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Engaging EFL Shy Learners in Speaking Skill Classroom
Through Useful Strategies
A Case Study of First Year Licence Level
Students of English at Ibn Khaldoun University of Tiaret

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Dedication 01

I dedicate this work to the memory of my grandfather may Allah bless his soul. As I want to offer a special thanks to my loving parents, Bouazza and Maachi Samia who instilled the passion of learning in me and have been always my constant supporters.

I would also like to address my sisters Nacera, Nour El Houda, Wafaa and my brother Amine whose words of encouragement and perseverance ring in my ears.

Also, a special feeling of gratitude goes to all my friends, especially my best friend Sabrina, who has supported me throughout the process of this research work.

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Abstract

The present research deals with the teaching techniques and strategies used by teachers to engage shy students into speaking skill classroom. It aims at understanding the variables that are related to shyness in speaking as it targets to come out with some strategies that help the students to cope with shyness and to enhance their speaking abilities for better achievements respectively. First year students of the English department at Ibn Khaldoun University of Tiaret represented the sample of this research. To this end, this investigation is based on two questionnaires addressed to first year students and their teachers. Since university is considered as a new social environment for first year students where they meet new students, the choice then fell on first year licence level.

Key words: EFL teachers, the teaching techniques and strategies, shyness, speaking skill, shy students.

List of Abbreviations and Acronyms

EFL: English as Foreign Language

ELL: English Language Learning

FL: Foreign Language

SLA: Second Language Acquisition

SL: Second Language

TL: Target Language

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GENERAL INTRODUCTION

General Introduction

English is an international language and most people around the world use it for communication that is why many people are encouraged to study it. Moreover, a substantial percentage of EFL learners learn to speak English fluently. The speaking skill is basic in learning any language since it has great importance during the learning process. To develop the learners' achievement, students should be active elements in the classroom by being more engaged and involved in speaking tasks and activities. However, being involved in the classroom has a great effect on foreign language learners due to many problems such as shyness. Shyness can be seen in the fear of participation, non-hand raising reaction, doing speaking activities with teachers or colleagues and discomfort in speaking English in the classroom. Consequently, this study aims to discuss further EFL students shyness while speaking in the classroom, as well as supporting students by introducing them to other methods, strategies and activities to improve their involvement in the classroom and the learning process in general.

EFL learners may face various challenges that can affect their learning capacity and accomplishment. Shyness can be considered as one of the most common problems that students face in their foreign languages classrooms. It can affect the EFL learners' willingness to learn the target language and prevent them from fully acquiring it. The investigation is interested in studying the effect of using a set of techniques that help EFL learners as well as EFL teachers in lessening the feeling of shyness their students in speaking.

In order to give answers to the specific objectives of this present research, set of questions are asked as follow:

- 1-How far can shyness impede the process of developing students' speaking skill in English?
- 2-What are the most effective educational strategies to engage shy learners in the EFL process?

The following hypotheses are hence suggested:

- 1-Shy learners are reluctant to participate in class and share their ideas with their classmates.

2-Teachers may use some strategies to alleviate and overcome shyness in presenting orally in English such as: appreciative praise and cooperative learning.

This research work aims to accomplish two ends. First, it aims to understand variables in speaking which are related to shyness. It then aims to build some teaching techniques and strategies that help students cope with shyness and at the same time improve their ability to communicate comfortably and be active elements in the classroom as well as in the learning process in general.

The research population is First Year Licence English Language students and EFL teachers from the University of Ibn Khaldoun of Tiaret. The sample is a group of 50 students randomly picked from all groups studying at the same department. Furthermore, 10 EFL teachers from the English Language Department, teaching mainly English language, will take part by collaborating in the present research instruments to collect data.

To accomplish the previously set objectives, a case study is designed to deal with first year licence students from the University of Ibn Khaldoun (Tiaret). Moreover, to conduct the present research, quantitative and qualitative methods were adopted for data collection and data analysis relying on a set of research instruments: two questionnaires for EFL teachers and their learners. The results will be analyzed in the form of tables, pie charts and bar graphs.

In order to find answers to the previous research questions, two chapters are undertaken. The first chapter reviews the previous works which are related to the issue of shyness in the speaking skill classroom and some suggested strategies to overcome it. The chapter is composed of two main sections. The first part is entitled speaking skill, wherein definitions of speaking skill and its importance are provided; it also identifies its different types, and including difficulties that face that skill. The second section of the first chapter investigates what shyness is, its causes and how it affects students' achievement. To finish, this chapter is concerned with reviewing the techniques used by EFL teachers in order to integrate shy students in the classroom speaking skill. Thus, it first presents the theoretical framework, then; it extracts the main and important techniques that teachers can use to integrate their shy students in the classroom activities.

Chapter two is the basis of the investigation which leads to significant results. It starts by setting the research methodology; research sample and case study, research tools and description of both questionnaires. Then it goes to the analysis of data and the discussion of the main results. Lastly, for the sake of this research, teaching techniques and strategies are recommended to learners and teachers to be integrated into speaking activities in the classroom.

This research includes limitations; it is limited only to two questionnaires. The classroom observation was cancelled due to Covid-19 which prevented attending classrooms and obtaining more data.

CHAPTER ONE

**AN OVERVIEW ABOUT SPEAKING SKILL
AND SHYNESS AS A HINDERING FACTOR
AND SOME SUGGESTED STRATEGIES TO
OVERCOME IT**

Part one: Speaking Skill

1. Introduction

The need for mastering this speaking skill should have much more attention from the educators, particularly in the foreign language context because it enables learners to acquire the target language easily, and express their ideas and opinions fluently. However, developing it is not an easy task; learners often find some difficulties when practicing the speaking skill, even if they know about the system of foreign language, many students at the university level are not well trained to practice the ability to speak. As a result, this phenomenon that is found in class will hinder them from communication and it can seriously constrain engagement and responsiveness to instruction in the learning process.

Teachers usually experience the situation in which learners are not motivated to be engaged in classroom activities. Yet, among the daunting nightmares that often frighten EFL teachers is the need for integrating useful strategies and activities in order to reinforce their learners' speaking skill. This latter is seen as fundamental to communication if not the heart of foreign language learning. However, this skill is affected by various factors which impede its activeness and productivity; mainly the prominent psychological factor that is known as shyness.

By considering the specific needs that learners report, teachers can help learners to improve their speaking and overall oral competency, as well as overcoming the phenomenon of shyness during the process. With this aim, various activities and strategies will be highlighted to contribute to a great deal in developing students' necessary skills for more activeness in the learning process.

Hence, this chapter will focus on speaking skill and shyness in EFL contexts. It is divided into two parts; the first chapter will be confined to the teaching of speaking skill in the EFL classrooms, and its problems that are encountered by many EFL learners. The second section will be restricted to shyness as being a major problem that many EFL learners complain about. It will cover its definition, causes, and effects on students' achievement; and finally, a set of strategies and activities will be underlined.

2. Definition of Speaking

Speaking plays a great role in our daily life. Through speech, messages can be transmitted in different and appropriate situations and even in a learning atmosphere; mainly where the foreign language is taught. Speaking means the act of delivering some utterances that represent ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006, p.13). In other words, speaking is the act of producing words or signs to convey meaning.

Brown (1994) defines speaking as an interactive process of constructing meaning that consists of producing, receiving, and processing the information. That is to say, it requires structure and meaning depending on the context in which it occurs. This interactive process is the most interesting skill compared to the three remaining skills (listening, reading, and writing) because mastering this skill leads to proficiency in all the other skills. In this regard, for the majority of people speaking and knowing are synonymous that is why people who know a language are indicated to be speakers of that language (Rivers, 1981).

Speaking is a demanding skill that is used in any verbal communication as compared to other skills that are considered receptive as they involve simply receiving information. Clark (1977, p.272) stated that for the sake of exchanging acquaintances and getting information, people speak by putting their ideas, emotions, and objectives into words and make others understand them. On the other hand, Luama (2004) argues that speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. In other words, the speaking skill requires a lot of experience and practice in order to be mastered because of its intricacy.

3. The Importance of Speaking Skill

Have you ever noticed when people ask an EFL learner about his study they say: “Do you speak English? But they never ask “Do you write in English? That is to say; the speaking ability in foreign language learning is majored and linked to being proficient in that target language. Otherwise, the competency in oral English communication is considered as a priority in the field of didactics because it provides the speaker with several distinct

advantages. Thus, EFL learners strive for academic excellence, and they may attempt to pursue it more seriously rather than other aspects of foreign language learning.

Thornbury (2008) pointed out that effective teaching that supports learners' active engagement and the development of speaking skill is being a challenge to teachers of English as a foreign language (p.208). That is to say being capable to communicate orally with others, using effectively the target language, is nowadays of paramount importance, up to the point where learners who are not able to be fluent in using a foreign language cannot be denoted as effective language users.

Celce- Murcia (2001, p.103) contends that for most people the ability to speak a language is synonymous with knowing that language because speech is the most basic means of human communication. That means knowing a language is likened to the ability to understand its system and rules including vocabulary and grammar and how to use it correctly in a specific spoken discourse.

It is undeniable that the integration of other language skills has a strong point as the importance of speaking. For instance, speaking helps students to facilitate the process of sharing information and knowledge through developing their vocabulary and grammar as well as their writing skill. With speaking, learners can form messages that are effective and understood in order to inform, persuade, and direct. They can freely express their thoughts, emotions, and their point of view; or clarify; request and debate. This productive skill empowers students to display the different functions of language. Also, proficiency in speaking is essential to become well rounded; it clearly provides the golden opportunity for the speaker to gain the audience's attention. In this regard, Harmer (2007) noted that there are three reasons behind the benefit of teaching speaking: Firstly, it contributes to the students' chance of speaking the SL or FL to people they know such as teachers and classmates in the educational setting. Secondly, the learners' given tasks facilitate the advantage to give air to their knowledge in addition to the discovery of their strong points and weaknesses in the process of teaching speaking. Thirdly, the former process makes the learners speak skilfully by practicing the right grammatical structures.

Baker and Westrup (2003) noted that “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion” (p.5). That is, oral skill is important for all people both inside and outside the educational setting, and career success. It is the best tool for foreign language learners to have more opportunities to get jobs.

4. Types of Speaking Skill

Speaking is considered as the verbal mode both inside the educational setting and outside, however it is complicated and more than pronouncing the word, according to researchers there are three types of situations where this skill occurs.

4.1. Interactive Speaking Situation

It includes direct conversations where both participants are active and have an effect on one another. The speaker is interchangeably listening and speaking and he has the chance to ask for an explanation from his speaking partner. Thornbury (1998, p.129) observed it as being the abilities of an individual to interact with the interlocutor and the required speed and rhythm to fulfill the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction. Interactive speech requires the speaker to combine their listening comprehension with their cognitive ability to reply appropriately.

4.2. Non Interactive Speaking Situation

It is simply defined as the indirect system of communication as through of television or computer for example recording speech from a radio broadcast or a video to obtain data or update information.

4.3. Partially Interactive Situation

A partly interactive situation is one of the speaking situations, which is mainly done by people or just one person in the interaction such as giving a speech to a live audience to share

presentation. In the classroom, this activity can be done by asking one student to give a speech in front of the class such as an oral presentation, while others listen and observe.

5. Difficulties Faced by Learners in Speaking Skill

Like all learning obstacles, problems that learners face in producing a well-spoken utterance can be challenging to EFL learners. This difficulty cannot only be due to the way ideas are generated and organized, but also, to other problems among other factors. Zhang (2009) claimed that most students are still having a poor mastery of the English language, due to its complexity. In this sense the speaking skill is difficult because it combines parts of writing and listening, it requires in-depth knowledge of the grammatical and semantic rules in real-time, in addition to the pronunciation which adds another level of complexity. Parrott (1993) declares that teachers must implement a series of activities that aim at enhancing learners' confidence and provide them with the skills required to take advantage of the classroom opportunities in order to speak English effectively. The difficulties can be linguistics, psychological, or external as discussed below.

5.1. Linguistic Barriers

When it comes to the linguistic barriers that face EFL learners, it is clear that they are being linked to the tongue; that is to say the language. Fluency and accuracy are the piles upon which learners stand to speak, interact, and participate. Yet, when they are about to express their opinions and take part in discussions, they are generally obstructed by either poor luggage of vocabulary, grammatical mistakes, or speechless situations which impede them from contributing to classroom discussions.

5.1.1. Mother-Tongue Use

Since the use of the mother tongue provides the speaker with a comfort zone, the majority if not all EFL learners prefer to use it outside and even inside the educational setting. In our context, Algerian students tend to use Arabic language even in English classes since it makes them at ease to speak up. Baker and Westrup (2003) think that "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a

foreign language” (p.12). Therefore, the impact of the first language is that it brings about the reflection and learning of successful social patterns of acting and speaking, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks.

5.1.2. Lack of vocabulary

Vocabulary plays a vital role in making the level of language more advanced, but many learners appear to have struggles with it. Thornbury (2005) indicated that words and expressions go comparatively in higher proportion when speaking (p.22). Without vocabulary knowledge, students cannot display ideas; furthermore, they will find it uneasy to understand each other. In this case, the learners’ improvement of this prominent part of language will decrease day by day and they fail to produce a fluent speech as well.

