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THEME:

**PRE-SERVICE TEACHERS' ANXIETY DURING PRE-PROFESSIONAL
PRACTICES**

Research report before obtaining the bachelor degree in National and Foreign language

Pedagogy, English Major

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DECLARATION OF AUTHORSHIP

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Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, August 22, 2024



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I would like to express my sincere gratitude to all those who have accompanied me on this journey. Their faith in me has been fundamental in getting me to this point. Especially to my supervisor MSc. Amparo de Jesús Romero, for her guidance, patience, and wisdom. Her advice and teachings have been vital in the completion of this work. I am deeply grateful for her dedication and for having accompanied me every step of the way.

I thank all my university professors for their teachings and advice. To all of you, my eternal gratitude.

Madelin Gutierrez

DEDICATION

With deep love and gratitude, I dedicate these lines to those who have been the fundamental pillar in my life. To my parents, for their unconditional love, for believing in me even in the moments when I myself doubted. Thank you for your unwavering support, for the sacrifices you have made and for teaching me the value of effort and perseverance.

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Madelin Gutierrez

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ABSTRACT

As pre-service teachers move from university classrooms to actual teaching settings, they face various stressors that can significantly affect their confidence, performance, and well-being. This study focuses on identifying the factors of anxiety among pre-service teachers during their pre-professional practices in EFL in the students of seventh semester from the Cotopaxi Technical University. Employing a qualitative research approach, the study uses a standardized scale called “The Foreign Language Teaching Anxiety Scale: Preliminary Tests of Validity and Reliability” to know anxiety factors. The questionnaire was completed by 48 pre-service teachers to gather data. The findings reveal that common anxiety sources such as teaching inexperience, lack of student interest, self-perception of language proficiency, fear of negative evaluation, and difficulties with time management, with this results it found that exists anxiety in the pre-service teachers with a low level. The research suggests that teacher should integrate strategies to address pre-service teachers' anxiety. Teachers in educational institutions can improve the training experience, leading to more competent and confident future educators. The study also advocates for greater awareness and proactive support systems to reduce pre-service teachers' anxiety, thereby enhancing their educational outcomes and future effectiveness as educators.

Key words: Pre-service Teachers, Anxiety, Pre-professional Practices, Teacher Education.

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RESUMEN

A medida que los docentes en formación pasan de las aulas universitarias a los escenarios reales de enseñanza, se enfrentan a diversos factores estresantes que pueden afectar significativamente su confianza, desempeño y bienestar. Este estudio se centra en identificar los factores de ansiedad de los docentes en formación durante sus prácticas preprofesionales en EFL en los estudiantes de séptimo semestre de la Universidad Técnica Cotopaxi. Empleando un enfoque de investigación cualitativa, el estudio utiliza una escala estandarizada denominada «Escala de Ansiedad en la Enseñanza de Lenguas Extranjeras: Pruebas Preliminares de Validez y Confiabilidad» para conocer los factores de ansiedad. El cuestionario fue cumplimentado por 48 profesores en formación para recopilar datos. Los resultados revelan que fuentes comunes de ansiedad como la inexperiencia docente, la falta de interés de los alumnos, la autopercepción del dominio del idioma, el miedo a la evaluación negativa y las dificultades con la gestión del tiempo, con estos resultados se encontró que existe ansiedad en los profesores en formación con un nivel bajo. La investigación sugiere que los profesores deben integrar estrategias para tratar la ansiedad de los profesores en formación. Los profesores de los centros educativos pueden mejorar la experiencia formativa, lo que dará lugar a futuros educadores más competentes y seguros de sí mismos. El estudio también aboga por una mayor concienciación y sistemas de apoyo proactivos para reducir la ansiedad de los profesores en formación, mejorando así sus resultados educativos y su futura eficacia como educadores.

Palabras clave: Profesores en formación, Ansiedad, Prácticas preprofesionales, Formación docente.

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1. PROBLEM STATEMENT

The present study explores the factors contributing to pre-service teachers' anxiety during their practical training in schools. The problem statement for this research focuses on identifying the sources of anxiety experienced by pre-service teachers during their teaching placements and how it impacts their performance and overall well-being. It is important to examine the specific challenges and stressors that pre-service teachers face during their practicum experiences, as this can have a significant impact on their future career as educators.

One of the key problems that this research aims to address is the lack of support and guidance provided to pre-service teachers during their pre-professional practices. Without proper mentorship and supervision, pre-service teachers may feel overwhelmed and unsure of how to handle different situations in the classroom, leading to increase the factors that contribute to anxiety. Additionally, the pressure to perform well and meet the expectations of their mentor teachers and supervisors can also contribute to pre-service teachers' anxiety during their teaching placements.

Another important aspect to consider is the impact of pre-service teachers' anxiety on their confidence and ability to effectively engage with students and manage classroom dynamics. Anxiety can hinder pre-service teachers' communication skills, decision-making abilities, and overall teaching effectiveness, which can ultimately affect their professional growth and development.

Furthermore, the lack of opportunities for pre-service teachers to reflect on and process their emotions and experiences during their practical training can exacerbate their anxiety. Without a safe space to discuss their concerns and receive feedback from experienced educators, Pre-service teachers might find it difficult to manage the challenges encountered in the classroom. Moreover, the demands and pressures they experience can be overwhelming by educational institutions,

mentor teachers, parents, students may generate a high-pressure environment that heightens their anxiety. It is essential to investigate the different factors that lead to anxiety among their practicum.

2. OBJECTIVES

3.1 General Objective:

To identify the factors of anxiety among pre-service teachers during their pre-professional practices in EFL in the students of seventh semester from the Cotopaxi Technical University.

3.2 Specific Objectives:

- To establish theoretical foundation about the factors that contribute to pre-preservice teacher anxiety during pre-Professional practices.
- To analyze the factors that contribute to pre-preservice teacher anxiety during pre-Professional practices.
- To define the main findings and results based on the data collected about the anxiety factors in conclusions and recommendation.

ACTIVITIES

Table 1 Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
<ul style="list-style-type: none"> To establish theoretical foundation about the factors that contribute to pre-preservice teacher anxiety during pre-Professional practices. 	Research information. Bibliographic review. Read and take the most important information. Separate and transcribe information.	Theoretical framework.
<ul style="list-style-type: none"> To analyze the factors that contribute that contribute to pre-preservice teacher anxiety during pre-Professional practices. 	Select the right instruments Apply the instrument Analyze the obtained results. Separate the results in tables for a better understanding. Take out the graphics of the tables.	Test (The Foreign Language Teaching Anxiety Scale: Preliminary Tests of Validity and Reliability) Results

-
- To define the main findings and results based on the data collected about the anxiety factors in conclusions and recommendation.

