

VOICES UNDER PRESSURE: AN EXPLORATION OF SPEAKING ANXIETY AMONG PRESERVICE EFL TEACHERS DURING TEACHING PRACTICUM

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ABSTRACT

Speaking anxiety remains a persistent challenge for preservice EFL teachers, yet its manifestation within teaching practicum has received limited contextual investigation. This qualitative study explores the factors shaping English-speaking anxiety among ten preservice teachers at UIN Mahmud Yunus Batusangkar. Data were generated through semi-structured interviews, reflective journals, and field notes and analysed using Braun and Clarke's thematic analysis. The findings reveal that speaking anxiety emerges from the interaction of internal and external factors rather than isolated linguistic deficiencies. Internal sources include linguistic insecurity, fear of negative evaluation, low teaching self-confidence, and inadequate pedagogical preparation, while external pressures stem from evaluative audiences, sociocultural norms, and unpredictable classroom conditions during practicum. By conceptualizing speaking anxiety as an ecological and contextually situated phenomenon, this study extends the predominantly cognitive and psychological literature on foreign language anxiety and demonstrates how sociocultural and practicum-specific conditions jointly shape preservice teachers' experiences. The findings contribute to teacher education by highlighting the importance of integrating linguistic support, psychologically safe feedback practices, and scaffolded practicum experiences to foster professional confidence and communicative resilience.

Keywords: Speaking anxiety, preservice teacher, preservice teaching.

INTRODUCTION

Speaking proficiency is a crucial component of professional competence for preservice English teachers, enabling them to communicate effectively and model authentic language use in classrooms. In EFL contexts, where opportunities for authentic communication are often limited, oral proficiency represents an important indicator of teacher readiness and instructional effectiveness (Aichhorn & Puck, 2017; Alhasan et al., 2024; Chen, 2024; Pai et al., 2024). However, many preservice teachers still experience difficulty speaking English confidently, with speaking anxiety emerging as a significant challenge to their professional development (Abrar et al., 2018; Aizawa et al., 2023).

Speaking anxiety, as a manifestation of Foreign Language Anxiety (FLA), refers to apprehension and tension experienced during foreign language communication (Asrida, 2017; Attia & Algazo, 2025; Suratin & Sribayak, 2025). Previous research shows that it negatively affects willingness to communicate, oral performance, and self-confidence (Ali et al., 2021; Huang et al., 2024; Muftah, 2023). Among preservice teachers, its consequences extend beyond

language learning because speaking is closely related to teaching performance and professional identity.

Existing studies indicate that speaking anxiety results from the interaction of linguistic, psychological, and contextual factors. Internal factors include limited language competence, fear of mistakes, and low self-efficacy, while external factors involve evaluation pressure, classroom environments, and sociocultural expectations (Abrar et al., 2018; Aizawa et al., 2023). However, these factors have been mainly examined among general EFL learners, leaving speaking anxiety among preservice teachers during teaching practicum insufficiently understood.

This gap is important because preservice teachers simultaneously function as language learners and future professionals who must communicate effectively while managing classroom responsibilities and evaluation from lecturers, mentor teachers, and students. Therefore, speaking anxiety in practicum contexts requires a broader perspective that considers the interaction of individual, social, cultural, and instructional factors.

This study investigates speaking anxiety as a contextually embedded phenomenon shaped by linguistic insecurity, professional expectations, evaluative relationships, and classroom realities. Specifically, it explores the internal and external factors influencing English-speaking anxiety among preservice EFL teachers during teaching practicum. The study contributes to FLA research by extending understanding of speaking anxiety beyond individual psychological factors and proposing the Practicum-Induced Speaking Anxiety (PISA) Model as a contextual framework for teacher education.

LITERATURE REVIEW

Foreign Language Anxiety and Speaking Anxiety in EFL Contexts

Foreign Language Anxiety (FLA) has been widely recognized as an important affective factor influencing learners' engagement, communication, and achievement in foreign language learning. (Horwitz et al., 1986) conceptualized FLA as a situation-specific form of anxiety associated with foreign language learning, particularly involving communication apprehension, fear of negative evaluation, and anxiety related to language performance. Unlike general anxiety, FLA emerges from specific demands of language use, making it particularly relevant in contexts

where learners are required to communicate in a non-native language.

