

Sources of Teaching Anxiety Among Indonesian Pre-Service English Teachers during an International Internship in Thailand

Windi Rahma Sasmita¹, Agung Dwi Nurcahyo², Titis Sulistyowati³

^{1,2,3}English Education Department, Faculty of Teacher Training and Education,
Universitas Muria Kudus, Indonesia

*e-mail: windirahmasasmita03@gmail.com¹, agung.dwi@umk.ac.id², titis.sulistyowati@umk.ac.id³

Received: August 21, 2026 | Revised: August 30, 2026 | Accepted: September 7, 2026

Abstract

English language learning in non-native English-speaking countries, such as Thailand, presents unique linguistic and cultural challenges for pre-service teachers, which often contribute to foreign language teaching anxiety (FLTA). Although FLTA has been extensively studied, most previous research has focused on teaching practices within the home country, leaving a gap in our understanding of the anxiety experienced by Indonesian pre-service teachers in an international context. This qualitative descriptive study aims to explain the factors causing the anxiety experienced by English teacher candidates at Muria Kudus University while participating in a teaching internship program in Southern Thailand, specifically at Santi Witya Serong School and the Institute of Al-Abdia. Data were collected through semi-structured interviews with six prospective teachers and supported by reflective journals in the participants' internship reports. Data analysis was conducted using thematic analysis. The findings indicate three interrelated sources of anxiety, there are linguistic competence including insecurity about grammar, pronunciation, and in more serve cases, cognitive blocking. Anxiety related to teaching readiness stemmed from limited teaching resources, unfamiliar school regulations, classroom management, mixed-ability instruction, and the pressure of representing their university and country. The language and cultural gap were the most consistently reported source, arising from the two-way limitation in shared language between the participants and their students also from differences in classroom culture. This study concludes that teaching anxiety in international teaching placements arises from the interplay of these three sources.

Keywords: *Foreign Language, Teaching Anxiety, Pre-Service Teachers, Teaching Internship.*



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) international license.

1. INTRODUCTION

Teacher education is a key foundation for producing quality human resources, and mastering pedagogical theory alone is not sufficient to prepare competent educators (Oktarina, 2024). The teaching internship, commonly known as School Field Experience (SFE), functions as a crucial transitional phase in which pre-service teachers apply theoretical knowledge to real classroom practice (Ati MZ et al., 2022). Through this experience, pre-service teachers learn classroom management, come to understand the diverse characteristics of their students, and begin to develop

a professional identity as future educators (Oktarina, 2024; Sulistyowati & Kurniati, 2017). because these skills and this identity are built through real classroom practice, the practicum also bridges university preparation and the demands of the teaching profession, that exposes the gap between theory and the unpredictable dynamics of actual classroom, and helps pre-service teachers develop the adaptive readiness need to navigate them (Alfian & Rahim, 2026)

As teacher education has shifted from a local to a global paradigm alongside the demands of 21st-century skills (Oktarina, 2024), Indonesian universities have increasingly internationalized their programs, giving rise to International Teaching Internship programs intended to produce teachers who possess not only pedagogical competence but also cross-cultural adaptability (Herlanti, 2024). Teaching English as a Foreign Language (TEFL) in a non-native English-speaking country such as Thailand presents pre-service teachers with unique linguistic and cultural challenges, since they must deliver lessons to students whose first language, learning style, and cultural background differ substantially from their own, which places considerable psychological pressure on them (Galuhwardani, 2024).

In this international context, teaching anxiety tends to intensify because pre-service teachers face unfamiliar classroom situations and uncertainty about their own English proficiency, particularly in terms of speaking skills. Aisah et al. (2020) identified grammar, pronunciation, nervousness in public speaking, and low self-confidence as common sources of anxiety among English learners, concerns that resurface, often more intensely, once learners themselves are placed in the role of teacher. Sanjaya et al. (2024) found that pre-service teachers often experience emotional stress from a lack of experience, low student interest, fear of negative evaluation, time constraints, and difficulty managing the classroom, a condition broadly identified as Foreign Language Teaching Anxiety (FLTA), anxiety that arises from a teacher's difficulty mastering the target language or demonstrating pedagogical competence while teaching (Sanjaya & Nurkamto, 2024).

