraid that there are difficult questions that I cannot answer.” [INTV/Putri]*

In a more positive tone, Sisil stated that even though questions from the students made her nervous, she hoped that she could answer the questions as detailed as possible.

*“If there are students who ask a question I experience fear and nervousness. But the fear and my nervousness are normal and I hope I can answer the questions from this student as detailed as possible.” [INTV/Sisil]*

### **Theme 3. Pre-service teachers experienced anxiety when they had mispronunciations or forgot certain vocabulary**

The pre-service teachers also experienced anxiety when they had mispronunciations or forgot certain vocabulary whilst teaching. The following were the observation results on Mia and Sisil.

*When Mia was explaining the topic of “Direction” she said “Can someone come ...here...with me and translate, maksud saya adakah yang mau maju ke depan dan menerjemahkan arti kalimat ini” (Translated: I mean - does anyone want to come forward and translate the meaning of this sentence?). She went blank when she made grammatical mistakes. When she forgot some vocabulary when explaining the materials, she panicked and started to mumble like “a.....a.....” and switched the language to Indonesian. [OBV/Mia]*

*Sisil opened the class and showed the PowerPoint (PPT) and started to teach. She said “These are the sentences that you can use to greet your customers. One of them is “What kind of coffee do you want to order?” She was silent for a moment then she said “Sorry, the sentence on the PPT is wrong, the correct one is “Would you like something to order?” and she started to explain it in Indonesian. She went puzzled and quiet when she made grammatical mistakes and she was afraid when she forgot the vocabulary while talking. [OBV/Sisil]*

During the interviews, Mia and Sisil admitted that she felt nervous when she mispronounced and forgot vocabulary.

*“.....because I felt awkward and nervous, so I usually mispronounce words and forgot what to say. Luckily I have PowerPoint and mostly I explained the materials in the Indonesian language.” [INTV/Mia]*

*“When I feel nervous I will mispronounce words... when we are nervous we will act reckless..... usually when I'm nervous it can make me forget the vocabulary. I'm about to talk and usually when I'm nervous it can change the words that I'm about to say. So I continued to speak and explain in Indonesian.” [INTV/Sisil]*

### Factors affecting English pre-service teachers' teaching anxiety

The study found five themes regarding factors contributing to the pre-service teachers' teaching anxiety. Those four factors could be seen in table 4.

**Table 4. Contributing Factors of Teaching Anxiety**

Theme 1.	Pre-service teachers' perceived lack of EOP teaching experiences
Theme 2.	Pre-service teachers' perceived lack of content knowledge
Theme 3.	Pre-service teachers' lack of confidence in their English in general
Theme 4.	Teaching mixed-abilities EOP students
Theme 5.	Teaching students who are older than them

#### ***Theme 1. Pre-service teachers' perceived lack of EOP teaching experiences***

Several pre-service teachers reported teaching anxiety because they had limited EOP teaching experience. Sisil and Bram, for example, reported:

*"It was also my first time teaching employees because I usually teach senior high school students and it's different, that's what makes me nervous."* [INTV/Sisil]

*"I am not used to teaching on-site. I do an online internship at high school and I also feel a bit nervous, but the feeling of being nervous and anxious is also different. When teaching EOP it also has a different feeling of nervousness and anxiety because I teach EOP students on site and meet them directly."* [INTV/Bram]

As can be seen from the excerpts, Sisil experienced teaching anxiety because it was her first time teaching employees and Bram also felt nervous when teaching because he was not used to teaching on site, let alone teaching EOP. Both of them confessed that even though they had experience in teaching senior high school students, they still felt nervous and worried when they taught EOP classes.

#### ***Theme 2. Pre-service teachers' perceived lack of content knowledge***

Five preservice teachers considered themselves to have the insufficient content knowledge and this instilled anxiety. For example, Nagita and Indah reported that they were afraid that the materials they have designed would not meet students' needs.