Among the four language skills, speaking is often considered the most anxiety-provoking because it requires immediate production, public performance, and continuous self-monitoring. Previous studies indicate that speaking anxiety can reduce learners' willingness to communicate, limit classroom participation, and negatively affect perceived competence and oral performance (Chen, 2025; Chen, 2024; Fatimah Hidayahni & Nur, 2023). In EFL contexts, where authentic opportunities for communication are often limited, learners may experience greater anxiety due to concerns about linguistic accuracy and social evaluation.

Internal and External Factors Influencing Speaking Anxiety

Previous research suggests that speaking anxiety results from the interaction of internal and external factors rather than from a single source. Internal factors commonly include linguistic insecurity, fear of making mistakes, low self-confidence, and inadequate perceived competence. Learners who experience difficulties with vocabulary, pronunciation, and grammar often engage in excessive self-monitoring, which interrupts fluency and increases anxiety during communication (Abrar et al., 2018; Atifnigar, 2024; Salihoğlu, 2024).

Psychological factors, particularly fear of negative evaluation, also play a significant role in shaping speaking anxiety. Learners may avoid speaking because they fear criticism, embarrassment, or negative judgments from peers and teachers. Such concerns become more prominent in environments where mistakes are perceived as signs of incompetence rather than as natural parts of language development.

Beyond individual factors, external conditions also influence speaking anxiety. Previous studies have highlighted the role of classroom environment, assessment practices, teacher expectations, and sociocultural norms in shaping learners' emotional experiences (Anandari, 2015; Kusumawat & Fauzia, 2019). Cultural values related to embarrassment and social judgment may discourage learners from speaking openly, particularly when they are concerned about losing face or being negatively perceived by others. Therefore, speaking anxiety should be understood as a socially and contextually constructed experience.

Speaking Anxiety in EFL and Teacher Education Contexts

Although speaking anxiety has been extensively studied among EFL learners, fewer studies have examined this phenomenon among preservice English teachers. This group experiences unique challenges because they are not only language learners but also future professionals expected to demonstrate

effective communication skills and serve as language models for their students.

Teaching practicum represents a critical context where preservice teachers encounter authentic communicative demands. During practicum, they must use English while simultaneously managing classroom interaction, explaining instructional content, responding to unexpected situations, and meeting expectations from mentor teachers and supervisors. Consequently, speaking anxiety among preservice teachers involves not only concerns about language ability but also concerns about professional competence and teacher identity.

Previous research on preservice teachers has identified linguistic limitations, insufficient preparation, evaluation pressure, and low confidence as important contributors to anxiety (Chen, 2025; Chen, 2024; Fatimah Hidayahni & Nur, 2023). However, much of the existing literature has examined these factors separately, providing limited understanding of how they interact within authentic teaching environments. This suggests the need for research that examines speaking anxiety as a multidimensional experience embedded within teacher education contexts.

Despite significant developments in FLA research, several gaps remain. First, previous studies have predominantly focused on general EFL learners, while the experiences of preservice teachers during

teaching practicum remain underexplored. Second, existing research has largely emphasized individual psychological and linguistic factors, with less attention to how social, cultural, pedagogical, and contextual conditions collectively shape speaking anxiety. Third, quantitative approaches have dominated the field, creating a need for qualitative investigations that capture preservice teachers' lived experiences and interpretations of anxiety.

Addressing these gaps, the present study adopts a qualitative phenomenological approach to explore

METHODS

Research Design

This study employed a qualitative phenomenological design to explore the lived experiences of preservice English teachers regarding speaking anxiety during teaching practicum. A phenomenological approach is appropriate because it seeks to understand how individuals perceive, interpret, and make meaning of a shared experience (Byrne, 2025; Creswell, 2018; Creswell & Clark, 2017). Since speaking anxiety is a subjective and context-dependent phenomenon, this approach enabled an in-depth exploration of the

how preservice EFL teachers experience and interpret speaking anxiety during teaching practicum. By examining the interaction between internal and external influences, this study extends previous research by conceptualizing speaking anxiety as an ecological and contextually situated phenomenon. Furthermore, the study proposes the Practicum-Induced Speaking Anxiety (PISA) Model, which provides a new conceptual framework explaining how linguistic, psychological, pedagogical, sociocultural, and environmental factors interact to shape speaking anxiety in teacher preparation contexts.

internal and external factors shaping participants' experiences in authentic teaching contexts. The design aligns with the study's objective of understanding how preservice English teachers experience and interpret speaking anxiety during teaching practicum.

