



**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University of Tiaret
Faculty of Letters and Languages
Department of Letters & Foreign
Languages
English Section**

**Investigating the Implementation of Teaching Strategies to
Enhance Oral Proficiency among EFL Shy Learners
A Case Study of First Year BA Degreeat Ibn Khaldoun
University of Tiaret**

**A dissertation Submitted in Partial Ful filment of the Requirements for
Master's Degree in Didactics**

Presented by: Supervised by:

Miss Hanane BEGHACHE

Dr. Mohamed HMAIDIA

Miss Amel AMALOU

Miss Soumaya BEKHADDA

Board of Examiners

Dr. Belarbi Khaled

Chairman

University of Tiaret

Dr. Mohamed HMAIDIA

Supervisor

University of Tiaret

Mr. Toubida Mustapha

Examiner

University of Tiaret

-2021-

Dedication 01

Thank you Allah for helping me to reach this moment. Thank you for giving me power and patience to finish this work.

This work is dedicated to the candles of my life; my lovely mother and my thoughtful father for his sacrifices and mental support.

To my lovely brothers MOHAMED, CHEMSEDDINE and OMAR I have to recall my dedication to my friends FATIMA and KAWTHAR with whom I share this work.

HANANE

Dedication 02

*As always, first thanks Allah for giving me the chance for better education and help. I would like to dedicate this work to greatest people to my heart my dear parent who spend days, praying and asking Allah to help me,
My dear brother HICHEM thank a lot for your support and encouragement,
My dear teacher, friends and relatives who are whom I find by my side in hard moments,
Thank you all you for your help and I love you all.*

AMEL

Dedication 03

This work is dedicated to;

*Allah, my Creator and my Master, My great parents and my family the symbol of
love and giving,*

and to My dear husband and my lovely little child MOHAMED AMINE may

Almighty Allah Bless him

To my friends with whom I spent the university life

and to those who love me.

SOUMAYA

Aknowledgement

First and for most, we would like to express our heartfelt gratitude to Allah Almighty for providing us with the strength and determination to complete this research project. We would also like to express our heartfelt gratitude to our supervisor Dr. Hemaïdia Mohamed for his support and patience during this project. The Members of the Jury, Dr. Belarbi Khaled and Mr. Toubida Mustapha deserve special thanks for reading and reviewing our work. Special thanks go to all of the teachers in the section of English at the University of Tiaret who did their best to share their experience in the English language with us.

We also want to express our gratitude to all of the teachers who contributed to this study by providing the required data. They have been extremely helpful and cooperative throughout this study. We appreciate all of the students who took the time to fill out the questionnaire.

Abstract

The current study looks at how EFL teachers use teaching methods and strategies to get shy students to participate orally in classes. It seeks to understand the factors that are linked to shyness in speaking in order to develop techniques that will assist students in coping with shyness and improving their oral abilities in order to achieve better results. The sample for this study was made up of first-year English students at Ibn Khaldoun University of Tiaret. This research is focused on two questionnaires that were sent to first-year students and their teachers. Since university is seen as a new social place for first-year students where they can meet new people, the first-year license le was chosen.

Key words: EFL teachers, the teaching strategies, shyness, oral abilities, shy students.

List of Abbreviations and Acronyms

CLT: Communication Language Teaching

EFL: English as Foreign Language

ELL: English Language Learning

FL: Foreign Language

SLA: Second Language Acquisition

SL: Second Language

TL: Target Language

List of Tables

Table01:	Students' Gender	32
Table02:	Choice of Learning English	32
Table03:	Frequency of Participation.....	34
Table04:	Reasons behind Participation.....	36
Table05:	The feeling of students when being asked in class.....	36
Table06:	Percentage of Learners Who Feel Embarrassed When the Teachers Corrects Their Mistakes.....	37
Table07:	The Activities Used Most in Classroom.....	37
Table08:	The Students' Activities Preferences.....	40
Table09:	Degree of Respondents	41
Table10:	Percentage of Agreeing/Disagreeing Teacher Selecting Participants	43
Table11:	Level of Students' Shyness in Class	43
Table12:	Percentage of Shyness Causing Under-Achievement in Oral	44
Table13:	Percentage of Varying Speaking Activities.....	46

List of Diagrams

Diagram 01: The Percentage of Shyness Among Students.....	33
Diagram 02: Percentage of Students Who Consider Shyness as a Difficulty.....	35
Diagram 03: Taught Year Percentage.....	41
Diagram 04: Percentage of Presence of Shyness.....	42
Diagram 05: Frequency of Students ‘Participation in Oral class.....	42
Diagram 06: Noticing Discouraged Students.	45