*"I feel anxious because when I prepare the material I feel like "Is the material that I am going to teach relevant"... because... the material is tailor-made based on their fields or jobs. Sometimes I think "is it appropriate or not? Is the material too difficult or too easy?" Sometimes there is a fear... I even think about whether they understand this material or they will be bored with this material."* [INTV/Nagita]

*"I am afraid that the material will be too easy or too difficult so that they may no longer need to learn. I am afraid that the material I teach is not suitable for my participants, even though I have done a need analysis..... In addition, I am also afraid that the material I teach will not be useful for them."* [INTV/Indah]

In line with Nagita's and Indah's viewpoints, Bram specifically stated that he felt anxious because the kind of English that he taught was more specific, English for pharmacists. Bram stated:

*"The main factor of my anxiety is the English (needed in English for pharmacists) ... it's is more specific, that we have to study more specifically and reduce it like English specifics in certain fields... Last week ... we taught how to give instructions and how to order and buy medicines. Yesterday, I was worried and nervous... they (students) are pharmacists... more experienced in their fields at the pharmacy and they know better."* [INTV/Bram]

As seen in the aforementioned excerpts, pre-service teachers were not familiar with the materials or content that they needed to teach because all of their students were employees and had various English backgrounds. It made them feel confused about how to teach and what to teach. Furthermore, since they had no experience in teaching EOP classes and had never worked as an employee, they might find it difficult to prepare materials relevant to students' needs and levels.

#### ***Theme 3. Lack of confidence in their English in general***

As previously mentioned, most of the participants agreed that they experienced teaching anxiety because they did not have sufficient experience in teaching EOP students. This, eventually, also affected their confidence in teaching. Five pre-service teachers stated that they lacked confidence when teaching. They were afraid of making mistakes in teaching, of students' unexpected questions, and they doubted their abilities as pre-service teachers. For example, Sisil, Bram and Mia reported:

".....I am an English teacher, so I should not make even the slightest mistake. If I teach wrong things then they will also catch it wrong and practice it wrong continuously. That is what makes me nervous." [INTV/Sisil]

"I'm afraid of questions that I don't know the answer to. For example... vocabulary... incorrect grammar... when the participants asked for feedback such as "Do you think the grammar is correct or not?" That's what I'm afraid of... even I sometimes still need help when doing or answering things like that." [INTV/Bram]

"I'm more afraid of my abilities as a teacher. Because I'm not really an expert and I'm also still a student and still learning... I always think that my abilities are still insufficient because I don't have much experience..... What if I make mistakes like mispronunciations and mistakes in teaching, what will they say about me...? I feel worried about that." [INTV/Mia]

#### **Theme 4. Teaching mixed- abilities EOP students**

Teaching students with various abilities in the class was reported as one of the factors contributing to teaching anxiety. Bram and Mia, for example, shared their nervousness about teaching students with various abilities. They stated:

"Very smart students and varieties of students' understanding (on materials I teach) affect my fear when I teach." [INTV/Bram]

"I feel scared because I don't know their abilities. Whether they are at a low level, medium or already fluent in English... I feel nervous, like "what if they are very good at English?" .... I feel anxious because some of my students are already fluent in English and do not seem to need what I have taught." [INTV/Mia]

#### **Theme 5. Teaching students who were older than them**

Four pre-service teachers stated they also felt anxious because they taught students who were older than them. Mia and Sisil, for instance, stated:

"Teaching security guards..., (I find) the ages (of my students)... some are of the same age as me, some are older, and the latter cause me to feel anxious." [INTV/Mia]

"When I was teaching I felt nervous because apart from being a coffee shop employee, he (my student) is also a student at the same university as me... he (my student) is my senior. Well, that also makes me... if he were from the same batch as me, maybe I wouldn't feel too nervous." [INTV/Sisil]

From the aforementioned excerpts, it can be seen that the pre-service teachers were anxious because their students are older than them. Sisil also stated that she would not feel very nervous if she was teaching students of the same age as her, indicating that the pressure of teaching older students was higher.