5.1.3. Poor Grammar

Grammar is necessary for any spoken language; it gives uniformity and etiquette to the target language. Good grammar confirms that the speaker communicates well and describes that he masters that language, in addition; it makes a better impact on the listener. Hence, for most people, this linguistic feature remains a difficulty to master. Carmen Perez Lantada asserts that knowledge of English grammar is essential for accurate, correct, and meaningful communication; though, students prefer to retain soundless in order not to produce ungrammatical structures and being ridiculed by their classmates and the tutor. Grammatical rules are among the difficulties encountered by FL learners in the academic process. Learners usually make mistakes in certain grammatical rules, as a result; students stop participating, interacting, and avoid engagement in courses because they feel fearful of producing ungrammatical and incorrect sentences, also; they feel afraid of being criticized by their tutor and receive negative evaluations from their peers if they make mistakes in speaking English.

5.1.4. Nothing to say

The common expressions that FL Learners commonly say is “I don’t know”, or “I have nothing to talk about”, when they are imposed to participate in a given topic. These

expressions are due to many problems, that is why they find it difficult to answer when teachers ask them to respond and they just keep silent.

In the classroom, students are obliged to interact and respond so that the process of learning runs successfully. However, some students refuse to respond with their teachers and classmates, they keep silent or they stand speechless when they are asked to participate. This is due to their lack of practice and preparation, low confidence ,or they are frightened to speak in front of their peers. Ur (1999) noted that sometimes students complain about the incapability to think about what to say (p.21). Learners have nothing to say because they have struggles in transferring and delivering the right meaning to their teachers and peers. Rivers (1968) declares that perhaps the topic selected by the teacher is uncongenial for the learner or where he has not much knowledge about it, consequently; the learner has nothing to say in the foreign language or even in his mother tongue (p.192). In this aim, teachers should take into consideration their role in creating interest in the topics and motivating learners to engage in class through concentrating on their level according to their needs and interests. Backer and Westrup (2003) supported the view and claimed that numerous students find it hard to answer the teachers' questions in the target language because they may not have enough knowledge and ideas about the topic discussed, or they may not have known how to use some vocabulary and they may be uncertain about the correctness of the grammatical rules and they could be uninterested for the topic as well.

5.2. Psychological barriers

Knowing sounds, words and grammar is not the whole story. The speaking skill requires mental and emotional conditions in order to affect the listener. These mental and emotional conditions refer to the psychological state including attitudes, the status of consciousness, and emotions of the person that deeply affect the ability to communicate. In educational settings particularly learners encounter such problems that hinder them from effective speaking, and among these barriers that cause such obstruction from interacting in the classroom is shyness which takes the lion's share as well as the lack of motivation, self-confidence, and fear of making mistakes.

5.2.1. Inhibition

This problem appears more in the classroom when learners try to participate, they may feel worried about making mistakes, they fear negative evaluation or they may feel shy.

5.2.2. Fear of Making Mistakes

The majority of EFL speakers have to admit the fear of making mistakes when communicating. This fear is one of the main factors that inhibit spoken English fluency. UR (2000) declares “learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts” (p.111).

As many theorists claimed, the fear of making mistakes comes to be one of the main factors that hamper the students from English spoken activities (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010).

In response to this, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. Learners usually shun away from communication, just to avoid embarrassment in front of their counterparts because they are afraid of negative feedback. To sum it up, it can be said that the fear of making mistakes causes the poor or lack of communication between learners and their lecturers.

5.2.3. Lack of Confidence

The lack of self-confidence when speaking English is mutually inclusive for impeding an effective ability to make students’ needs and opinions known. Students lose trust when they realize that their knowledge is badly transmitted, or when they do not understand other speakers. In this situation, they feel inferior to others and stay passive while others talk and show that the students have a lack of confidence to communicate. In response to this, Tsui (1999) says those students who are not self-confident about their English; they certainly suffer from communication apprehension. This shows that building students’ confidence is an important task for teachers in oral classes; they should share in building students’ self-worth

according to their theories and practical experience; however, teachers' efforts are not sufficient without the students helping themselves first.

5.2.4. Shyness

Shyness is an emotional state that a lot of students face at a particular time when they are supposed to communicate in English. (Juhanna, 2012, p.101) this explains that shyness could be a source of the problem for many students ,especially in the oral classes. For that reason, it is important to pay attention to this feature in order to help the students improve their speaking performance in the teaching space (Gebhard, 2000). Additionally, Baldwin (2011) states that speaking in front of people is one of the most common phobias that students encounter and the feeling of shyness makes their mind go blank or that they will forget what to say. The author supported his view by research in which it results that most students fail to have an effective performance when speaking; they were not able to speak, because their speaking was influenced much by their feeling of shyness. Shy students do not want to be remarked in the class, and they usually get frightened whenever they speak up. Yet it is considered that shyness as an effective factor in EFL classes has negative impacts on oral performance.

6. Some Factors that Contribute to the Prevalence of these Difficulties inside the Classroom

Rababa'h (2005) pointed out that many factors cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be also another reason for not being able to keep the interaction going. It has been mentioned earlier that there are some linguistic, psychological, and external factors hinder students from practicing their speaking in English class; however, there are other factors related to teaching strategies and lack of English environment, and so on.

6.1. Teaching Strategies

According to Rababa'h teacher-training programs were found to be not very successful in changing the teachers' methodology. Furthermore, the majority of focuses are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The strategies used by teachers are inadequate and they can largely contribute to the prevalence of speaking difficulties among learners. Some teachers neglect the weight of speaking skill; they do not put emphasis on it which results in a meager development of this skill. Moreover, lessons of the vocabulary items are limited or taught in isolation, and listening materials are not used by the majority of school tutors due to a large number of teachers compared with the number of cassettes available.

In the end, the realization in developing learners' speaking skill is dependent extensively on avoiding constraints as mentioned above. Enhancing oral language proficiency can only be done in a comfortable atmosphere where students feel motivated to learn. The teacher should take into account the drawbacks of the teaching strategies used in order to work on how to lessen the effects of these problems in a way that will not hamper students' oral communication performance.

6.2. The Lack of English Environment

The absence of what is known as the target language environment can be considered another problem to EFL learners, which of course affects the lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participants in order to learn discourse skills (Cameron, 2001, p.36). Furthermore, language is best learned when the learners' attention is focused on understanding, saying, and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadevelu, 2003, p.27). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani, 2010). The lack of proper English basis background may pose threat to the quality of education; because the more the students are exposed to the TL the better they will learn it. Therefore, the focus should be

stressed on the language itself rather than its features such as accuracy and fluency since the EFL teachers are not just instructors but might be the only source of input.

Part two: Shyness

1. Definition of Shyness

When asking people how they view a shy person, many of them think of someone who is seemingly timid, spends most of their time on their own, and does not have many friends. Others think of a socially awkward person, someone who gets embarrassed easily and blushes all over when being with other people. Certainly, all of them get some associations. Thus, shyness can mean the negative sensation which is associated with fear and uncomfortable state when facing a new social situation, meeting novel or unknown people. People who feel shy sometimes notice physical sensations like blushing or feeling speechless. The complexity of the everyday term is partly since that most people can admit to being shy at one point or another in life. In the late 1960's and forward, the concept of shyness has received remarkable attention from psychologists, and what is meant by the lay term is not related to the empirical view of shyness only, but it is also about our understanding of it. Researchers have concluded that "shyness is a fuzzy concept" (Zimbardo, 1977, p. 13). To be specific shyness is an imprecise term to describe even though people know about it but it is remaining an ambiguity. It seems that shyness is not a precise term (Crozier, 2000, p. 2).

So it can be ratiocinated that shyness is a psychologically rooted behavioural state of nervousness that is vague at the same time a rich phenomenon that cannot be controlled easily and differs from one to another. Despite the ability of most people to experience it each day in different social situations; it lacks precise meaning particularly in the psychological structure of a shy person.

In other words, most people can experience the feeling of shyness in novel situations or with strangers, thus like all people EFL students also face the feeling of shyness when practising speaking in front of their classmates or tutors simply because they get frightened and find it difficult to control. To conclude shyness is regarded as a type of behaviour that leads to the reduction of communication because of fearfulness or timidity.

1.1. Shyness versus Foreign Language Anxiety

Many scholars claimed that shyness and foreign language anxiety are the same. Fear, discomfort, and self-awareness occur in both. Yet one can recognize the differences between the two concepts according to the situation, time, and reaction that evoke the prevalence of such two phenomena. Crozier & Alden, (2009) argues that shyness and anxiety are similar. However; shyness is different from foreign language anxiety; shyness reveals in all social situations as well as in classrooms. In contrast, foreign language anxiety takes place only in a foreign language learning context. Horwits (1986) claimed that anxiety is the uncomfortable emotion related to the field of learning that affects the performance of the learners. Another clarification comes from Zimbardo (1997) who declares that shy students contrary to those who hold anxiety, avoid social contact with others, they neither have problems with language itself nor negative attitudes toward foreign language, and they have negative thoughts painfully self-conscious about themselves.

1.2. Shyness versus Behavioural Inhibition

Behavioural inhibition is highly similar to shyness. Behavioural inhibition to the unfamiliar is a temperamental state associated with a specific propensity to react in both social and non-social situations, in contrast, shyness refers to the feeling of discomfort in social situations only. Kagan (1999) et al. noted that inhibited children are distinguishable from non-inhibited ones in that they act distressed, avoidant, and with subdued effect. This feeling of inhibition arouses the worries toward novelties such as unfamiliar people, new situations and events. Also, it can be noticeable at a very young age for children. Inhibited children display avoidant behaviours in or more situations, only a proportion of shy children might be classified as inhibited, otherwise, this proportion of inhibited children might not be classified as shy (Kagan, 1999). Another conceptualism from Garcia (1977) states that when focusing on behaviours in novel events, one can differentiate between shyness and inhibition in term of the absence of self-awareness's conception in such a phenomenon.

Behavioural inhibition is considered as the personality type that shows lower self-worth in social and non-social situations and it can be noticed at an early age among people. Unlike shyness which occurs in a particular situation only, where the individuals lack sufficient preparation for the speech or they hold the fear from others' negative perception or criticism.

2. Situations that Evoke Shyness

There are a number of situations that evoke the feeling of shyness for shy people. In line with this, a research was conducted by Zimbardo and colleagues to find out the situations that evoke shyness. More than five thousand persons participated to give their views about the kind of situations that arouse their feeling of shyness. For those who experience the feeling of shyness, report that strangers made them shy, followed by the opposite gender, authorities in knowledge, and authorities in virtue. While a small proportion of them stated that aged people, friends, children, and parents do evoke such feelings. From the previous research, it can be resulted that being the centre of attention, being with large groups, in lower status, or in novel situations that require evaluation are the situations that highly evoke the feeling of shyness. Almost half of the participants felt shy when being the centre of attention in a small group or just being in small groups, in having one- to-one opposite sex interactions, and in situations where they felt vulnerable or needed help (Zimbardo, 1977). Russell et al (1986) added that same results have been found in another place, the author claimed that on the other hand shyness might manifest itself differently in different situations. Shyness highly influences the behaviour in a familiar setting when a shy individual hold a speech in an unstructured or novel situation.

To rephrase it, a diversity of situations may trigger shy feelings among individuals; the environment is almost behind the growth of these sorts of traits including new and unfamiliar situations that can bring out such sensation like meeting someone new or when attention is on the shy person. Actually, if individuals feel pushed into situations where they are bullied or unprepared for, it can make them even shyer.

3. Shyness in Educational Setting

For shy students, the classroom is a stressful space that contains large groups of classmates and adults; also it requires a verbal interaction (Coplan et al., 2011). That is to say, due to the overcrowdedness of learners and the need for sharing views and discussions orally in public, some students find it hard to take part and this will increase their sense of shyness.

According to Crozier (2001), shy learners will diminish engagement in classroom activities and feel upset when they do. In addition, when shy students participate they will speak fewer and provide less meaningful knowledge due to the anxiety. The example given by Crozier shows that shy students are categorized by different behaviours as the avoidance of engagement, being less talkative, trying to be invisible in the classroom. This behaviour may lead their teachers to have lower or negative inferences about them.

Shyness will control many students' behaviours; they barely could focus on other academic tasks. Indeed research within this framework has indicated that teachers often build particular perceptions about their students' level of intelligence and competency according to their verbal interaction in classroom activities (Bell, 1995 et al, cited in Coplan et al 2011).

A study conducted by Gordon and Thomas (1967; cited in Coplan et al 2011) revealed that teachers perceive talkative, active and sociable students as more intelligent than shy, quiet students. Many teachers however may prefer to have shy behaviours in their classroom because the classroom can be more organized (Coplan, Hughes, Bosacki, & Rose-Krasnor, 2011).

Lastly, it can be said that shyness remains an obstacle which impedes students' level progress and the need for implementing useful strategies to overcome it is a must.

4. Causes of Shyness

Multiple reasons contribute to shyness; we can categorize them under two main groups: personal causes related to the personality of the individual, and interpersonal ones related to the surrounding variables such as the audience or the nature of the environment, as it is supported by Young (1991) language shyness develops from personal as well as interpersonal causes. Individuals might have communication apprehension because their personality affects their engagement in oral activities or because of the lack of some other personal variables.

4.1. Personal Causes

As mentioned before, individuals might hold the feeling of shyness in speaking due to their personality, and other personal variables which are investigated below.

4.1.1. Personality

It is believed that personality plays a major role in the development of shyness. For speech production, people with a high degree of shyness are those who have low self-esteem because they lack the confidence to perform (McCroskey et al. 1977). The same author argues “lowered self-esteem is associated with high oral communication apprehension and must be considered in the delineation of the communication apprehension construct” (p.274). Communication apprehension appears when the individuals underestimate themselves and their abilities; consequently, they become more inhibited to interrelate with others. As Xiuqin (2006, p.37) mentions persons who hold low self-esteem think that they lack sufficient knowledge in the language that is why they fear losing their appearance when giving utterances. He adds that students who think that they do not have enough knowledge in English, to enhance their image they might act in response by trying to speak less possible or avoid speaking at all. In other words, shy people often undervalue themselves and believe that others are judging them poorly; that is why they abandon discussions in order to save their face as they think. This personality disorder in turn prevents them from improving their communal abilities.