Data analysis

Establish major findings

Take out the most important information and highlight the factors that contribute to anxiety.

Conclusions
Recomendations

Source: Madelin Gutiérrez

3. JUSTIFICATION

This topic is particularly important in the field of education as pre-service teachers are in a critical stage of their professional development when they are gaining hands-on experience in real classroom settings.

First and foremost, pre-service teachers' anxiety during pre-professional practices is a common phenomenon that has been widely studied in the literature. Research has shown that many preservice teachers experience high levels of anxiety when they are required to transition from the theoretical knowledge they have acquired in their courses to the practical application of teaching in real classrooms. This anxiety can be attributed to a variety of factors, including lack of experience, fear of failure, and concerns about meeting the expectations of their supervisors and mentor teachers.

Furthermore, pre-service teachers' anxiety during pre-professional practices can have a significant impact on their performance and overall professional development. When pre-service teachers are anxious, they may struggle to effectively communicate with students, manage classroom behavior,

and deliver engaging and effective instruction. This can not only affect their own confidence and sense of self-efficacy, but also impact the learning experiences and outcomes of the students they are working with.

In addition, understanding and addressing pre-service teachers' anxiety during pre-professional practices is important for teacher education programs and institutions. While recognizing the challenges and pressures that pre-service teachers face during their field experiences, teacher educators can better support and prepare them for success in their future careers. Providing opportunities for pre-service teachers to reflect on their anxieties, receive constructive feedback, and develop coping strategies can help them build resilience and confidence as they navigate the complexities of classroom teaching.

Moreover, research has also highlighted that anxiety experienced by pre-service teachers during their practicum can have lasting effects on their commitment to the teaching profession. Those who face elevated levels of anxiety during their practice sessions may be at a greater risk of encountering long-term challenges in maintaining their dedication to the field of education burnout or consider leaving the profession altogether. Considering their anxiety and providing them with the necessary support and resources, teacher education programs can help pre-service teachers build the resilience and confidence they need to persevere and thrive in their careers.

Factors such as personal beliefs and values, prior experiences with teaching and learning, and the level of support and mentorship provided by supervising teachers and school administrators can all contribute to pre-service teachers' feelings of anxiety and uncertainty during their field experiences. Towards understanding these factors, educators and researchers can develop more targeted and effective interventions to help pre-service teachers manage and reduce their anxiety.

Anxiety during pre-professional practices is not only a personal challenge for individual preservice teachers, but also a systemic issue that has broader implications for the field of education. High levels of anxiety among pre-service teachers can hinder innovation, collaboration, and professional growth within schools and classrooms. It is important to support pre-service teachers in indicated that pre-service teachers' anxiety during pre-professional practices can have long-term implications for their retention and professional commitment to the field of education. Pre-service teachers who experience high levels of anxiety during their field experiences may be more likely to experience overcoming their anxieties and building confidence in their teaching abilities, because teacher education programs can help cultivate a more resilient and empowered generation of educators who are better equipped to meet the diverse needs of their students and communities.

4. SCIENTIFIC AND TECHNICAL FOUNDATION

4.1 Background

As an expert service teacher, I can provide insights into the background of pre-service teachers' anxiety during pre-professional practices. This topic is particularly important as pre-service teachers are in the crucial stage of transitioning from student to professional teacher. During this period, they are placed in real classroom settings to gain hands-on experience and apply their theoretical knowledge. However, this placement can also be a source of anxiety for many preservice teachers.

One of the main reasons for pre-service teachers' anxiety during pre-professional practices is the pressure to perform well. They are often evaluated by their cooperating teachers and university supervisors, which can create a fear of failure and self-doubt. This pressure to succeed can lead to increased levels of stress and anxiety, impacting their performance in the classroom (Quintana Guamushig&Carrera, 2023).

Additionally, pre-service teachers may also experience anxiety due to the unfamiliarity of the classroom environment. This includes managing classroom behavior, lesson planning, and adapting to the needs of diverse student populations. The uncertainty of how to handle these challenges can contribute to feelings of anxiety and insecurity. Furthermore, pre-service teachers may also feel anxious about their ability to connect with students and build relationships with them. Building rapport with students is essential for effective teaching, but it can be particularly challenging for novice teachers (Tzifopoulos, 2020). The fear of not being able to connect with students or earn their respect can further intensify feelings of anxiety.

Another factor is the lack of confidence in their teaching abilities, because some pre-service teachers may doubt their own skills and knowledge, leading to imposter syndrome and feelings of inadequacy. This lack of confidence can hinder their ability to effectively manage the classroom and deliver engaging lessons.

Additionally, the high expectations placed on pre-service teachers by their mentors and supervisors can also contribute to feelings of anxiety. These expectations may be unrealistic or unreachable, creating a sense of pressure and fear of not meeting the required standards. This constant pressure to meet external expectations can further fuel pre-service teachers' anxiety during their preprofessional practices. Moreover, pre-service teachers may also experience anxiety related to the social dynamics of the classroom. Building relationships with colleagues, cooperating teachers, and administrators can be challenging, especially for individuals who are introverted or shy (Rachmawati & Lukmana, 2017). The fear of not being accepted or respected by their peers can create feelings of isolation and anxiety.

In addition to these factors, the overall stress of balancing academic requirements, classroom responsibilities, and personal lives can also contribute to pre-service teachers' anxiety during preprofessional practices. The demands of the teaching profession can be overwhelming, leading to feelings of burnout and emotional exhaustion.

Overall, pre-service teachers' anxiety during pre-professional practices is a complex issue that can be influenced by a variety of factors. Understanding the underlying causes of this anxiety is essential for providing support and resources to help pre-service teachers navigate this challenging period successfully. By addressing the root causes of anxiety and providing strategies for coping with stress, educators can help pre-service teachers develop the confidence and resilience needed to thrive in their future careers as professional teachers.

4.2 Theoretical Framework

Pre-service teachers undergo pre-professional practices as part of their teacher training program. During this period, they may experience anxiety due to various factors such as fear of failure, lack of experience, and pressure to perform well. Understanding and addressing pre-service teachers' anxiety is important for their professional development.