Horwitz (1986) laid the theoretical foundation for understanding this type of anxiety, arguing that foreign language classrooms create a unique, performance-based situation in which anxiety, tension, and a lack of self-confidence are triggered by the requirement to use language skills in public, often under limited preparation time and high expectations for linguistic accuracy. Building on this framework, subsequent studies have identified more specific triggers of FLTA among pre-service teachers, including a lack of confidence in grammar, pronunciation, and vocabulary (Pasaribu & Harendita, 2018) low self-confidence tied to language proficiency (Aydin & Ustuk, 2020), difficulty preparing appropriate materials and anticipating students' questions (Andriani & Subekti, 2022), and challenges in managing student behavior and diverse proficiency levels (Keny et al., 2026; Sartika & Arniati, 2023).

In an international teaching placement, these linguistic and pedagogical sources of anxiety are compounded by cross-cultural barriers. Differences in students' first language, learning habits, and cultural norms often require pre-service teachers to rely more heavily on nonverbal communication and simplified instruction, which can intensify feelings of anxiety and self-doubt (Galuhwardani, 2024). These challenges are amplified further by a limited understanding of the host country's educational system, social etiquette, and classroom culture (Tique, 2023).

Despite this growing body of research, most existing studies on teaching anxiety have concentrated on pre-service teachers completing domestic internships. Consequently, there remains a notable gap in research regarding the anxiety experienced by Indonesian pre-service teachers in an international context, particularly in Thailand, even though prolonged and unaddressed anxiety can significantly hinder pre-service teachers' pedagogical performance, self-efficacy, and professional identity development (Mardhatillah et al., 2024). Thailand, in particular, has become a popular destination for Indonesian pre-service teachers seeking international teaching experience, offering opportunities to develop pedagogical competence, life skills, and intercultural sensitivity (Aisyah et al., 2023), while also exposing them to language barriers, cultural differences, and unfamiliar school regulations that can heighten anxiety (Adinda, 2024; Nurhafidza & Siswana, 2026; Rustandi et al., 2025).

This study was conducted as part of the PLP 2 Internship Exchange Program 2025, organized by the English Education Department of Universitas Muria Kudus in partnership with schools in Southern Thailand, through which thirteen pre-service teachers were assigned to teach English in real classroom settings while adapting to a different educational system and cultural environment. Given this empirical gap and the unique cross-cultural challenges outlined above, this study addresses the following research question: What sources of anxiety do pre-service teachers experience when teaching English during their teaching internship in Thailand? Accordingly, this study aims to describe the sources of anxiety experienced by Indonesian pre-service teachers while teaching English during their internship program in Thailand. The study is limited to describing this phenomenon; the coping strategies pre-service teachers use to manage their anxiety fall outside its scope. The findings are expected to enrich the literature on FLTA in international teacher education contexts and to provide future participants with a clearer picture of the challenges they may face before undertaking a similar international internship.

2. RESEARCH METHOD

This study employed a descriptive qualitative design Creswell (2009) to describe the anxiety experienced by six pre-service English teachers from Universitas Muria Kudus during the PLP 2 Internship Exchange in Southern Thailand. Thirteen pre-service teachers took part in the program, but six were selected through purposive sampling by Palinkas (2015). Participants are chosen deliberately because they can offer information of the phenomenon. The criteria were participation in PLP 2 in Southern Thailand with direct English-teaching responsibility throughout the placement as well as placement at one of the two partner schools so that both contexts and levels were represented with three from Santi Witya Serong School Pattani at the elementary level and three from the Institute of Al-Abdia Prik Sadao at the junior high level and willingness to be interviewed and to share their reflective journals. Primary data were collected through semi-structured, face-to-face interviews exploring the sources that triggered participants' teaching anxiety. The interview guide was developed from Horwitz's (1986) Foreign Language Teaching Anxiety framework and organized around three main aspects: linguistic competence, teaching readiness, and language and cultural gap. With participants' consent, interviews were audio-recorded and transcribed for analysis. Secondary data consisted of reflective journals from participants' internship reports for data triangulation using Carter (2014). Journal entries were coded with the same scheme as the

