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"Διδακτική της Αγγλικής ως Ξένης/Διεθνούς Γλώσσας"

Διπλωματική Εργασία

Producing oral speech in English: A Tall Order for

Non-native Speakers. A comparative study.

Βασιλικούλα Σεπετή

Επιβλέπουσα καθηγήτρια: Δρ. Ιφιγένεια Κωφού

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Η παρούσα εργασία αποτελεί πνευματική ιδιοκτησία του φοιτητή («συγγραφέας/δημιουργός») που την εκπόνησε. Στο πλαίσιο της πολιτικής ανοικτής πρόσβασης ο συγγραφέας/δημιουργός εκχωρεί στο ΕΑΠ, μη αποκλειστική άδεια χρήσης του δικαιώματος αναπαραγωγής, προσαρμογής, δημόσιου δανεισμού, παρουσίασης στο κοινό και ψηφιακής διάχυσής τους διεθνώς, σε ηλεκτρονική μορφή και σε οποιοδήποτε μέσο, για διδακτικούς και ερευνητικούς σκοπούς, άνευ ανταλλάγματος και για όλο το χρόνο διάρκειας των δικαιωμάτων πνευματικής ιδιοκτησίας. Η ανοικτή πρόσβαση στο πλήρες κείμενο για μελέτη και ανάγνωση δεν σημαίνει καθ' οιονδήποτε τρόπο παραχώρηση δικαιωμάτων διανοητικής ιδιοκτησίας του συγγραφέα/δημιουργού ούτε επιτρέπει την αναπαραγωγή, αναδημοσίευση, αντιγραφή, αποθήκευση, πώληση, εμπορική χρήση, μετάδοση, διανομή, έκδοση, εκτέλεση, «μεταφόρτωση» (downloading), «ανάρτηση» (uploading), μετάφραση, τροποποίηση με οποιονδήποτε τρόπο, τμηματικά ή περιληπτικά της εργασίας, χωρίς τη ρητή προηγούμενη έγγραφη συναίνεση του συγγραφέα/δημιουργού. Ο συγγραφέας/δημιουργός διατηρεί το σύνολο των ηθικών και περιουσιακών του δικαιωμάτων.



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Βασιλικούλα Σεπετή

Επιτροπή Επίβλεψης Διπλωματικής Εργασίας

Επιβλέπουσα Καθηγήτρια:

Δρ. Ιφιγένεια Κωφού

Συν-Επιβλέπουσα Καθηγήτρια:

Δρ. Αλεξάνδρα Αθανασίου

Πάτρα, Ιούλιος 2021

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Περίληψη

Αυτή η μελέτη έχει ως πρωταρχικό στόχο να διερευνήσει τους παράγοντες που προκαλούν άγχος στους Έλληνες μαθητές της Αγγλικής όταν αναμένεται να μιλούν Αγγλικά σωστά και άπταιστα σε πραγματικές καταστάσεις. Για το σκοπό αυτό, θα γίνει μια συνολική επισκόπηση της διεθνούς βιβλιογραφίας σχετικά με αυτό το θέμα και θα παρουσιαστεί συνοπτικά προκειμένου να εντοπιστούν εκείνοι οι «παράγοντες άγχους» που συγχέουν και μπερδεύουν τους μαθητές όταν καλούνται να παράγουν προφορικά σωστά και άπταιστα αγγλικά. Τα ευρήματα που αναφέρονται στη διεθνή βιβλιογραφία θα συγκριθούν με εκείνους τους «παράγοντες άγχους» που εντοπίζονται μεταξύ των Ελλήνων μαθητών της Αγγλικής γλώσσας που συνδέονται ιδιαίτερα με τη μητρική γλώσσα των μαθητών, καθώς ενδέχεται να προκύψουν από διαφορές ως προς τη δομή, την προφορά και άλλες ιδιαιτερότητες. Ο εντοπισμός των περιοχών όπου η σύγκρουση των δύο γλωσσών μπορεί να μας βοηθήσει να κατανοήσουμε τους υποκείμενους λόγους για τις δυσκολίες που αντιμετωπίζουν οι Έλληνες μαθητές όταν αναμένεται να παράγουν μεγαλύτερα κομμάτια προφορικής γλώσσας σε πραγματικές καταστάσεις.

Λέξεις – Κλειδιά

Προφορική ομιλία, Αγγλικά ως ξένη γλώσσα, συνεντεύξεις, ποιοτική ανάλυση, μητρική γλώσσα

« Producing oral speech in English: A Tall Order for Non-native Speakers. A comparative study. »

Vasilikoula Sepeti

Abstract

This study is firmly set against the background described above and its primary aim is to investigate the factors that cause stress to Greek learners of English when they are expected to speak English correctly and fluently in real-life situations. To this end, a comprehensive overview of the international literature on this subject will be consulted and succinctly presented in order to identify those ‘stress factors’ that confound and perplex learners when called upon to produce correct and fluent English. Findings reported in international literature will be compared with those ‘stress factors’ identified among Greek learners of English that are especially connected to the learners’ native language as they may arise from differences in terms of structure, pronunciation and other specificities. Identifying the areas where the two languages clash might help us understand the underlying reasons for the difficulties Greek learners face when they are expected to produce longer meaningful stretches of language in response to real-life situations.

Keywords

Oral speech, English as a foreign language, interviews, qualitative analysis, native language

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Abbreviations

EFL	English as a Foreign Language
SLWAI	Second Language Writing Anxiety Inventory
FL	Foreign Language
L2	Second Language
ESL	English as a Second Language
FLCA	Foreign Language Classroom Anxiety
WES	Writing Efficacy Scale
CWAI	Causes from Written Anxiety Inventory
FLA	Foreign Language Anxiety

1. Introduction

Stress and its impact on student performance in all fields of learning has been the subject of academic studies (Khattak et al, 2011; Spelberger, 2013) as it affects learners all over the world with some of the most persistent problems being noticed in foreign language learning. A number of these studies have specifically addressed the stress that students feel when they have to produce longer meaningful stretches of language in a foreign tongue they have been learning in order to engage in effective oral communication. It is quite common among foreigners who can understand a written text in English very well, or who can write such a text in correct English, to have a substantial degree of difficulty in speaking the language. This study is firmly set against the background described above and its primary aim is to investigate the factors that cause stress to Greek learners of English when they are expected to speak English correctly and fluently in real-life situations. To this end, a comprehensive overview of the international literature on this subject will be consulted and succinctly presented in order to identify those ‘stress factors’ that confound and perplex learners when called upon to produce correct and fluent English. Findings reported in international literature will be compared with those ‘stress factors’ identified among Greek learners of English that are especially connected to the learners’ native language as they may arise from differences in terms of structure, pronunciation and other specificities. Identifying the areas where the two languages clash might help us understand the underlying reasons for the difficulties Greek learners face when they are expected to produce longer meaningful stretches of language in response to real-life situations.

Interviews featuring open-ended questions will be employed to qualitatively investigate stress factors and their impact. The interviews will be aimed at EFL learners of different ages and levels of knowledge, as well as English language speakers who have passed their English Language examinations. The objective of this qualitative research is to reveal the reasons why Greek learners find it difficult to speak English both when learning the language and even later, when they have already been awarded an English language certificate.

A quantitative research with appropriately designed questionnaires will follow in order to determine the extent to which these factors can be verified in the sample taken into consideration and, subsequently, its resonance in the wider population of this country.

Identifying exactly what it is that causes difficulty in producing oral speech and impedes fluency among Greek learners is of crucial importance since the approaches that have already been proposed and possibly tested in the context of teaching English to international learners could be adopted in order to minimize and, hopefully, totally eliminate this difficulty.

However, even if the causes of difficulty are impossible to identify, or if our investigation reveals novel and, perhaps, unexpected hindering factors that are particular to native speakers of Greek, their accurate identification and the mechanism that hinders the production of oral speech would be of use to us in devising methods and techniques in order to minimize, or even totally eliminate these problems. It is, therefore considered certain that the disclosure of these hindering factors and the mechanism that is at work will form the necessary background in order to enable us to make well-founded suggestions as to how this problem could be addressed.

1.1 *Scope of the study*

The purpose of this research is to determine whether the factors identified in the international literature mentioned above as ‘stress factors’ obfuscating learners when called upon to produce correct and fluent English, also apply to Greek learners of English. However, this research has an additional goal which is no other than to identify factors of difficulty that Greek students experience as a result of being accustomed to the Greek language itself in terms of structure and use as well as pronunciation and other specificities. Identifying the areas where the two languages clash might help us understand the underlying reasons for the difficulties Greek learners face when they are expected to produce longer meaningful stretches of language in response to real-life situations.

1.2 Thesis structure

The present thesis is organised as follows:

The first chapter introduces the framework and the main problem of the thesis. Moreover, the scope, the aims and objectives of the thesis are defined.

The second chapter focuses on the theoretical background in terms of anxiety and learning in a general educational context.

The third chapter analyzes more specifically, in the form of a literature review, the stress factors related to oral speech for english as a second language.

The fourth chapter describes the methodology of the research, the research questions, the tools and the research ethics. A qualitative approach was followed with the use of interviews.

The fifth chapter is dedicated on the findings of the research.

The sixth chapter includes the conclusions, the general discussion and the possibilities of future work based on the present research.

2 Anxiety and learning

2.1 Introduction

Today anxiety ranks as one of the most serious inhibiting factor as it has been claimed to undermine the mechanics of the learning process itself (Horwitz, Horwitz & Cope, 1986), or function as a blocking device that prevents information from registering in the area of the brain that is responsible for language acquisition (Krashen, 1982). Anxiety associated with second language learning has also been linked to the absence of personal gratification and enjoyment which negatively affects learners by diminishing their performance (MacIntyre, 1999; Riasati, 2011), thus disrupting the invigorating cycle of motivation through achievement and personal satisfaction.

Theorists have offered various definitions of foreign language anxiety with Horwitz et al (1986) and MacIntyre (1999) claiming it to be a manifestation of “distinct complex of self-perceptions, beliefs, feelings and behaviors” inextricably connected to the classroom environment and the “uniqueness of the language learning process”. In a similar line of reasoning, MacIntyre (1999) defines foreign language anxiety from the point of view of negative emotional reactions, such as stress, excessive worrying and a feeling of general nervousness.

Anxiety has been pigeonholed into trait anxiety, state anxiety and situation-specific anxiety in an attempt to zero in on the perplexities encountered in any analysis of the term (Spielberger, 1983). Thus, trait anxiety characterises certain individuals who are in a permanent state of anxiety and as a character trait remains constant and unchanged across a wide spectrum of situations (Scovel, 1978). The damaging effect of such unflagging inner tension has been noted by Eysenck (1979) who concludes that the cognitive function suffers because memory is disrupted and the assimilation of information is thwarted. By contrast, state anxiety seems to be specifically manifested as an emotional reaction when a particular situation is perceived as threatening or dangerous without regard to the objective existence or absence of a specific danger or threat (Spielberger, 1972). State anxiety can be observed in cases where students are required to successfully complete a test with varying degrees of intensity that may differ widely from time to time (Young, 1998), thus affecting an individual's, emotional state and, therefore, cognitive capacity and behaviour accordingly. Since this type of anxiety is situational rather than deeply rooted in one's character, it diminishes over time as the individual gradually internalises chunks of language that are

pertinent to specific situations. Finally, situation-specific anxiety is deemed to be a specific aspect of anxiety experienced in a specific situation the individual is confronted with. Dreading a specific situation in which one feels threatened, such as when knowingly being examined in a formal examination setting or when required to do math or speak English does not seem to change over time. Language experts seem to agree that this type of anxiety bedevils EFL students causing unrelenting oppression and discomfort. MacIntyre and Gardner (1991) agree that foreign language anxiety should be investigated and addressed from this particular perspective since it is generated within the formal setting of the classroom.