Research Setting

This research was conducted at UIN Mahmud Yunus Batusangkar, specifically in the Department of English Education. This department offers a structured teaching practice program that

requires students to be directly involved in classroom teaching, interact with school mentors, and demonstrate professional competence.

Research Participants

Ten preservice English teachers who had completed or were undertaking their teaching practicum participated in this study. Participants were selected through purposive sampling because they had direct experience teaching English in authentic classroom settings and were therefore able to provide rich insights into the

was achieved, with no new in themes or meaningful insights emerging from final interviews. To protect participants' identities, all were assigned the codes PsT1-PsT10.

Data Collection Techniques

Data were collected through semi-structured interviews, reflective journals, and field notes to obtain a comprehensive understanding of participants' speaking anxiety during teaching practicum (Byrne, 2025). Semi-structured interviews served as the primary data source. An interview protocol consisting of eight guiding questions was developed based on the study objectives and the literature on foreign language speaking anxiety. The

phenomenon of speaking anxiety. The participants (aged 21–23 years) represented diverse teaching placements across elementary, junior secondary, senior secondary, and Islamic schools, as well as varying levels of academic achievement, perceived English proficiency, and prior teaching experience, allowing for a range of perspectives. The sample size was considered appropriate for phenomenological research, which emphasizes depth rather than breadth of understanding. Participant recruitment continued until data saturation

protocol explored participants' experiences of speaking anxiety, perceived internal and external triggers, emotional responses, coping strategies, and the perceived impact of anxiety on teaching performance. Sample interview prompts included: "*Can you describe a situation during teaching practicum when you felt anxious speaking English?*" and "*What factors do you think contributed to that experience?*" Follow up probes were used to clarify and elaborate participants' responses. Interviews lasted 15–20 minutes, were conducted in English or Indonesian according to participants' preference, audio-recorded with consent, and transcribed verbatim.

Reflective journals complemented the interview data by documenting participants' ongoing reflections, emotions, and anxiety-provoking incidents throughout the practicum (Ramlal & Augustin, 2020; Tahmasbi et al., 2022). Field notes were also maintained to record contextual observations during data collection. The integration of these three data sources enabled methodological triangulation and provided a richer understanding of participants' lived experiences.

Data Analysis Techniques

The analysis began with repeated readings of transcripts in the data and gain a holistic understanding of the life experiences described. Initial coding is done manually, with important phrases, powerful descriptions, and recurring ideas being labelled systematically. These codes capture various elements, including emotional reactions, internal cognitive triggers external situational triggers and personal interpretations of how anxiety affects teaching performance.

The codes were then organized into broader patterns to identify potential themes. Researchers reviewed similarities, differences, and relationships between codes, grouping codes that had conceptual connections. Themes were developed in

collaboration among researchers, participants (through a participant verification process), and an external qualitative expert who helped verify the coherence and validity of the theme construction. This collaborative process strengthened analytical rigor by minimizing researcher bias and ensuring that the themes truly reflected participants' experiences rather than imposed interpretations.

After the initial themes were identified, the researcher reviewed them in relation to the entire dataset to ensure their accuracy, coherence, and uniqueness. Overlapping themes were combined, and themes that lacked sufficient supporting evidence were modified or discarded. The final themes represent the core dimensions of speaking anxiety experienced by prospective English teachers, covering both internal psychological states and external contextual pressures. The researcher then wrote a detailed narrative for each theme, integrating direct quotes and experiences described by participants to describe the findings in a vivid and authentic manner.

To further enhance reliability, several additional strategies were implemented. Reliability was supported through triangulation of interviews, reflective journals, and field notes, which

allowed for cross-verification of data from multiple sources. Transferability was strengthened through in-depth descriptions of the research context, participant characteristics, and practice environment, enabling readers to determine the applicability of findings to similar contexts. Reliability is ensured by maintaining an audit trail that documents decisions made during data collection, analysis, and interpretation. Confirmation is addressed by involving external qualitative experts who review the coding process, theme development, and interpretation to ensure neutrality and minimize researcher subjectivity.

Ethical Consideration

Ethical principles were observed throughout the study. Prior to data collection, all participants received an information sheet explaining the study's purpose, procedures, potential risks and benefits, and their rights as participants. Written informed consent was obtained from each participant, and participation was entirely voluntary.