4.1.2. Lack of motivation

Motivation is needed to succeed and develop the learning functioning, as well as to achieve a dynamic and effective speaking performance swimmingly; however, its absence makes students apprehensive to speak, as Juhana (2012) provides “motivation is a key consideration in determining the preparedness of learners to communicate” (p.103). This means that motivation makes the action of speech production easier and more effective for learners. It is linked with the trait of shyness in effecting any speaking engagement.

4.1.3. Lack of Preparation

The poor preparation for the lecture or the speech leads to the students' reluctance to participate in oral discussions. Otherwise, a good preparation by students will pave for them the way to a better achievement; Liu (2007, p129) assumes that preparation clearly contributes to enhancing students' confidence in speaking English. That is, being prepared for the speech makes the learner more comfort to speak up in the target language. In a study conducted by Liu (2007) most students stated that the lack of preparation makes them shy, they claimed that they would hold a low feeling of shyness and be more confident to speak English with preparation, as it is reported by some participants "I never want to speak English without preparation. But if I am well prepared, I will not be nervous, and I can speak clearly" (Liu, 2007). Other one states "I am often nervous if I'm asked to speak English without preparation, and it is much better if I am prepared" (Ibid).

4.1.4. Lack of Practice

As currently known, the speaking skill demands a great deal of practice in order to be a well-rounded communicator. Practice helps the student to be, competent, in addition, it helps him to achieve his goal by providing him with sufficient experience in the target language, thus the lack of preparation can raise communication apprehension in the classroom. Tsou (2005, p.46) asserts that students, who participate actively in class, have a higher academic achievement compared to those who are passive in class (p.46). In other words preparation attribute to better activeness in the learning outcomes. As a result, teachers should provide their students with sufficient time to prepare themselves.

4.1.5. Fear of Being the Centre of Attention

Shy learners are unwilling to engage due to the fear of being the center of others' attention. In line with this Liu (2007) claims that consequently, the majority of learners feel shy and afraid of being the centre of attention therefore they become anxious to speak English alone in the classroom. One of his students claimed that he felt nervous when speaking English in front of others, as he stated, he thought that many eyes were gazing at him Liu (2007). This

indicates how nervous and frightening would be the idea of being the Center of attention and focus by others for learners.

4.1.6. Fear of Making Mistakes

As mentioned previously, many students fear committing mistakes or errors either in pronunciation or in grammar, EFL learners like all learners suffer from this fear especially when speaking English, the repetitive fear of making mistakes in front of teachers might cause the feeling of shyness, as a result, they will avoid engagement in oral discussions. In this regard Xiuqin (2006) declares

Students often feel frightened at the idea of making mistakes and receiving negative evaluations from their peers. They avoid this by reticence and they think they can practice the language themselves outside the classroom by speaking English until it is perfect. In English classrooms, making mistakes is unavoidable. (p.35)

These statements indicate that for learners, committing mistakes inside classrooms is forbidden, that why they feel frightened from the idea of making mistakes, they assume that they will be negatively evaluated and being misjudged by others.

4.2. Interpersonal Causes

Interpersonal factors can be defined as the specific characteristics held by the surrounding variables such as situations, others' behaviour, or the nature of the environment. In the EFL context, the interpersonal causes that have a large impact on the emergence of shyness are classmates' behaviours, teachers' behaviours, and the classroom which causes student's communication apprehension. Therefore, persons can experience audience shyness as noted by Wrench et al. (2012:61). These factors are explained as following

4.2.1. Laughing at Students' Utterances

Critiques, commentaries, and making fun of the peers are frequently the reasons behind the avoidance of active involvement in the lesson or giving up the learning (See Paniel, 2006). Laughing at students' ideas, pronunciations, and mistakes makes students more reserved to

engage in oral tasks, they avoid continuing the speech in order to escape from humiliation and criticism. Liu (2007) asserts that laughing at students' mistakes made them very anxious when speaking English to others in the class. Another scholar stated that when learners answer wrongly, or they do mistakes in front of their colleagues, they are regarding or sounding as dumb (Young, 1991, p .429). This simply clarifies that laughing at students can be a source that contributes to communication reluctance and in the arousal of the feeling of shyness since they are associated concepts as well.

4.2.2. Teachers' Behaviour

Teachers' behaviours and attitudes towards the teaching process play a major role in learners' productivity since they do not follow the same way of teaching even under the same conditions. In this respect, some instructors' attitudes about education have also been found to be a source of shyness. Severe behaviours of teachers when teaching or correcting learners' mistakes can increase the degree of shyness because learners will hold the feeling of fear and embarrassment in front of their peers especially when dealing with difficult tasks. In this sense, most instructors consider their role to be an authoritarian and less friend than being authoritative and friendlier with their students. (Brandl, 1987, qtd. in Young 1991, p.428). Those instructors believe that their role is to control, to give orders and correct the wrong utterances in courses only. Young (1991) claimed that several instructors as have been described refuse to make their learners work in pair or group due to the fear that the classroom will be less ordered, also they consider that a teacher should be the center of the class, and that their role is more like a guard than a facilitator. As a result, a non-friendly atmosphere built by teachers or peers inside the classroom can give birth to shyness, and learners will be blocked, losing the desire to attempt their chance of involvement within the educational setting.

4.2.3. The Classroom

As it was cited before, students hold the feeling of shyness in speaking in several speaking situations. Indeed, a setting with limited or poor communicative activities, without technology, or large classes can contribute in a way or another to the prevalence of shyness in speaking among learners. Without doubt, students will feel uncomfortable in their classes

to function frequently because of the inappropriate classroom environment as Hannah (2013, p20) insists that the classroom environment have a great emphasis to engage student effectively.

5. The Effects of Shyness in Speaking on Students' Achievements

Past research has indicated that academic engagement is positively associated with academic achievement. Therefore, shy students who do not engage in the classroom function at lower levels (Evans & Evans, 1987). Teachers perceive shy students as being less intelligent than non-shy students. Such notions can be harmful to these learners, and this causes more severe aversion symptoms (Hughes, K & Coplan, and R.2010).

Educators often believe that shy students have inferior cognitive abilities compared to non-shy counterparts; they assume that these students lack the sufficient skills needed in the school functioning. Kasper, (2012) argues that shy students usually have lower grades than other students. Besides, shy students have difficulty interacting with peers or with their teachers. This leads to a reduction in their speaking skill and a slowdown in their SLA. (Arbeau & Coplan, 2010) Educators often believe that these learners do not know the answers since they do not participate as regularly as their non-shy peers. Furthermore, they sometimes believe the reason behind providing input to classroom instructions is due to deficiencies in academic abilities. Though, the reason for the unwillingness to participate is the result of their shyness not a lack of knowledge or skills (Coplan, et al. 2011).

Not only the surrounding variables that hold a negative perception for shy students but may shy learners also report that they themselves are inferior to others. To sum up, shyness is a real problem that results in a variety of negative outcomes that disturb learners' school adjustment.

6. The Teaching Strategies for Integrating Shy Students in Classroom

Researchers suggest that instructors must work on reducing shyness in their classrooms through using useful strategies, in line with this some strategies are proposed to teachers as follow

6.1. Haim Ginott's Theory of Congruent Communication

Haim Ginott's congruent communication (1972) is a theory of classroom management based on his belief that the behaviour and language of the instructor set the tone for education in the classroom. His principle seeks to eliminate barriers to learning within an educational settings. He stressed the important role of the teacher, as being influential for the learner. Indeed he pointed out that instructors hold the responsibility for creating a good atmosphere which helps learners feel more comfortable engaging in classroom activities. In this research Ginott's "Congruent Communication" can be used as an effective technique to rely on in order to deal with shy students, for this to occur, the teacher must abide by the following tenets:

6.1.1. The Use of Congruent Communication

It is the use of appropriate communication in the classroom that fits the students' emotions; it is also called a harmonious communication (Cited in Charles 1999:57). Ginott (1972) explained that congruent communication is an encouraging style of speaking, that remains an experienced harmonious emotion (ibid, 59). According to Ginott instructors should demonstrate harmonious speaking with the students to increase their confidence without criticizing them. Moreover, they should consider them as adults being able to make their right decisions.

6.1.2. The Use of "I" Messages

Ginott encourages teachers to avoid using personal identification by removing the "you" and replacing them with "I" for example it is better to use "I want to hear your answer" or, "I am sure you know the answer" instead of "you are shy", "you never participate". He commends a system using mostly "I" statements such as "I feel..." or "I think..." (Cited in Manning, M.L. & Bucher, K. 2001:80). Ginott (1972) claimed that it is better to change The "you" by "I" message in order to model communication from attacking personalities and characters to giving value and addressing the situation (Cited in Manning, M.L. & Bucher, and K.2001: 217).

6.1.3. The use of Sane Messages

Instructors' role is to direct students to move away from inappropriate behaviour towards appropriate ones. Instructors should focus on the problem ,or situation not on learners' characters. According to the same author, teachers must stop using forms of put-downs, humiliation, pressure on students to interact, and start encouraging them to do so (Ginott, H. 1972).

6.1.4. Accept and Acknowledge Students

Learners must feel accepted and valued in the classroom. Thus tutors should acknowledge them and focuses more on their emotional state. According to Ginott (1972) “acknowledging feelings leads to problem-solving and denying feelings make students feel denied” (cited in Brianna).

6.1.5. Evaluative Praise VS Appreciative Praise

It is important to use discipline and praise in place of punishment. However, Ginott (1972) believes that “evaluative praise” is destructive and appreciative praise is productive. (cited in, Katherin, T. M..Lee. 2001: 218). Ginott (1972) thinks that: Evaluative Praise” is top-down, It is the teacher as a superior patting the student on the head and saying well done, you are very clever/ well behaved/ terrific. “Appreciative Praise” is different: It combines detailed feedback on what the student has done plus a statement of appreciation. It targets only the students' efforts and accomplishments, not their character or personality. This then allows the student to feel good (Cited in, Katherine, T. Lee. 2001, p. 218).

6.2. Cooperative learning

Cooperative learning is an educational approach that implies collection and corporation among learners in order to learn from each other whether in pairs or groups. It involves activities such as turn-taking, listening, and helping each other, and exchanging points of view, as a result, learners will comfortably engage in activities and enjoy the learning process. In this regard, cooperative learning can be the preferred procedure to deal with

learners' shyness and apprehension due to its efficacy in reducing their fear and inhibition. Richards and Rodgers (2001, p.195) described cooperative language learning as an approach planned to nurture collaboration unlike the competition, to improve critical thinking abilities, and to develop communicative proficiency over socially structured interactive activities. Olsan and Kagan (1992, p.08) state that group learning activity is designed to make learning dependent on the social exchange of information between learners in groups, where each learner is responsible for his own learning and motivation to increase others' learning. One can presume that the cooperative learning approach is a useful strategy that helps students to enhance their communication, develop their intellectual abilities, and promote interaction freely and with no barriers or difficulties through team working. Otherwise, the teacher role changes from giving information to facilitating students' learning.

6.2.1. Group Work

Group work is an interactive activity derived from cooperative learning that helps learners to practice more the target language within the classroom since they do not listen to the teacher only, but they also participate and share their knowledge. Through participating in groups learners will have direct interaction with each other, full involvement of all of them in different tasks, and obtain a higher level of motivation and satisfaction. This technique is considered as a useful feature for students to reduce their negative feeling toward learning process. Harmer (2001, p.117) states several advantages of this technique. Group work increases learners' communicative interaction in the learning functioning. It boosts broader skills of cooperation and negotiation. Indeed, it promotes learner with a deeper understanding of the subject matter.

As a whole group work helps shy and silent learners to talk freely far from the tutor's control. Another benefit of the group work is to make students more responsible for their behaviours as well as for the whole team that leads to the success or the failure of the group. Thus teachers should be aware of how and when to use groups, varying the techniques and the types of activities; their roles are fundamental in guiding students, assigning or defining roles to the groups, and providing them with feedback.

6.2.2. Pair Work

Pair work is viewed as one of the best techniques for students to exchange ideas, share opinions, and promote oral proficiency. According to Richards and Schmidt (2000) pair work is a learning activity that involves learners working together in pairs (p.381). In pair work students feel confident and free to express ideas, develop their cognitive levels, sharing and receiving knowledge, cooperate and listen to each other., Byrne (1989, p.32) listed many advantages of this technique which can cover pair work activities are students centered rather than teacher centered where the students work independently of the tutor at their own space. In addition, the language produced during pair work is more natural, memorable, and authentic than in teacher-led sessions. Byrne said that students can face and talk directly to one another; also it keeps them active which increases their willingness to learn and lead to greater personalization. Students begin to express their own personalities in a less inhibited way. This again contributes to building better learning.

To summarize, pair work is regarded as the best practical learning method that should be directed towards EFL learners in general and to struggling and shy ones in particular; for the sake of increasing the amount of learners' practice and responsiveness during the educational process.

7. Activities that Enhance Shy Students' Interaction

Teachers should take into consideration the activities that suit their learners' abilities to cope with an active classroom in order to get them rid of the prison of their shyness.