According to Raya (1993) one of the most common forms of anxiety is that of mild, moderate, intense and panic. In particular, mild stress is the normal stress of everyday life, which motivates the person to achieve a goal. Moderate stress is capable of disrupting a person's concentration, ability to think clearly, and accomplish a task immediately. Intense stress isolates the individual and makes it difficult to learn and perform actions. Finally, panic makes the person unable to deal with any situation, make any decision and causes symptoms such as hallucinations and delusions.

In addition to the normal stress which is useful, as it alerts and psychologically prepares the person to act when he realizes that his psychosomatic structure is threatened, there is also the pathological stress. Stress can be considered pathological, when in mildly stressful situations, it makes dysfunctional the person's daily life, his relationship with others or his daily calm and is a morbid manifestation, a characteristic disorder of the human adaptive ability (Manos, 1997, op. Ref. in Mitrousi, Travlos, Koukia & Zyga, 2013). An important feature of pathological versus normal stress is its long duration. This is because the person is constantly aware of a usually unknown or difficult to identify danger. An additional feature of pathological stress is its disproportionately high intensity in relation to the normal state of stress (Kennerly, 1999).

Butler (1989) proposes the cognitive model of phobic anxiety, according to which any contact with a phobic object or phobic state creates certain reactions, which maintain, enhance and perpetuate anxiety and fear. According to this model, avoidance can increase stress and fear. Something similar happens when the person makes destructive thoughts, which are related to the meaning of the symptoms, as well as negative thoughts related to the expected consequences of the phobic condition. When a person is exposed to the phobic stimulus, either real or mental, they may activate risk-related cognitive patterns. These

cognitive patterns stem from learning experiences that have occurred in the past and are stored in memory. Activating these patterns creates expectations, images, and thoughts about oneself or the situation with negative content. Such negative dysfunctional assessments may exacerbate stress or lead to avoidance or escape behaviors. For a student such a phobic situation may be school exams. That is, if a student experiences phobic anxiety about school exams and thinks negatively about the expected consequences of a poor performance on them when exposed to the situation (either practically or mentally), risk awareness schemes are activated. , which are based on past learning experiences stored in memory. Such reactions - according to the above model - maintain or enhance the student's anxiety.

Spielberger (1966) was the one who systematically dealt with the theory of distinguishing between transient (or situational) and permanent stress. As he puts it, state anxiety refers to the existing emotional state which is characterized by tension and anxiety. Permanent anxiety as a trait anxiety refers to the predisposition that the person has to perceive certain situations as a threat and to react to them with different levels of anxiety (transient). Transient anxiety is characterized by subjective, perceived feelings of anxiety and tension, which are accompanied or related to the stimulation of the Autonomic Nervous System (ANS). On the other hand, persistent stress is characterized by Spielberger (1966) as a behavioral predisposition, which is acquired by the individual during his life and pushes him to consider as threatening, a set of objectively non-threatening situations. The individual, therefore, reacts to these situations with excessive anxiety regarding its intensity, regarding the magnitude of the objective risk. Spielberger (1972) in order to formulate this theory of the distinction between permanent and transient stress, based on the following hypotheses:

- 1) Stimuli (internal or external) for a person which are perceived as threatening, cause transient anxiety. With the help of cognitive and sensory feedback mechanisms, high levels of transient stress are experienced as unpleasant.
- 2) The greater the intensity of the perceived threatening situation, the more intense the reaction of transient anxiety states.
- 3) The longer the threatening situation that the person experiences, the more permanent is the reaction of transient stress.
- 4) People who have high levels of permanent stress, perceive more situations as a threat, than people who have lower levels of permanent stress. In addition, people with high permanent stress are more easily threatened by situations that involve the risk of failure or lower self-esteem, compared to situations that threaten their physical health.
- 5) High levels of transient stress are able to mobilize the psychological mechanisms of the

individual, which have been able in the past to reduce transient stress. 6) The recurrence of stressful situations, is able to lead the person to develop specific psychological defense mechanisms, which help reduce transient stress.

Finally, another form of stress is performance anxiety, which is a specific state of stress that is directly related to exams and occurs before or during them. It causes tension, nervousness and anxiety in the examinees, conditions which are related to the stimulation of the autonomic nervous system (Spierberger & Vagg, 1995). In general, it is a special, more "narrow" form of stress, which is exclusively intertwined with the concept of performance.

2.2 Consequences of stress on the learning process

Despite claims to the opposite, such as those discussed by Alpert & Haber (1960) who proposed a facilitating side to anxiety, any form of stress is mainly understood as a debilitating force by the vast majority of theorists (Brown, 2007; Horwitz et al, 1986; Jones, 2004; Kim, 2000; MacIntyre, 1999; Oxford, 1999). Anxiety seems to promote worry, fear and frustration and reduce active participation and untrammelled conscious involvement in the act of learning through human interaction.

The significant challenge excessive anxiety poses to the learning process has been well documented by researchers from various disciplines including psychology, linguistics as well as neuroscience. In the 1970s and 1980s the area of foreign language learning and anxiety were studied in greater detail by investigating changes taking place in the autonomic nervous system which regulates bodily functions and makes up the primary mechanism that triggers the fight-or-flight response in humans when they perceive danger (Spielberger, 1976). These unconscious responses arouse feelings of apprehension, worry and nervousness which generally define a broader feeling of tension experienced by EFL learners when attempting to speak English, who perceive their potential inadequacy as a threat to their "existence as a personality" (Kleinmann, 1977).

It seems that learning a foreign language is in itself an immensely complex process which does not only depend on cognition but on affective psychology as well. The attitudes or emotions generated by our perception of the environment and our responses to external stimuli comprise the affective domain that is unconsciously and constantly regulating our response to any act of learning giving rise to a plethora of predispositions, preconceptions and expectations that may have either a positive or negative bearing on learning.

Cognitive factors affecting learning may include specific learning strategies as well as the level of linguistic aptitude the learner has already achieved. Eysenck (1979) posits that cognitive functions may be considerably slowed down in the presence of debilitating anxiety and this has also been confirmed in studies where students who suffered from excessive anxiety had to spend a far greater amount of time studying than those who were less affected by stress in order to achieve the same level of linguistic competence (Horwitz et al., 1986; Price, 1991). Indeed, according to the cognitive model proposed by Tobias (1979, 1986) all three stages of cognition may be hampered by anxiety and a general feeling of insecurity. Thus, when learners under stress are exposed to stimuli in the input stage, information is not encoded in its entirety and accurate or correct meaning is lost. During the stage when learners process new information, such as when lexical meaning is being established in the mind of the learner, the arousal of anxiety can throw comprehension into disarray. Finally, during the output stage when learners are expected to produce language, the arousal of disproportionate alarm may hinder learners from retrieving crucial input information and even disrupt the application of grammar rules the speaker has successfully mastered in previous repetition drills. The wrong choice of words or the use of inappropriate grammar rules are manifestations of the detrimental effect anxiety may have on learners if aroused during the output stage. With regard to EFL learning, stress has been linked to a number of other variables such as negative personal attitude and diminished self-esteem.

2.3 Managing and Coping with Stress

A significant amount of interdependence has been found between communication anxiety and the fearful prospect of receiving negative feedback from the teacher (MacIntyre & Gardner, 1989). Apprehension and a natural aversion to making mistakes and losing face in front of one's peers is enough to make students avoid interaction within the formal classroom setting. As a result, deeply affected learners may resort to silence, avoidance tactics and withdrawal from what they perceive to be a menacing situation. This typical behaviour has been noted by Young (1991) as well as Price (1991). Fear of making pronunciation blunders and the prospect of being ridiculed as a result of not being on a par with the rest of one's peers are deeply rooted in self-perceptions, societal preconceptions and the pressure associated with the formality of academic settings.

Horwitz et al (1986) have developed a Foreign Language Anxiety Scale (FLCAS) consisting of 33 items that seek to measure learners' reactions to stress. The FLCAS focuses on the construct of anxiety and its constituent items seek to establish the gravity of communication apprehension, test anxiety and general discomfort caused by the prospect of negative evaluation.

The general assumption in dealing with anxiety is that if positive associations are established with the use of proper teaching strategies, negative preconceptions and fears will be allayed. This, in turn, would increase self-confidence and remove affective barriers. Such procedures have been described as "support strategies" (Dansereau, 1985), "affective" by Weinstein and Mayer (1986), and "resource management" strategies by Pintrich, Smith, Garcia, and McKeachie (1991, 1993). The common denominator of all these tools is to help learners maintain interest, engage their attention and increase motivation levels in order to preclude anxiety by disrupting the correlation between the prospect of making mistakes and the arousal of feelings of inadequacy, fear and withdrawal from the learning process.

Controlling emotion helps learners stay focussed and enhances their motivation as documented among schoolchildren (Pintrich & Garcia, 1991; Zimmerman & Martinez-Pons, 1986, 1990). However, it seems that emotion control is not in itself the panacea for averting low engagement and motivation as in a different study among technical students, Warr et al (1999) found a negative correlation between emotion control and lower competence. Nevertheless, emotion control has more often than not been associated with positive outcomes. More efficacious learning can be facilitated with the right amount of scaffolding and its gradual removal wherever personal battles against the learners' own negative self-perception have been fought and won.

2.4 Anxiety in EFL Learners

2.4.1 Peculiarities in relation to stress and learning a foreign language

Many studies have shown that students' negative beliefs about themselves, and more specifically what students think about their ability in a foreign language, are a significant source of stress. Stress seems to affect students' performance, as what students think is more important than what actually happens. It is important to keep in mind that students' beliefs influence their attitude towards learning a foreign language, that is, whether their foreign language seems difficult or easy, or whether they like it or not. Students who react negatively

to learning a foreign language and do not want to continue their foreign language studies are more likely to feel discouraged by the lack of progress or the stress they feel while in class (Hashemi, 2011).

Competitiveness is the student's desire to excel in relation to his classmates and is manifested by the following characteristics: 1) students compare themselves too much with their classmates or their personal expectations, 2) they feel that they constantly have to surpass others and 3) they are distinguished by an overtime with competitions and grades, especially in comparison with the performance of others. Students with a strong competitiveness trait feel anxious when they feel they are less proficient in learning a foreign language than their classmates and when they feel that they cannot compete satisfactorily (Zhang, 2010).

A student's level of self-esteem is directly related to the stress he or she feels when learning a foreign language. Students with low self-esteem who are concerned about the opinion of their classmates and want to please others feel great stress in the classroom. Low self-esteem is reflected in the beliefs that students come up with in the classroom. Students with low self-esteem consider their own language skills to be inadequate and believe that their classmates are much better than themselves. They also believe that in order to learn a foreign language it is necessary to have a special ability to learn foreign languages (which they do not have). Students with high self-esteem often perform better than students with low self-esteem and are able to manage stressful situations. Their positive self-image, in fact, protects them from stress. On the contrary, students with low self-esteem are vulnerable to the "threats" that come from the process of learning a foreign language, ie, the daily exam, the oral use of the language, the final exams, etc. (Rai et al, 2011)

Research on the interaction of stress and perfectionism has shown that the stress that students feel is largely due to their perfectionist tendencies and that these tendencies are an obstacle to learning any kind and especially to learning a foreign language. . Students with the characteristic of perfectionism: 1) set too high standards for themselves, such as speaking a foreign language without making any mistakes, 2) are too critical in their self-assessment and are overly upset when they make mistakes or when their performance in the foreign language is not impeccable, 3) they are motivated by the fear of failure rather than the pursuit of success, 4) they value themselves solely on the basis of their productivity and achievements, 5) they have intense procrastination, and 6) they are too late to start a job or do it many times until it is perfect (Kohonen et al, 2014).