Participants were informed that they could decline to answer any question or withdraw from the study at any time without penalty. To ensure confidentiality and anonymity, participants were assigned pseudonyms (PsT1–PsT10), and all

identifying information was removed from the interview transcripts and research reports. Digital data, including audio recordings, transcripts, and reflective journals, were stored on password-protected devices accessible only to the research team. Transcript and reflective journals were stored on password-protected devices accessible only to the research team.

RESULT AND DISCUSSION

Result

This section presents the findings of the study, which explored the internal and external factors contributing to speaking anxiety among preservice English teachers at UIN Mahmud Yunus Batusangkar. Using thematic analysis, two overarching themes were identified: (1) Internal Factors Contributing to Speaking Anxiety, and (2) External Factors Shaping Anxiety Experiences. Each theme consists of several subthemes that emerged consistently across interviews. The findings illuminate how linguistic limitations, psychological concerns, sociocultural influences, and contextual pressures interact in shaping the participants' emotional responses when speaking English during their teaching practicum and academic activities.

The conceptual model presented in this chart illustrates the Practicum-Induced Speaking Anxiety (PISA) Model, which practicum. Speaking anxiety in the practicum context is not a single-variable issue; rather, it is shaped by a dynamic and multidimensional interaction of internal psychological conditions, linguistic preparedness, sociocultural expectations, audience-related pressures, and situational classroom realities.

Internal Factors

Linguistic Insecurity

Linguistic insecurity emerged as the most frequently reported internal source of speaking anxiety. Nearly all participants described limitations in vocabulary, pronunciation, and grammar as reducing their confidence and interrupting their oral communication during teaching practicum. Rather than functioning as separate difficulties, these linguistic limitations interacted to increase cognitive load, making it difficult for participants to retrieve vocabulary, construct grammatically accurate sentences, and maintain fluency while teaching.

Vocabulary limitation was the most dominant concern. Participants explained that although they knew what they wanted

explains how English-speaking anxiety develops and intensifies among preservice EFL teachers during their teaching to express in Indonesian, they often struggled to retrieve appropriate English words in real time. This frequently resulted in hesitation, long pauses, and fear that students or supervisors would misunderstand their explanations. As one participant explained,

"Lack of vocabulary... we don't know what to say. That's what makes me anxious." (PsT1)

Pronunciation and grammatical accuracy further intensified this anxiety because participants anticipated negative evaluation from lecturers, mentor teachers, and peers. Several participants reported mentally rehearsing words before speaking or remaining silent when unsure about grammatical structures. One participant remarked,

"When I use the wrong tense... I become silent." (PsT3)

Overall, these findings indicate that linguistic insecurity extends beyond limited language proficiency. It generates cognitive overload and self-monitoring that disrupt spontaneous communication, ultimately undermining preservice teachers' confidence during authentic classroom interaction.

Fear of negative evaluation

Fear of negative evaluation emerged as a major contributor to speaking anxiety. Participants consistently reported anxiety arising from concerns about being judged, ridiculed, or criticized by peers, lecturers, and mentor teachers. While peers often triggered embarrassment through teasing or social comparison, authority figures generated greater anxiety because of their evaluative role. One participant also noted that cultural norms in his community

discouraged speaking English, as it could be perceived as showing off, further intensifying fear of judgment. As one participant explained:

"The discomfort stems from the fear of making mistakes and being teased by my classmates, sir."
(PsT2)

These findings indicate that speaking anxiety is shaped not only by concerns about linguistic performance but also by social, cultural, and evaluative pressures.

Insufficient Pedagogical Preparation

Insufficient pedagogical preparation emerged as a major internal source of speaking anxiety. Participants reported that inadequate lesson planning, limited mastery of teaching materials, and insufficient mental readiness increased self-doubt and reduced their confidence when teaching in English. Anxiety was particularly pronounced during spontaneous classroom interactions, where they felt unprepared to respond effectively. Unexpected classroom disruptions, such as technical failures, further undermined their sense of preparedness and intensified anxiety. As one participant explained:

"Sometimes what causes a lack of confidence is a lack of preparation, sir, so you haven't mastered the

material you want to convey."
(PsT6)

These findings suggest that pedagogical preparation serves as a protective factor, enhancing teaching confidence and reducing speaking anxiety during practicum.