## **DISCUSSION**

### **Pre-service English teachers' anxiety in teaching English for Occupational Purposes classes**

First, the pre-service teacher participants felt anxious when opening classes could be attributed to several causes. First, they possibly had no prior experience in teaching EOP classes thus lacking classroom management. According to Keser and Yavuz (2018), classroom management is how a teacher conducts a classroom by creating a conducive learning environment. Lacking classroom management may lead pre-service teachers to have preconceptions or assumptions such as the possibility of the participants not respecting them and feeling uncomfortable learning with them as teachers, being incapable to run the class well, as well as being incompetent to master teaching materials. Such assumptions were usually formed because of a lack of experience and these assumptions may be common among pre-service teachers (Rabbidge, 2017).

This finding was in line with a finding of a study by Sammephet and Wanphet (2013) in Thailand. They found that pre-service teachers repeatedly experienced teaching anxiety in their first class because they had to deal with new students, and felt unsure of what to teach and how to naturally open the class. The similarity between these two studies may in part be attributed to their lack of classroom management resulting from their limited teaching experience, EOP teaching experience on top of that in this present study.

Furthermore, the finding indicating that the pre-service teachers experienced anxiety when their students asked questions was consistent with the findings of several previous studies (Kim & Kim, 2004; Oktaviani & Jaelani, 2020; Permatasari et al., 2019; Tufekci-Can, 2018). A quantitative study in Korea by Kim and Kim (2004), for example, found that unexpected questions from the students could provoke the biggest anxiety in the pre-service teachers. Similarly, a qualitative study in Indonesia by Permatasari et al., (2019) also reported that being unable to answer their students' questions caused teaching anxiety. The similarity of research findings in these different contexts may indicate that questions from the students generally caused anxiety among pre-service teachers.

Next, the study further found that the participants felt anxious when they mispronounced words or phrases and forgot certain vocabulary in front of their students. The possible reason could be their limited English proficiency. It led them to be more nervous as they realized that they made some errors while speaking. Recent studies also reported similar results that perceived lack of grammar, limited vocabulary and poor pronunciation could trigger teaching anxiety among pre-service teachers (Daud et al., 2019; Farhadi, 2021; Pasaribu & Herendita, 2018; Sammephet & Wanphet, 2013). For example, a study in Thailand by Sammephet and Wanphet (2013) reported that the pre-service teachers were afraid of using English to explain materials in class since they were afraid they make grammatical mistakes and mispronunciations. Hence, they used Thai, their native language, instead. Moreover, in an Indonesian context, Daud et al., (2019) found that pre-service teachers felt anxious when explaining materials in English because they perceived themselves to have limited mastery of grammar, vocabulary and English pronunciation. The similar findings could partly be attributed to the position of English as a foreign language in both Indonesia and Thailand and the minimum use of English outside classroom contexts even for these pre-service teacher participants. Several studies suggested that occasional use of native language shared by both teachers and students in language class could lower cognitive processing (Swain & Lapkin, 2013) and alleviate anxiety (Mak, 2011; Subekti, 2018a).

### **Factors affecting English pre-service teachers' teaching anxiety**

The study found that perceived lack of teaching experience instilled anxiety. This finding was in line with the findings of several studies in Turkish and Indonesian contexts (Agustiana, 2014; Aydin, 2016; Aydin & Ustuk, 2020). Aydin (2016) in Turkey, for example, found that lack of teaching experience was the highest factor provoking pre-service teachers' teaching anxiety. This may happen because all participants in these studies were pre-service teachers who had fairly limited teaching experiences. Regarding this, Paker (2011) mentioned that it was possibly natural that pre-service teachers experienced anxiety if they did not have experience in teaching (Paker, 2011). In the present study, furthermore, the challenge the participants faced could be even bigger as they had to teach EOP with all specific aspects they needed to deal with specific needs of their students such as specific vocabularies and specific situations they probably encounter with which the pre-service teachers were not at all familiar.