7.1. Role Play

It is a part of spoken activities in the EFL context that provide the student with the ability to produce a language in real-life situations. According to Ur (1981,p.09), role-play is about providing learners with a convenient and interesting subject for the discussion, and then dividing them into groups, to develop communication abilities. Ur assumed that in role-play, learners are expected to imagine themselves in a situation which is either simulated from real life or an imaginative one (p.131). In role-play students imagine themselves in a situation

that would occur outside the classroom by adopting a role and behaving as if the situation really occurred. In other words, role-play helps students to use the language fluently; it helps them to be creative and imaginative. So, it is considered a fruitful technique to be used in the classroom because it engages the learners in real life communication and reduces their fears to construct self-confidence.

7.2. Problem Solving Activity

Problem-solving activity is another type among the classroom spoken interaction activities which aim to find solutions and answers for problems and difficulties. Barker and Gaut (2002, p.160) consider it as a group working of individuals to solve a problem, and then discuss them with the whole class according to their findings. In this activity, students are supposed to work together collaboratively and share different information to get the complete and correct results. It is a good activity for both learners and teacher since it helps learners to enrich their vocabulary and decreases the feeling of anxiety, develop their cognitive awareness of how to deal with problems, and promote more participation.

7.3. Oral Presentations

The oral presentation is among the very common classroom speaking activities based on the presentation of information about a particular or different subject matter in front of an audience. Baker (2000) defines that oral presentation is a natural activity that occurs with people in a formal discussion (p.115). This activity can be supported by visual aids like pictures, projectors, videos, etc. The oral presentation is a very beneficial activity for fostering interaction and participation among peers. It allows the audience to ask about things that are not clear to them. According to King (2002) giving an oral presentation that is included in the programs in front of the class is one of the activities that learners need to improve their proficiency level (p.401). Through using oral presentation projects teachers will enhance their students' confidence and develop their proficiency level in English. The oral presentation is the best tool for tutors to diminish shy learners' reluctance to speak up.

7.4. Gaming Activity

Games are activities that teachers use as a technique to provoke communication and participation in their language classrooms such as combining and searching games. McCallum (1980) viewed that “games are automatically the highest motivating technique that arouses learners ‘interest in the formal atmosphere. In addition, it enables them to be more self-conscious in order to experiment and freely participate, using the foreign language” (p.04). Through communication games, students are allowed to communicate orally and practise the language with each other, and then it raises their motivation and interest toward participation as well as increases their self-confidence and reduces stress and anxiety. On the whole, games activities encourage students to get easily involved in classroom discussions and collaborate.

8. Conclusion

The purpose of this chapter was to explore different teaching strategies to cope with the phenomenon of shyness in oral mode in the educational environment. Some definitions of concepts related to the research such as speaking skill, its importance, and problems faced by EFL learners during the skill that hinder them from joining English discussions inside the classroom have been dealt with. In the second part of the chapter an overview of shyness, including the nature of this phenomenon, the constructs that makeup it and its effects on learners achievement are investigated as well. Lastly, a set of suggested techniques were highlighted.

CHAPTER TWO
RESEARCH METHODOLOGY AND DATA
COLLECTION

1. Introduction

The field of investigation in the present chapter attempts to shed light on shyness in speaking among first-year students at Ibn Khaldoun University, Tiaret and how to overcome such phenomenon, in order to come up with the facts that will show the reasons behind the success of an outstanding English speaking in class.

The practical side of this research paper is comprised of two questionnaires. The first questionnaire was distributed to students, while the second was given to teachers of English. It is also devoted to the statistical analysis of the findings. It includes the chosen method that suits the research, the sample, the research design and the instruments needed to fulfil the study. It ends up with a general conclusion and further recommendations for future research.

2. Research Methodology

To conduct the investigation, two questionnaires have been chosen for teachers and students alike. The research instruments for both data collection and data analysis will be presented statistically using tables and diagrams. The present section includes research sample, case study and research tools to gather reliable results.

2.1. Research Sample and Case study

This research is conducted in the department of English at the University of Ibn Khaldoun, Tiaret and the target population in this investigation are the first-year LMD students and their teachers. Among all first-year students, fifty (50) students are selected randomly as a research sample. And ten (10) teachers are selected to respond to the questionnaire.

The reason behind the choice of selecting first-year students as a case study is that they are shy comparing them to students from the other levels since the university is considered as a first and foremost new social environment where they meet new students and teachers as thought by Zimbardo (1977). Therefore; the target population that has been selected is more appropriate for our study.

The present research is a case study of first-year students at the University of Tiaret during the academic year 2019-2020. The aim of this study is to investigate the impact of shyness on students' speaking skill and how to engage them in the classroom using useful strategies.

2.2. Research Tools

Because of the circumstances that the country is facing (COVID-19), the investigation is going to be based only on questionnaires. The first questionnaire has been distributed to students, while the second has been given to teachers of English.

2.2.1. Description of the Students' Questionnaire

The students' questionnaire contains fourteen (14) questions that are divided into four sections. Firstly, background information contains two questions and aims at discovering the students' background. Secondly, shyness consists of five questions to get more familiar with the nature of shyness among students. Thirdly, shyness in speaking focuses on shyness, especially during speaking skill class. The last section which is overcoming shyness in speaking aims at figuring out the strategies to overcome shyness in speaking and the reasons behind it.

2.2.2. Description of the Teachers' Questionnaire

Our respondents are highly experienced teachers. Their experience makes the suggestions they mentioned considered very reliable and taken into consideration.

Teachers' questionnaire consists of three sections with seventeen (17) questions. The first section is called background information it is about having an idea about the teachers' experience. The second section is shyness which sheds light on the presence of shyness in the classroom. The last section is shyness in speaking that is concerned with shyness in oral activities and mentioning suggestions to lessen it.

2.3. Data Analysis

2.3.1. Students' Questionnaire Results

Section one: Background Information

Question 1: What is your gender?

Gender	Number	Percentage %
Male	15	30%
Female	35	70%
Total	50	100%

Table 1: Students' Gender.

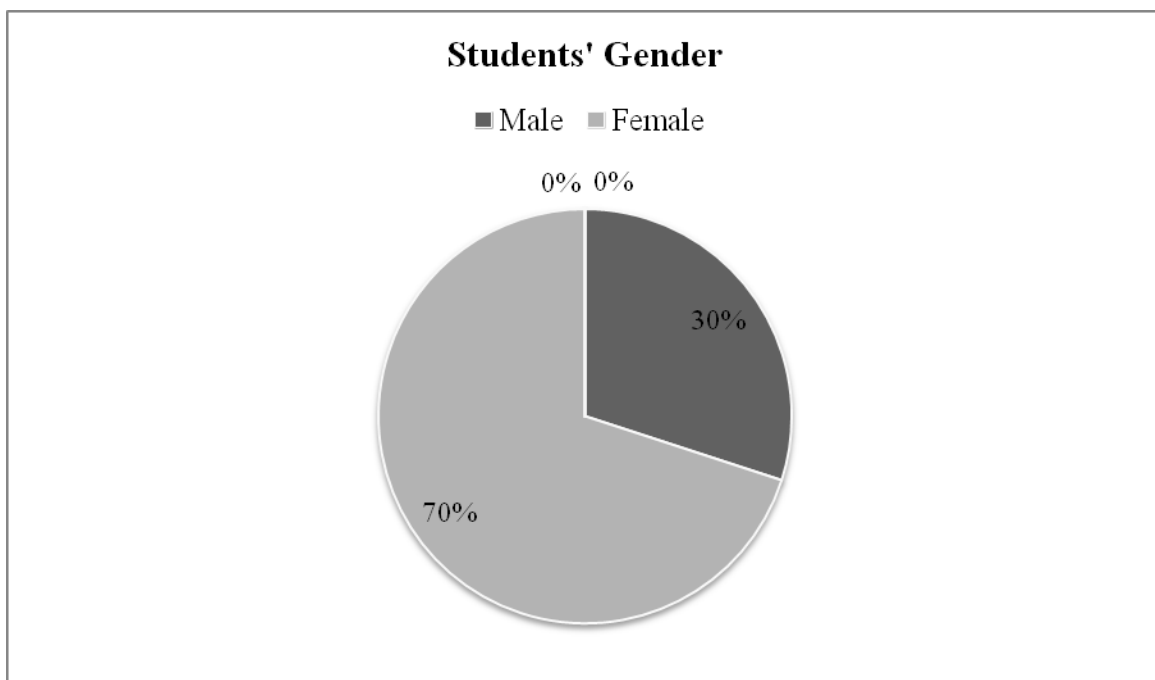


Figure 1: Students' Gender.

As it is noticeable in the questionnaire that has been answered by students, female were the majority with 70% and male with only 30% of the total number.

Question 2: Your choice to study English at university is

Option	Number	Percentage%
Obligated	12	24%
Voluntary	38	76%
Total	50	100%

Table 2: Choice of Learning English.

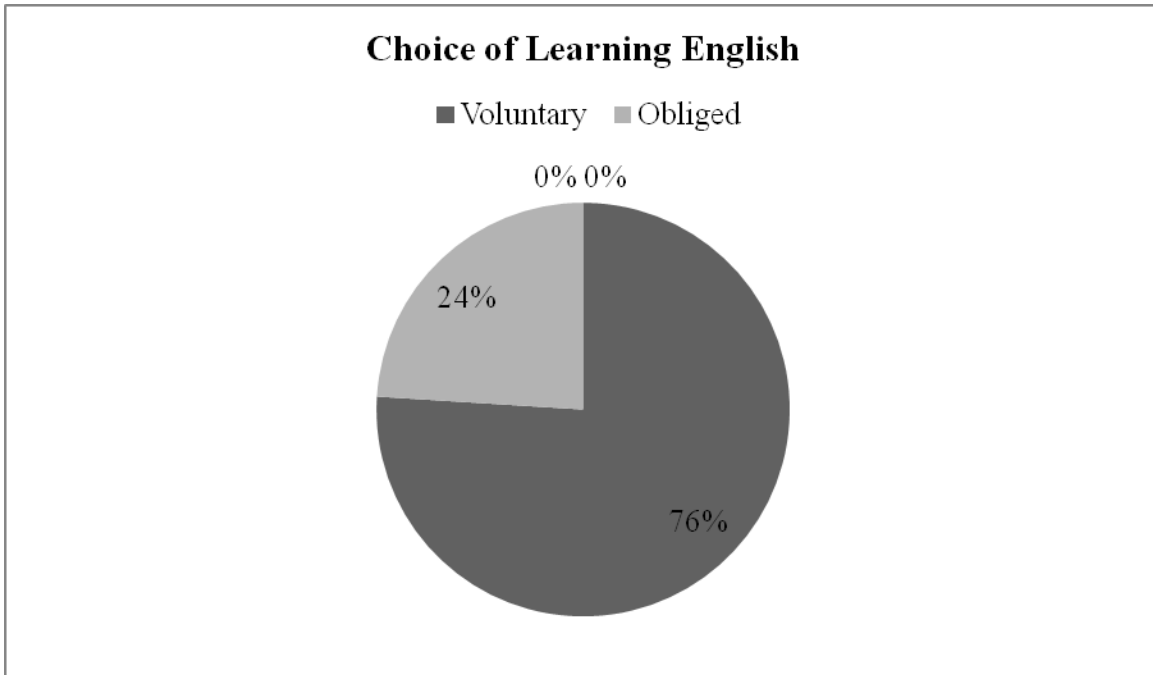


Figure 2: Choice of Learning English.

Table 2 and figure 2 show that 76% has chosen learning English voluntary. However, 24% were obliged to learn the language.

Section Two: Shyness

Question 1: Are you a shy student?

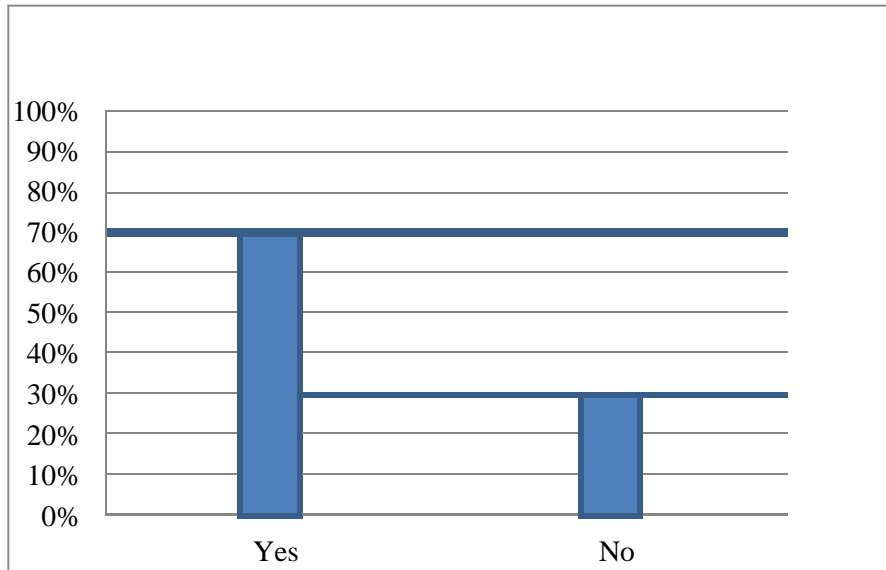


Diagram1: The percentage of shyness among students.

This diagram reveals that most of the students feel shy during English class with 70%, and 30% of the total number non-shy students.

Question 2: Do you consider shyness as one of your English language learning difficulties?