2.4.2 Peculiarities in relation to stress especially when learning English as a foreign language

Anxiety over English as a foreign language (EFL) severely impacts the learning process of EFL students because they are less involved in learning the language. It also makes it difficult for them to absorb the materials for instruction and even avoid visiting schools. This can potentially prevent student skills, such as writing, from progressing, and may have an effect on their performance.

A research examined 97 BS Computer Sciences, Telecom and Computing Engineering Students in Pakistan as links between their English language anxiety, English language interest, and the achievement of the English language. The results demonstrated a substantial negative association between the anxiety of English and the English language and the concern of English and English. This means that pupils with a high degree of concern about English have low performance in the English language (Thompson & Lee, 2013).

As far as writing anxieties go, writing anxieties have been characterized in literature as a person's predisposition to avoid the writing process, especially when examined in a way. Since written anxiety is a topic and situational anxiety, it is defined by the literature as the avoidance of the action of writing and the circumstances in which written information might be evaluated. However, in the current study, written anxiety is characterized as a scenario element, involving stress sensations as well as behaviors such as increased transpiration, palpitation and unfavorable perceptions. Besides the kids' misadaptive conduct when they write, they do not have confidence and write avoidance (Xu, 2011).

Foreign language students may be concerned to write and might observe their anxiousness through their behaviour, their feelings and their written performance. In terms of FL's written work, nervous students find it difficult to keep writing objectives, organize thoughts, make numerous lexical mistakes and use unsuitable grammatical rules in the composition. However, some typical explanations include adjusting to a new form of text, writing for highly analytical and demanding readers, unfavorable assessment of their former writing projects or work over a short period of time (Negari & Rezaabadi, 2012).

Numerous scholars have investigated written anxiety amongst EFL students, and the studies mostly concern levels, sorts and anxiety reasons. Most of the research suggest that EFL students' write anxiety and their performance on writing assignments are negative on a linear

basis. In accordance with this idea, current research will be revealed in this part on EFL students' writing anxiety in various circumstances (Atas, 2015).

Liu et al. (2014) evaluated writing anxiety among forty-five Iranian EFL students with varied skill levels in Iran (elementary, intermediate, and advanced learners). They were randomly picked among Azad University students in Iran. The Second Language Anxiety Writing Inventory (SLWAI) was employed to collect data by (Cheng, 2004). The results of the study showed a significant degree of anxiety among Iranian EFL students. In addition, elementary level participants suffered from a higher level of anxiety with writing about EFL than mid and advanced level participants. Concerning the type of anxiety, the results indicated that cognitive anxiety, physical anxiety and avoidance behavior are the most prevalent kind among students. It was found that teachers should be attentive about the detrimental effects of fear on language acquisition and student performance and should offer adequate feedback to enhance the self-confidence of pupils.

Aydin (2013) studied self-efficiency, anxiety about writing and the sources of anxiety in the writing of 172 undergraduate students from an English language or literature university in Turkey in a research of EFL higher education students in the Turkish language setting. For the purposes of collecting the study's data, the second-language written anxiety inventory (SLWAI) developed by Yavuz-Erkan (2004) and the Writing Efficacy Scale (WES) of the CWAI and Causes from the written anxiety inventory (Cheng, 2004). The results indicated that participants were moderately anxious to write and that males were less anxious to write than females. With regard to the reasons of written anxiety, the results show that the primary reasons were time pressure and unfavorable assessment of the language instructor. Finally, correlation analyzes revealed a large negative link between participants' automatic writing and their nervousness at writing.

In the topic of Indonesian EFL study students at State Islamic University, Mataram, Syarifudin investigated the levels, forms and causes of written anxiety among 28 students who participated in the writing of essays. Two tools used the data obtained to determine the reasons of student anxiety in writing: Cheng's (2004), Second Language Writing anxiety inventory (SLWAI), and Zhang's (2001) questionnaire. The results of the study showed that EFL write anxiety and cognitive anxiety were the primary types of writing anxiety. Finally, language challenges, lack of relevant knowledge and poor writing approaches were the main cause of their uneasiness about EFL writing.

Melouah (2013) looked at writing anxiety, writing effectiveness and writing in the setting of the Iraqi EFL in the context of Arabic. The research comprised 100 first-year Iraqi EFL students with a degree in English from the College of Education, the University and the University of Baghdad. Four instruments were used for data collection: the Second Language Self-Perception (Bottomley et al, 1998), the Achievement Goal Questionnaire (AGQ) (Elliot & Church, 1997), and a descriptive written task (SLWAI) (Cheng, 2004) were collected in a Writer Self-Perception Scale (WSPS). The results of this study revealed a significant degree of written anxiousness among Iraqi EFL students, which might lead to their mistake of writing. It was discovered that unfavorable assessment by professors and students might make them apprehensive to write projects in class. In addition, during the pupils' writing assignments, various bodily signs such as perspiration, red cheeks and quietness were identified. Teachers have been urged to take EFL writing anxiety into account and must strengthen their students' write skills to offer them positive feedback in order to overcome their worry.

2.4.3 Effects of anxiety on the process of learning English as a foreign language

The language school is a circumstance that causes worry. Anxiety scientists generally categorize anxiety into 3 categories: anxiety about traits, worry about states and anxiety about situations. Trait Angst means "a consistent propensity to anxiety in a variety of circumstances" (Spielberger, 1983, cited in MacIntyre, 1995, p. 93). State anxiety refers to 'an instant, temporary and emotional experience with immediate repercussions on cognition' (Spielberger, 1983, cited in MacIntyre, 1995, p. 93). MacIntyre and Gardner (as mentioned at Horwitz, 2001, p. 113) created the phrase "situation-specific anxiety," referring to the continuing and diverse character of a number of concerns. According to Gardner (1979) & Horwitz et al. (1986), anxiety of foreign languages should be viewed as a situation-specific anxiety. The anxiety caused by certain learning contexts may be seen in a particular way by researchers and instructors.

Researchers employed objective instruments to evaluate FL anxiety to evaluate if a high degree of worry impairs language acquisition or not. The notion of foreign language classroom anxiety was defined in three components of Horwitz et al. (1986) (FLCA). The first element is communications apprehension and it was defined as "a kind of fear of, or concern with regard to communicating with others" (Horwitz et al. 1986, p. 127). The

second part is the test anxiety that defines it as "the sort of worry over performance due to a fear of academic failure" (Horwitz's et al. 1986p. 127). The third component of FLA is a fear of negative assessment, characterized as "apprehension of judgments by others and avoidance of evaluating settings" (p. 128). Young (1991) has identified six sources of linguistic anxiety that are based on three characteristics; a) learner (personal and interpersonal anxiety and language beliefs), b) teacher (teacher beliefs and teacher-learner interactions; c) teacher practice (classroom procedures and language testing).

The apprehensive FL learner was defined by MacIntire and Gardner (1991, p. 112), as "an individual who sees the L2 as an inconvenient experience and withdraws from voluntary involvement, feels social pressure not to make errors and is less inclined to try uncertain or new forms of language" L2 worried students were also distinguished by their sense of fear, fear, and difficulties in focusing on language sessions. (Chastain, 1975; Horwitz et al., 1986). In addition, feeling tight and understanding language teaching as an uncomfortable experience is regarded in foreign language lessons as the characteristics of nervous people (Mohd. Zin & Rafik-Galea, 2010).

Learning anxiety might adversely affect their linguistic performance among FL students. MacIntire (1998) states that the social, cognitive and personal components of FL learning and linguistic performance, in addition to academic achievements, are predicted to be affected by anxiety. Despite the negative association in earlier research between anxiety and linguistic success, Anxiety has an important influence on the perceived skills of individuals, which affects their readiness to communicate in language schools (Hashimoto, 2002).

Due to the lack of skill, students are concerned about their capacity to voice an opinion at various phases of the language learning process and, in particular, the scenario in a classroom. Studied the intake, processing and output of these steps (see Williams and Andrade 2008). Input and processing phases deal with the interference of students' fear and the learning process while participating in the school environment is required. The occurrence of worry in this stage distracts students from new words, sentences and language (Salim, Subramaniam, Termizi 2017). The output phase deals with the students' real reaction. Anxiety still prevents students from understanding the material they get and consequently substantially affects their communication skills (Salim, Subramaniam, Termizi 2017).

2.4.4 **Ways to manage and deal with the stress of learning English as a foreign language**

While the obligations of instructors in language classes are crucial, autonomy in studying L2 or FL has been one of the most targeted areas of the student-centered approach. Although the idea of autonomy is still hard to define, there is considerable consensus that it has several components such as behavioral, cognitive, emotional, social and political. (Benson, 1997; Murase, 2015; Oxford, 2003). Thus language students and teachers are essential to the creation of a low-anxiety environment, so that their own emotional characteristics including language anxiety may also be monitored from this point of view. In particular, students should employ certain coping methods to reduce their own language anxiety.

In the issue of language anxiety coping methods there are two angles to examine. First, research should concentrate on practical coping methods that may be used by students in genuine learning contexts. As a situation-specific idea of language anxiety, learners should use each single coping technique in each scenario. If, for example, immigrant kids learn in English as a Second Language (ESL) with mother-tongue peers, they would have more anxiety of unfavorable assessments by their fellow students than by teachers. In the event of students learning English as a Foreign Language (EFL) under similar levels, on the other, they would focus more on the assessment of teachers than on classmates. Furthermore, given that an English lesson involves incredibly dynamic processes with a variety of information and interactions, students are clearly required at every instant to copy tactics that may be used instantly. Academic research should thus include coping mechanisms that may be effectively employed in real settings by target language learners. The second problem is that the impacts of coping methods do not show an empirical proof. Regardless of the extent to which real learners utilize coping methods, it still remains unclear if these tactics should be encouraged to use unless their results are apparent.

Although some, but not many, past research have tried to establish realistic management policies that students really apply in learning scenarios, there are, regrettably, relatively few data on the genuine impact of those tactics. Pappamihel (2002) investigated the use of coping strategy as an avoidance (e.g., non-class speaking), using friends as interim class (e.g. asking friends to answer in English) by Mexican-born middle school kids participating in ESL programs in the United States, and claiming there was no one else present. While avoidance was the main coping method in this survey, it could not be seen as an optimum

technique since learners would be hindered in their active involvement with English learning. Kondo and Yang (2004) induced coping techniques that are really used by Japanese EFL students in classroom contexts. A group of 202 students answered to a questionnaire which measured language anxiety and then documented their personal language anxiety coping mechanisms that they had employed from high school age to this day. The results gave a total of 70 solutions summed up in five categories: preparation, relaxation, positive thinking, peer-search and resignation.

2.5 Conclusions of chapter 2

The present chapter investigated the influence of stress in learning procedures. The main conclusions extracted by the literature review are the following.