interview transcripts, and each interview-based code was then compared with the journal data. Anxiety sources that appeared in both data sets were treated as corroborated, while aspects found only in the journals were reported as additional findings. Data were analyzed using Braun and Clarke's (2006) thematic analysis following six phases. First, the transcripts and reflective journals were familiarized with by reading them repeatedly. Then, initial coding was carried out, whereby segments related to anxiety were coded line by line. For example, codes were developed for fear of grammar errors and going blank, both of which were derived deductively from the three main aspects of the interview guide. Inductive coding was then used to search for themes related to these codes, which were grouped into candidate themes and sub-themes. These themes were then checked against the coded extracts. This produced the tree final themes, which were validated by returning the transcripts to participants for member checking and by selecting and labelling representative excerpts P1 to P6.

3. FINDINGS AND DISCUSSION

Analysis of in-depth interview transcripts and reflective journal entries produced three interconnected themes, such as Linguistic Competence, Teaching Readiness, and Language and Cultural Gap. The following sections present findings and discussion for each theme, with direct comparison to prior empirical literature.

3.1 Linguistic Competence as a Source of Anxiety

Linguistic competence anxiety encompasses participants' vocabulary, grammar, pronunciation, and confidence in using English as the medium of instruction. This aligns with what Horwitz et al. (1986) identified as fear of communication, one of the core components of FLTA, and is particularly relevant for pre-service teachers who are still developing their own proficiency while simultaneously expected to model correct English use for their students.

3.1.1 Insecurity and Fear of Making Errors in Grammar, Pronunciation, and Vocabulary

All six participants reported some degree of insecurity about the accuracy of their grammar, pronunciation, and vocabulary choice, especially early in the internship. P1 and P2 explained that they feared making mistakes that might confuse their students, as illustrated below.

"I was afraid of making mistakes in pronunciation, grammar, or word choice, which might confuse the students." (P1)

"I was afraid of making grammar mistakes or saying the wrong pronunciation." (P2)

Even participants who described themselves as fairly confident, such as P3, continued to worry about accuracy: "Quite confident, but sometimes I'm... I still worried about my grammar and pronunciation." P6, meanwhile, linked this insecurity to a tendency to overthink; despite preparing material in advance, the constant worry about making mistakes reduced their confidence when explaining material in front of students, which is consistent with Pasaribu and Harendita's (2018) finding that pre-service teachers' anxiety largely stems from limited vocabulary, pronunciation errors, and grammatical inaccuracies.

3.1.2 Anxiety in Spontaneous Language Use and Unexpected Questions

This linguistic anxiety was often intensified by spontaneous classroom demands, particularly unexpected questions from students and on-the-spot grammar explanations. P2 identified these as

the most anxiety-inducing moments of teaching, while P6 explained that unexpected questions were especially difficult because they required simplifying explanations for students with limited comprehension. Interestingly, P4's anxiety stemmed not from producing English but from understanding it: accented or imperfect student pronunciation sometimes required a few seconds to process, suggesting that linguistic anxiety in an international teaching context can be two-way, arising both from teachers' own language production and from the demand to interpret unfamiliar student speech.

3.1.3 Accent Insecurity and Cognitive Blocking

The most severe manifestation of this anxiety was a form of cognitive blocking, or "going blank," experienced by P1, P5, and P6 when trying to explain material or answer questions under pressure. P5 linked this directly to difficulty forming sentences on the spot:

"Surely, yes. Sometimes I felt difficult when arranging some sentences, and after that I just blank." (P5)

P6 described how a similar blocking experience triggered self-doubt about their competence as a teacher, and P1 reported that this moment of blanking directly affected the flow of the lesson being taught. This finding supports Aydin and Ustuk's (2020) claim that low self-confidence in language proficiency is a primary cause of anxiety among teachers who are expected to serve as English-language role models, since the blocking occurred even among participants who otherwise reported relatively high self-confidence.