1. Anxiety in pre-service teachers

Anxiety in pre-service teachers can be defined as a feeling of unease, worry, or fear that arises in anticipation of a challenging situation, such as teaching in a classroom setting during preprofessional practices (Ekiz & Kulmetov, 2016). This anxiety can manifest in various ways, including physical symptoms like sweating, fast heartbeat, and shaky hands, as well as cognitive symptoms like negative thoughts and self-doubt.

In the context of pre-service teachers, anxiety can manifest in various forms, including performance anxiety, social anxiety, and academic anxiety. Performance anxiety may stem from the fear of delivering lessons in front of peers or mentors, while social anxiety might affect their ability to engage with classmates or establish rapport with students. Academic anxiety often arises

from the pressures to perform well in assessments and evaluations, further complicating the preservice teaching experience.

The sources of anxiety among pre-service teachers can be traced back to several key factors. These include a lack of self-efficacy, insufficient classroom management skills, and the feeling of being unprepared for real-world teaching challenges (Abdallah, 2016). The transition from theoretical knowledge to practical application can be intimidating, leading many pre-service teachers often experience self-doubt and concern about their potential effectiveness in the classroom.

Studies indicate that elevated anxiety in pre-service teachers can greatly influence their learning experiences and have lasting effects on their future teaching careers, anxiety may hinder not only their performance in teacher training programs but also their confidence in the classroom once they become employed. Consequently, this anxiety can create a cycle of self-doubt that affects both their emotional well-being and their professional development.

Furthermore, peer and mentor relationships can play a pivotal role in shaping the anxiety levels of pre-service teachers. Positive support networks can serve as buffers against the pressures of teacher training, while negative experiences can exacerbate feelings of inadequacy. Establishing strong relationships with peers and mentors can aid in mitigating anxiety by providing emotional support, feedback, and encouragement throughout the training process (Ekiz & Kulmetov, 2016).

It's important to consider how individual differences, such as personality traits and coping mechanisms, impact anxiety in Pre-service teachers, particularly those with high neuroticism traits, may be more prone to anxiety compared to their more emotionally stable peers. On the other hand, adopting effective coping mechanisms, like mindfulness and stress management practices, can equip pre-service teachers to handle anxiety more successfully and build resilience.

Educational institutions responsible for training future educators have a significant part to play in mitigating anxiety by integrating mental health support into their programs by integrating support programs and counseling services into teacher education programs, universities can equip pre-service teachers with the essential skills needed to cope with stress. Workshops focusing on mindfulness, relaxation techniques, and time management can also equip them with tools to manage anxiety both during their training and throughout their teaching careers.

Developing awareness around the signs of anxiety is equally important for pre-service teachers. Recognizing their own stressors and how these affect their thoughts, emotions, and behaviors can be empowering. This self-awareness encourages them to seek help when needed, fostering a culture of mental health that remains significant in educational settings.

The impact of anxiety in pre-service teachers can also extend beyond their personal experiences. An anxious educator may create a classroom atmosphere that is less engaging and supportive for students. Understanding this reciprocal relationship between teacher and student dynamics highlights the necessity it is important for pre-service teachers to manage their anxiety, not only for their own well-being but also for the benefit of their future students.

2. Factors contributing to pre-service teachers' anxiety

Various elements may lead to increased anxiety levels among pre-service teachers throughout their training pre-professional practices. In addition to personal traits such as perfectionism and fear of judgment, factors like self-assessed language proficiency, limited teaching experience, low student engagement, fear of negative evaluations from mentors and students, and classroom management challenges can contribute to heightened anxiety levels among teachers. (Atanas, 2014).

The factors that contribute to anxiety are the following ones:

- **Self-perception of language proficiency:** this factor integrates personal views, beliefs, and reflections on language pronunciation, clarity, and explanation of it (Test FLTAS, 2024). It is important that the teacher has an adequate perspective about himself to demonstrate the confidence of the case, since security will always be the key to many things in life as a school teacher. Therefore, developing and maintaining a strong, positive self-perception is essential for effective teaching and student success and the ability to inspire confidence in students.
- **Teaching inexperience:** this factor refers to the lack of experience of the students who are carrying out pre-professional practices, which is reflected in certain attitudes or also in shortcomings that they may have when entering the class already with the role of teacher (Test FLTAS, 2024). These challenges often stem from their still-developing confidence and skills. Compared to more experienced teachers, who have honed their strategies and responses through practical experience, these novice teachers might show more hesitation or inconsistency.
- **Lack of student interest:** this factor refers to the lack of motivation that students may experience, the way in which the class is developed, and also the level of understanding they have about it (Test FLTAS, 2024). Some students may think that their efforts are not enough, especially when they do not get good grades, which is why they often lose interest in the subject; so, this also makes the teacher to feel uncomfortable. Addressing these issues not only helps students but also alleviates the discomfort teachers may feel when faced with a lack of student engagement.
- **Fear of negative evaluation:** this factor refers to the importance that practitioners give to the students' assessment of them, the fear of what they will say, of rejection, of failure, which can make them nervous and disperse a little from the class it (Test FLTAS, 2024). This emotional distraction can undermine the learning environment, making it crucial for teachers to develop strategies to manage these fears and maintain focus on their teaching

goals. In this way, addressing and mitigating these concerns can enhance both teacher confidence and student learning outcomes.

- **Difficulties with time management:** the factor refers to a situation in which many people have problems, which is time management, because it is always important to organize according to certain time limits, especially when teaching or giving a class, because you must follow a schedule and work according to it, only that sometimes, teachers do not tend to distribute their time properly and for that reason there will be times in which they go over time and other times in which they may have excess (Test FLTAS, 2024). . Thus, a positive self-view not only enhances language proficiency but also supports better time management in the classroom.

The journey to becoming a teacher is often filled with excitement and anticipation; however, it is also marked by significant anxiety for many pre-service teachers. This anxiety can stem from various sources, impacting their emotional well-being and overall effectiveness in training. Understanding the factors that contribute to this anxiety is crucial for developing supportive frameworks that can help pre-service teachers navigate their path to becoming educators.

One of the predominant factors contributing to anxiety among pre-service teachers is the high academic pressure and strict performance standards they encounter during their training programs (Han & Tuglar, 2019). Many students face rigorous coursework, extensive assessments, and the expectation to excel in both theoretical knowledge and practical teaching skills. This relentless pressure can lead to a pivotal feeling of insufficiency and a fear of not succeeding, which often presents itself as anxiety.