1. Students' Beliefs about themselves. Many studies (eg. Malouah 2013; Salim et al. 2017 etc) have shown that students' negative beliefs about themselves, and more specifically what students think about their ability in a foreign language, are a significant source of stress. Stress seems to affect students' performance, as what students think is more important than what actually happens. It is important to keep in mind that students' beliefs influence their attitude towards learning a foreign language, that is, whether their foreign language seems difficult or easy, or whether they like it or not. Students who react negatively to learning a foreign language and do not want to continue their foreign language studies are more likely to feel discouraged by the lack of progress or the stress they feel while in class.
2. Competitiveness is the student's desire to excel in relation to his classmates and is manifested by the following characteristics: a) students compare themselves too much with their classmates or their personal expectations, b) they feel that they constantly have to surpass others and c) they are distinguished by an overtime with competitions and grades, especially in comparison with the performance of others. Students with a strong competitiveness characteristic feel anxious when they feel that they are less proficient in learning a foreign language compared to their classmates and when they feel that they cannot compete satisfactorily.
3. Self-esteem A student's level of self-esteem is directly related to the stress he or she feels when learning a foreign language. Students with low self-esteem who are concerned about the opinion of their classmates and want to please others feel great stress in the classroom. Low self-esteem is reflected in the beliefs that students come up with in the classroom.

Students with low self-esteem consider their own language skills to be inadequate and believe that their classmates are much better than themselves. They also believe that in order to learn a foreign language it is necessary to have a special ability to learn foreign languages (which they do not have). Students with high self-esteem often perform better than students with low self-esteem and are able to manage stressful situations. Their positive self-image, in fact, protects them from stress. On the contrary, students with low self-esteem are vulnerable to the "threats" that come from the process of learning a foreign language, ie, the daily exam, the oral use of the language, the final exams, etc.

4. Research on the interaction of stress and perfectionism has shown that the stress that students feel is largely due to their perfectionist tendencies and that these tendencies are an obstacle to learning any kind and especially to learning a foreign language. Students with the characteristic of perfectionism: 1) set too high standards for themselves, such as speaking a foreign language without making any mistakes, 2) are too critical in their self-assessment and are overly upset when they make mistakes or when their performance in the foreign language is not impeccable, 3) they are motivated by the fear of failure rather than the pursuit of success, 4) they value themselves solely on the basis of their productivity and achievements, 5) they have intense procrastination, and 6) they are too late to start a job or do it many times until it is perfect.

So given these personality traits that contribute to the stress that students feel when learning a foreign language, we as parents or teachers can help children to modify, to some extent, these characteristics in order to manage stress more effectively, and thus perform better when learning a foreign language.

3 A particular area of stress when learning English as a foreign language: Speaking.

3.1 Introduction

From the previous chapters we have found that language is a very complex system, which concerns exclusively the human species, as well as its synthetic character. In this chapter we will deal in depth with the interpretation and description of language skills. Specifically, we will deal with the process of mastering the language system itself, answering the question "*what does the child learn during the course of language development*".

Before reaching the answer to this question, it is necessary to mention that, physiologically and functionally, language development is completed when the individual acquires the structural and functional element of language. The structural element of language consists of phonological, syntactic and semantic development and is called linguistic competence. Linguistic ability is achieved when the person knows the language well and can with this knowledge understand and produce any sentence. The functional element of language refers to the way in which language works or is used and is called linguistic performance. Language development may or may not be in line with language ability, as it is influenced by intra-individual and external factors. (Kati, 2000)

3.2 The mechanism of speech of our mother tongue (neurophysiology of the brain, etc.) / Connection of speech – hearing

The developmental course of language learning is achieved in the first 5-6 years of a person's life. To answer the above question, in this chapter, we will give a detailed report on the structural elements of language.

The phonological development of language refers to the knowledge that the child acquires so that he can distinguish, understand and produce combinations of sounds. It is the first period of language development and extends mainly to the first 12 months of a child's life. Phonological development, however, does not stop there as it continues after the first year of life, to be completed for the most part by the end of preschool age, but this period is the most important, because during it the most obvious development of the language system at the phonological level and is called the preparatory - pre-linguistic period of language development (Pita 1998, Porpodas 1999).

Pre-language period: The acquisition of phonological knowledge of the mother tongue is considered to begin after the appearance of the first words, ie after the second year of the child's life. Nevertheless, the pre-linguistic period is the period of the child's adaptation to the linguistic-productive-linguistic-building functions. According to research, the infant has from a very early age some highly developed abilities of perception and mainly abstract categorization of linguistic sounds (Kati 2000). The first classical research of Eimas et al. (1971) showed that ten-week-old infants differentiated sounds into resounding and resonant. Although they heard a continuous series of sounds between a / b / sound and a / p / sound, their reaction was different from one point onwards.

Stages of phonological development: . First inarticulate cries: 0 - 4th month. The baby, during the first two months of life, produces a limited number of sounds. The first sound the newborn makes is crying and then coughing. Crying is the only possibility of expression that the baby has to communicate with his environment, with crying the muscles are exercised that will later be involved in the production of sound (Dragon 1999). Crying and coughing are inarticulate sounds as a result of reflexes. These sounds do not correspond to linguistic sounds but, nevertheless, the crying reminds the vowels and the cough reminds the consonants, because somewhere the outflow of air is obstructed. Over the next two months, the child begins to play instinctively with the sounds, which, as everything shows, he perceives. The sounds it begins to produce dimly approach the phonetic sounds as well as the syllables look more like vowels like / α / and / u / (= ου) and celestial consonants like / γ /, / χ /, / k / and / g /. Their combination, in fact, gives us expressions such as "ang" "angou". Also, in this period, crying and coughing are not the only vocal productions of the child, since the child produces grunts, laughter and pleasant chants. Yawning, laughter and crying are the child's first attempts at communication while, at the same time, they may have an emotional and social function for the baby. It is noteworthy to note that, worldwide, the relative behavior of children at this stage is the same (Kati 2000, Pavlidou, Alexandrou 1996, Porpodas 1999).

Babbling: around the 4th - 5th month. The so-called chanting of this period is an inherent reaction. With these sounds the child does not want to communicate with his environment, so he produces them when he is alone (secondary reflex reactions - Piaget) (Dragon 1999). At this stage there is a differentiation of the initial phonological production of the child. The production of sounds becomes more systematic. Research has shown that the linguistic or non-linguistic response of parents enhances the child's tendency to make sounds (Rheingold,

Gerwitz, Ross 1959). However, the prevailing view is that the child's language does not emerge directly from the stage of sound production and that this stage of language development is merely a laryngopharyngeal exercise of the child's vocal organs and speech mechanisms, since when the child acquires the language, no longer produces these sounds (Nash 1973). Peculiar phonological ensembles: from the 8th month. At the age of 8 to 9 months there is a slight difference in the sound production of the child. Although its language is still composed of incoherent sounds, it is nevertheless clearly characterized by rhythm and intonation with a functional tone. Voice utterances also have the structure of adult language phonemes and syllables. This linguistic production is, to a large extent, the result of imitating the language of adults, which is why it is called echolalia (Porpodas 1999). The child's ability to imitate the speech of adults is not only related to the sense of hearing, but also to the ability to orient in space and the ability to observe the movements of the face of the interlocutor (Paraskevopoulos 1985). Initially left is the repetition of stereotypical syllables such as ba, ba, ba or a, to, to. Later children play more with non-standard syllables such as da, ba, di and show differences of the largest phonological contrasts [pa-ba, ta-da, ka-ga]. At the same time, they begin to produce phonetic complexes, such as a shoe, which for the first time resemble the structure of words, since they are sets of syllables that revolve around at least one accented syllable. This period is very important, as it connects the pre-linguistic period with the main language development, which begins with the production of the first word (Kati 2000, Pita 1998).

The words - verbal stage: end of the 1st year.

At about 10 - 12 months, there is a decrease in the incoherent and peculiar phonological production of the child. At the end of the 12th month, the child understands a large part of his speech. This is due to his auditory perception, cognitive ability and ability to control his speech organs. The phonological production of the child in this period consists in constant expressions, which are the first words. These first words are mainly monosyllabic and are common to all languages, so they are called standard word archetypes, e.g. mom dad. After the production of the first word the child's vocabulary develops very quickly. According to a Smith study, the average phonological word production is shown in the following table. (Propodas, 1984)

Table 1: Vocabulary development of the child from the age of 8 months to 6 years (Porpodas 1984).

Age	Word Count	Vocabulary augmentation in words
0,8	0	1
0,10	1	2
1,0	3	2
1,3	19	16
1,6	22	3
1,9	118	96
2,0	272	154
2,6	446	174
3,0	896	450
3,6	1222	326
4,0	1540	318
4,6	1870	330
5,0	2072	202
5,6	2289	217

In the first months of phonological production the vowels dominate, while then the child conquers the sounds produced in the back of his mouth and then the sounds that are articulated in the front.

The basic combination for the words is the vowel-consonant sequence with numerical superiority of the vowels. During the phonological development of the language, the comprehension of the words precedes and the production follows. A three-year-old child utters 300 words and understands 1,000, while a six-year-old child uses 2,500 and understands 6,000. Kinetics according to Piaget (1973) divides children, based on their expressive structures, into expressive children, who in their speech emphasize persons and emotions and referential children, who emphasize objects. Nash (1973), citing a study by Menyuk, argues that preschool children (3-5 years old) have an ability to learn phonological sequences without knowing their semantic content. the child begins to go to primary school (ie around the 6th year) and first learns the written word, has, as a rule, mastered the phonological system of his language, crack which is seen both in his comprehension and in his speech. The verbal stage coincides with the beginning of the development of the syntactic system, in which the child's first word is used with many meanings and grammatical functions. The child's first words are usually nouns, proportionately fewer verbs, adjectives and adverbs. In his expressions the concepts of the perpetrator, the act, the recipient of the act, the acquirer, the place (here), the time (now), the movement, the shape,

the quantity and so on are distinguished. (Pavlidou, Alexandrou 1996; Pita 1998; Porpodas 1999).

3.3 The mechanism of creating speech in a foreign language. Differences and similarities with the mechanism of the mother tongue

Many researchers have at times argued that there are several similarities between learning a mother tongue and learning a second language (see Bley-Vroman, 1988, 1989; Dulay & Burt, 1974; Ervin-Tripp, 1974; McLaughlin, 1978; 1984). The most important of these have been highlighted mainly for the level of pension and are located in the early stages of conquest. It has been suggested, therefore, that in the initial stage, speakers do not produce speech. They just need to listen to their interlocutors. This stage is known as the silent period and is observed in both processes, conquest and learning. In addition, during the early stages of acquisition, the speech of speakers is characterized by the use of both memorized phrases (formulaic speech) and the use of elliptical structures (truncated structures). For example, the article or the intention may be systematically absent from the speakers' suggestions (Varlokosta & Triantafyllidou 2003, p. 23).

Undoubtedly, however, the two processes differ in many respects. Studies have shown that the areas of the brain that are activated during the acquisition and processing of L1 are different from those activated during the learning and processing of L2 (Perani et al., 1998, pp. 1842).

Mehler et al. have shown that even if L1 and L2 are similar languages (such as Spanish and Catalan), and despite the high level of proficiency of foreign speakers, the representation patterns between L1 and L2 show differences. For this reason, after all, Bley-Vroman (as mentioned in Gass & Schachter 1989, pp. 42) argues that learning a foreign language by adults and learning a first language by children are essentially two different things. processes. He, in fact, summarizes the fundamental and differentiating character of learning a foreign language in the following points:

a) Degree of success and variety: It seems that unlike children with normal language development, who acquire perfect knowledge of a language, adults who learn a foreign language do not do so well. In the case of adults, complete success is rare, if not impossible. Pronunciation is a very difficult (if not the most difficult) level of language learning. In fact,

the degree of success of non-native speakers varies, even if all other factors (such as age or teaching) are unchanged Gass & Schachter (1989).