List of Figures

Figure 01: Students' Gender.	32
Figure 02: Choice of Learning English.	33
Figure 03: The Frequency of Participation.....	34
Figure 04: The extent of Shyness Affecting English Language Learning	35
Figure 05: Causes of Shyness During Oral Class.	36
Figure 06: The Activities Used Most in the Classroom.	38
Figure 07: The Students' Techniques Preferences.	39
Figure 08: The Students' Attitudes towards the Teaching Techniques	40
Figure 09: Suggestion to Reduce Shyness.	44
Figure 10: Type of Classroom Interaction.	44
Figure 11: Sources of Students' shyness.....	46
Figure 12: The Effective Techniques according to Teachers.....	47

Table of Contents

Dedications.....	I
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviation and Acronyms.....	V
List of Tables.....	VI
List of Diagrams.....	VII
List of Figures.....	IX
General Introduction.....	1
Chapter One: An Overview about Speaking Skill and Shyness.....	4
1. Introduction.....	5
1.1 Definition of Communication.....	6
2. Types of Communication.....	6
2.1 Intra personnel Communication.....	6
2.2 Interpersonnel Communication.....	6
2.3 Public Communication.....	7
2.4 Written Communication.....	7
2.5 Oral Communication.....	7
3. Background Understanding about Oral Communication Skills in EFL classes.....	
4. Definition of Speaking.....	8
5. Importance of Speaking Skill.....	9
6. Speaking Constrains.....	10
6.1. Linguistic problems.....	11
6.1.1. Mother Tongue Use.....	11
6.1.2. Lack of Vocabulary.....	11
6.1.3. Poor Grammar.....	12
6.1.4. Nothing to Say.....	12
6.2. Psychological Problems.....	13
6.2.2. Fear of Making Mistake.....	13

Table of Contents

6.2.3. Lack of Confidence.....	14
6.2.4. Shyness.....	14
6.3. External Factors.....	15
6.3.1 Teaching Strategies.....	15
6.3.2 The Absence of English setting.....	16
Part II: Shyness.....	16
1. Definition of Shyness.....	16
1.1. Shyness versus Foreign Language Anxiety.....	17
2. Shyness in Educational Setting.....	18
3. Causes of Shyness.....	18
3.1.1. Lack of Motivation.....	19
3.1.2. Lack of Practice.....	19
3.1.3. Fear of being the Centre of Attention.....	19
3.1.4. Fear of Making Mistakes.....	19
4. The Effects of Shyness in Speaking on Students Achievements.....	20
Chapter Two: Strategies to Enhance Shy Students Oral Proficiency.....	22
1. Introduction	
1.1. Teacher-Student Relationship.....	22
1.2. Positive Classroom Environment.....	23
1.3. The Teacher Role and Responsibilities.....	23
1.4. The Role of Learner.....	23
1.5. Motivation.....	24
1.5. Evaluative Praise VS Appreciative Praise.....	24
1.7. Cooperative Learning.....	25
1.7.1 Group Work.....	25
1.7.2. Pair Work.....	26
2. Activities That Enhance Shy Students Interaction.....	26
2.1 Oral Presentation.....	26
2.2 Role Play.....	27

2.3 Problem Solving Activity.....	27
2.4 Discussion	28
2.5 Gaming Activities.....	28
Conclusion.....	29
Chapter Three: Research Methodology and Data Collection	30
1. Introduction	31
2. Research Methodology	31
2.1. Research Sample and Case Study.....	31
2.2. Research Tools	31
2.2.1. Description of the Students' Questionnaire.....	32
2.2.2. Description of the Teachers' Questionnaire	32
2.3. Data Analysis.....	32
2.3.1. Students' Questionnaire Results	33
2.3.2. Teachers' Questionnaire Results.....	42
2.4. Discussion of the Results.....	49
2.4.1. Discussion of Students' Questionnaire	49
2.4.2. Discussion of Teachers' Questionnaire.....	50
2.5. Suggestions and Recommendations.....	50
3. Conclusion.....	51
General Conclusion	52
Bibliography.....	55
Appendices	62

