

LESSON STUDY IN EFL PRACTICES: TEACHERS' ANXIETY AND FACTORS INFLUENCING IT

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Abstract: This study was a part of Lesson Study program which focused on developing and maintaining English interaction in EFL classes. This paper presents the teachers' anxiety and the factors contributing in which English is used as a medium of instruction in English classes. Two teachers who were enrolled in a public school of Purwokerto participated in this study. The subjects' anxiety was investigated using interview and classroom observation. The result provided evidence that the subjects had experienced anxiety when they used English to their students in certain conditions. The research findings showed that there were four factors causing anxiety among teachers when they used English in the classroom: 1) class preparation; 2) students and classroom profile; 3) self-confidence; and 4) physical condition. On a whole, teachers' anxiety deals with both technical and academic matters.

Keywords: *EFL Classes, English as a Medium of Instruction, Teacher's anxiousness*

The use of English as foreign language in teaching the language is essential for the learning process. Moreover, both teacher and students are enabled to use English as much as feasible in the classroom. The more the target language is used, the more the learners gain language acquisition (Klanrit & Sroinam, 2013). In this term, the educators should be the models for the learners in using the target language. The influence of teachers is very large to build students' learning process and product. Therefore, it is fitting for the teacher to be fully aware of this position then they can be a good role model for students. The role of the teacher requires fundamental and necessary changes in students' roles and understanding of learning requiring them to reclaim responsibility of their learning (Abuhmaid, 2020). They have to provide the best methods or technique to establish their students get proper understanding about the language as well as the topic being discussed.

As the non-native English country, Indonesian students learn English in school, course and college. Since insufficient exposure becomes a huge problem for them to learn English, it is becoming difficult for public school teachers who teach uninterested students in English. It is caused by the different language culture and linguistics background between Indonesian and English. On the other words, it has different language system that is not easy for those who are not interested in learning English. Horwitz et al. (1986) cited in (Yentürk & Dağdeviren-Kırmızı, 2020) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". This implies that people who do not recognize foreign language due to uncertain linguistic, they will feel fear of using the language, and they are not sure in using the standard language.

Moreover, many researches provided the learner-teacher anxiety (e.g. (Kiczkowiak, 2020); (Kralova & Tirpakova, 2019)) provided an insightful reason that inability to present oneself according to the self-image and self-concept of competence formed in their first language as reasonable and intelligent individuals can situate a foreign language teacher into a cycle of negative self-evaluation, as language and the self are intimately bound. However, most of the existing research on foreign language anxiety has been learner-oriented and has relied on foreign language teachers to implement anxiety-relieving behaviors and practices in their classrooms (Kralova & Tirpakova, 2019).

Anxiety

Learning a foreign language could be considered a complex method that is not only influenced by language structures but also any other non-linguistic ones that are known as cognitive, metacognitive, and affective. Recent research suggests anxiety is related to issues of enjoyment of a high frequency (Amiri & Ghonsooly, 2015 cited in (Gumartifa, 2020)). Anxiety is the state of tension and

apprehension as a natural response to perceived threat (Passer and Smith, 2009). Based on Yoon (2012), anxiety is thought to be a normal feeling to human being which can be brought about by any internal or external changes, uncertain situation, or feeling. The one who has this feeling will tend to feel frightened, fear, worry, full of tension and apprehension. Anxiety makes students nervous and scared, which can cause poor oral performance. One of the factors which greatly correlates with anxiety, is self-confidence (Syahfutra, 2021). This feeling generally appears when people face certain situations that are perceived full of tension and being threatened. The tendency of people with this feeling is mostly responding to it with negative perception about themselves. They perceived that they do not have any much better idea to end the situation. Moreover, they worry about what they share, give, do, and think because of the situation. It causes tension when people are afraid, being threatened, and apprehension (Sajna Beevi et al., 2019). The result of this particular situation makes people think nothing since they lose the positive thinking and get nervous.

Anxiety rises when people are being threatened. It also contributes to a feeling of apprehension, tension, worry, and fear. People tend to make mistakes when they are anxious. Anxiety also causes nervousness as people encounter a situation which never happens to them beforehand. It is important to understand how anxiety and mistakes interact to negatively affect progress (Kirova et al., 2012).

Anxiety and English Language Teaching

Anxiety occurs when a person encounters a particular situation. This anxiety relates to teaching performance instructed by teachers using English in the classroom. Foreign language anxiety is defined as the feeling disorder while teaching learning process. Foreign language anxiety is responsible for students' negative emotional reactions to language learning since they had to deal with a totally foreign language and culture (Liu & Huang, 2011). Horwitz, Horwitz, and Cope (1986) indicate that foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". This such feelings may interfere with teachers' performance that will impact students' learning process.