Secondly, the present study also reported that a perceived lack of content knowledge triggered teaching anxiety. Fairly recent studies reported that teachers' lack of content knowledge of their students' disciplines become challenges for teachers in teaching English for Specific Purposes (ESP), of which EOP is the branch (Alsharif & Shukri, 2018; Aydin, 2016; Iswati & Triastuti, 2021; Medrea & Rus, 2012). In Indonesia, Iswati and Triastuti (2021) found that even in-service teachers felt overwhelmed and afraid due to a lack of content knowledge when teaching ESP classes. Besides that, in Saudi Arabia, Alsharif and Shukri (2018) found that teachers felt challenged to teach ESP classes because of the absence of training for ESP teachers which could lead the teachers to a lack of readiness in teaching ESP and unfamiliarity with content knowledge of students' disciplines. In the present study, the participants who had limited teaching experience, let alone EOP teaching experience, may have struggled in trying to meet their students' specific needs, despite all their lacking and limitations as pre-service teachers, thus explaining why they were anxious.

Furthermore, the study also found that the pre-service teachers did not feel confident in their English in general and thus they were afraid of making mistakes when teaching, for example, grammar, pronunciation and vocabulary. A study in Turkey by Farhadi (2021) also found that pre-service teachers were afraid of making mistakes and this was attributed to their limited teaching experience. In line with this, a quantitative study by Kim and Kim (2004) in Korea reported that a major reason for teaching anxiety was a lack of English proficiency and knowledge. In other words, the finding of the present study could provide qualitative confirmation of the quantitative study by Kim and Kim (2004), suggesting uniform findings across different contexts.

Next, the study found that teaching mixed-abilities EOP students caused anxiety. Regarding this, even though studies about pre-service teachers' anxiety related to mixed-abilities students are rare, several studies reported that teachers had difficulty in teaching such students (Hordiienko & Lomakina, 2015; Iswati & Triastuti, 2021; Shammakhi & Humaidi, 2015; Subaiei, 2017; Zakarneh et al., 2020). Subaiei (2017) in Saudi Arabia found that teachers experienced difficulty handling mixed-abilities students as it was hard to design proper and suitable materials for the whole class (see also Iswati & Triastuti, 2021; Medrea & Rus, 2012). For this reason, teaching students of various abilities could be quite intimidating for young and inexperienced teachers (Hordiienko & Lomakina, 2015).

Lastly, the study found that the participants felt nervous when teaching students who were older than them. This finding was in line with a finding of a study by Cozma (2015) reporting teaching adult students could be problematic for teachers as such students could be very critical if their learning needs are not met. That adult students have more life experiences, and critical thinking of content, resources, forms and methods of learning than younger students (Lytovchenko et al., 2018) may instil anxiety in pre-service teachers when teaching them. That may especially be the case since the pre-service teachers possibly had limited knowledge of what kind of activities made students active and enthusiastic since they were inexperienced in teaching adults.



## CONCLUSION

The present study has at least implications, especially to teach EOP classes. First, lecturers could better prepare pre-service teachers to become familiar with EOP teaching. They can ask pre-service teachers to do a need analysis before teaching. It will help them to design suitable materials for their students. Secondly, lecturers can provide relevant theories and initial training specifically on how to teach adults effectively since most of the EOP students are adults and employees.

Furthermore, this study also has several limitations. The first was related to the online observations. Two classes were observed online because of the specific situations at the time. The duration of these online/teleconference classes was quite short and the pre-service teachers' facial expressions and body language when teaching were not very observable because they 'shared screen' when teaching allowing a very small camera view. These led to somewhat limited online observation data. Secondly, the result of this qualitative study cannot be generalised because it may be unique to its context and may not be applicable in different contexts and settings, though qualitative replications in contexts sharing the same characteristics may still be possible.

Finally, there are several recommendations for future studies. Firstly, studies about teaching anxiety in teaching EOP are quite rare in Indonesia and the findings of the present study may not be generalised. Hence, future studies may use quantitative to produce generalisable data. Secondly, future studies can focus on analysing the strategies pre-service teachers use to minimise anxiety when teaching EOP classes.

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