GENERAL INTRODUCTION

General Introduction

Since English is a foreign language in which most people use it for communication, many people are motivated to learn it. Students should be more interested and involved in speaking tasks and events in the classroom. However, due to a variety of issues such as shyness, being active in the classroom has a significant impact on foreign language learners. Fear of participation, non-hand raising reactions, participating in speaking activities with teachers or friends, and discomfort speaking English in the classroom are all signs of shyness. As a result, the aim of this study is to address EFL students' shyness in the classroom and to help them by introducing them to other approaches, techniques, and activities that will increase their participation in the classroom and the learning process in general. EFL students can face a variety of obstacles that limit their ability to learn and succeed. One of the most common issues that students face in foreign language classes is shyness. It can influence EFL students' willingness to learn the target language and prevent them from mastering it completely. The study aims to determine the impact of employing a series of strategies that assist EFL students and teachers in reducing their students' feelings of shyness while speaking.

A series of questions are posed in order to provide answers to the basic objectives of this study:

- 1 -How far can shyness obstruct students' ability to improve their English oral proficiency?
- 2- What are the best instructional techniques for involving shy students in the EFL process?

The following hypotheses are hence suggested:

- 1- Shy students are hesitant to speak up in class or discuss their thoughts with their peers.

2- Teachers may use techniques like appreciative praise and cooperative learning to help students conquer their shyness while giving oral presentations in English.

Aim and Significance of the Study

The aim of this research paper is to achieve two goals. Its first goal is to comprehend variables in speaking that are linked to shyness. It then aims to develop some teaching methods and strategies that will assist students in overcoming their shyness while also improving their ability to communicate confidently and participate actively in the classroom and learning process in general.

First-year English Language students and EFL teachers from Tiaret's University of Ibn Khaldoun made up the study's population. A sample of 50 students was chosen at random from all groups studying in the same department. Furthermore, nine EFL teachers from the English Language Department, who primarily teach English, will participate in the data collection by collaborating in the current research instruments.

A case study is being developed to deal with first-year license students from the University of Ibn Khaldoun in order to achieve the previously stated objectives (Tiaret). Furthermore, to perform the current study, quantitative and qualitative data collection and interpretation approaches were used, based on a set of research instruments: two questionnaires for EFL teachers and their students. Tables, pie charts, and bar graphs will be used to analyze the data.

Three chapters are dedicated to finding answers to the previous research questions. The first chapter discusses previous studies on the topic of shyness in the speaking ability classroom, as well as some constraints that face the skill. The chapter is divided into two parts. The first section is named communication and speaking skill in EFL context, and it includes descriptions of speaking skill besides communication; its significance, as well as identification of its various forms and challenges. The second portion of the first chapter delves into what shyness is, how it develops, and how it affects students' academic performance.

The second chapter examines the strategies employed by EFL teachers in order to incorporate shy students into the classroom speaking abilities. As a result, it first introduces the theoretical context, after which it extracts the most relevant and effective approaches that teachers can use to include their shy students in classroom activities.

The third chapter serves as the foundation for the investigation that yields important

results. The research methodology is developed first, followed by the research sample and case study, research tools, and descriptions of both questionnaires. Then it moves on to data interpretation and a review of the key findings. Finally, for the purposes of this study, learners and teachers are advised to incorporate teaching methods and strategies to improve oral proficiency in classrooms.

This research has limitations, as it is limited to only two questionnaires. The classroom observation was canceled due to Covid-19, which made it impossible to collect data.

CHAPTER ONE
AN OVERVIEW ABOUT SPEAKING
SKILL AND SHYNESS

Part one: Communication and Speaking Skill in EFL Context

Educators should pay much more attention to the importance of mastering the oral communication, especially in the context of foreign languages, because it allows students to quickly learn the target language and express their thoughts and opinions. However, developing it is not an easy task; even if learners are familiar with the foreign language system, many university students are not well prepared to practice their speaking abilities. As a result, they will be unable to communicate as a result of this occurrence in class.

Teachers often encounter situations in which students are unmotivated to participate in classroom activities. Nonetheless, one of the terrifying nightmares that EFL teachers face is the need to integrate valuable techniques and exercises in order to reinforce their students' speaking abilities. This is considered to be the most important aspect of communication, if not the most important aspect of learning a foreign language. However, numerous factors obstruct this skill's activeness and effectiveness, the most prevalent of which is shyness, a psychological condition.

Teachers can assist students in improving their speaking and overall oral proficiency while also overcoming the phenomenon of shyness by taking into account the individual needs that students report. Various practices and strategies will be highlighted with this goal in mind, as they will contribute significantly to the development of students' required skills for increased participation in the learning process.