Something similar is argued by Steele (2002, pp. 105), who considers that usually non-native speakers of a second language are unable to fully acquire the grammar of the target language at all its levels (phonology, syntax, morphology and semantics). , unlike those who acquire the first language. He adds that this is not always the case, as in some cases it has been shown that non-native speakers of a foreign language can acquire a phonological / vocal ability similar to that of native speakers.

In addition, in the case of learning a second language, diversity and differentiation can be observed not only in the degree of success, but also in the learning strategies as well as in the goals, set by the foreign language speakers. Something similar is not observed in children who acquire their first language, where their "goal" is already predetermined (Bley-Vroman, as mentioned in Gass & Schachter 1989, pp.45-46).

b) Stabilization / "fossilization": It has been observed that foreign speakers of a foreign language, after reaching a certain stage of learning (where successful communication is now ensured), stabilize in it. Growth seems to come to a halt, and any attempt to change it by non-native speakers is often fruitless Gass & Schachter (1989, pp. 46-47). This phenomenon is known as fossilization, a term coined by Selinker in 1972) and refers to the lack of learning progress regardless of the continuous exposure of non-native speakers to the target language, appropriate learning motivation or adequate opportunities for non-native speakers to practice in the target language (Han, 2004)

According to Han (2004, pp. 220), in fact, fossilization occurs in only certain linguistic features found in some subsystems of the bilingual, while the other linguistic features of the same subsystems are successfully acquired or continue to evolve.

In contrast, this fossilization / stabilization is not observed in children who acquire their first language, as they inevitably go through all the stages until the conquest is successfully completed (Bley-Vroman, as reported by Tzakosta (2004), for a different approach).

c) Affective factors: As mentioned in the previous section, factors such as personality, motivation to learn or the character of the foreign speaker, affect the process of learning a foreign language. In contrast, this phenomenon is not observed in the acquisition of the first language, where its successful acquisition remains unaffected by such factors (Bley-Vroman, as reported in Gass & Schachter 1989, pp. 49).

d) Teaching (instruction): Unlike children, who do not need organized lessons in order to acquire their mother tongue, in the process of learning a foreign language, teaching and instruction is crucial, as it is considered to contribute to more successful development. of Gass & Schachter (1989, pp. 48).

e) In addition, acquisition and learning differ in one more point: that of the presence and transfer of the mother tongue, as it has been argued that when learning a second / foreign language, elements and structures are transferred to the target language from the mother tongue. This, of course, does not happen in the case of the acquisition of the first language, since the mother tongue is not acquired with a given linguistic background.

3.4 Peculiarities and objective difficulties of Speaking / Source of difficulties

Oral speech (listening skills / oral comprehension) is theoretically defined as an active process in which listeners focus on aspects of the input, interpret the transmitted messages and relate what they hear to their pre-existing knowledge (O'Malley, & Küpper, 1989: 418). Therefore, in order to understand the spoken word, in addition to the auditory ability, the required attention, the decoding and the interpretation of the transmitted message are required. The means of expression of oral speech is phonology. The listener is asked to understand larger units of speech than phonemes, as well as a set of super-fragmentary and paralinguistic elements such as pronunciation, accent, gestures, speaker expression, etc., as well as the cultural elements that characterize the community that he belongs to (Panagiotidou, 2008). Speech is defined as an interactive process that involves the production, reception, and processing of information between one or more speakers. Form and significance depend on the context in which the conversation takes place, the interlocutors and the purposes of the conversation (Burns & Joyce, 1997). According to Kitsou (2008) the production of oral speech is the delivery of a sequence of words in a continuous flow of speech that are adapted to the syntactic, semantic and factual rules of a language and depending on the speaker, these words acquire a specific accent.

On the other hand, some studies have also focused on anxiety and its effects on processes known as inputs, transactions and outputs. In a study conducted by MacIntyre and Gardner (1994) it has been determined that anxiety has different effects on input, transaction and output processes. Accordingly, there is a negative correlation between foreign language anxiety and the input process. However, anxiety is a significant variable on the transaction

process. Finally, it has a negative connection with the output process. Another research area related to anxiety is the relationship between the mistakes students make in the language learning process and foreign language anxiety. In a study focusing on this issue (Gregersen, 2003), it was concluded that anxious students were more prone to making mistakes. As a result, it is possible to say that high level of anxiety has an increasing effect on making mistakes in the language learning process. Based on the harmful effects of anxiety in the foreign language learning process, it is seen that the studies focus on the methods of coping with anxiety. Considering the results of these studies, it is possible to say that some strategies, methods and techniques have been developed in dealing with anxiety. According to the results found in the first study (Horwitz et al., 1986), which focused on methods of coping with anxiety, two methods emerge. The first of these methods is to teach students to cope with situations that cause anxiety, and the other is to make the learning environment less stressful. Based on these results, Ellis and Sinclair (1989) suggested that teachers should be trained in ways that students can learn better, focusing on how to teach rather than what should be taught. Thus, in addition to making the learning environment of students less stressful and teaching students ways to cope with anxiety, the idea of including ways of coping with anxiety in teacher education has emerged. Another suggestion to reduce the level of anxiety is that students talk to their teachers or friends about their worries or keep a diary about this issue (Campbell & Ortiz, 1991). Techniques to be applied to reduce anxiety also include some activities. Crookall and Oxford (1991) proposed the following: structural exercises, group and pair work, games and simulations. Suggestions are to create a supportive learning environment, enable students to understand their mistakes and develop realistic expectations. As a result, based on the synthesis of the researches, it is suggested that teachers and students should be educated, express and share their feelings in order to reduce anxiety in foreign language learning.

3.5 Anxiety about Speaking. Sources of stress and its management. Literature review

According to the results of the research (e.g. Young 1986; Steinberg & Horwitz, 2002) anxiety has two different effects on the foreign language learning process: beneficial and harmful. In other words, foreign language anxiety affects language learning sometimes positively and sometimes negatively when various variables are taken into account. However, when the results of the studies are examined, it is seen that there is no consensus

on the situations in which anxiety has a beneficial or harmful effect. Studies on the effects of anxiety on productive skills have produced different results. In a study conducted by Kleinmann (1977), it was understood that students with high anxiety levels used more difficult grammatical structures in speaking and writing skills. In other words, high level of anxiety has a beneficial effect on the use of grammar in productive skills. However, the results of another study (Steinberg & Horwitz, 1986) show that foreign language students with high levels of anxiety tend to use less interpretative power in productive skills than students with low anxiety. Contrary to this finding, in a study focusing on students' reactions (Gregersen & Horwitz, 2002), it was understood that anxious students aimed to make perfect interpretations. Thus, it can be said that anxiety causes a sometimes harmful and sometimes beneficial effect on production. In addition, the result of a study conducted by Young (1986) shows that anxious students are unsuccessful in verbal production. However, contrary to the finding in Young's (1986) study, there is also a research result showing that there is no significant relationship between anxiety and the qualities of free speech, in other words, anxiety has no effect on the quality of speech (Gardner et al., 1987). Similarly, in a case study conducted by Matsumoto (1989), it was found that the subject who had problems in listening and speaking had a low level of anxiety. Contrary to these studies, which showed that there was no significant relationship between anxiety and production, Koch and Terrell (1991) found that speaking in front of other students in a foreign language class was a source of anxiety. Finally, Phillips (1992), in his study, aimed to examine the effects of anxiety on verbal performance and attitudes, and concluded that students with high levels of anxiety displayed their performance using fewer structures. As a result, the effects of anxiety on foreign language production are sometimes beneficial and sometimes harmful, and there is no consensus yet on this issue. Another research area that studies focus on is the relationship between achievement and anxiety levels. Studies have revealed that, in general, students with high levels of anxiety have low achievement levels. One of these studies (Gardner et al., 1987) aimed to find the relationship between achievement levels and different measures of anxiety. As a result of the study, it was revealed that anxiety is a variable that prevents success.

It was observed that students defined speaking anxiety as worrying about making mistakes, worrying about negative experiences in the past, fear stemming from the classroom environment and worrying about lack of self-confidence. In addition, the students participating in the study stated that there are many reasons underlying speech anxiety apart

from these reasons. These reasons, according to the answers given by the students; Personal reasons include “anxiety about making mistakes, negative experiences, not liking the course and comparing oneself with others”; Reasons arising from classmates such as “classes are crowded, friends make fun of them and correct their mistakes”; It has been classified as familial reasons stemming from the behaviors such as "comparison, criticism and disregard of family members" and, finally, reasons originating from the teacher such as "the lesson teachers do not give enough importance to the lesson, they put pressure on speaking, they constantly correct the mistakes of the students and they give importance to grammar rather than speaking skills". In this case, it can be considered as an expected and psychologically undesirable result that students avoid speaking English in an environment where they have such anxiety about speaking a foreign language, that they do not want to speak it, and therefore experience anxiety.

According to Horwitz, Horwitz, and Cope (1986), the reasons for individuals to experience foreign language speaking anxiety are related to performance evaluation in academic and social contexts. Considering that these performance evaluation anxieties are classified as communication anxiety experienced by learners, test anxiety and fear of negative evaluation, it has been concluded that the main reason for students' foreign language speaking anxiety manifests itself as fear of negative evaluation. In addition, according to the students' opinions, it was determined that this negative evaluation, especially by their peers in the classroom, significantly increased their anxiety levels. Hu and Wang (2014), in their study investigating the causes of anxiety in foreign language learning environments, emphasized that in addition to the individual characteristics of the student, inappropriate learning environments and especially the characteristics of other students in the class also affect anxiety significantly.

Masuda (2010) similarly stated that the fear of negative evaluation by other learners is one of the most important reasons for foreign language learning anxiety. According to another result obtained from the research, the students stated that this speaking anxiety had a negative impact on their classroom performance. The students stated that they did not force themselves while speaking a foreign language in the lessons, their performance decreased, they did not want to speak and they preferred not to attend the lesson. In line with the answers received from the students, it was concluded that the foreign language speaking anxiety experienced by the students negatively affects their in-class performance, as they have also stated.

Smith and Schroth (2014) also concluded in their study that foreign language anxiety affects students' in-class performance. In this context, considering that speaking skill is one of the 4 basic language skills that should be developed in foreign language learners, it can be considered as an undesirable situation for students to experience foreign language speaking anxiety. Because, it is not possible for the students who experience this anxiety to develop their speaking skills, and therefore, to learn a foreign language completely and to develop their language dominance. As a matter of fact, according to an important result obtained from a recent research (Wati & Fikni, 2018), stated that in an environment where speaking anxiety is eliminated, both their self-confidence and their participation in the lesson will increase. In this context, it can be suggested that teachers use appropriate strategies, methods and techniques and create a suitable learning environment for students in order to eliminate foreign language anxiety and especially speaking anxiety of students in foreign language learning environments. In addition, future research can reach a larger sample and determine whether students at different education levels experience speech anxiety and it can be suggested to design quantitative researches that can provide generalizability of knowledge on this subject.