Anxiety may occur to both teacher and learner. Horwitz et al. (1986) cited in (Zare & Riasati, 2012) stated that foreign language anxiety consists of "self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Even though language teachers are supposed to be high-level speakers of their target language, language mastering to them is still on-going work to achieve, and this is why most non-native language teachers are likely to have uncomfortable moments particularly in speaking their target language.

Impact of Foreign Language Anxiety

Anxiety may distract teachers' mind in handling the classroom activity since they are afraid and lack of self-confidence. It also interrupts the learning process as it affects students' achievement as well. There were a number of studies related to anxiety in teaching foreign language which affect teaching and learning process. Anxiety has a negative effect on language teaching. Anxiety adversely affects their self-confidence, their use of target language and instructional choices. Cullen (2001: 28) in (Riordan, 2018) describes teacher language proficiency from another perspective, claiming that a 'poor or hesitant command' of the language will negatively affect classroom teaching procedures and 'a limited command' of the language will impact other areas of a teacher's life. This may be the case but the terms are still vague and unhelpful in their description of a teacher's language needs. It can be assumed that for some parties in the education field, a teacher must have good, unwavering and unlimited command of the target language to be successful. However, in fact, not all English teachers have enough confidence to teach. Their anxiety affects their teaching performance.

High-anxious teachers will avoid task-oriented behavior to competent students rather than incompetent ones. Briefly, the effect of teacher anxiety does not only impact for the teacher themselves, it also impacts to the students' motivation as well as achievement. High-anxious teachers also avoid more talking and give less task-oriented behavior at some level of students. Although a considerable amount of research on foreign language anxiety experienced by language learners has accumulated over the last three decades (for a review see Horwitz, 2010; Tran, 2012), it appears researchers have overlooked the possibility that teachers may also experience feelings of anxiety when using the target language, potentially harming foreign language instruction (Tum, 2015).

The effect of English foreign teacher language anxiety does not merely cause the teachers' instruction, target language and self-confidence only. It impacts to the students' achievement as well as their attitude toward the subject, particularly the use of English which is used to communicate during the learning process or out of the class.

Factors Contributing Teachers' Anxiety

Anxiety in teachers' language teaching arises from various sources. It sometimes comes from the method, teachers perspective towards the material, personality, lack of self-confidence, unwell prepared and teaching procedures. There are some studies showing the factors or the sources of teachers'anxiety in the classroom. (Merç 2011) reinvestigated the sources of FLTA among EFL student teachers. Results showed that there were six sources of teaching anxiety; students and class profiles, classroom management, teaching procedures and being observed, mentors, and miscellaneous.

In a similar way, (Yoon, 2012) explored the sources of foreign language anxiety among non-native pre-service English teachers enrolled at a state university in South Korea. After obtaining data from a survey, Yoon indicated that the use of target language, lack of self-confidence and lack of preparation were the three main sources of teaching anxiety among non-native pre-service English teachers. (Coates and Thoresen, 1976) found that teacher anxiety appears to be associated with a variety of personal, social, and physical conditions (ranging from concern with one's adequacy as a teacher and discipline problems to the availability of materials and facilities). To ease the readers comprehended the factors which contribute to teachers' anxiety, some codes are made and presented in Table 1 below:

Table 1. Codes of Factors contribute to anxiety

Factors Contribute to Anxiety/ Anxiety Factor (AF)	Codes
AF : Classroom Management	AF-CM
AF : Teaching Procedures	AF-TP
AF : Teaching and Learning Management	AF-TLM
AF : Less Knowledge of Subject Matter	AF-KSM
AF : The Number of The Students	AF-NS
AF : Students Attitude Towards Learning English	AF-SAE
AF : Lack of Self-Confidence	AF-SC
AF : Teaching Experience	AF-TE
AF : Low Level Language Proficiency	AF-LLP
AF : Physical Condition	AF-PC

To validate the accuracy of the research findings, the researchers examined different types of the data such as interviewing and observing as many time as feasible since the data drawn multiple sources of information. This validity data aimed at corroborating the study evidences from the research.