Pre-service teachers often experience anxiety related to classroom management. The apprehension about managing diverse student behaviors and creating an effective learning environment can be overwhelming. As they are in the transition from theoretical learning to actual teaching practice,

the fear of losing control or not being able to engage students effectively can exacerbate their anxiety levels.

A significant contributor to pre-service teacher anxiety is the lack of experience in real classroom settings. Many pre-service teachers grapple with feelings of inadequacy and self-doubt when faced with the task of teaching. The transition from student to teacher is not only daunting but also triggers concerns about their ability to perform competently, leading to an observable decrease in self-confidence.

The social dynamics within teacher education programs can also foster anxiety among pre-service teachers. Many individuals find themselves comparing their abilities, experiences, and progress to those of their peers, which can cultivate feelings of inadequacy. The desire to meet social expectations from classmates and faculty can lead to heightened anxiety, as they fear judgment and potential failure in comparison to their peers.

Interactions with supervisors and mentor teachers play mentors and supervisors play a crucial role in influencing the experiences of pre-service teachers. When these figures set high expectations, it can create a sense of pressure and lead to feelings of anxiety, particularly for those still in training feel they are not meeting the standards set before them. Constructive feedback is essential, but overly critical evaluations can deter their confidence and exacerbate anxiety.

The workload associated with teacher preparation programs can be another contributing factor to anxiety. Balancing coursework, field experiences, and perhaps part-time jobs can overwhelm preservice teachers. Poor time management skills can lead to stress and anxiety as they struggle to meet deadlines and juggle multiple responsibilities simultaneously, creating a cycle of anxiety that further impacts their performance.

External factors related to personal life can significantly influence the anxiety levels of pre-service teachers; all life events such as family issues, financial concerns, or health problems can compound their academic stress and distract them from their training (Peña & Sanchez, 2016). This interplay of personal and professional stressors creates an amalgamation of challenges that can greatly hinder their progress and emotional stability.

The process of developing a professional identity also contributes to anxiety among pre-service teachers. As they strive to align their personal beliefs and values with their role as educators, they may experience internal conflicts. Questions about their teaching philosophies, their ability to connect with students, and their future careers can create a tumultuous internal dialogue, leading to anxiety and uncertainty about their professional path.

3. Impact of anxiety on pre-service teachers' performance:

Anxiety may lead to decreased confidence, impaired decision-making, difficulty in managing classroom dynamics, and overall reduced effectiveness in teaching; it may also affect their emotional well-being and professional growth, making it crucial to address and manage anxiety in pre-service teachers (Soureshjani & Riahipour, 2012).

Anxiety is a prevalent mental health concern that can significantly impact various aspects of life, particularly in high-stakes environments such as education. For pre-service teachers, who are transitioning into their professional roles, anxiety can take on a unique form, manifesting through stress related to teaching competencies, classroom management, and student interactions. Understanding how anxiety affects these future educators' performance is crucial for both their personal development and the overall quality of education.

Pre-service teachers experience a variety of anxieties that stem from multiple sources, including academic pressures, practical teaching experiences, and the looming responsibilities of full-time teaching. Common factors contributing to this anxiety include fear of public speaking, concern about student engagement outcomes, and the challenge of adapting to different learning styles. This anxiety can range from mild nervousness to debilitating fear, affecting the general effectiveness of the pre-service teachers.

One of the area's most significantly affected for pre-service teachers is their academic performance dealing with anxiety. High levels of anxiety can hinder cognitive function, making it difficult for individuals to concentrate, process information, and retain knowledge Rasool et al., (2023). These cognitive disruptions can lead to lower grades in courses related to pedagogy, teaching methods, and classroom management, ultimately affecting their confidence and self-esteem in their teaching abilities.

The practical component of teacher education, typically involving student teaching placements, can exacerbate feelings of anxiety. Pre-service teachers often feel overwhelmed by the expectations to perform competently in front of their peers, cooperating teachers, and students. This anxiety can manifest as avoidance behaviors or a lack of engagement, undermining the opportunity for skill development and reflection, which are crucial for effective teaching practice.

One of the key areas where anxiety affects pre-service teachers is in classroom management. High anxiety levels may lead to an inability to establish authority or engage effectively with students. Pre-service teachers might struggle to implement disciplinary measures or manage classroom dynamics, fearing negative repercussions, which can result in chaotic classroom environments. Consequently, their effectiveness as educators is compromised, potentially impacting student learning outcomes.

Anxiety can inhibit a pre-service teacher's ability to build strong relationships with students and colleagues, because effective teaching relies on clear communication, empathy, and collaboration, but anxious individuals may retreat from social interactions Sevy-Biloon et al., (2020). This withdrawal can hinder their ability to create a positive, inclusive learning environment and can hinder professional networking opportunities during their training, which are vital for future success.

The impact of anxiety does not merely stop during pre-service training; it can have long-term implications for their careers as educators. Teachers who enter the profession with unresolved anxiety may experience burnout and job dissatisfaction at higher rates. The cascading effects of anxiety can lead to early career exits, necessitating institutional support to address mental health challenges within teacher training programs.

To mitigate the impact of anxiety on pre-service teachers, various coping strategies and interventions can be employed. Support systems, such as mentoring, counseling, and peer support networks, can provide relief and foster resilience. Additionally, anxiety-reduction techniques, including mindfulness, relaxation practices, and stress management training, should be integrated into teacher education programs to assist pre-service teachers in handling their anxiety efficiently.

Training programs for educators are crucial in helping to alleviate anxiety in pre-service teachers. Institutions can create environments that facilitate open discussions about mental health and anxiety, normalizing these experiences. By equipping future educators with the tools to recognize and manage their anxiety, training programs can help them build confidence and competence in their teaching abilities.

4. Strategies to address pre-service teachers' anxiety:

There are various strategies that can help pre-service teachers manage and reduce anxiety during pre-professional practices. These may include providing mentorship and support from experienced teachers and supervisors, offering opportunities for reflection and self-assessment, encouraging a growth mindset and positive self-talk, and promoting relaxation techniques like deep breathing and mindfulness. Additionally, creating a supportive and inclusive learning environment can help to create a better experience and reduce anxiety levels (Reyes, 2019).