A particularly notable case was P4, who initially reported no linguistic insecurity, attributing this to the simplicity of classroom-level vocabulary. However, P4 later admitted to actively hiding nervousness in order to avoid appearing unprofessional, a pattern that echoes P6's description of anxiety making them feel "stiff" and unnatural while teaching. This suggests that linguistic anxiety is not always consciously acknowledged or openly expressed, and that self-report data alone may underestimate how frequently it occurs among pre-service teachers who otherwise appear confident. Overall, linguistic competence emerged as a significant source of anxiety among the six participants, manifesting along a spectrum from general insecurity about grammar and pronunciation, to anxiety in spontaneous interaction, and, in more severe cases, temporary cognitive blocking.

3.2 Teaching Readiness as a Source of Anxiety

Teaching readiness anxiety relates to participants' ability to plan instruction, manage the classroom, and meet the practical demands of teaching in an unfamiliar setting, which Horwitz et al. (1986) describe as anxiety tied to teaching performance rather than language ability alone.

3.2.1 Lesson Planning and Material Preparation

Preparation anxiety was strongly shaped by the resources and regulations at each placement school. At Santi Witya Serong, P1 reported feeling unprepared due to the complete absence of a textbook, while at the Institute of Al-Abdia, P4 faced a school-wide prohibition on video-based learning materials that required a substantial redesign of their teaching approach:

"In the school where I am interning, video learning media is not allowed. So I need to adapt to create a new learning method." (P4)

Despite this constraint, P4 managed the challenge by thoroughly preparing materials, media, and activities before each lesson. Notably, thorough preparation did not always translate into

psychological ease. Both P2 and P5 reported feeling well prepared in terms of lesson plans and materials, yet still experienced nervousness due to uncertainty about how students would respond or how classroom dynamics might shift unexpectedly. This finding reinforces Andriani and Subekti's (2022) observation that anxiety related to teaching readiness often stems less from a lack of planning than from the inherent unpredictability of teaching in an unfamiliar environment.

3.2.2 Classroom Management and Handling Disruptive Behavior

Classroom management presented a further source of anxiety, with patterns differing by educational level. At the elementary level, P1 and P2 described anxiety triggered by noise, inattention, and students leaving their seats, while at the junior high level, P5 recounted having to manage a physical altercation between students.

3.2.3 Managing Mixed-Ability Classrooms and Pacing Challenges

All six participants identified managing mixed-ability classrooms as a major challenge. P2 explained the dilemma of pacing lessons that risked boring stronger students or losing weaker ones: *"The biggest challenge is making sure that all students can learn at the same time. If I make the lesson too easy, the stronger students may become bored. If I make it too difficult, the weaker students may become confused and lose confidence."* (P2)

To manage this dilemma, P2 prepared differentiated activities for different proficiency levels, though this required considerable additional time and effort, while P6 described a similar pacing struggle between higher- and lower-proficiency students. This supports Keny et al.'s (2026) observation that pre-service teachers cannot always predict the challenges posed by students with mixed proficiency levels no matter how well prepared they are.

3.2.4 Institutional Expectations and National Representation

A further, more institutional source of anxiety involved the pressure of representing their university and country. P5 explicitly connected their teaching performance to the reputation of Universitas Muria Kudus and Indonesia, while P6 described a related but more personal pressure not to disappoint their local mentor teacher. This finding extends Horwitz et al.'s (1986) concept of fear of negative evaluation beyond the immediate classroom audience to an imagined institutional and national one, a dimension that appears specific to the international nature of this internship.

Taken together, these findings indicate that teaching readiness anxiety extends well beyond lesson planning to encompass classroom management, instructional pacing, and the emotional weight of representing one's university and country while teaching abroad.

3.3 Language and Cultural Gap as a Source of Anxiety

The third and most consistently reported source of anxiety arose from the cross-cultural and cross-linguistic distance inherent in an international placement, a dimension that extends beyond concerns typically identified in domestic FLTA research (Galuhwardani, 2024).