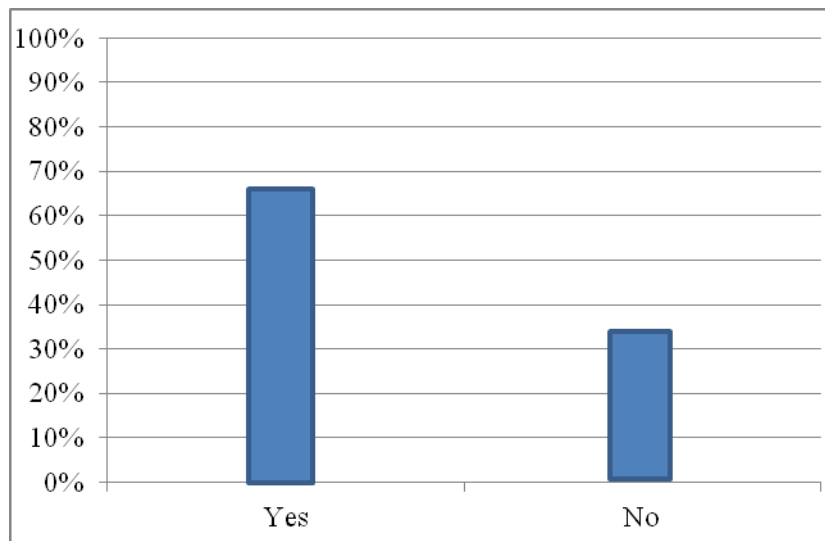


Diagram 2: Percentage of Students Who Consider Shyness as a Difficulty.

This diagram shows that the majority of learners (66%) consider shyness as a difficulty in learning the English language, whereas, the minority (34%) disagrees.

Question 3: To what extent does shyness affect your English foreign language learning?

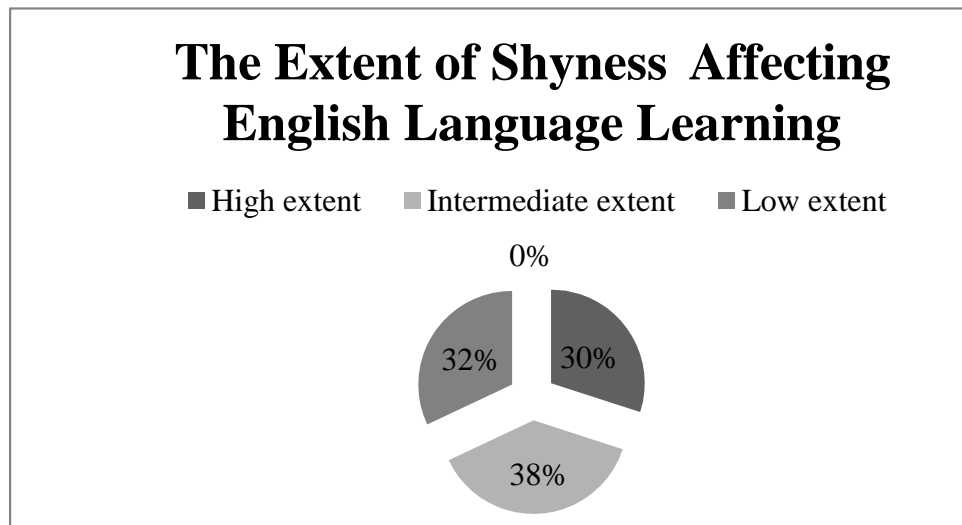


Figure 3: The extent of Shyness Affecting English Language Learning.

As it is highlighted above, 38% of the total numbers of students are affected to an intermediate extent by shyness in learning the English language and 32% of students chose low extent as an option. However, only 30% are highly affected by shyness during learning English language.

Section 3: Shyness in Speaking

Question 1: How often do you participate /talk in the class?

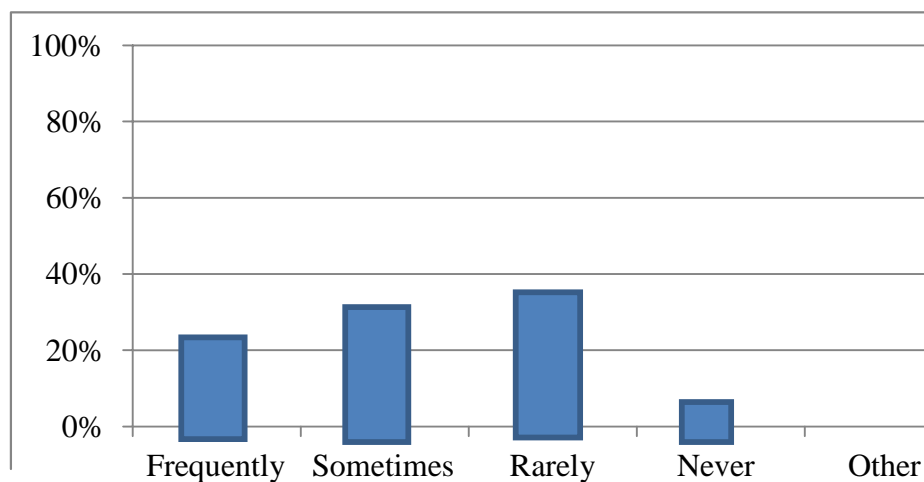


Diagram 3: Frequency of Participation/Talking in Class.

From the gathered data, we notice that 34% of learners participate rarely in class, 32% of them sometimes participate in class and 24% talk frequently in class; however, only 10% of learners who never participate in class.

Question 2: How do you feel when you are asked to speak in class?

Feeling	Numbers	Percentage
Shy	33	66%
Comfortable	17	34%
Total	50	100%

Table 3: Feelings of Learners when being asked in class.

The table shows that 66% of respondents feel shy in class when they are being asked by their teachers. Meanwhile, 34% are comfortable with it.

Question 3: Do you worry if your classmates speak English better than you?

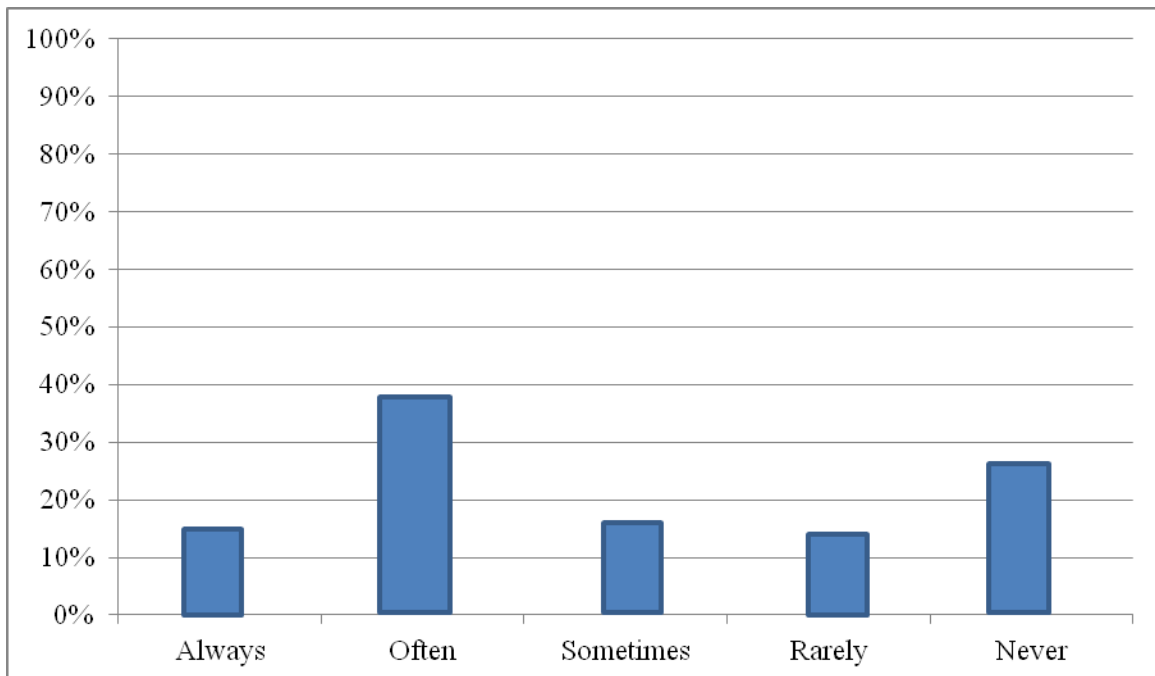


Diagram 4: Frequency of learners worrying if their classmates speak English better than them.

As shown in the diagram above, 38% of learners often worry about their classmates speaking English better than them, 26% never have, 16% sometimes, 14% always and only 14% rarely worry about their classmates speaking better than them.

Question 4: Do you feel embarrassed when the teacher corrects your mistakes?

Option	Number	Percentage
Yes	28	56%
No	22	44%
Total	50	100%

Table 4: Percentage of Learners who feel embarrassed when the teachers correct their mistakes.

As it is noticeable, the majority of learners 56% feel embarrassed when their teachers correct their mistakes; however, 44% are not.

Question 5: You achieve better in

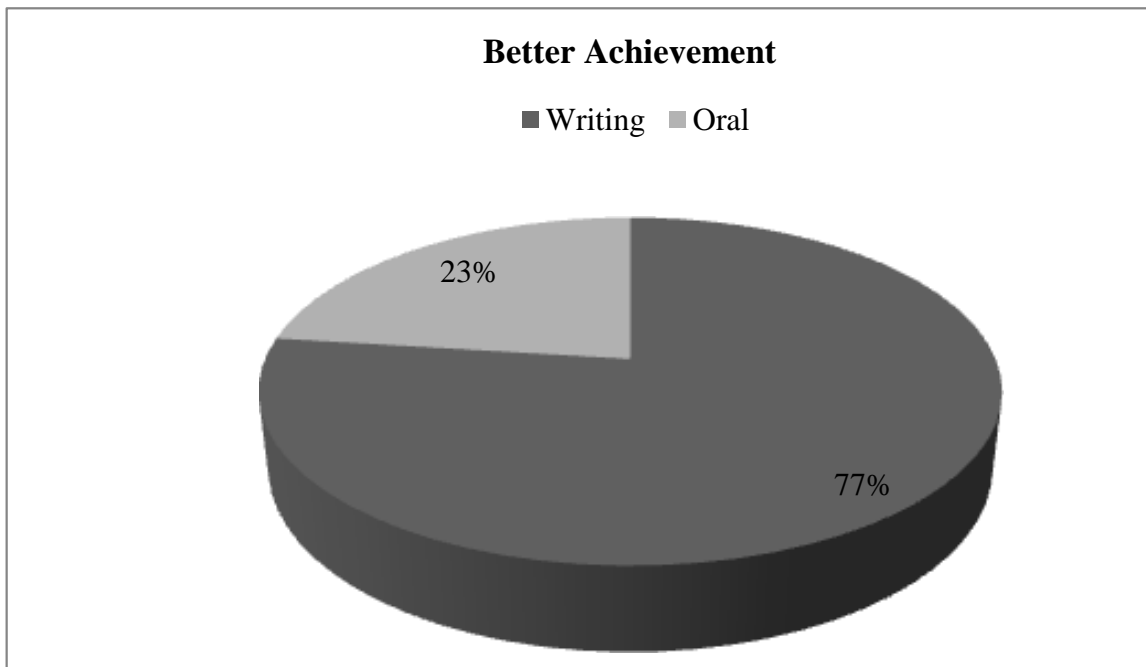


Figure 4: Better Achievement of Learners.

Figure 4 shows that 77% of learners achieve better in writing skill in contrast 23% do better in oral skill.

Section 4: Overcoming Shyness in Speaking.

Question 1: Why do you feel shy during oral class?

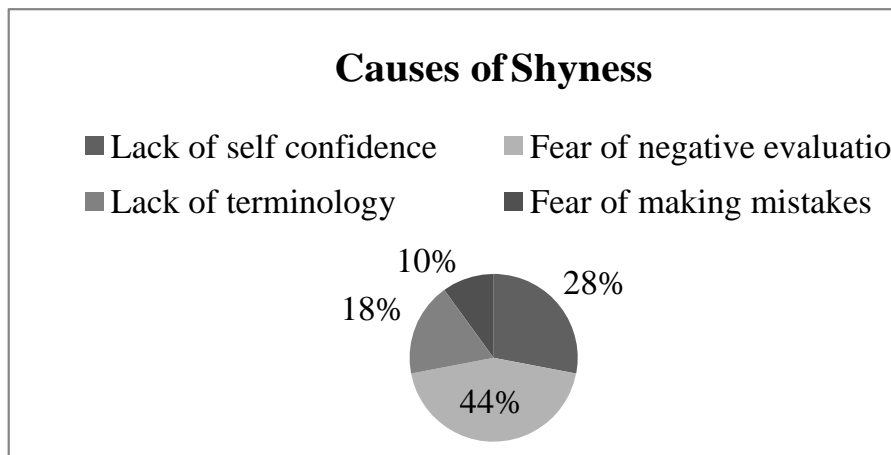


Figure 5: Causes of Shyness During Oral Class.

As it is mentioned in the figure above, 44% of learners stated that fear of negative evaluation is what causes shyness in class the most. 28% of them chose lack of confidence, 18% of the learners link it to the lack of terminology and 10% chose fear of making mistakes.

Question 2: Which techniques do you think can help to reduce shyness?