Strategies:

- **Self-perception of language proficiency:** for this factor is important that the teachers work out in self-confidence, trying to not overthink about the situation, just trusting in their own knowledge and ability with language.
- **Teaching inexperience:** it is important to consider that to carry out this factor, the pre-service teachers have to stay with the idea that they know more than students, being confident and secure of what they are saying and teaching, because at the end of the class they still being the authority.
- **Lack of student interest:** pre-service teachers have to encourage student engagement by creating a more dynamic and interactive class environment, incorporating visual and instructional materials as tools to capture and maintain students' attention.
- **Fear of negative evaluation:** it is important that pre-service teachers not overthink about what people can say about them, just have in mind the idea that they have done it well and hold on that.

- **Difficulties with time management:** pre-service teachers don't have to get stress about time, just plan their class, make it themselves, and enjoy.

As Bravo & Alvez, (2021) mentioned in their research; the formation of a supportive community is vital in alleviating pre-service teachers' anxiety. Teacher education programs should prioritize collaboration and peer support through group activities and mentorship opportunities. Sharing experiences, discussing challenges, and celebrating successes, pre-service teachers can establish a sense of belonging. This network reduces feelings of isolation, thereby diminishing anxiety. Faculty and staff play an essential role in fostering this community by encouraging open communication and inclusivity.

4.1 Simulation and Role-Playing Activities

Simulation and role-playing activities can effectively prepare pre-service teachers for real-life teaching scenarios. Creating a safe and controlled environment to practice classroom situations allows these individuals to develop their skills without the immediate pressure of a real classroom. Through guided practice, feedback from peers and instructors can help them refine their techniques and boost their confidence, significantly reducing anxiety.

4.2 Constructive Feedback and Reflection

A culture of constructive feedback and reflection is essential in teacher training programs. Implementing regular feedback sessions allows pre-service teachers to receive thoughtful critiques on their teaching practices (Díaz & González, 2014). Encouraging reflective practices promotes self-awareness and fosters a growth mindset, helping them see challenges as opportunities for improvement rather than threats. When pre-service teachers recognize that growth is part of the journey, their anxiety surrounding performance may diminish.

4.3 Promoting a Growth Mindset

Encouraging a growth mindset within pre-service teachers can transform their approach to challenges and setbacks. Teaching them to view failure as a part of the learning process helps mitigate anxiety by emphasizing resilience and persistence. Faculty can model this mindset in their teaching practices, allowing students to see firsthand the value of embracing challenges and learning from experiences. This shift in perspective can lead to greater confidence and reduced fear of judgment.

4.4 Leveraging Technology for Support

Utilizing technology can serve as an additional resource for pre-service teachers facing anxiety. Online platforms and apps that provide mental health support, relaxation techniques, and peer collaboration can enhance their learning experience. Social media groups or forums can also offer spaces where students can connect, share resources, and discuss their concerns anonymously, further reducing feelings of isolation and anxiety Datu, et al., (2023).

5. METHODOLOGY

5.1 Research Design

This study will employ a qualitative research design to explore the anxiety experienced by preservice teachers during their pre-professional practices. Qualitative research is appropriate for understanding the subjective experiences of individuals, allowing for an in-depth exploration of the emotions, thoughts, and behaviors related to anxiety.

5.2 Participants

The participants will consist of pre-service teachers enrolled at the Technical University of Cotopaxi. A purposive sampling method will be utilized to select participants who are currently or have recently completed their pre-professional practices, ensuring that they have firsthand

experience related to the research topic. The target sample size will be approximately 48 participants to allow for data saturation while still being manageable for in-depth analysis.

5.3 Data Collection

Data will be collected through the following questionnaire:

“The Foreign Language Teaching Anxiety Scale: Preliminary Tests of Validity and Reliability”

The aim of this questionnaire is to assess the anxiety levels experienced by students engaged in pre-professional practices. This tool also aids in identifying key areas that need further attention and development factors that can trigger this anxiety so that in depending on them, these students can be helped to improve all the discomforts they show, to perform their practices effectively, setting aside fear, nervousness, and anxiety, while concentrating on what helps them stay calm.

Additionally, it is necessary to mention that the selected test helps to have a much broader vision regarding the factors that are mostly associated with the anxiety that tends to be generated in students who are carrying out their pre-professional practices.

6. DATA ANALYSIS

The qualitative data obtained from the questionnaire will be analyzed as follows:

The analysis will focus on evaluating the scores based on range classifications, allowing for a clear breakdown of each response’s percentage. This approach simplifies the extraction of qualitative insights. I selected the test “*The Foreign Language Teaching Anxiety Scale: Preliminary Tests of Validity and Reliability*”, which originally consists of 27 questions. From these, I identified 20 questions most relevant to my study, guided by the five factors highlighted in the scale. Additionally, a Likert scale with the options Never, Rarely, Sometimes, Usually, and Always was

employed to measure responses. The five factors included in the analysis are: (1) Self-perception of language proficiency (Q1-Q8); (2) Teaching inexperience (Q9-Q12); (3) Lack of student interest (Q13-Q15); (4) Fear of negative evaluation (Q16-Q17); and (5) Difficulties with time management (Q18-Q20). (See Annex 1)

6.1 Ethical Considerations

Participants will be previously informed regarding the objective and content of the questionnaire that is considered to be applied, with the purpose of avoiding any type of disagreement. Apart from this, you should consider choosing to have them sign an informed consent also indicating these details and the purpose of their answers, so that they are fully aware that everything is for academic purposes and that in the end the results may be favorable for themselves.

6.2 Limitations

While this study aims to provide valuable insights into the anxiety experienced by pre-service teachers, it is important to acknowledge potential limitations, such as:

- The subjective nature of self-reported data, which may be influenced by social desirability bias.
- The limitations of a qualitative approach in generalizability to a larger population.
- The potential for researcher bias in data interpretation.

RESULT ANALYSIS

In general terms, once the test was implemented on the students, it was found that the majority do not present high levels of anxiety, but rather what they show are nerves when facing the students, given that they still are and try to assimilate this change from student to teacher. However, it is not a situation that causes much concern or triggers something specific, it is rather a matter of

providing security to students who carry out pre-professional practices so that they feel more confident in themselves and can function better in the face of to any audience.

