

ABSTRACT

This study investigated the sources of teaching anxiety experienced by EFL student teachers and their strategies to overcome their teaching anxiety. Seventeen EFL student teachers enrolled in a private university in Jakarta participated in this study. The study used a qualitative research design with close-ended questionnaires and semi-structured interviews to collect the data. The obtained data were categorized and transcribed to be analyzed qualitatively. The findings revealed seven main factors that caused teaching anxiety including; evaluation, students' behaviors, self-confidence, fear of making mistakes, time management, lesson delivery, and teaching preparation. Student teachers implemented several strategies to overcome EFL student teachers' anxiety including; humor and positive thinking, good planning and preparation, building a good relationship, practicing mindfulness, creating fun English learning activities, and giving a reward. The results provide important implications for further research development in educational practices, specifically in managing teaching anxiety among prospective teachers.

Keywords: EFL student teachers, teaching anxiety, English teaching, strategies