3.6 Conclusions of chapter 3

The section has inspected the previous examination on the develop of language nervousness which has been declared as uncertain and unsettled by the specialists and has attempted to introduce the writing on the hypothetical disputes of language tension proposed by Horwitz et al., (1986) with connection to three execution related tensions; correspondence trepidation, test uneasiness, and dread of negative assessment. These three segments have been additionally extended with the assistance of important writing to feature some uneasiness irritating components identified with them. The section has additionally examined students' insights about their own ability to be self aware', 'about language learning and correspondence, and their superior assumptions, language educators' convictions and generally speaking homeroom methodology with connection to L2/FL uneasiness. In the later parts, the part has taken a gander at the three phases of language learning; information, preparing, and yield, to clarify the challenges EFL/ESL students may look in figuring out how to talk a second/unknown dialect. It has been discovered that absence of adequate contribution for learning FL/L2 in the climate where the objective

language isn't the primary language and absence of freedoms to much of the time cycle the restricted (now and again loaded up with mistakes) information can cause language nervousness at the out put (talking) stage for ESL/EFL students. The part has likewise investigated the writing on socio-social parts of language learning and has examined economic wellbeing, power relations and feeling of personality, L1 and L2/FL speakers' collaboration, perspectives towards target language and its way of life, intercultural correspondence, and sexual orientation as certain variables connected with language tension. What's more, the writing on how uneasiness is showed in the students and how it tends to be appropriately alleviated has likewise been audited in the last part of this section.

4 Methodology

4.1 Research questions

The research questions which arise from the previous chapters concerning the theoretical background are the following:

1. What factors make it difficult for EFL learners to produce spoken English around the world?
2. Do the above factors also apply to Greek EFL learners?
3. Are there any additional factors that present greater challenges to Greek EFL learners?

4.2 Methods and tools

To achieve the above objectives, qualitative research was selected, specifically the case study of a pre-lower english class, as the data collected are qualitative and based on tools such as participatory observation, semi-structured interview and open-ended questionnaire, combined with quantitative analysis of data received. The synergy of the two methodologies tools as stated by Zambelis (2008) can bring maximum results and "*answer with confidence to critical questions of educational research*" (p.64). According to him, the quantification of the data of an educational research is difficult to question as it is a direct and clear recording of the results, however, the use of only the quantitative research leaves unexplored the deeper causes that contribute to the formation of these results, especially regarding the emotional and psychological factors that push the subjects, therefore it was deemed appropriate to use both types of research to investigate the questions of the present research to ensure the maximum possible efficiency of the research process (p.65). According to Isari and Pourkos (2015) qualitative research attempts a more naturalistic approach to exploring the world and places the researcher and the objects of his study within their natural context by drawing data, interpreting and interpreting the phenomena from the point of view of the subjects and their experiences. The acquisition of knowledge is framed and the researcher studies the behavior in the physical context where it arises (pp. 12-15). Qualitative research is considered more appropriate when attempting to investigate humanitarian issues related to their holistic approach and using "analytical induction and data analysis". The researcher

adopts the "bottom-up" method, creating and enriching his hypotheses with data. which he collects during the development of the research and on the basis of which he bases his conclusions, a fact that gives him a kind of flexibility (pp. 20-21).

For the above reasons, the qualitative method was chosen over the quantitative one as the present research is part of the pedagogical sciences and aims at understanding and describing the experiential reality of the subjects. Regarding the case study, Cohen et al. (2008) state that it is the "*study of an incident in progress*" (p.310) and concerns the study of a specific scientific event that is part of a wider system (a classroom, a school, a community etc) and makes readers capable for a deeper understanding of the concepts involved as they have the ability to delve into real situations and actors. At the same time, they refer to the various advantages that result from such a study. Briefly, the case study provides rich, descriptive depictions of the events that take place as they observe beyond the subjects and the context in which the events take place. At the same time, the events are recorded chronologically while their description is complemented by their analysis. The focus is on specific actors and how they perceive and interact with events. An important benefit is the direct participation of the researcher in the case under study, while at the same time the description of the events is enriched with references to the experiences, feelings and thoughts of the participants. The above reasons contributed to the choice of the case study of a specific pre-lower english class in Chalkida. Among the most important tools for collecting qualitative research data in educational research are the interview (semi-structured, structured and unstructured) and the observation. Of course, Mason (2009) speaks of a more correct position when referring to methods by proposing the term data production process rather than collection, emphasizing the direct involvement and active role of the researcher in the process as the data is not independent of him but instead are built "with him" (Mason, 2009 as reported in Isari & Pourkos, 2015). Therefore, the methods used to generate data in the present study are participatory observation and semi-structured interview. The semi-structured interview refers to the in-depth interview that utilizes predefined questions but which have some flexibility in the order in which the questions may arise, in the degree to which they are modified and deepened depending on the interviewee and in terms of adding or even removing questions where appropriate. The questions are therefore used as a guide to cover the most important points of the interview which are particularly helpful to young researchers (Isari & Pourkos, 2015). In the present study, the children and teenager interview did not exceed 5 minutes and the English teachers interview did not exceed 10 minutes. The

questions were simple, understandable, short and non-threatening to the children and teenagers but taking into account their experiences while focusing on the research questions. Thus, the pre-intervention interview guide was as follows:

- Advanced students (whichever of the answers is open to further clarifying questions, we do further research) Initially, each interviewee was asked if he / she prefers this interview to be conducted in English or Greek? Students who said they were not stressed about speaking said they did not care, and the interview was conducted in English. The students who stated that they were anxious, preferred to talk in Greek

The interview questions are shown at the appendix.

The data obtained from the interviews were "triangulated" with the data of the observations and the data obtained from the teacher interviews. Triangulation in research is the use of different methodological tools to find answers to the same research questions and ensures the reliability of the research. Therefore, multiple sources of research data tend to confirm the same phenomenon and provide a direct link to the aims of the research while giving validity to the research findings (Symeou, 2007).

4.3 Research process

The research part of this dissertation includes a qualitative research. Preparations for the implementation of the research began February 2021 when the researcher, with the help of the supervising professor, came up with the topic and objectives of the research. From then until the intervention, the cooperation of the two was frequent and their communication took place through live meetings and e-mail. The contribution and guidance of the supervising teacher was very important both in the design of the research and in its implementation, while the teaching techniques she suggested were an important factor in the success of the intervention. The start date of the research was set for April 1, 2021 and the end date for May 1, 2021. Before the start of the research, the researcher visited the english class to get acquainted with the space and to adapt its data. At the same time, the researcher met personally both the teachers of the department and the director in order to gather the necessary information for the research sample and to discuss issues related to the operation of this class. The parents were informed through a brochure which gave a detailed description of the methodology, tools and objectives of the research. Following the briefing,

parents were asked to sign a consent form for their children to participate in the research while at the same time being encouraged to contact the researcher or supervising teacher in case of questions.

The research lasted about 4-5 weeks, during which the children came into contact with the English language. The research process consisted of four phases: First phase: Exploration of interests and detection of existing knowledge of the English language. The first week was used for observation purposes, so that the researcher has the opportunity to find out the level of the children, their interests and their particularities while the children had time to get acquainted with her presence. In the middle of the first week the researcher interviewed the subjects before the implementation of the intervention (work plan), in order to evaluate their existing knowledge, which were videotaped and recorded in order to ascertain the children's familiarity with the English language and to explore their skills. Second phase: Intervention program with the project plan method. During the second week the children were smoothly introduced to the work plan, while in the third and fourth week the second and third phases of the work plan were implemented. The researcher also had the role of participatory observer in order to collect data during the intervention using a video camera. Third phase: Findings-results. The fifth week was used for interviews to determine the readiness of the sample subjects in learning the target language in respect to oral knowledge and surpassing their anxiety and to find changes in their familiarity with the English language, whether and if their oral skills were enhanced. It is worth noting that between the day of the last activity and the day of the interviews, several days were inserted to find out what really kept the children and what attracted their interest the most. Fourth phase: Teacher interviews. The last two weeks of the research were used to conduct interviews with teachers, which aimed to investigate the attitudes of students. Regarding the term attitude, various researches have shown that the success in language lessons related to the language and therefore the foreign language, is inextricably linked to the attitudes that the students adopt towards the language lessons, a fact that does not extend to in other school subjects. Among the factors related to attitude is the variable of gender and age, with girls showing more positive attitudes and higher success rates in learning a foreign language compared to boys. In terms of age and attitude, the relationship is inversely proportional, with the positive attitude declining as age increases. At the same time, the general attitude of the foreign language students towards the community and the natural speakers of the language plays an important role.

4.3.1 The sample

The sample that participated in this research intervention consisted of a total of 12 children and teenagers in an english classroom in Chalkida. More specifically, the sample that participated consisted of 8 boys and 4 girls of ages between 10-13 years old. Of the 12 participants, 2 boys and 1 girl were of non Greek descent (one from Albania, one from Germany and one from Turkey). The table below shows the breakdown of participants by gender.

Table 2: Distribution of participants by gender

Gender	Frequency	Percentage%
Boy	8	67
Girl	4	33
Total	12	100

The sampling was typical case sampling as the participants are considered typical, average cases and do not show special characteristics or deviant behaviors. The sample size was relatively limited (12 students and 5 teachers) as in qualitative research there are no fixed rules and restrictions regarding the sample size as long as it serves to investigate the questions in question. On the contrary, the large sample size (without of course being prohibitive) can have negative effects on the in-depth processing and understanding of the findings (Isari & Pourkos, 2015, pp.82, 85).

4.3.2 Ethics issues

For the collection of data, it was deemed appropriate to videotape and record the students. As the research concerns a very sensitive age, special emphasis was placed on all aspects of ethics. The parents and teachers were informed by letter about the purpose of the investigation and the procedure that would follow but also about their rights regarding the protection of the personal data of their children. In particular, they were informed of their right to refuse or cancel their children's participation in the research at any time without any commitment on their part, but also of the researcher's commitment to protect the data concerning each child individually. At the same time, the anonymity of the participants was taken into account for reasons of personal data protection, so the names of the children are

not mentioned but are symbolized with words such as GIRL 1, BOY 1 and so on, so that research data and data cannot be correlated with children. Some key parameters of ethics and ethics issues related to recording and videotaping children during research were the following:

- Recording / video recording was done exclusively for the needs of this research.
- The recording / videotaping files have not been used and will not be used for any purpose other than for the purposes of collecting and analyzing research data.
- The researcher bears the absolute and exclusive responsibility for the custody, management and destruction of these records.
- For each minor who was recorded and videotaped, the researcher had secured the signed consent, after full information, of the student's parent or guardian, for the recording and videotaping. It is worth noting that although the children in the class did not participate in the research, their parents were also informed in writing and their signed consent was requested so that their children could be in the classroom during the video recording.. It was clarified to all parents that the research aims to function as feedback in terms of learning English in a foreign language teaching center.

5 Analysis - Results

5.1 Finding Analysis

5.1.1 Introduction

Various examinations on L2/FL uneasiness have detailed the enervating impact it can project on learning and especially talking a second/unknown dialect that should be overwhelmed by students with the goal for them to exploit L2/FL directions (Horwitz et al., 1986). Along these lines, the significant reason for this exploratory examination was to discover the elements that language nervousness can come from for EFL/ESL students while figuring out how to convey in English and hence to recommend a few methodologies to adapt to it in like manner. The discoveries of this examination dependent on the perspectives and encounters of the members in regards to language tension appear to be for the most part substantiating the discoveries offered by the past research on language uneasiness, however not concurring with everything about. No critical distinction was found between students', educators', and professionals' discernments on the nervousness inspiring variables, however they vary in their subtleties of the understandings of these components as indicated by their experience and level in ESL/EFL learning and instructing measure. Disregarding high correspondence of the discoveries to the current examination, the investigation additionally discovered a few contrasts and errors contrasted for certain past investigations on language uneasiness.

The portrayal, offered by Horwitz (1986), of correspondence worry, test tension and dread of negative assessment as helpful theoretical structure blocks in characterizing the build of second/unknown language nervousness have been recreated in this examination as numerous members communicated them as possible wellsprings of language uneasiness. These insights and for the most part regrettable reactions of the exploration members, especially of EFL/ESL students who had their past degrees in the fields other than language study, appear to help the previous examination that uneasiness is natural for language learning (Horwitz et al., 1986) and is to be appraised essentially higher than other class anxieties.