As a result, the emphasis of this chapter will be on communication ability and shyness in EFL settings. It is divided into two parts; the first chapter will focus on the teaching of speaking

skills in EFL classrooms, as well as the issues that many EFL students face. The second section will focus solely on shyness, which is a common complaint among EFL students. It will discuss its meaning, triggers, and effects on student achievement.

1. Communication

1.1 Definition

Human communication, in general, is a tool for achieving various personal and social objectives. People transmit information, ideas, thoughts, and feelings in everyday life, and they usually choose appropriate forms to fulfill various roles in specific social circumstances (Celce-Murcia & Olshtain, 2000). Furthermore, Rai (2010) believes that communication is a key element of behavior, and so human communication is influenced by all factors influencing human behavior. Revell (1979) described communication as an exchange of knowledge, information, ideas, attitudes, and sentiments between people. People, message, channel, noise, context, feedback, and effect are the seven components of human communication, according to Gamble and Gamble (2002). These elements must be present for communication to take place.

2. Types of Communication

Various types of communication can be distinguished based on the number of people involved, the communication's purpose, and the formality of the communication (DeSantis, 1999).

2.1. Intrapersonal communication

It is understood to be the process of interpreting information within oneself, according to DeSantis. Problem solving, thinking, planning, conflict resolution, stress, emotion, self-evaluation, and other activities are included. Gamble and Gamble (2002) noted that during intrapersonal communication, the person think about talk with, learn about, reason with, and evaluate himself (p.9). This means that knowledge is communicated to us before it is conveyed to others.

2.2. Interpersonal Communication

It is the exchange of information between two or more persons in an informal setting (DeSantis1999). It is similar to intrapersonal communication in that it aids in the sharing of information, problem solving, planning, evaluating, and establishing relationships with others. Gamble and Gamble (2002, p.9) stated that when someone engage in interpersonal communication, he communicates with other person, learn about him or her, and respond in ways that help preserve or terminate his relationship. In other words Interpersonal communication occurs in a specific context and involves two or more persons.

2.3. Public Communication

It is yet another method of communicating with and conveying a message to a specific audience. According to Gamble and Gamble (2002,p.9) public communication is used to enlighten and persuade members of an audience to adopt specific attitudes, values, or beliefs; so that they would think, believe, or behave in a particular way . Public communication skills must now be fostered in EFL learners in order for them to be effective orators in a changing and developing society.

2.4. Written Communication

Written communication, as opposed to oral communication, is accomplished through various forms of written texts. Scholars believe that the elements of oral communication, such as intonation and facial expressions, are not found in written communication; thus, punctuation may be used to compensate for the gap.

2.5. Oral Communication

Oral communication is extremely important because of the benefits it provides and the role it plays in our daily social lives. According to Richards (2006), oral communication is a vital part of our lives. He believes that its worth can be quantified immediately and that its impact is immediate. In contrast to written communication, visual communication is immediate.

3. Background Understanding about Oral Communication Skills in EFL Classes

The exchange of verbal messages or ideas between a sender and a receiver, or between a speaker and a listener, is known as oral communication. It entails listening, comprehending, and interpreting the communicated message.

Byrne (1986, p.8) claims that oral communication is a two-way process between a speaker and a listener (or listeners). It entails both the productive skill of speaking and the receptive skill of understanding (or listening with comprehension). That is to say, it is the ability to express one's thoughts and ideas orally rather than through written words. It is always related to the meaning negotiated between two or more people, as well as the

context or setting in which the communication takes place. Both the speaker and the listener are engaged in active roles in this process of communicating the information.

Students are more than ever required to be proficient in oral communication because we live in a globalization era. They must have strong oral communication skills in order to function effectively in both academic and professional settings (Rahman, 2010).

According to Kelly, Fincham, and Beach (2003) Communication skills refer to the ability to fulfill communicative goals while behaving in a socially suitable manner (p. 11). That is, there should always be a context for oral communication to occur; in our example, an EFL setting. Oral communication is a central component of teaching and learning English as a foreign language. Oral communication is unique in that it cannot take place in isolation. It is always related to the context of the occurrence, the participants involved, and experiences and the communication's goal. In addition Staab (1992, p.6) stated that oral communication encompasses both the speaking and the listening competence. He clarified that oral communication skills mean both speaking and listening to oral language; both talking and listening are lifelong activities and probably are the most important tool for communication

(cited in Qutbi and Ayesha, 2013).