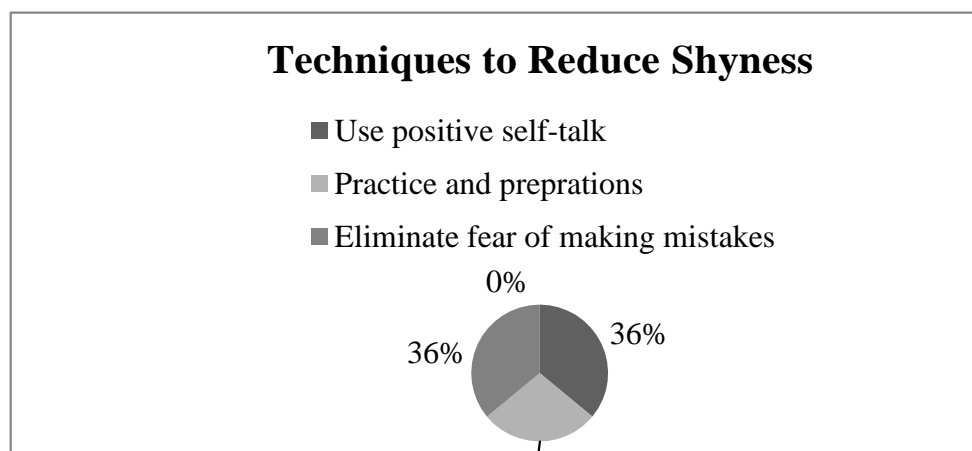


Figure 6: Techniques to Reduce Shyness in Class.

It is clearly seen in figure 6 that equal percentages with 36% of respondents chose the use of positive self-talk and the other 36% of respondents chose eliminate fear of making mistakes. However, 28% chose practice and preparations.

Question 3: What do you want from your teacher to do in order to reduce your shyness?

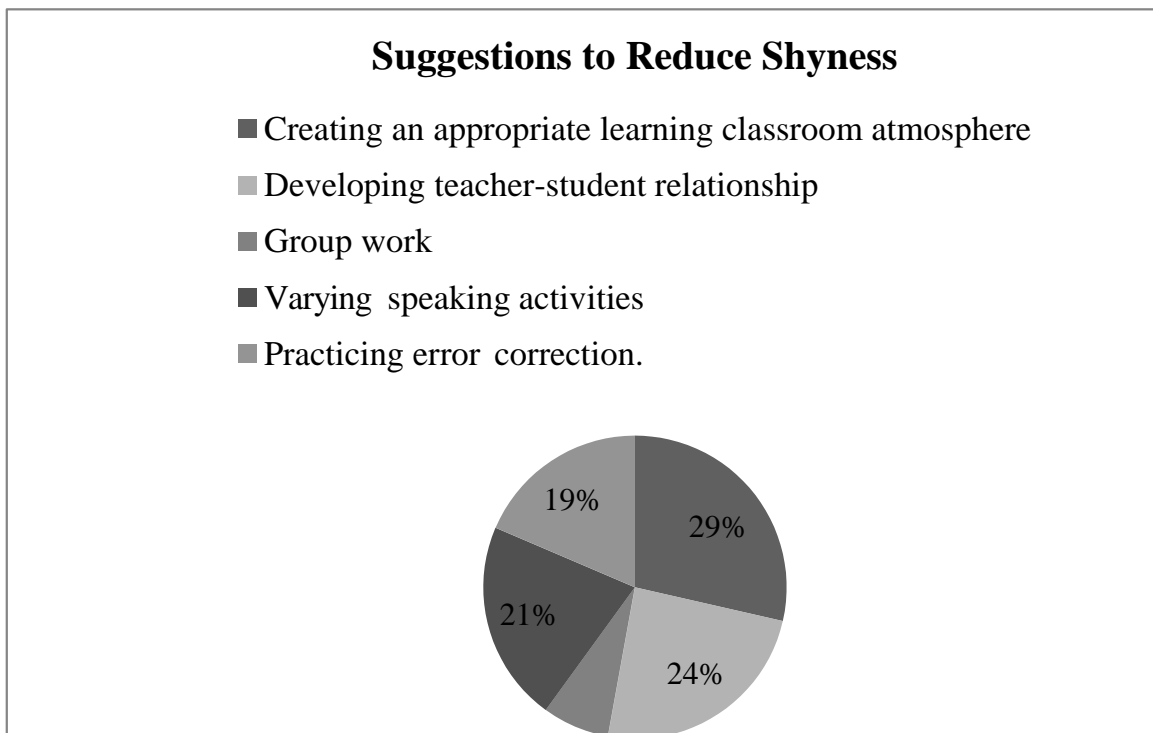


Figure 7: Suggestions to Reduce Shyness in Class.

From the results above, it is noticeable that 29% of learners select creating an appropriate learning classroom atmosphere, 24% prefer developing teacher-student relationship, 21% go for varying speaking activities, and 19% select practicing error correction and 7% prefer group work.

2.3.2. Teachers' Questionnaire Results

Section one: Background Information

Question 1: What is the degree you currently hold?

Degree	Number	Percentage
BA (Licence)	0	0%
Ma (Master/Magister)	9	90%
PhD (Doctorate)	1	10%
Total	10	100%

Table 5: Degree of Respondents.

The table 4 shows that 90% of respondents hold MA degree and only 10% are PhD holders.

Question 2: How many years have you been teaching?

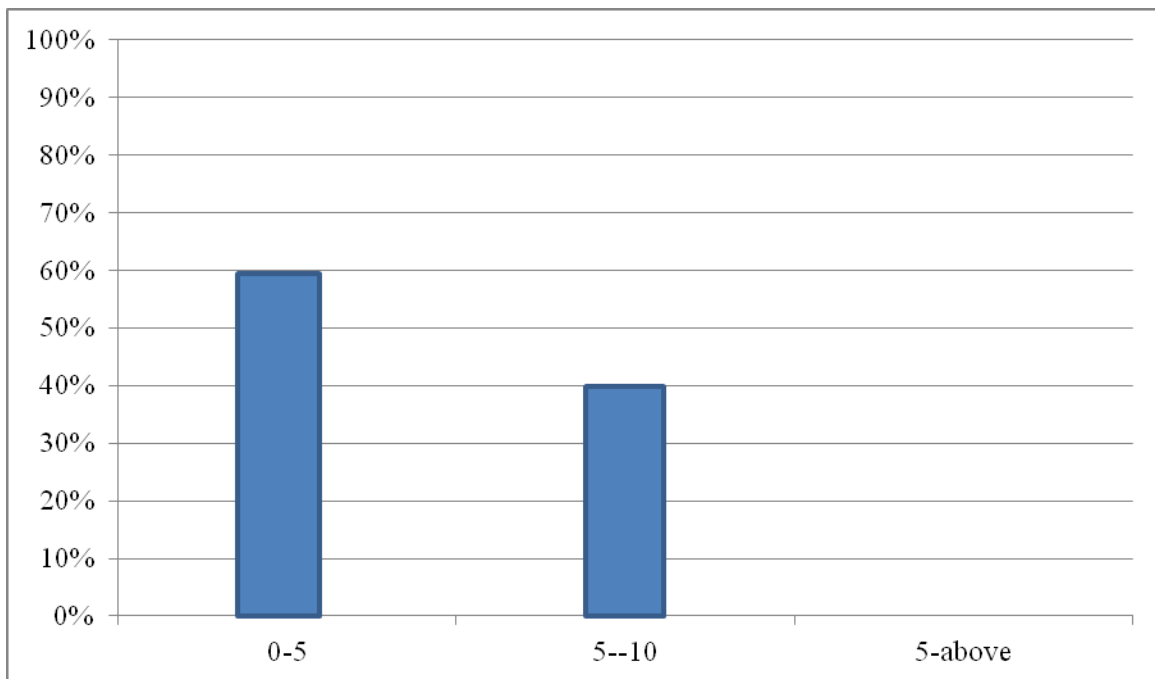


Diagram 5: Taught Years Percentage.

The result above show that the majority of respondents 60% taught from year to five years and the minority 40% has been teaching for five to ten years.

Section 2: Shyness

Question 1: Do you observe the presence of shy students in the classes you teach ?

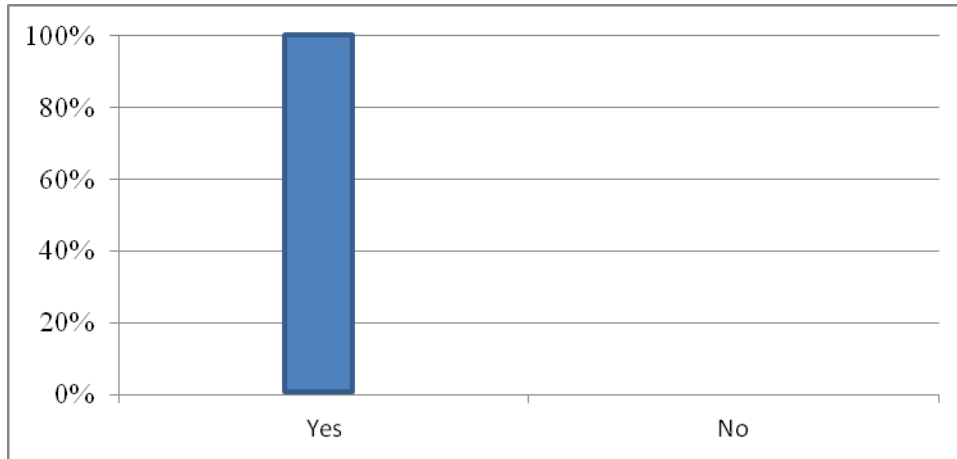


Diagram 6: Percentage of Presence of Shyness.

As is highlighted in diagram 6, 100% of respondents selected yes as a response of presence of shyness in class.

Question 2: How often do your students participate in the oral expression?

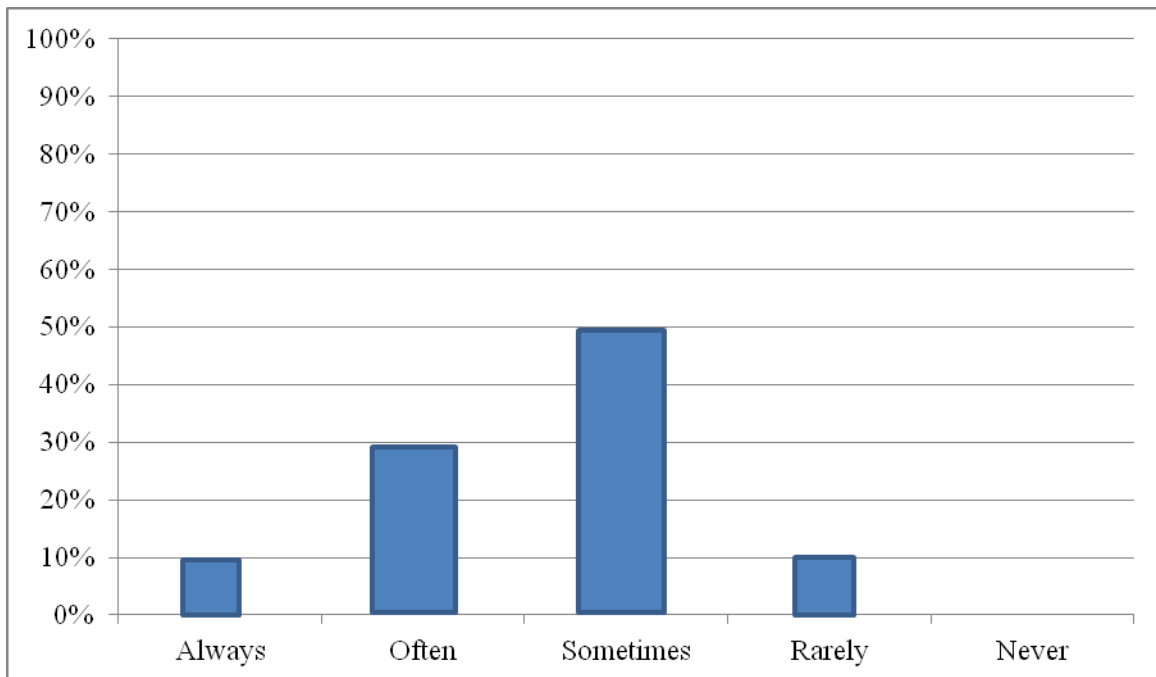


Diagram 7: Frequency of Students' Participation in the Oral Class.

It is clearly seen in the diagram that 50% respondents have claimed that students sometimes participate in class, 30% of them often do and 10% for both always and rarely.

Question 3: From the following educational strategies, which one is more favourable to create an appropriate learning atmosphere?