The ensuing piece of this part has been partitioned into three segments to talk about the nervousness creating factors found in this investigation identified with psycholinguistics and socio-social parts of language learning and its utilization. Psycholinguistic components allude to the students' insight; in other words their mental or psychological cycle of learning

and utilizing a language and have been examined in area (I). The socio-social part of L2/FL learning alludes to students' way of life, social climate, status and force relations, sexual orientation, and so forth and structure part of conversation in area (II). Students' signs of tension and the techniques to adapt to language nervousness have been talked about in the third (III) area.

5.1.2 Strict and Formal Classroom Environment

5.1.2.1 Students

Steady with the past research, the participants seemed, by all accounts, to be accusing severe and formal classroom climate as a critical reason for their oral nervousness. They see classroom as a place where their slip-ups are seen and their inadequacies are called attention to. The Male 1 student communicated in such manner, *"In the class every time you make a mistake in your oral expression which is considered self-evident knowledge for other classmates, they tend to look at you at an underestimating manner. The competition is very high on purpose but it seems to have counter effects on my speaking skills"*. Another Female student communicated *"I feel more nervousness in the class since it is more formal however out of class I don't feel pressure, converse with my companions, not scared of slip-ups"*. Such articulations of dread of being adversely assessed under conventional classroom climate lend backing to the past research that students feel more restless in profoundly evaluative circumstances, especially in the L2/FL study hall where their presentation is continually observed by both their instructor and friends (Onwuegbuzie et al., 1999). These discernments, in this way, can be viewed as a reasonable sign that the educators can perceive that the language study hall could turn into an exceptionally tension inciting climate for students (Ohata, 2005).

5.1.2.2 Teachers

Considering the issues students feel in conventional language classroom setting, a few teachers communicated that open-class-gathering is more distressing for the students due to its interest to be more right and more clear in utilizing the objective language. For example, a female EFL/ESL teacher declared, *"Feeling of anxiety is in every case high when students are in open-class-discussion than in pair work"*. Such discernments go against the recently

revealed view of certain instructors who don't accept to advance pair or gathering work (for example see Young 1991). One understanding of this distinction of insights could be the enormous class size where the educators may feel that they may confront discipline issue and thus lose authority as an instructor on the off chance that they empower pair or gathering work. In any case, the participants stated that the more cordial and casual the language classroom climate, the less it is probably going to be uneasiness inciting.

5.1.3 Classroom presentation

5.1.3.1 Students

Like conversation in open-class-gathering, giving a short talk or show in the class has additionally been accounted for to be profoundly nervousness inciting, which makes the classroom climate more formal and upsetting for the students. Every one of the members concurred that talking before the entire class or out in the open reason uneasiness for a large portion of the students. A female EFL/ESL student communicated, *"In class might be I stand up and speak, I for the most part feel anxious. I don't have a clue when I converse with different students in ordinary class, I think it is alright. May be I lose the certainty"*

5.1.3.2 Teachers

Thus, the examination built up the discoveries of the prior investigations by Koch and Terrell (1991), Young (1990), and Price (1991) who tracked down that an enormous number of their subjects considered oral speaking as the most nervousness inciting movement in the class. Strangely, a similar female EFL/ESL teacher further expressed, *"Students attempt to conquer their uneasiness by attempting to recall the presentation stuff and by practicing it, and afterward they welcome another tension on themselves by attempting to recollect what they have practiced and feel most likely focused on in light of the fact that they can't recall everything"*. This uneasiness appears to come from students' apparent failure to get their point across or in Price's (1991) words, from their *"dissatisfaction of not having the option to impart viably"*. For example, a female EFL/ESL teacher said, *"I'm worried about the possibility that students of my class may misjudge my speech"*.

5.1.4 Fear of Making Mistakes and Apprehension about Others' Evaluation

5.1.4.1 Students

The proof acquired through past research, *"both ethnographic and observational, upholds the thought that language tension, for untold number of students, has its starting point in the dread of committing errors and drawing in the ridicule of schoolmates"* (Jones, 2004). The discoveries of this investigation were not distinctive in this regard as well. The members habitually communicated that the students feel apprehensive, and surprisingly shocking in view of the dread of submitting slip-ups or blunders before others, or in a way that would sound natural to Jones (2004) due to *"a dread of seeming off-kilter, stupid and inept according to students' friends or others"*. Because of a paranoid fear of committing errors, a few students communicated that learning and communicating in an unknown dialect in the study hall is *"consistently an issue"*. One male EFL/ESL student communicated, *"Study hall is consistently an issue ... you discover numerous people watching you and attempt to address you, giggle at you, you will be reprimanded for any missteps, and you must be right since it's anything but a class. 1+1=2, you need to say 2, if not say 2, obviously, it'll not be right"*. Essentially, a female EFL/ESL teacher communicated *"I'm apprehensive I may commit error in the class ... for me I would prefer not to commit any error"*.

In accordance with the investigation of Gregersen and Horwitz (2002) concentrating on "hairsplitting", dread of committing errors has been discovered to be unequivocally connected with the students' anxiety to save their positive picture or impression in the psyche of their educator and friends.

Another male ESL/EFL student said, *"I learn words, following day I forget and I cannot pronounce them in my oral speech. Instructor may think I am a sluggish person, have terrible memory, don't buckle down"*. Also, a female EFL/ESL teacher said *"I feel more tension while communicating in English to Greek individuals since they anticipate that I should talk impeccably with local like capability in the wake of concentrating in the UK"*. This proposes as an accomplished teacher expounded, *"It's anything but tension pretty much language yet various assumptions regarding what will occur in an oral association"*. At the end of the day, how one will be assessed by one's conversationalists. As anyone might expect, students get more anxious of committing errors before educators since they think it is bound to impact their finish obviously results. A male EFL/ESL student said, *"I get*

nervous on the grounds that instructor consistently corrects my oral mistakes ". Another male EFL/ESL student said, *"I get cognizant, don't have any desire to commit errors in the class, teacher will put this in the mind and will give grades toward the end... I may feel much improved if there were no grades toward the end.* ". This appears to show, as found by Tobias (1986) that language nervousness is adversely corresponded with language course grades. These discoveries recommend that appraisal type and instructors' demeanor towards evaluation can essentially add to students' tension. Future exploration may have to investigate this issue top to bottom, especially in L2/FL classroom.

Students, despite revealing sensation of tension over blunder rectification, likewise communicated their craving to be amended to conquer their language defects, which a prepared teacher expressed as a 'precarious work'. Very steady with the writing on oral nervousness (Young, 1991), he commented:

"Teacher has a few unique prospects available to him for giving input as for mistakes, it's precarious. Students expect and say to address their missteps yet when you correct, particularly before the entire class, then, at that point it is distressing for them. Yet, some of the time in the event that you attempt to do as such in a careful manner that truly doesn't help. They realize you are being thoughtful and they feel that they more likely than not committed an awful error in the event that you are in effect so careful."

This view recommends that occasionally even not revising blunders as a procedure to bring down uneasiness levels makes a few students restless in light of the fact that numerous students accept that discourse adjustment is fundamental to figure out how to communicate in a language well. Indeed, if teachers don't right their mistakes they think that it's troublesome, especially the teenagers, to persevere through an apparent serious level of incorrectness in their discourse. Because of a paranoid fear of negative assessment, the troubled students revealed that at whatever point they expect that total correspondence is unimaginable and that they can't communicate a specific point completely, they either attempt to get away or *"wind up being calm and hesitant, in opposition to their underlying goal to partake"* (Ohata, 2005). *"I attempt to be quiet, stay silent... so that nobody should see me, I attempt to get away... attempt to keep my discussion short however much I can"*, one male ESL/EFL student said. Consequently, it shows up as Horwitz, et al. (1986) accept that dissatisfaction experienced when a student can't convey a message can prompt worry about future endeavors to impart. This would clarify why restless students will in general keep away from classroom support (Ely 1986), on the grounds that they are either uncertain

of what they are saying or lose certainty when offer response to an inquiry in the class. For instance, a male ESL/EFL student communicated, *"Here and there I know the appropriate response... .however I attempt to be delayed... .I might be, I'll anticipate this answer might not be right"*.

5.2 Utilizing data of the present research

Numerous issues appear to rise out of the reactions and perspectives regarding the matters on oral uneasiness for future examination. These arising issues ought to give a system to the future scientists in the space of language tension for additional inside and out and itemized studies to fill the holes that this examination calls attention to.

The aftereffects of this investigation obviously show the presence of significant degree of language nervousness in the greater part of the students who are learning English even using present day informative language showing strategies from exceptionally experienced language educators. The progression of the issue, notwithstanding being tended to by an enormous assortment of examination, recommends that the issue of language nervousness actually should be investigated in more insight about its tendency, causes, effect and treatment. What's more, the accompanying issues arose which need due consideration of things to come specialists.

- 1) Though the investigation didn't intend to think about the participants' reactions on language uneasiness based on their societies, however through a basic assessment of their reactions it arises that the more adverse reactions came from the non Greek students. It recommends that there might be some social explanations for the tension responses of certain students. In a language class with understudies from various societies, it should be viewed as whether language tension is a social headed wonder for certain students.
- 2) In expansion to social awkwardness, participants' clarifications of uneasiness related elements vary based on their past language learning encounters. Future scientists may have to contemplate ESL/EFL students' past language learning encounters, their language learning standards, qualities and practices in request to successfully use present day language showing methods in multi-social and multi-lingual language classes and to decrease language tension.
- 3) SLA scientists have recognized numerous phonetic troubles, which have been found in this exploration as uneasiness inciting, however there is by all accounts a shortage in the

method of arrangements accessible to educators and understudies confronted with these issues.

4) Adopting or accomplishing local (L1)- like elocution arose as a major wellspring of nervousness for ESL/EFL students, however which English articulation is a standard articulation or which elocution model students see as standard? Besides, if local (L1) English elocution is stopped to be a standard articulation, as proposed by an accomplished ESL/EFL educator, which model of elocution will be continued in the language study halls and what suggestions will it have for ESL/EFL instructors just as students?

6 Conclusions

6.1 Implications of the Study

Given that language tension can practice hindering effect on second/unknown dialect learning and correspondence in the objective language, it is significant that language educators not just perceive that nervousness is a significant reason for understudies' absence of accomplishment in L2/FL correspondence yet additionally help them to beat their sensations of disquiet and uneasiness. In light of the discoveries of this investigation, following proposals can be made.

- 1) First and preeminent, ESL/EFL educators ought to recognize the presence of the sensation of nervousness in learning and especially communicating in English language and afterward should take drives for its powerful decrease. They ought to distinguish people with indications of stress and tension and afterward ought to apply suitable procedures to assist them with neutralizing these sentiments. Three methodologies (psychological, emotional, and social) introduced by Hembree (Ying-Ling and Kondo 2004) can be prescribed to choose an appropriate system.
- 2) As students detailed absence of training of talking abilities in their past language acquiring encounters a huge reason for their correspondence fear, a really informative methodology ought to be received to furnish understudies with more opportunities to rehearse their talking abilities.
- 3) For dynamic investment in the classroom conversation, it ought to be guaranteed that students are given cordial, casual and learning-strong climate. This should be possible by educators' agreeable, useful and co-usable conduct that causes students to feel great to talk in the class. This can likewise decrease, if can't kill inside and out, the impact of social and status distinction among students and educators to a significant degree.
- 4) As students seem, by all accounts, to be intensely delicate to dread of committing errors, instructors ought to urge them to have certainty to commit errors to obtain relational abilities. Moreover, as a positive reaction to students' anxiety over the unforgiving way of instructors' mistake adjustment, educators' determination of blunder remedy strategies as Horwitz et al., (1986) suggested, ought to be founded on informative way of thinking and on lessening protective responses in students.
- 5) In request to mollify students' dread that their slip-ups before the instructors will impact their finish obviously grades, more accentuation ought to be given to developmental

evaluation (appraisal for learning) and input instead of summative (evaluation of learning) and criticism.