Low teaching self-confidence

Low teaching self-confidence emerged as another important contributor to speaking anxiety. Participants reported that limited confidence in their linguistic competence and teaching ability reduced their willingness to speak English during classroom instruction. Fear of making mistakes, negative evaluation, and embarrassment heightened self-doubt, causing participants to hesitate when giving

explanations or interacting with students. As one participant stated:

"I'm worried, sir, I'm not very confident when I say that." (PsT7)

These findings suggest that low self-confidence not only limits oral communication but also reinforces speaking anxiety by increasing self-monitoring and fear of making mistakes during teaching practicum.

External factors

Audience profile sensitivity

Audience profile sensitivity emerged as a key external factor shaping preservice teachers' speaking anxiety. Participants consistently reported that anxiety varied according to the audience, with lecturers, mentor teachers, and supervisors generating the greatest pressure because of their evaluative authority. In contrast, peers generally created a more supportive environment, although social comparison and fear of negative judgment still heightened anxiety for some participants. As one participant stated:

"If the factor is from the lecturer, for example, if the lecturer is a 'killer', then that increases the feeling of fear and anxiety." (PsT2)

These findings suggest that speaking anxiety is influenced not only by

individual confidence but also by the perceived authority, expectations, and evaluative role of the audience during teaching practicum.

Sociocultural shame orientation

Sociocultural shame orientation emerged as an important external factor influencing speaking anxiety. Participants reported that cultural values, such as *rasa malu* (a sense of shame), fear of losing face, and concerns about social judgment, discouraged them from speaking English openly. They worried that linguistic errors, regional accents, or perceived inadequacies would negatively affect how they were viewed by peers, lecturers, and the wider community. As one participant explained:

"If I speak incorrectly, I feel extremely embarrassed, afraid people will think I'm not worthy of becoming a future English teacher." (PsT8)

Another participant highlighted the influence of community and peer expectations:

"Friends sometimes make comments when someone makes a mistake. That makes me even more afraid to speak." (PsT9)

These findings indicate that speaking anxiety is shaped not only by linguistic competence but also by sociocultural

expectations that reinforce fear of embarrassment and negative social evaluation during teaching practicum.

Classroom environmental stressors

Classroom environmental stressors emerged as an important external factor contributing to speaking anxiety. Participants reported that unpredictable classroom conditions, including disruptive student behaviour, large class sizes, and varying levels of student English proficiency, increased the difficulty of teaching in English. Managing classroom interactions while maintaining linguistic accuracy created additional pressure and reduced their confidence. As one participant explained:

"Sometimes the class is noisy or students are unfocused. I get even more nervous speaking English because I have to manage the class and use English at the same time."
(PsT5)

Another participant highlighted the challenge of teaching proficient students:

"When I saw students who were fluent, I became more afraid of making mistakes because they would immediately notice if I was wrong." (PsT9)

These findings suggest that classroom conditions can amplify speaking anxiety by increasing both instructional and

communicative demands during teaching practicum.

Technological disruption

Technological disruption and time pressure emerged as situational factors that heightened speaking anxiety during teaching practicum. Participants reported that technical problems, such as malfunctioning equipment and unstable internet connections, disrupted lesson delivery and increased anxiety because they had to explain or improvise in English. Time constraints also intensified pressure, as participants worried about completing lessons while maintaining clear English communication. As one participant explained:

"When the video couldn't play, I panicked. I had to explain the situation in English, and that made me even more anxious."
(PsT4)

Another participant highlighted the challenge of lesson pacing:

"I am afraid I won't finish on time because explaining in English takes longer." (PsT10)

These findings indicate that technological disruptions and time pressure amplify speaking anxiety by increasing the cognitive and instructional demands of teaching in authentic classroom settings.

Discussion

This study demonstrates that speaking anxiety among preservice English teachers is not a fixed psychological trait but a dynamic, contextually situated phenomenon that emerges through the interaction of linguistic, pedagogical, sociocultural, and environmental factors during teaching practicum. Unlike general EFL learners, preservice teachers experience anxiety while simultaneously performing the roles of language learners and future professionals, making speaking anxiety closely intertwined with professional identity formation. This finding extends the Foreign Language Classroom Anxiety (FLCA) framework proposed by Horwitz et al. (1986) by situating anxiety within authentic teacher education contexts rather than conventional language classrooms.