3.3.1 Severe Language Barriers and Limited Student Proficiency

The primary challenge was linguistic: students' limited English proficiency combined with participants' own limited proficiency in Thai. P6 identified the language barrier as their single biggest problem:

"The language barrier was the absolute biggest problem for me. Most students had very limited English proficiency, so direct verbal communication was almost impossible." (P6)

P2 described a similar bind, in which limited English on the students' side and limited Thai on their own side made even routine instructions difficult to convey. Importantly, this gap was two-directional: P1 explained that limited understanding of Thai made it harder to clarify lessons, while P5 emphasized that, unlike in Indonesia, teaching abroad required active effort to learn the local language rather than relying on a shared one.

3.3.2 Cross-Cultural Adaptation to Thai Classroom Dynamics

Beyond language itself, differences in classroom culture required ongoing adaptation. P2 observed that Thai students tended to be polite but reluctant to speak English, requiring active effort to understand local school norms and daily habits, while P6 noted that student participation patterns in Thailand differed considerably from what they were accustomed to in Indonesia. These findings reinforce Tique's (2023) observation that teachers' limited understanding of a host country's educational system and classroom culture compounds the challenges of cross-cultural teaching.

3.3.3 Reliance on Alternative Communication Strategies

To manage these barriers, participants relied on a range of compensatory strategies. At Santi Witya Serong, where some students and teachers understood basic Malay, P1 and P3 used Malay as a bridge language alongside body language, while P5 and P6 at the Institute of Al-Abdia relied heavily on Google Translate to convey instructions. Most participants also shifted toward nonverbal communication: P2 described using simple English, slow speech, pictures, gestures, and demonstrations, while P6 described a similar shift toward visual aids and gestures, explicitly describing the experience as "exhausting." This suggests that these strategies functioned as effortful workarounds rather than as complete solutions to the underlying anxiety, consistent with Galuhwardani's (2024) argument that reliance on nonverbal communication and simplified instruction can itself intensify feelings of self-doubt.

The reflective journals reinforced and extended these interview-based findings, as summarized in Table 1. P2's journal, for instance, revealed that some students in the class were originally from Yemen and India, adding a layer of multicultural complexity that had not surfaced explicitly in the interview itself, while P1's journal described an ongoing struggle to adapt simultaneously to teaching without a textbook and to a new mode of cross-cultural communication.

Table 2. Summary of Reflective-Journal Findings and Compensatory Strategies

Table 1 Summary of Findings from Participants' Reflective Journal

Theme	Participant(s)	Additional Sources of Anxiety (Journal)	Compensatory Strategies (Journal)
Linguistic Competence	P1	Limited experience adjusting language use in an international setting reduced fluency early in the internship.	Simplified teaching language and began learning basic words of the students' language.
Teaching Readiness	P2-P6	Students showed rote memorization without genuine comprehension; low-achieving students frequently disengaged, chatted, or refused to write.	Gave individual attention and direct questions; repeated material; used flexible, enjoyable methods such as songs and games.

Language and Cultural Gap	P1-P6	Limited student proficiency in English/Malay; unexpectedly multicultural classrooms (e.g., students from Yemen and India); reliance on Thai only among some students.	Used visual media, gestures, and sign language; learned basic Thai/Malay words; sought translator support.
---------------------------	-------	---	--

Overall, the language and cultural gap constitutes the most consistently reported source of anxiety among the six participants, supporting Galuhwardani (2024) and Tique (2023) in showing that cross-cultural and cross-linguistic distance intensifies FLTA to a greater extent than is typically documented in domestic contexts. Together, the three themes indicate that the anxiety experienced by pre-service teachers during an international internship arises not from a single factor, but from the interaction of linguistic, pedagogical, and cross-cultural challenges that reinforce one another, consistent with Horwitz's (1986) foundational assertion that foreign language anxiety is shaped by specific demands within the language teaching context.