- 6) The instructors should start conversation in the class about the sensations of uneasiness and should take measures to alleviate the feeling of contest among them.
- 7) For urging students to feel fruitful in utilizing English, educators ought to try not to set up exercises that improve the odds for them to fizzle. They ought to likewise ensure whether the students are prepared for the given action and have adequate thoughts and lexis to finish the job effectively.

6.2 Limitations

A few limits to this investigation should be noted. The example of the subjects who addressed every one of the three classes of the subjects (ESL/EFL students, ESL/EFL specialists and ESL/EFL instructors) was small in size. To explore the intricate issue of language uneasiness, just a restricted time was accessible for interviews (15-20minutes) and center gathering conversation (40-50 minutes). Besides, the role played by experience was hard to assess from these meetings, as the members had a place with a wide scope of social and ethnic foundations with changed language learning and educating encounters. It is likewise similarly conceivable that the subjects probably won't have contacted a portion of the tension delivering factors. Then again, the participants, considering the way that the scientist is searching for the components that cause oral language nervousness for ESL/EFL students, may have attempted to relate a portion of their encounters with tension, which may not in any case be adding to uneasiness.

6.3 Suggestions for Future Research

We strongly suggest that the interview should be repeated in more English classrooms in various language levels, so as to track down any possible correlations between oral speech anxiety and the language level. Moreover, several studies should be conducted in respect to the social aspects of oral nervousness. Finally, we strongly recommend that a quantitative analysis should be also used for triangulation of the findings on the subsequent research, so as numerical results are extracted in order to validate on a definitive manner the research hypotheses.

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Appendix A: Interview Questions for students

Initial common questions

Q1. On a scale from 1 (very diligent) to 10 (very diligent) how would you describe yourself as an English language learner?

Q2. How many hours a week do you come into contact - in various ways - with English (studying English, listening to English songs, watching videos without subtitles, playing interactive games with foreign teammates, etc.)

Q3. On a scale from 1 (slightly extroverted) to 10 (very extroverted) how would you describe yourself as a personality?

Q4. How do you behave in the school classroom? You speak in public comfortably (in order to present your work, to express your opinion, etc.)

Q5. What activity in the English classroom would you find most stressful? (Reading, Writing, Listening, Speaking?)

1st Scenario : Other than speaking.

Q6. How do you manage not to be stressed by the speaking which stresses most students?

Q7. (unless the student himself has mentioned in the previous answer some techniques) Are there any techniques you apply that help you not to stress? Which are they?

2nd Scenario: Speaking

Q8. Do you have the same anxiety about speaking when you have to speak to make a presentation individually, and when you need to have a dialogue with a classmate or your teacher?

Q9. Can you identify which factors cause you stress when speaking?

Q10. Could you identify some specific features in English that give you extra stress when you need to speak it?

Q11. What processes are going on in your mind when you need to speak English? What emotions prevail?

Q12. Do you feel the same stress in speaking English outside the classroom? (for example, if you need to give instructions to a tourist who asks you something).

Q13. If you compare your speaking anxiety with the stress of another activity that stresses you less (for example, writing) what is the difference between speaking and the extra stress?

Q14. Are there any ways to help you reduce your speaking anxiety?

Appendix B: Interview Questions for teachers

Q1. Which classroom activity do you find most stressful for your students?

Answer. 1. Other than speaking

Answer. 2. Speaking

Q2. Do you find that in speaking only the "bad students" or even the best ones are stressed?

Q3. What do you think worries good students?

Q4. You have probably met students without stress in speaking. Can you identify some of their common characteristics that may have contributed to the lack of stress?

Q5. What methods, techniques, strategies, activities do you use to reduce their stress and help them manage it?

Q6. What do you think creates in us ourselves this feeling of completing the mind and tying the tongue?

Q7. Do you think that there is a special feature of English that stresses Greeks when they speak the language?

Έντυπο Συγκατάθεσης Κατόπιν Ενημέρωσης

Καλείστε να συμμετέχετε σε μια έρευνα που διεξάγεται από (ονοματεπώνυμο..., ιδιότητα..., Τμήμα...). Η συμμετοχή σας είναι εθελοντική. Μπορείτε να αφιερώσετε όσο χρόνο χρειάζεστε για να διαβάσετε το **Έντυπο Συγκατάθεσης Κατόπιν Ενημέρωσης**. Μπορείτε επίσης να αποφασίσετε να το συζητήσετε με την οικογένεια ή τους φίλους σας. Αντίγραφο αυτού του εντύπου θα σας δοθεί.

ΣΚΟΠΟΣ της ΕΡΕΥΝΑΣ

Σας ζητάμε να συμμετέχετε στην παρούσα έρευνα γιατί ο σκοπός της είναι η *ανάλυση των δυσκολιών των μαθητών για την απόκτηση προφορικών δεξιοτήτων σε μια ξένη γλώσσα.*

Η συμπλήρωση και επιστροφή του ερωτηματολογίου ή οι απαντήσεις στις ερωτήσεις της συνέντευξης αποτελούν συγκατάθεση συμμετοχής στην παρούσα έρευνα.

ΕΝΔΕΧΟΜΕΝΟΙ ΚΙΝΔΥΝΟΙ

Δεν υπάρχουν προβλέψιμοι κίνδυνοι που προκύπτουν από τη συμμετοχή σας στην παρούσα έρευνα. Εάν αισθανθείτε δυσφορία κατά την απάντησή σας σε συγκεκριμένες ερωτήσεις, παρακαλούμε μη διστάσετε να ζητήσετε να παραιτηθούν.

ΕΝΔΕΧΟΜΕΝΑ ΟΦΕΛΗ ΓΙΑ ΤΑ ΑΤΟΜΑ ΚΑΙ ΤΗΝ ΚΟΙΝΩΝΙΑ

Θα διερευνηθούν τα πιθανά εμπόδια για την εκμάθηση μιας ξένης γλώσσας στην Ελλάδα, με επίκεντρο την απόκτηση προφορικών δεξιοτήτων.

ΑΠΟΖΗΜΙΩΣΗ ΓΙΑ ΤΗ ΣΥΜΜΕΤΟΧΗ

Δεν θα έχετε κάποιο άμεσο και σημαντικό οικονομικό όφελος από τη συμμετοχή σας στην παρούσα έρευνα.

ΕΝΔΕΧΟΜΕΝΗ ΣΥΓΚΡΟΥΣΗ ΣΥΜΦΕΡΟΝΤΩΝ

Κατά τη δήλωση των ερευνητών της έρευνας δεν υπάρχει σύγκρουση συμφερόντων.

ΕΜΠΙΣΤΕΥΤΙΚΟΤΗΤΑ

Οποιοσδήποτε πληροφορίες αποκτηθούν σχετικά με την παρούσα έρευνα και οι οποίες θα μπορούσαν να σας ταυτοποιήσουν προσωπικά, θα παραμείνουν απόρρητες και θα αποκαλυφθούν μόνο με την άδειά σας ή όπως προβλέπεται από τον νόμο. Οι πληροφορίες εκείνες που σας ταυτοποιούν προσωπικά, θα διατηρηθούν ξεχωριστά από τα υπόλοιπα δεδομένα που σας αφορούν.

Τα δεδομένα θα φυλάσσονται με ευθύνη του ερευνητή.

Σε περίπτωση ηχογράφησης, θα ζητηθεί η συγκατάθεσή σας. Μπορείτε να αρνηθείτε να ηχογραφηθείτε. Ο ερευνητής θα μεταγράψει τις ηχογραφήσεις και μπορεί να σας προμηθεύσει με ένα αντίγραφο του απομαγνητοφωνημένου κειμένου κατόπιν αιτήσεώς σας. Έχετε το δικαίωμα να

ελέγξετε και να επεξεργαστείτε την απομαγνητοφώνηση. Προτάσεις οι οποίες έχετε ζητήσει από τον ερευνητή να παραληφθούν δεν θα χρησιμοποιηθούν και θα σβηστούν από όλα τα αντίστοιχα αρχεία. Σε περίπτωση που τα αποτελέσματα της έρευνας δημοσιευτούν ή παρουσιαστούν σε συνέδρια δεν θα συμπεριληφθούν πληροφορίες που θα αποκαλύπτουν την ταυτότητά σας. Σε περίπτωση που φωτογραφίες σας, βίντεο ή ακουστικές ηχογραφήσεις χρησιμοποιηθούν για εκπαιδευτικούς σκοπούς, η ταυτότητά σας θα προστατεύεται ή θα συγκαλύπτεται.

ΣΥΜΜΕΤΟΧΗ ΚΑΙ ΑΠΟΧΩΡΗΣΗ

Μπορείτε να επιλέξετε να συμμετέχετε ή όχι στην παρούσα έρευνα. Αν συμμετέχετε εθελοντικά σε αυτή την έρευνα, μπορείτε να αποχωρήσετε οποιαδήποτε στιγμή χωρίς καμία συνέπεια. Μπορείτε επίσης να αρνηθείτε να απαντήσετε σε οποιεσδήποτε ερωτήσεις δεν επιθυμείτε να απαντήσετε και να παραμείνετε στην έρευνα. Ο ερευνητής μπορεί να σας ζητήσει να αποσυρθείτε από την έρευνα, αν ανακλύουν περιστάσεις που το απαιτούν.

ΔΙΚΑΙΩΜΑΤΑ ΤΩΝ συμμετεχόντων στην ΕΡΕΥΝΑ

Μπορείτε να αποσύρετε τη συγκατάθεσή σας οποιαδήποτε στιγμή και να διακόψετε τη συμμετοχή σας χωρίς να υποστείτε καμία κύρωση.

ΤΑΥΤΟΤΗΤΑ ΤΩΝ ΕΡΕΥΝΗΤΩΝ

Αν έχετε οποιεσδήποτε ερωτήσεις ή ανησυχίες σε σχέση με την έρευνα, μη διστάσετε να επικοινωνήσετε με τον ερευνητή .

Ακολουθούν τα πλήρη στοιχεία επικοινωνίας του ερευνητή.

Διάβασα τα παραπάνω και αποδέχομαι τη συμμετοχή μου στην έρευνα.

Ονοματεπώνυμο		Υπογραφή	
Ημερομηνία			

Υπεύθυνη Δήλωση Συγγραφέα:

Δηλώνω ρητά ότι, σύμφωνα με το άρθρο 8 του Ν.1599/1986, η παρούσα εργασία αποτελεί αποκλειστικά προϊόν προσωπικής μου εργασίας, δεν προσβάλλει κάθε μορφής δικαιώματα διανοητικής ιδιοκτησίας, προσωπικότητας και προσωπικών δεδομένων τρίτων, δεν περιέχει έργα/εισφορές τρίτων για τα οποία απαιτείται άδεια των δημιουργών/δικαιούχων και δεν είναι προϊόν μερικής ή ολικής αντιγραφής, οι πηγές δε που χρησιμοποιήθηκαν περιορίζονται στις βιβλιογραφικές αναφορές και πληρούν τους κανόνες της επιστημονικής παράθεσης.