Consistent with previous research K and Alamelu (2020) and Wang et al. (2025), linguistic insecurity remained the most prominent source of speaking anxiety. However, this study shows that linguistic limitations alone do not fully explain anxiety. Instead, vocabulary, pronunciation, and grammatical concerns became particularly debilitating when participants anticipated evaluation by lecturers, mentor teachers, or students. This finding suggests that linguistic competence and evaluative contexts interact to intensify

anxiety, expanding previous studies that have primarily examined linguistic deficits as isolated predictors of foreign language anxiety.

The findings also reinforce earlier evidence that fear of negative evaluation is a central dimension of speaking anxiety. However, unlike studies involving general EFL learners, participants in this study viewed evaluation as a threat not only to language performance but also to their professional credibility as future English teachers. Similarly, insufficient pedagogical preparation and low teaching self-confidence emerged as important contributors to anxiety, indicating that speaking anxiety during teaching practicum reflects concerns about instructional competence as much as linguistic ability. These findings broaden current understandings of speaking anxiety by demonstrating that pedagogical readiness functions as a protective factor that strengthens confidence and reduces anxiety in authentic teaching situations.

The study further highlights the importance of contextual influences. Consistent with previous research Ye et al. (2024), audience characteristics shaped participants' anxiety; however, the findings reveal that audience effects depend largely on perceived authority and evaluative

power rather than audience size alone. Likewise, sociocultural values, including *rasa malu*, fear of losing face, and regional accent stigma, reinforced participants' reluctance to speak English, illustrating that speaking anxiety is socially and culturally constructed. Classroom environmental stressors, such as disruptive student behaviour, technological disruptions, and time pressure, further intensified anxiety by increasing the cognitive and instructional demands of teaching in English. Together, these findings demonstrate that speaking anxiety develops through the continuous interaction of individual and contextual factors rather than from any single source.

A key contribution of this study is the development of the Practicum-Induced Speaking Anxiety (PISA) Model, which conceptualizes speaking anxiety as an ecological and multidimensional phenomenon. Unlike existing models that primarily emphasize cognitive, affective, or linguistic dimensions of foreign language anxiety, the PISA Model integrates psychological, linguistic, pedagogical, sociocultural, audience-related, and classroom environmental factors within the specific context of teaching practicum. The model therefore offers a more comprehensive framework for understanding how anxiety develops

among preservice teachers and extends existing speaking anxiety research beyond learner-centred perspectives.

The findings also have important implications for teacher education. Rather than focusing exclusively on improving English proficiency, teacher education programmes should adopt integrated interventions that combine linguistic scaffolding, pedagogical preparation, psychologically safe feedback practices, and gradual exposure to authentic teaching situations. Such an approach can strengthen preservice teachers' confidence, reduce evaluative pressure, and better prepare them for the complex communicative demands of classroom teaching.

CONCLUSIONS

This study investigated the factors contributing to speaking anxiety among preservice EFL teachers during teaching practicum and identified two broad categories of influences: **internal factors** (linguistic insecurity, fear of negative evaluation, insufficient pedagogical preparation, and low teaching self-confidence) and **external factors** (audience profile sensitivity, sociocultural shame orientation, classroom environmental stressors, and technological disruption and time pressure). These findings demonstrate that speaking anxiety

extends beyond linguistic limitations and is shaped by the interaction of psychological, pedagogical, sociocultural, and contextual factors encountered in authentic teaching settings.

The study makes two main contributions to the literature. First, it extends existing research on foreign language speaking anxiety by examining preservice teachers as both language learners and emerging professionals, highlighting the role of professional identity in shaping anxiety during teaching practicum. Second, it proposes the Practicum-Induced Speaking Anxiety (PISA) Model, which offers an integrated framework for understanding speaking anxiety through the interaction of linguistic, psychological, pedagogical, sociocultural, audience-related, and classroom environmental factors. Practically, the findings suggest that teacher education programmes should combine linguistic support with pedagogical preparation, supportive mentoring, and psychologically safe feedback to strengthen preservice teachers' confidence during practicum.

This study is subject to several limitations. The findings are based on a relatively small sample from a single teacher education institution, which may limit their transferability to other

educational contexts. In addition, the study relied primarily on self-reported experiences collected during teaching practicum. Future research could validate the PISA Model using mixed-methods or longitudinal designs, involve participants from multiple institutions or cultural settings, and examine the effectiveness of interventions designed to reduce speaking anxiety and enhance preservice teachers' professional confidence.

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