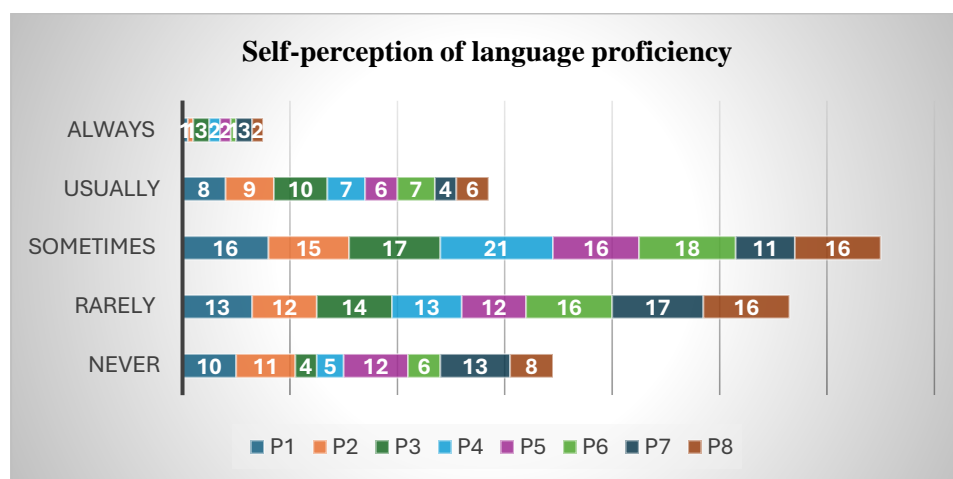
Findings

Table 1 Systematization of Self Perception of language proficiency

Escala	P1	P2	P3	P4	P5	P6	P7	P8	%	%
Likert									parciales	totales
Never	10	11	4	5	12	6	13	8	17,97	81.25
Rarely	13	12	14	13	12	16	17	16	29,43	
Sometimes	16	15	17	21	16	18	11	16	33,85	
Usually	8	9	10	7	6	7	4	6	14,84	18.75
Always	1	1	3	2	2	1	3	2	3,91	
Total	48	48	48	48	48	48	48	48	100%	100%

Source: Madelin Gutierrez

Illustration 1 Self Perception of language proficiency results



Source: Madelin Gutierrez

As can be seen in the table above, 81.25 % of the seventh cycle students state that they have a low or null level of self-perception and only 18.75 % show that they have self-perception (Test FLTAS, 2024).

These data show a serious problem in seventh cycle students who are about to graduate as English language teachers, which in fact will have a negative influence on their professional performance in the pre-professional practice through and later in their jobs. Selami, A., & Ozgehan, U. (2024).

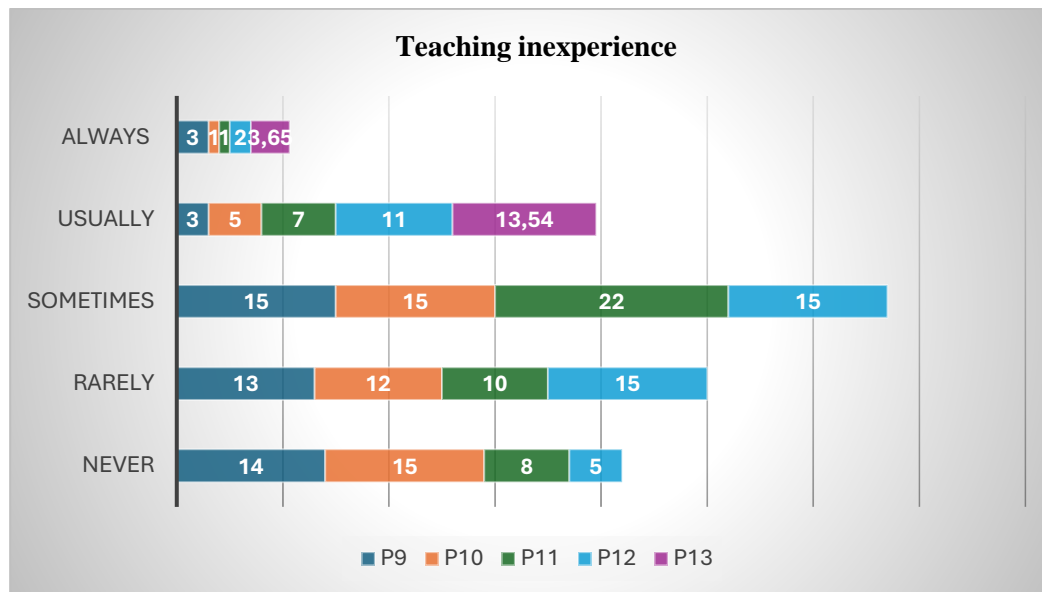
Finally, about the illustration, is possible to say that almost the most of participants answered that sometimes they have a bad self-perception about their language proficiency, so that may put them kind of nervous when they with the students.

Table 2 *Systematization of Teaching inexperience*

Likert	P9	P10	P11	P12	%	%
Scale					parciales	totales
Never	14	15	8	5	21.88	82.82
Rarely	13	12	10	15	26.04	
Sometimes	15	15	22	15	34.90	
Usually	3	5	7	11	13.54	17.19
Always	3	1	1	2	3.65	
Total	48	48	48	48	100%	100%

Source: *Madelin Gutierrez*

Illustration 2 Teaching inexperience results



Source: Madelin Gutierrez

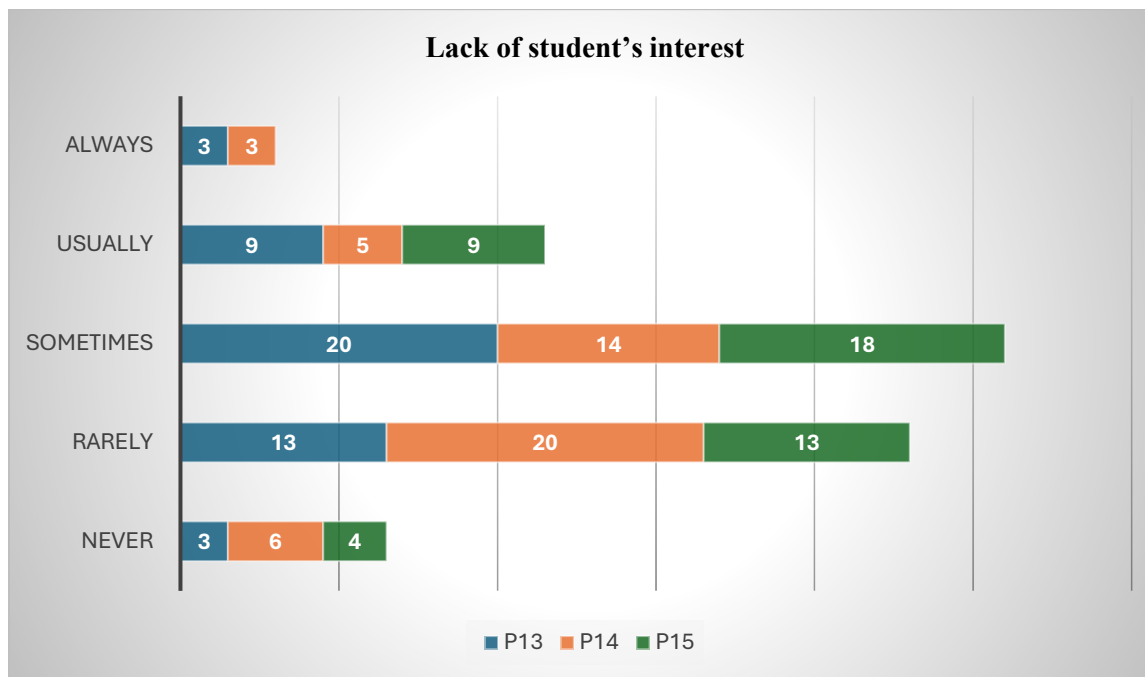
As can be seen in the table above, 82.82% of the seventh cycle students have a low or no level of self-perception and only 17.19% show inexperience of themselves.