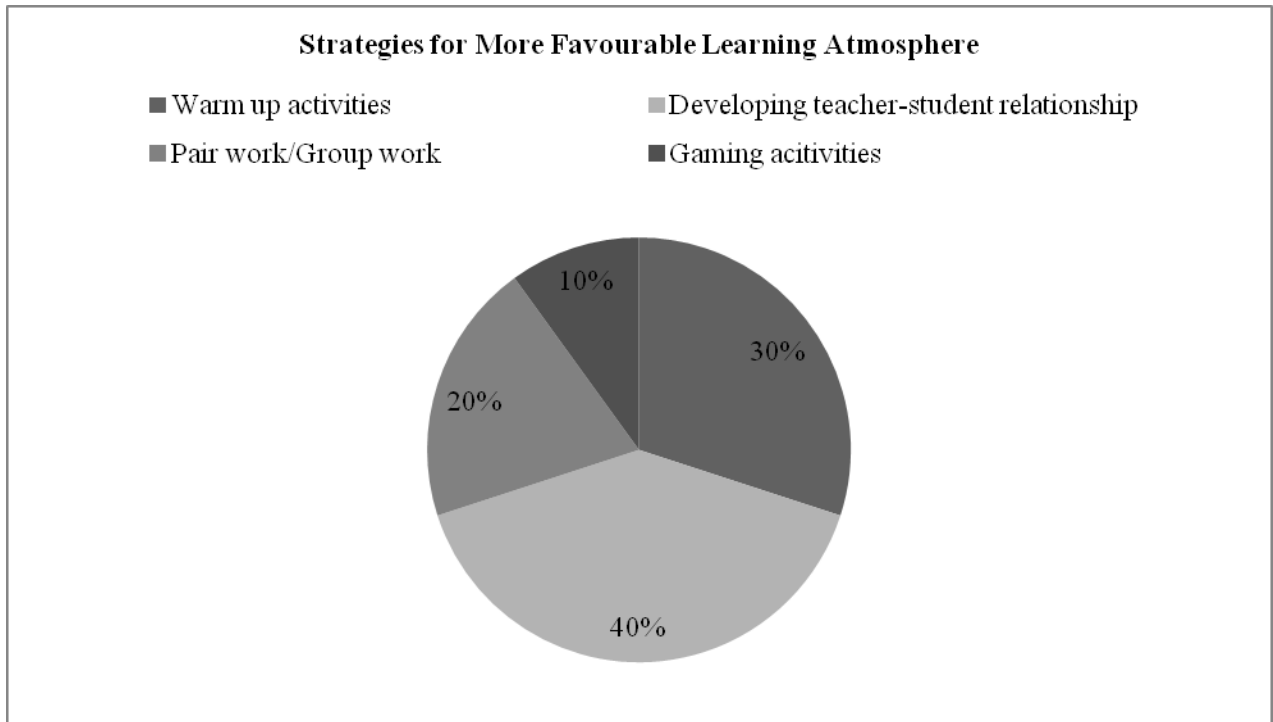


Figure 8: Percentage of Strategies for More Favourable Learning Atmosphere.

Figure 8 represents the strategies recommended by teachers of English. Thus, 40% suggest developing teacher-student relationship, 30% prefer warm up activities, and 20% go for pair work/group work. However, 10% chose gaming activities.

Question 4: Which of the following educational methods can be useful in involving shy students in class activities?

Option	Number	Percentage
Individual work	0	0%
Pair work	4	40%
Group work	6	60%
Total	10	100%

Table 6: Percentage of Most Useful Educational Methods.

It is shown in table 5 that most of the teachers 60% affirm that group work is the most useful method to involve shy students in class activities and 40% for pair work.

Question 5: In order to lessen the students’ shyness when they are asked to take part in class activities, teachers should select participants:

Option	Number	Percentage
Strongly agree	1	10%
Agree	4	40%
Neuter	1	10%
Disagree	2	20%
Strongly disagree	2	20%
Total	10	100%

Table 7: Percentage of Agreeing/Disagreeing to Teacher selecting participants in class activities.

From the obtained results, it is clearly noticeable that 40% of teachers agree to selecting students to take part in class activities, 20% disagree, 20% strongly disagree and 10% for both strongly agree and neuter.

Question 6: How often do your students take part in the oral expression?

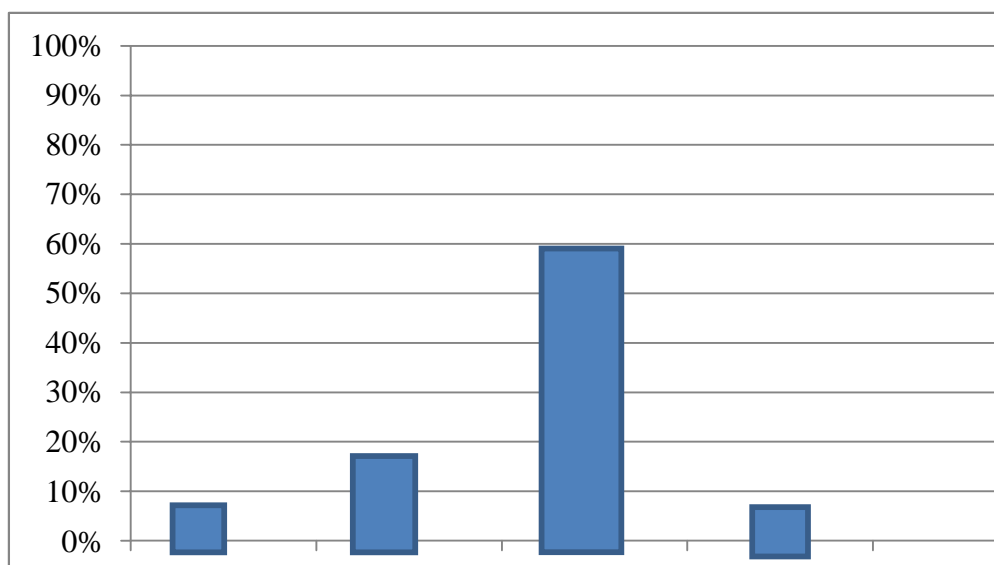


Diagram 8: Frequency of Students Taking Part in Oral Expression.

It is shown from the diagram above that large percentage of teachers select sometimes as an answer for the question. 20% of them chose often and 10% for both always and rarely.

Section Three: Shyness in Speaking

Question 1: How do you describe your students’ level of shyness in the class?

Level	Number	Percentage
High	0	0%
Medium	8	80%
Low	2	20%
Total	10	100%

Table 8: Level of Students’ Shyness in Class.

The results displayed in the table show that 80% of respondents describe their students’ shyness level with medium and 20% low.

Question 2: Do you think that shyness affects learners’ English language learning?

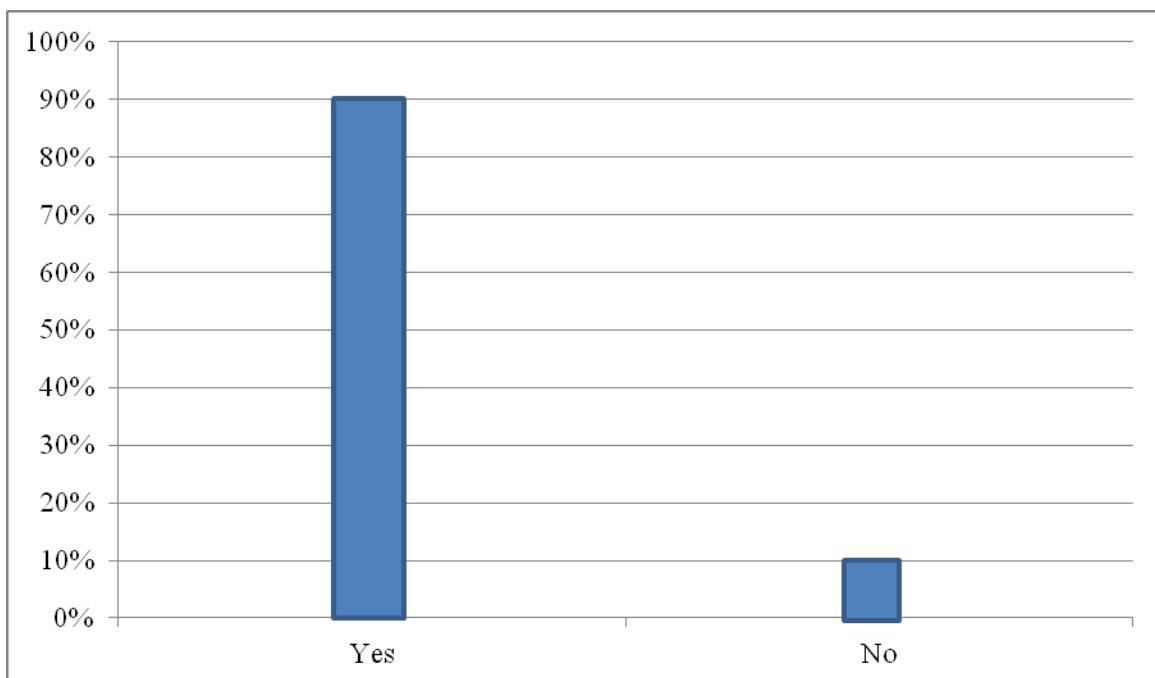


Diagram 9: Shyness Affecting Learners’ English Language Learning.

The diagram above shows that 90% of teachers respond with yes for shyness affecting learners' English language learning. However, 10% respond with no.

Question 3: Do you think that shyness is considered as one of the principal causes of the students' under-achievement in oral?

Option	Number	Percentage
Yes	3	30%
Somehow	5	50%
No	2	20%
Total	10	100%

Table 9: Percentage of Shyness Causing Under-achievement in Oral.

Table 8 demonstrates that the majority of teachers consider shyness as one of the principal causes of students' under-achievement, 30% of them responded with somehow. Meanwhile, the minority of teachers say no.

Question 4: Have you noticed that some of your students are discouraged to speak?

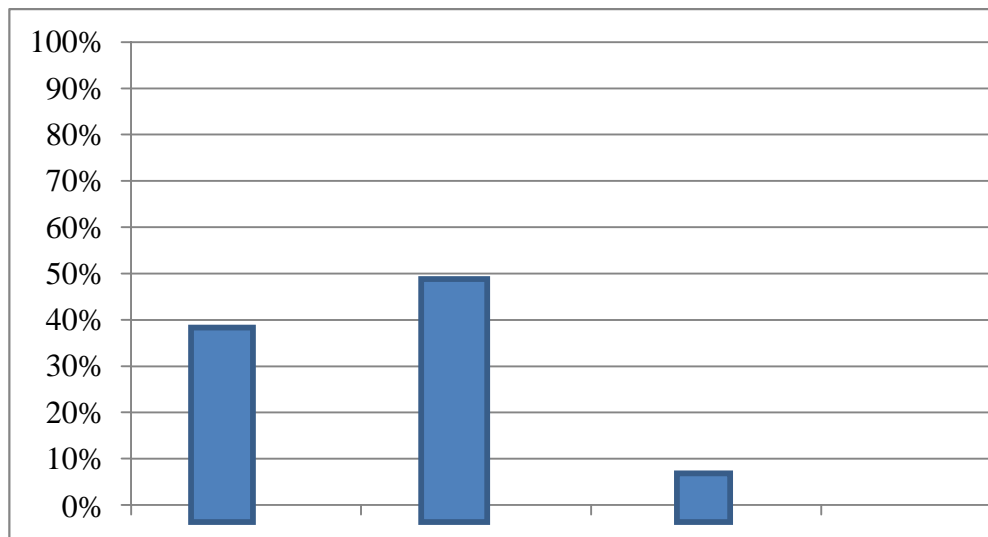


Diagram 10: Noticing Discouraged Students.

The histogram shows that 50% of teachers sometimes notice discouraged students in their class; 40% always and 10% rarely.

Question 5: What are the struggles that face you teaching speaking skill class?

This question aimed at discovering common struggles that teachers face during teaching speaking skill. In this regard, some teachers struggle with shyness of students and time constrains since students need to get familiar to each other, others struggle with discouraged and not interested students and the rest struggle with students’ fear of making mistakes.

Question 6: Do you think that shyness is interconnected to the speaking skill more than the other skills?

Option	Number	Percentage
Yes	7	70
No	3	30
Total	10	100%

Table 10: Percentage of shyness interconnected more to speaking skill.

Table 9 shows that 70% of teachers agree to shyness interconnected to speaking skill more than any other skill. Meanwhile, 30% say no.

Question 7: Why do your students feel shy?

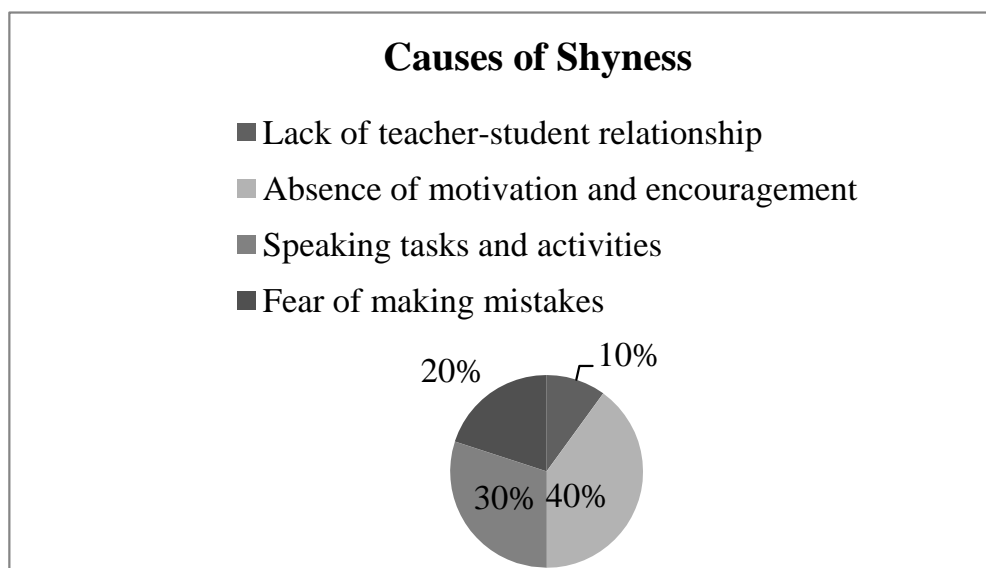


Figure 9: Causes of Students’ Shyness.

As it is shown in the above pie chart, 40% of teachers claim that the absence of motivation and encouragement are the prominent reasons of students' shyness, 30% of them see that speaking tasks and activities make shyness happen, 20% of them consider the fear of making mistakes as a cause and only 10% think it due to the lack of teacher-student relationship.

Question 8: Do you think that varying speaking activities would help your students feel more comfortable?