METHOD

A teaching action which can be initiated to develop the quality of education, especially in the learning process is namely Lesson Study. Lesson Study (hereafter is LS) is introduced in Japan since more than 100 years ago (Sato, 2015). The LS was implemented to maintain class interaction in which English is used as a Medium of Instruction (hereafter is EMI). What is presented in this paper is about the teachers' anxiety in using EMI as the part of the class interaction itself. The LS was implemented in 4 cycles with the following stages:

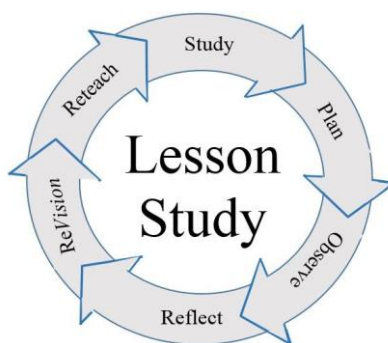


Figure 1. The Cycle of Lesson Study

Figure 1 shows three main steps of conducting Lesson Study, they are Planning, Observing and Reflecting. The three others; Revising, Reteaching and Studying are enclosed in the three main steps.

In the first step, Planning, the researchers worked collaboratively with two collaborative teachers namely teacher models. The preparation comprised the design of teaching or lesson plan, the media used for learning process, the materials to discuss and the evaluation of the learning process. The implementation of this LS focused on how the teacher models perceived about their English classes, especially deals with their anxiety in teaching English.

To obtain the data the writer used two techniques of data collection; observation and interview. The observation was implemented to portray how the teacher models used English as a medium of instruction. The observation was conducted four times. Another instrument which was used in this research is interview. The researchers conducted twice interview for each teacher for the validation data before and after the observation. The first interview was aimed at finding the basic knowledge of the research accordance to the case being discussed. The purpose of the second interview was to clarify and confirm the data after the first interview and observation.

FINDINGS AND DISCUSSION

The result of the research comprises the data analyzed from both observation and interview. Table 2 presents the result of the first interview in which 6 of 10 factors contributed to the teachers' anxiety.

Table 2. Factors Contribute to Teachers' Anxiety

Interview	Participants Answers/Factors Contribute to Anxiety [AF]
1 st Interview	Students' discipline [AF-CM], the number of the students in the class [AF-NS], students' attitude in learning English [AF-SAE], feel unconfident when making mistake in using English in the class [AF-SC], using both L1&FL in the teaching [AF-LLP], physical condition [AF-PC]

Having collected the result of the first interview as the teachers' idea of the factors contributing their anxiety during the English learning process, the researchers conducted four-time-observations. Among 10 factors contributing to the teachers' anxiety, there were only 7 of them which occurred during the English class observation. See Table 2 which presents the 7 factors.

Table 2. Observation results: Factors Contribute to Anxiety

Factors Contribute to Anxiety [AF]	Signs
Students' discipline [AF-CM]	Well prepared in using media, material and classroom activity, students were discipline to do what teacher asked, the class was not noisy, all students discussed in group with relaxed.
Teaching and learning management [AF-TLM], teacher perceived that students would not understand what was concept being explained [AF-TLM]	Mix the language when explaining the topic, and so when giving examples.
The number of the students [AF-NS],	Teacher was easily handle the class in a medium number of students.
Students with different interest and background [AF-SAE]	Teacher gave more attention to all students in the class.
Acknowledge the mistake and try to be confident [AF-SC], unconfident in using English speech [AF-SC]	Teacher continued next explanation when making mistake, seldom using English speech, only 50% using English.
The use both L1 and FL [AF-LLP]	The use of English was only 75%, the use of L1 was around 25%, or just 50:50 to both languages, English instruction, English verbal support, using L1 to emphasize the concept.
Too many schedules [AF-PC]	Teacher was late to enter the class

The data revealed from both first interview and observation were confirmed through conducting the second interview and the result is displayed in Table 3 below:

Table 3. Factors Contribute to Teachers' Anxiety

Interview	Participants Answers/Factors Contribute to Anxiety [AF]
2 nd Interview	Students' discipline in learning activity [AF-CM], the number of the students [AF-NS], students' attitude toward English subject [AF-SAE], feel unconfident when making mistake in the teaching [AF-SC], feel unconfident in using English speech in the classroom, [AF-SC], the use of L1&FL in the teaching [AF-LLP], physical condition [AF-PC].

The result presented in Table 3 supports what are found in both the first interview and observation.

The findings showed four factors that contribute to teachers' anxiety in using EMI in the English classes. It was also indicated that the factors did not only come from the teacher but also came from the students. Based on the findings of the study, the factors that possibly contribute teachers' anxiety in using English in the class are class preparation, students and classroom profile, self-confidence, and teachers' physical condition.