Taken together, these findings extend Horwitz et al.'s (1986) foundational theory of foreign language anxiety by showing that, within an international teaching placement, the three sources of anxiety identified in this study do not operate independently but reinforce one another: limited linguistic confidence makes spontaneous classroom management more difficult, unfamiliar teaching conditions heighten the pressure of representing one's university and country, and the cross-cultural gap forces pre-service teachers to draw simultaneously on their linguistic and pedagogical resources in order to sustain communication. This compounding pattern distinguishes FLTA in an international context from the anxiety typically documented in domestic teaching-practicum research (e.g., Andriani & Subekti, 2022; Pasaribu & Harendita, 2018), where linguistic and pedagogical concerns are rarely compounded by an authentic cross-cultural and cross-linguistic gap. Practically, these findings suggest that teacher education programs preparing pre-service teachers for international placements need to address more than English proficiency and lesson-planning skills alone; structured pre-departure orientation on the host country's classroom culture, together with opportunities to practice teaching under linguistically constrained conditions, may help reduce the compounding effect of the three sources of anxiety observed in this study.

4. CONCLUSION

This study aimed to describe the sources of anxiety experienced by Indonesian pre-service teachers while teaching English during an international internship program in Thailand. The findings show that Foreign Language Teaching Anxiety (FLTA) among the six participants arose from three interrelated sources: linguistic competence, teaching readiness, and language and cultural gap. Anxiety related to linguistic competence manifested as insecurity about grammar, pronunciation, and vocabulary, difficulty responding to unexpected questions, and, in more severe cases, temporary cognitive blocking. Anxiety related to teaching readiness stemmed not only from limited teaching

resources and unfamiliar school regulations, but also from the unpredictability of the classroom environment, mixed-ability instruction, and the pressure of representing their university and country. The most consistently reported source, the language and cultural gap, arose from the two-way limitation in shared language between participants and their students, which required reliance on code-switching, translation tools, and nonverbal communication to sustain instruction.

These findings indicate that FLTA in an international teaching context is more intricate than in a domestic one, since pre-service teachers must simultaneously manage their own language confidence, adapt their teaching approach to an unfamiliar environment, and bridge genuine linguistic and cultural gaps with their students. Developing strong communication skills, adaptability, and cultural awareness therefore appears essential for pre-service teachers preparing for similar international placements.

Based on these findings, several suggestions are proposed for pre-service teachers, future researchers, and the internship program. Pre-service teachers from the English Education Department who plan to participate in a similar Teaching Internship Exchange program are encouraged to learn from the experiences described in this study so that they can better anticipate anxiety before it influences their teaching performance and professional identity; in particular, they are encouraged to strengthen their linguistic competence, teaching readiness, and understanding of language and cultural gaps well in advance of departure.

This study is limited to describing the sources of anxiety experienced by pre-service English teachers in an international teaching context and does not examine the strategies participants used to cope with that anxiety. Future researchers are therefore encouraged to investigate strategies for coping with FLTA during overseas placements, as well as to examine this phenomenon among pre-service teachers assigned to other host countries beyond Thailand.

For the internship program itself, the university is encouraged to maintain and expand its international teaching internship opportunities to build broader global partnerships. At the same time, the coordination and preparation stages between the university and partner institutions should be structured more systematically to prevent miscommunication, so that future participants can gain the full benefit of practicing English teaching in an authentic international setting while their professional competence continues to develop.

REFERENCES

- Adinda, T. (2024). Pre-service EFL teachers' anxiety during teaching practicum. *Research and Innovation in Language Learning*, 7(January), 44–56.
<https://doi.org/10.33603/rill.v7i1.11064>
- Aisah, M. K., Utomo, S., & Sulistyowati, T. (2020). The students' anxiety in english speaking: Causes and Solutions. *Applied Research in English Education*, 2(1), 32–44.
<https://doi.org/10.26714/aree.2.1.2024.32-44>
- Aisyah, Fitriah, Rakhmawati, & Hasan Mapa, A. (2023). Unveiling the transformation : the impact of teaching internships in thai schools on pre-service teachers' professional development. *Journal of English Education, Literature, and Linguistics*, 3(2), 88–114.
<https://doi.org/10.55148/etjar.v3i2.778>
- Alfian, H., & Rahim, M. I. (2026). Adaptive readiness of pre-service teachers : A study of plp students' responses to real-world school dynamics. *Journal of Language Teaching and Learning*,