These data show the need in seventh cycle students who are about to graduate as English language teachers, which in fact should be considered during the pre-professional practice so that it can become experience and can guarantee an excellent job (Test FLTAS, 2024). About the illustration it is seen that the pre-service teachers sometimes feel they are inexperienced, so they have that fear of making a mistake, but it can be controlled by them. Selami, A., & Ozgehan, U. (2024).

Table 3 Systematization of Lack of student's interest

Escala	P13	P14	P15	%	%
Likert	parciales totales				
Never	3	6	4	9,03	77,08
Rarely	13	20	13	31,94	
Sometimes	20	14	18	36,11	
Usually	9	5	9	15,97	22,91
Always	3	3	4	6,94	
Total	48	48	48	100 %	100 %

Source: Madelin Gutierrez

Illustration 3 Lack of student's interest results

Source: Madelin Gutierrez

As can be seen in the table above, 77.08% of the seventh cycle students state that they have a low level of knowledge to make students feel motivated in their classes and only 22.91% show that they have the ability to make their classes more dynamic.

These data evidence a serious problem in the students of the seventh cycle who are about to graduate as English language teachers. This situation may have a negative influence on their professional performance, both in pre-professional practices and later in their future jobs (Test FLTAS, 2024).

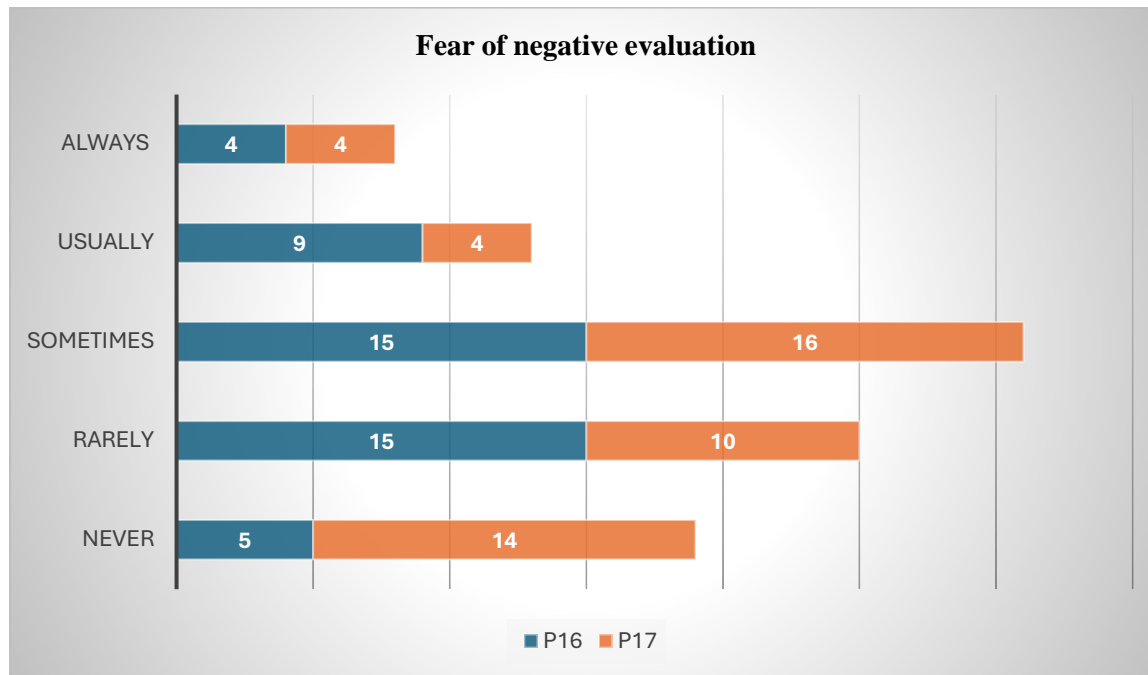
The illustration shows that sometimes, the lack of interest among students is often mirrored in teachers' responses, which can lead to discomfort regarding their classroom activities. Selami, A., & Ozgehan, U. (2024).

Table 4 *Systematization of Fear of negative evaluation*

Escala	P16	P17	%	%
Likert			parciales	totales
Never	5	14	19,79	78,09
Rarely	15	10	26,04	
Sometimes	15	16	32,29	
Usually	9	4	13,54	21,87
	4	4	8,33	
Always				
Total	48	48	100%	100 %

Source: Madelin Gutierrez

Illustration 4 *Fear of negative evaluation*



Source: Madelin Gutierrez

The table above illustrates that 78.09% of the students in the seventh cycle exhibit a low level of fear regarding negative evaluation, while only 21.78% display a sense of self-confidence when faced with assessments.