Option	Number	Percentage
Yes	10	10%
No	0	0%
Total	10	100%

Table 11: Percentage of Varying Speaking Activities.

As it is highlighted in table 9 all the teachers 100% affirm that varying speaking activities would help students to be more comfortable in class.

Question 9: What are the activities you suggest to in order to get learners involved in classroom?

This question targeted to be familiar with teachers' suggestions in order to get learners involved in the classroom. They suggest giving enough time for the learners to speak and encourage them to progress by creating a safe and comfortable environment inside the classroom, develop communicative skills, involving puzzles and riddles in teaching, working more in pairs or groups, teaching interesting topics and eliminating the routine and creating new tasks.

2.4. Discussion of the Results

Shyness took a huge part in EFL classes from ages. Frequently, it was observed at EFL students. The psychological phenomenon affected students speaking skill for the most part. Correspondingly, the purpose of this study was to investigate main reasons behind Shyness of EFL learners in speaking skill classroom to come at the end with some strategies and

recommendations for helping the learners to cope with this problem or strengthen their speaking skill. To reach this aim and answer the research questions, two questionnaires are administered to 50 students and 10 teachers from the department of English at Ibn Khaldoun University Tiaret. Thus, we gathered the previous data.

2.4.1. Discussion of Students' Questionnaire Results

The analysis of the gathered data showed that the majority of the first-year EFL students felt shy to speak to certain degrees, i.e., the questionnaire proved that most of the students experienced shyness whether their choice to learn English was voluntary or obliged (check table 2, figure 2) which confirm shyness existence among them (check diagram 1 and table 3). The given data approve Zimbardo's affirmation that the first-year students are shy due to many reasons; the unfamiliarity of the university as it is considered as a social setting where students meet unfamiliar learners and teachers and act with the strange community (1999). Also, the questionnaire shows that students consider shyness as a difficulty to learn English (check diagram 2) and it affects their learning in an intermediate extent (figure 3). Most of the students rarely participate or being asked in class (diagram 3) mainly because of feeling shy (table 3). Moreover, EFL learners feel shy since they often worry about their classmates speaking better than them (diagram 4), if teachers correct their mistakes out loud (table 3) and fear of negative evaluation in the first place (figure 5). Consequently, they achieve better in writing than speaking (figure 4).

In order to overcome this psychological factor, in the first hand, learners affirm that positive self-talk and practice and preparation (figure 6) would be a solution for overcoming shyness in speaking. In the other hand, they mostly suggest group work and developing teacher-student relationship for the better learning atmosphere.

2.4.2. Discussion of Teachers' Questionnaire Results

The research instrument shows that all teachers confirm that shyness exists (diagram 6) especially in their oral classes (table 9) and they rate it in scale from low to high as medium level (table 7). As it is highlighted in their responses to questions of section three by approving that shyness can affect learning English (diagram 9) and cause learners' under-

achievement in oral (table 8). Moreover, teachers see shyness of students as a struggle in addition to time constraints since students need to get familiar with each other.

Teachers relate students' shyness to many causes; the most prominent is the absence of motivation and encouragement (diagram 10, figure 9) and fear of making mistakes. However, they suggested strengthening the student-teacher relationship, encourage them and eliminating the routine and creating new tasks.

2.5. Suggestions and Recommendations

In view of the findings of the two questionnaires and according to what scholars had discussed, it is recommended that teachers are advised to use both pair and group work activities more often to ensure that all students are involved in the oral class. As it is preferable to develop a teacher-student relationship for breaking the ice and get more comfortable during the learning process for the more favourable learning atmosphere. Moreover, since choosing students randomly to participate may make them feel shy, it is suggested that teachers use games, riddles and puzzles, meanwhile, they make sure that they encourage and motivate the students to speak by smiling back at them or any different cheering gestures.

3. Conclusion

The present chapter was devoted to the analysis of both questionnaires. As a matter of fact, the result of the two research instruments revealed that the first-year students from the department of English at Ibn Khaldoun University Tiaret are shy to learn English and that due to many reasons were mentioned formerly. Also, suggesting and recommending some strategies for teachers to involve their learners in the oral class, as for learners to cope with it.

GENERAL CONCLUSION

General Conclusion

This study shed light on a problematic barrier that obstructs EFL learners learning English language, especially when speaking it, which is shyness. Since students feel shy when they are addressed to speak, the purpose of this study is to give a demonstration of the impact of shyness in speaking on the EFL learners in English language department in Ibn Khaldoun University, Tiaret, suggestions and teaching techniques to integrate them in class. Hence, shyness in learning English is an obstacle related more to speaking skill than the other skills.

This research consists of two chapters. The first chapter is mainly theoretical defines both shyness and speaking skill, highlight their relation and explain the causes and effects of learners' shyness while speaking to come up with teaching techniques in order to overcome this issue. The second chapter is practical, methodologically speaking, two multi-section questionnaires were constructed; one for students and another one for teachers. In terms of procedures, the questionnaires were sent via email to teachers and students due to circumstances that the country is facing (COVID-19). Both teachers and students were receptive to the questionnaires that deal with integrating EFL students of the department of English in Ibn Khaldoun University Tiaret. This chapter is concerned with the description and analysis of the data gathered from the questionnaires about shyness in speaking. The analysis of both questionnaires shows that students feel shy due to many factors; a lack of confidence, fear of negative evaluation, fear of terminology and making mistakes. Also, the data show that the teachers are aware of this issue among their students, and they recommended teaching techniques in order to help students to take part more in oral class such as varying speaking activities, developing teacher-students relationship.

Also, it is absorbing that the data gathered affirmed what has dealt with in the theoretical part about shyness and its relation to speaking skill more than the other skills and answer the research questions. The teachers are conscious of this phenomenon and its negative effects on learning the English language. However, students think that they are the only person feeling shy which can affect their achievement and even their self-esteem, so they are in need to be aware that this issue is common among them. As shyness is considered as a serious obstacle, teachers and learners can reduce shyness in speaking English in oral classes. Consequently, teachers attempted overcoming the causes of students' shyness in speaking

English and help them integrate more in class. Moreover, they reveal many teaching strategies and techniques in order to reduce shyness, so students can lessen their shyness in speaking English and participate in oral class comfortably.

Finally, this study offers some psycho-pedagogical implications for teachers. Firstly, teachers should develop a close relationship; since teachers take a notable part in causing or lessening shyness, such as smiling and avoiding embarrassing them in front of their classmates. However, teachers should encourage and propping shy students to speak and participate more in class. Secondly, besides the former implications, pair/group work, interesting topics and gaming activities can make this obstacle be reduced.

Shyness in speaking the English language in its high levels have negative effects on students; at the same time, strategies and teaching techniques are required to overcome this issue. For this reason, both teachers and students have to lessen shyness in speaking English by following the proposed and recommended suggestions for better performance and achievement.

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APPENDICES

Appendices

Dear students,

This research aims to investigate the effect of shyness in speaking and to find strategies to overcome it. So, you are kindly requested to fill in this questionnaire to express your views towards the phenomenon mentioned above. Your answers are very important for the validity of our research. Thus, we hope that you will give us your full attention and interest.

Thanks for your collaboration.

Please, tick (✓) the choice that corresponds to your answer.

Section One: Background Information

Female Male

1- Your choice to study English at university

Voluntary Obligated

Section Two: Shyness

1- Are you a shy person?

Yes No

2- Do you consider shyness as one of your English language learning difficulties?

Yes No

3- To what extent does shyness affect your English foreign language learning?

High extent Intermediate extent Low extent

4- Does your teacher encourage you to speak?

Yes No

5- How often do you participate /talk in the class?

Frequently Sometimes Rarely never

Whatever your answer, say why?

.....
.....

3- Section Three: Shyness in Speaking

1-How do you feel when you are asked to speak in class?

Shy Comfortable

2-Do you worry if your classmates speak English better than you?

Always Often Sometimes Rarely Never

3- Do you feel embarrassed when the teacher corrects your mistakes?

Yes No

4- You achieve better in:

Oral Written

Section Four: Overcoming Shyness in speaking

1-Why do you feel shy during oral class?

- Lack of self confidence
- Fear of negative evaluation
- Other,

.....
.....
.....

2-Which techniques do you think can help to reduce shyness?

- Use positive self-talk
- Practice and preparation
- Eliminate fear of making mistakes
- Others,

.....
.....
.....

3-What do you want from your teacher to do in order to reduce your shyness?

- Creating an appropriate learning classroom atmosphere
- Developing teacher-student relationship
- Group work
- Varying speaking activities
- Practicing error correction.
- Others,

.....

.....

.....

Thank you!

Dear teachers,

This questionnaire is a research tool for a master dissertation which investigated the strategies to overcome shyness among first year students of English in Ibn Khaldoun University, Tiaret. We rely on your experience, attitudes and opinions to elaborate a case study and attempt to find some suggestions. Your answers will be of a great help but will remain anonymous. Will you, please, put a tick in the small box that corresponds to the appropriate answer or fill in the space when needed? Thank you in advance for your help.

Please, tick (√) the choice that corresponds to your answer.

Section One: Background Information

1-What is the degree you currently hold?

- BA (Licence)
- MA (Master/ Magister)
- PhD (Doctorate)

2-How many years have you been teaching?

- 0-5
- 5-10
- 15-above

Section Two: Shyness

1- Do you observe the presence of shy students in the classes you teach?

- Yes
- No

2- How often do your students participate in the oral expression?

Always Often Sometimes Rarely Never

Whatever your answer, please say why?

.....
.....
.....

3- From the following educational strategies, which one is more favourable to create an appropriate learning atmosphere?

- Warm-up activities
- Teacher talking to students and showing understanding
- Others, specify

.....
.....
.....
.....

4- Which of the following educational methods can be useful in involving shy students in class activities?

- Individual work
- Pair work
- Group work

5- In order to lessen the students' shyness when they are asked to take part in class activities, teachers should select participants:

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

6- How often do your students take part in the oral expression?

Often Sometimes Rarely Never

Whatever your answer, please say why?

.....
.....
.....

3- Section Three: Shyness in Speaking

1- How do you describe your students' level of shyness in the class?

High Medium Low

2- Do you think that shyness affects learners' English language learning?

Yes No

3- Do you think that shyness is considered as one of the principal causes of the students' under-achievement in oral?

Yes Somehow No

4- Have you noticed that some of your students are discouraged to speak?

Always Sometimes Rarely Never

5- What are the struggles that face you in speaking skill class?

.....
.....
.....
.....

6- Do you think that shyness is interconnected to the speaking skill more than the other skills?

Yes No

Please, justify.....
.....
.....

7- Why do your students feel shy?

- Lack of teacher-student communication
- Speaking tasks and activities
- Absence of motivation and encouragement
- Others,

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.....

8- Do you think that varying speaking activities would help your students feel more comfortable?

Yes No

9- What are the activities you suggest to in order to get learners involved in classroom?

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Thank you!

Abstract

The present research deals with the teaching techniques and strategies used by teachers to engage shy students into speaking skill classroom. It aims at understanding the variables that are related to shyness in speaking as it targets to come out with some strategies that help the students to cope with shyness and to enhance their speaking abilities for better achievements respectively. First year students of English department at Ibn Khaldoun University of Tiaret represented the population of this research. To this end, this investigation is based on two questionnaires addressed to first year students and their teachers. Since university is considered as a new social environment for first year students where they meet new students, the choice then fell on first year licence level.

Key words: EFL teachers, the teaching techniques and strategies, shyness, speaking skill, shy students.

الملخص

يتناول هذا البحث تقنيات التدريس والاستراتيجيات التي يتم استخدامها من طرف الأساتذة لمساعدة الطلاب الخجولين في تطوير مهاراتهم في حصص التعبير الشفهي. ويهدف إلى فهم المتغيرات التي ترتبط بالخجل في تلك الحصص إضافة إلى استخراج بعض الإستراتيجيات والتقنيات التي تساعد الطلبة على التعامل مع الخجل وتعزيز قدراتهم في التعبير الشفهي لتحقيق إنجازات أفضل على التوالي. وتحقيقاً لهذه الغاية، تستند هذه الدراسة إلى استبيانين موجهين إلى طلاب السنة الأولى وأساتذتهم من قسم اللغة الإنجليزية في جامعة ابن خلدون في تيارت حيث يعتبرون عينة من هذا البحث. بما أن الجامعة تعتبر بيئة اجتماعية جديدة لطلاب السنة الأولى حيث تشكل مرحلة جديدة في المسيرة الدراسية للطلبة و لهذا السبب وقع الاختيار عليهم

الكلمات المفتاحية : أساتذة اللغة الإنجليزية كلغة أجنبية، تقنيات دراسية، الخجل ، تعبير شفهي , طلبة خجولين.

Résumé

La présente recherche porte sur les techniques d'enseignement et les stratégies utilisées par les enseignants pour inciter les élèves timides à parler en classe. Il vise à comprendre les variables qui sont liées à la timidité dans la parole comme il vise à sortir avec certaines stratégies qui aident les élèves à faire face à la timidité et d'améliorer leurs capacités de parole pour de meilleurs résultats respectivement. Les étudiants de première année du département d'anglais à l'Université Ibn Khaldoun de Tiaret représentaient la population échantillon de cette recherche. À cette fin, cette enquête est basée sur deux questionnaires adressés aux élèves de première année et à leurs enseignants. Étant donné que l'université est considérée comme un nouvel environnement social pour les étudiants de première année où ils rencontrent de nouveaux étudiants, le choix est alors tombé sur le niveau de licence de première année.

Mots-clés : les enseignants EFL, Stratégies et les techniques d'enseignement, la timidité, la capacité de parler, les élèves timides.