- Linguistic and Literature*, 14(June), 6046–6066. <https://doi.org/10.24256/ideas>.
- Andriani, R., & Subekti, A. S. (2022). Indonesian pre- service english teachers' teaching anxiety in teaching English for occupational purposes classes. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2020, 533–543. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Ati MZ, A. S., Huda, M. M., & Kharisma, A. I. (2022). Implementation of school field introduction (PLP) on basic teaching skills for prospective elementary school teacher students. *JURNAL BASICEDU*, 6(1), 1408–1416. <https://doi.org/10.31004/basicedu.v6i1.2057> ISSN
- Aydin, S., & Ustuk, O. (2020). The foreign language teaching anxiety scale : Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2), 44–55. <https://doi.org/10.17323/jle.2020.10083>
- Braun, & Clarke. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & J. Neville, A. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.
- Galuhwardani, C. (2024). Exploring the factors influencing anxiety in ESL teaching interns across different education levels. *Education and Linguistic Knowledge Journal*, 6(2), 182–196. <https://doi.org/10.32503/edulink.v7i1.6804>
- Herlanti, Y. (2024). Adopting lesson study on job training in Toyama School Japan to biology education school field introduction program. *Jurnal Fos Lesson and Learning Studies*, 7(1), 41–53. <https://doi.org/10.23887/jlls.v7i1.68877>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. In *The Modern Language Journal* (Vol. 70).
- Keny, A., Trifosa, M., & Bram, B. (2026). Factors of language anxiety affecting self-confidence in english speaking skills of EFL undergraduate students. *Acitya: Journal of Teaching and Education*, 8(1), 149–166. <https://doi.org/10.30650/ajte.v8i1.5076>
- Mardhatillah, Utami, W., & Sujiatmoko, A. H. (2024). Transitioning into a professional teacher : EFL preservice teachers ' anxiety in teaching practicum. *English Teaching Journal*, 15(1), 11–23. <https://doi.org/10.26877/eternal.v15i1.315>
- Nurhafidza, S., & Siswana. (2026). Indonesian intern teachers in Thailand classrooms: A case study on english teaching. *Journal of Language Teaching and Learning, Linguistics and Literatures*, 14(1), 2528–2537. <https://doi.org/10.24256/ideas.v14i1.10295>
- Oktarina, S. (2024). Field practice experiences of prospective Indonesian language teachers : Preparing for 21st-century education challenges. *AL-ISHLAH: Jurnal Pendidikan*, 16, 5654–5666. <https://doi.org/10.35445/alishlah.v16i4.6022>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research lawrence. In *Administration and Policy in Mental Health and Mental Health Services Research* (Vol. 42, Issue 5). <https://doi.org/10.1007/s10488-013-0528-y>.
- Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-services teachers: Causes and coping strategies. *Journal on Language and Language Teaching*, 21(2), 134–147. <https://doi.org/10.24071/llt.2018.210202>
- Rustandi, A., Agusandra, A., Sugiarto, B. R., & Febriani, R. B. (2025). A case study of an international teaching practicum program in Thailand : Indonesian EFL teacher trainees' teaching strategies, challenges , and intercultural sensitivity level. *Journal on English as a Foreign Language*, 15 (1)(March), 268–291. <https://doi.org/10.23971/jefl.v15i1.9041>

-
- Sanjaya, M., & Nurkamto, J. (2024). Navigating foreign language teaching anxiety : Insights from pre-service teachers during teacher professional education practicum. *Indonesia Journal of EFL and Linguistic*, 9(1), 115–131. <https://doi.org/10.21462/ijefl.v9i1.761> Navigating
- Sartika, & Arniati. (2023). An analysis of internship students ' anxiety in teaching english. *ESL Journal on Interndisciplinary Studies in Humanities*, 6(4), 744–752.
<https://doi.org/10.34050/elsjish.v6i4.32158>
- Sulistyowati, T., & Kurniati, D. (2017). Pre-service teaching program for educating student-teachers in managing their class. *Jurnal Refleksi Edukakita*, 8(1).
<https://doi.org/10.24176/re.v8i1.1787>
- Tique, R. C. (2023). Experiences of student teachers in Thailand : A pre-service teacher training encounter. *Journal of Ultimate Research and Trends in Education*, 5(2), 82–95.
<https://doi.org/10.31849/utamax.v5i2.13116>