Class Preparation

Class preparation becomes the first factor causing teachers' anxiety. Moreover, teachers should be well-prepared in every condition so that they are able to arrange the activities properly. The two participants responded that they felt uneasy when they found their classes were not discipline. The factor that played a great role in contributing the participants into anxious feeling in class preparation is teaching procedures. The students did not pay attention to teacher's explanation. There were only few students who responded to teacher's question and the others just kept silent. The teacher kept questioning them though some students were busy talk each other. Some students also ignored and slept during teacher's explanation while teacher wrote on the whiteboard and explained the material. This case is supported by Merç's research in 2011. The participants were stress about getting students' attention. This relates to an idea that learning activeness is seen when students can pay attention to lecturers' explanations, understand the problems given, actively ask questions and answer questions presented, cooperate in groups, able to express opinions, give opportunities to friends to express opinions in groups, and present the results of group work (Rohmah et al., 2020).

Teaching and learning management also became the other factor in teachers' class preparation. Teachers believed that students would not be able to understand the whole materials when the target language was use. During the interview, teachers responded that they used English about 75% in their teaching and sometimes they used 50:50 percents both English and first language. Consulting to the result of the observation, the reasecher found that the participants used first language to explain concept in their material input, whereas they used the target language to explain something practical, instruction for instance

Students and Classroom Profile

Students and classroom profile placed the second important factor in which the teachers encountered their homogeneous students in the classroom. Anxiety did not merely arise from teachers' condition. It also came from students as well as classroom atmosphere. Based on the first interview, teachers felt apprehensive when they found their students who came from different background. At some level, they had different interest in some lessons as well as changeable mood when they joined English class. It caused anxiety among the teachers as they had to use the target language to the whole class whereas they handled heterogeneous students. Teachers might find it difficult using English to all students.

Anxiety relates to the classroom profile with the number of the students in the classroom. Based on the interview and observation, the big number of students caused teachers' anxiety using English in their teaching. It seemed fun for them to teach 40 or 45 students in a class. Teachers could make students' discussion in group, but it was difficult for them to manage the class. It was too crowded and noisy when the students worked in group. Moreover, it would be time consuming to discuss the result of group work. This condition was quite different from a condition when the teachers taught in a medium number of students, around 25 in one class. Teachers found their teaching much easier by structuring the class in group discussion, work in pairs, work individually, outdoor discovery, peer feedback and whole evaluation at the end of the class.

Self-confidence

The findings indicated that self-confidence was also the factor contributing to the teachers' anxiety. The participants confessed that they felt unconfident when they made mitsakes in using English

in their teaching. Based on the first interview, the teachers experienced that the students got dissatisfied when teachers made mistakes using the target language. Students did not get what they expected from the material they learned. Further, during the observation, it also revealed that teacher was inconfident when she used English speech in incorrect grammar. The participant was too much using filler when she had to think what words or sentence she had to pronounce.

Yoon's study (Yoon, 2102) indicated that many teachers reported that they did not feel confident when teaching English using English as a medium of instruction. There was no practice among English teachers using English speech in their daily activity outside the classroom. Consequently, English was seldom used by them in school environment. She used English though it was just a little in the class as explained in the previous finding that teachers only used 75 % or 50% during their teaching.

Physical Condition

Another factor which became the source of teachers' anxiety was physical condition. The interview revealed that physical condition played an important role in teaching activity. The respondents reported that the older the age, the more tired the physical condition. Furthermore, the teachers had responsibility to finish teacher's administration. Hence, they got exhausted when they had schedule to teach their English classes. (Coates and Thoresen, 1976) indicated that physical condition became the source of teachers' anxiety.

Being an energetic teacher would be a very heavy task since they had to finish teacher administration as well as teach their classes. The participants responded that they encountered academic issues organized by the government. Furthermore, they had other task they should attend out of town such as education seminar and teachers' workshop. Besides the change of the schedule, they were also afraid of not being able to finish the whole materials in time. Further, the teachers were apprehensive when they got sick and they had to enter the class. Based on teacher's experience, they had to rearrange the activity if it could be changed. They should change the technique of the activity in order to make the class continued and run optimally.

CONCLUSION AND RECOMMENDATION

While many researches on foreign language focus on the ability of the language learners, this present study focused on the teachers' anxiety in using English in the classroom. This study was aimed at finding out the evidence of the source of anxiety among high school teachers. Based on the data analysis presented previously, there are four factors causing teachers' anxiety in this study. They are class preparation, students and classroom profile, self-confidence, and teachers' physical condition. The findings showed that teachers' anxiety comes from the teachers themselves, the students and classroom atmosphere. Those factors have been discussed in this research and it broadens people's understanding on the sources of teachers' anxiety.

The findings of the study can give important information about teachers' anxiety factors. Briefly, teachers know what they should do to reduce such condition. It is also important for them to know this valuable information in order to know how to create fun teaching and learning process as well as more strategies to overcome the problems happen.

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