

APPENDICES

Figure 2 Appendix A: Open-Ended Questionnaire (FLCAS-Adapted)

Section 1: Informed Consent & Screening

1. Have you completed at least 4 weeks of PLP teaching practicum? (Yes/No short answer or multiple choice)
2. Were you evaluated by a DPL (field supervisor) at least once during your PLP? (Yes/No)
3. I understand this study is voluntary, my responses will be anonymized using a pseudonym (e.g., PT1–PT5), and I may withdraw at any time. I agree to participate. (Yes/No required)
4. Please choose a pseudonym you'd like to be identified by in this study (e.g., PT1).

Section 2: Background

5. Which school did you complete your PLP at?
6. Briefly describe your overall experience teaching English during PLP.

Section 3: Factors Contributing to Speaking Anxiety (RQ1)

Communication Apprehension

7. Describe a moment during your PLP teaching when you felt nervous or hesitant to speak English in front of your students. What was happening at that moment?

8. What specifically made you feel uncomfortable communicating in English during your lessons?

Test Anxiety / Evaluation Pressure

9. How did knowing your DPL (field supervisor) was observing or evaluating you affect the way you spoke during your lesson?
10. Can you describe a specific teaching session where you felt anxious because you were being formally assessed?

Fear of Negative Evaluation

11. Were there moments when you avoided speaking or interacting with students because you were afraid of making a mistake? Please describe.
12. What did you worry students, your DPL, or your cooperating teacher might think of you when you made an English-speaking error?

Other Factors

13. Besides evaluation and fear of mistakes, what other situations, environments, or circumstances during PLP made you feel anxious about speaking English?

Section 4: Influences on Speaking Proficiency (RQ2)

14. When you felt anxious, did you notice yourself switching to Indonesian during your lesson? Can you describe when and why this happened?
15. Did you experience pauses, hesitation, or "going blank" while speaking English during your teaching? Describe a specific instance.

16. How did your anxiety affect your pronunciation, fluency, or ability to explain things clearly to your students?
17. Did anxiety affect how much you interacted with or called on students during class? How so?
18. Looking back, how do you think your speaking anxiety affected your overall teaching influenceiveness during PLP?

Section 5: Coping & Closing

19. What did you do, if anything, to manage or reduce your anxiety while teaching?
20. Is there anything else about your speaking anxiety experience during PLP that you'd like to share?

Google Form link: <https://forms.gle/VVS5rn8AjGxPxr1XA>