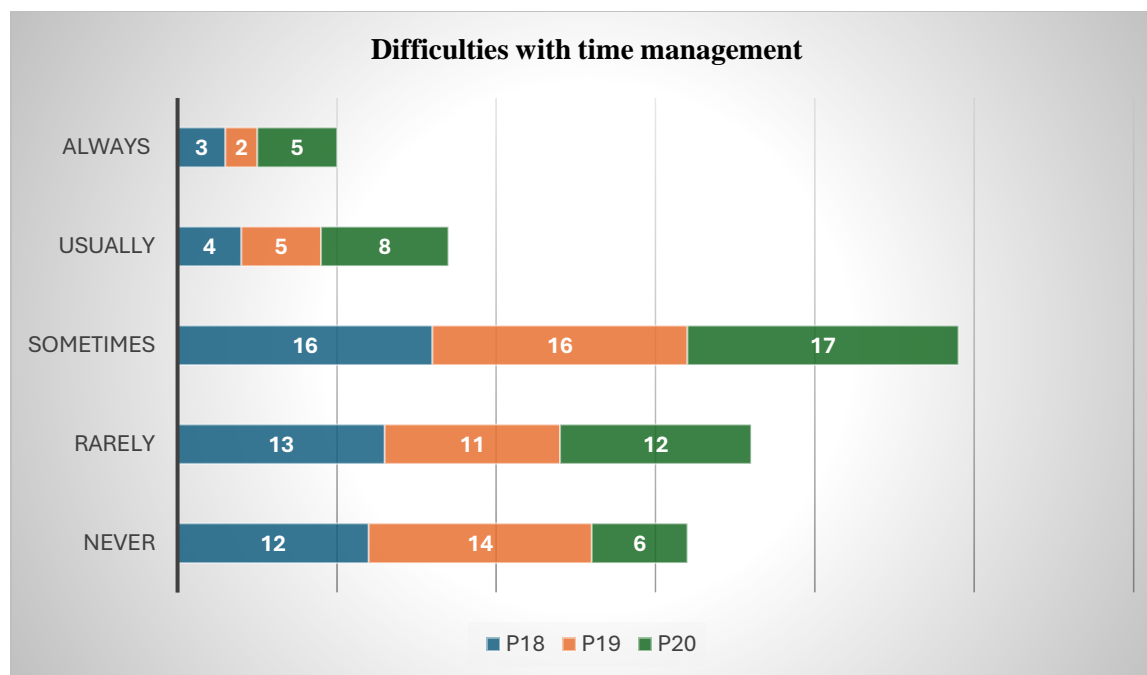
These data show the need to attend to the seventh cycle students who are about to graduate as English teachers. It is crucial to consider this problem during pre-professional practice so that it can become an opportunity for learning and growth, thus guaranteeing a high-quality professional performance in their future teaching career (Test FLTAS, 2024).

The illustrations shows that most of the participants demonstrate that sometimes have fear about a negative evaluation from the students, which could be normal, because they are still practicing, so there is always going to be this kind of fear. Selami, A., & Ozgehan, U. (2024).

Table 5 Systematization of Difficulties with time management

Escala	P18	P19	P20	%	%
Likert				parciales	totales
Never	12	14	6	19,79	78,12
Rarely	13	11	12	26,04	
Sometimes	16	16	17	32,29	
Usually	4	5	8	13,54	21,87
Always	3	2	5	8,33	
Total	48	48	48	100%	100%

Source: Madelin Gutierrez

Illustration 5 Difficulties with time management

Source: Madelin Gutierrez

According to the table provided, 78.12% of the students in the seventh cycle report experiencing minimal to no challenges with time management, while only 21.87% indicate significant difficulties in this area.

These data show the need to support the seventh cycle students who are about to graduate as English language teachers. It is crucial that this situation be considered during pre-professional practice, to gain the essential experience needed and ensure outstanding performance in their future careers (Test FLTAS, 2024).

During practical sessions, it is crucial to know how to organize and control your time, because in real life, teachers have a schedule to follow, and it separates time. So that's why sometimes, participants have difficulties to control time, but it can be easy to solve, they just have to get organized in a better way. Selami, A., & Ozgehan, U. (2024).

7. GENERAL RESULT AND DISCUSSION

The obtained results in this research are similar to the results with the research taken. Which is evident in the following way.

With respect to perception, the results in this research behaved in the following way: 81.25% of the seventh cycle stated that they had a low or null level of self-perception and 18.75% showed that they had self-perception.

In the aforementioned study, students who are going through their pre-professional internships show a certain degree of anxiety, nerves and worry, since they feel a lot of pressure from their tutors, however, along the way they manage to overcome everything that until they feel enough confidence in themselves, demonstrating that if one does not believe in oneself, in one's own abilities, strengths, ideologies, goals and objectives, simply no one else will.

8. CONCLUSION

- The analysis presented demonstrates that the nature of this anxiety is rooted in a combination of personal, academic, and contextual factors. Pre-service teachers often grapple with feelings of inadequacy and self-doubt, exacerbated by high expectations and the pressure to perform in real classroom environments. Addressing these concerns is critical, as unchecked anxiety can adversely affect not only the well-being of the prospective educators but also the quality of instruction they provide.
- This investigation highlights the role of professional preparation programs in either mitigating or exacerbating anxiety levels. The findings suggest that supportive mentoring relationships and carefully structured scaffolding experiences can foster resilience and confidence in pre-service teachers. Programs that incorporate emotional support, peer collaboration, and realistic orientation to teaching challenges have shown promise in alleviating anxiety. Therefore, it is imperative for teacher education institutions to critically assess and enhance their support systems, ensuring they adequately equip future educators for the demands of the profession.
- Analyzing the factors of trainee teachers' anxiety during their pre-professional internships in EFL context, conducted in the present research allowed concluding the following: the theoretical study conducted allowed identifying the indicators that facilitated the study to identify the factors that contribute to trainee teachers' anxiety during their pre-professional internships. During the current study, the factors that contribute to trainee teachers' anxiety

during preprofessional internships were determined. The most significant result is that students show a general tendency toward factors that contribute to dissatisfaction, including self-assessment of language skills, limited teaching experience, insufficient student participation, anxiety about receiving negative feedback, and challenges to managing time effectively.

9. RECOMMENDATION

- **Develop Comprehensive Orientation Programs:** Institutions should implement robust orientation programs that prepare pre-service teachers for the challenges of preprofessional practices. These programs should include practical workshops, stress management techniques, and a thorough explanation of what to expect during the practice period.
- **Provide Mentorship Opportunities:** Establish mentorship programs where experienced teachers support pre-service teachers. Mentors can provide guidance, share experiences, and offer reassurance, which can significantly reduce anxiety levels.
- **Implement Stress Management Workshops:** Universities should offer workshops focused on stress management, mindfulness, and coping strategies. These workshops can help preservice teachers develop skills to handle anxiety effectively.

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