The author considers that they are integrated skills and supportive to each other. Indeed, the same view was held by Brown (1994) who claims that the integration of speaking and listening together forms oral communication skills. The listening skill can be acquired indirectly by merging it with the speaking skill.

4. Definition of Speaking

Speaking plays a very important role in our daily lives. Through voice it is possible to convey messages in different and appropriate situations and even in the learning environment; mainly in places where foreign languages are taught. Speaking refers to the act of declaring certain expressions that represent ideas. In various situations this is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols (Chaney, 1998, Kayi, 2006, p. 13). In other words, speaking, it is an act of generating words and symbols to transmit the meaning. Brown (1994) defines speaking as an interactive process that creates the meaning of producing, receiving and processing information. That is to say, it requires the structure and meaning according to the context

that occurs. This interactive process is the most interesting skills compared to three remaining skills (listening, reading, and writing) to learn these skills. In this sense, most of the people who speak is that it is a synonym for being synonymous, but that is why the people who know the language are the speaker of that language (Rivers, 1981).

Speaking is a challenging skill that is used in any verbal communication as opposed to other receptive skills that require simply receiving information. Clark (1977, p.272) explained that people talk to exchange acquaintances and knowledge by putting their thoughts, feelings, and goals into words and making others understand them. Luama (2004), on the other hand, contends that speaking in a foreign language is extremely difficult and takes a long time to develop. In other words, because of its complexity, mastering the speaking ability necessitates a great deal of experience and practice.

5. The Importance of Speaking Skill

Have you ever found that when people inquire about an EFL learner's studies, they ask, "Do you speak English?" However, they never inquire, "Do you write in English?" That is to say, in foreign language learning, speaking ability is prioritized and related to proficiency in the target language. Otherwise, in the field of didactics, proficiency in oral English communication is regarded as a necessity since it provides the speaker with a variety of options.

Successful teaching that encourages learners' active participation and the improvement of speaking skills, according to Thornbury (2008), is a challenge for English as a foreign language teacher (p.208). That is, being able to communicate orally with others while effectively using the target language is increasingly important, to the point where learners who are not fluent in a foreign language cannot be classified as successful language users.

Celce-Murcia (2001, p.103) claims that speaking a language is synonymous with learning it for most people because speech is the most essential form of human communication. That is, understanding a language equates to being able to comprehend its system and laws, such as vocabulary and grammar, as well as how to use it properly in a

particular spoken discourse.

It is undeniable that the importance of communicating is enhanced by the incorporation of other language skills. Talking, for example, assists students in facilitating the process of exchanging information and knowledge by improving their vocabulary, grammar, and writing skills. Learners may use speaking to create effective and understandable messages in order to educate, encourage, and guide others. They have the freedom to freely express their thoughts, emotions, and points of view, as well as to clarify, request, and debate. This useful skill allows students to demonstrate the various functions of language. Speaking ability is also necessary for becoming well-rounded; it clearly provides the speaker with a golden opportunity to capture the audience's attention.

In this regard, Harmer (2007) stated that there are three reasons why teaching speaking is beneficial: To begin with, it increases the students' chances of speaking the SL or FL to people they meet in the educational environment, such as teachers and classmates. Second, the tasks assigned to the students promote the benefit of giving voice to their experience as well as the exploration of their strong and weak points in the course of teaching speaking. Third, by learning the correct grammatical constructs, the learners are able to speak more fluently.

“A student who can speak English well may have a greater chance for further education, jobs, and promotion,” Baker and Westrup (2003 ,p.5). That is to say, oral skills are important for everyone, both within and outside of the educational environment, as well as for career success. It is the most effective tool for foreign language learners who want to increase their work prospects.

6. Communication and Speaking skill constrains

Problems that learners face in creating a well-spoken utterance, like all learning difficulties, can be difficult for EFL students. This complexity is due to a variety of factors, including the way ideas are produced and organized, as well as other issues. According to Zhang (2009), most students still have a poor command of the English language due to its complexity. In this sense, speaking is difficult because it combines aspects of writing and listening; it necessitates real-time knowledge of grammatical and semantic rules, as well as pronunciation, which adds another layer of complexity.

According to Parrott (1993), teachers must introduce a series of exercises aimed at increasing learners' trust and equipping them with the skills needed to take advantage of classroom opportunities in order to effectively speak English. As discussed below, the difficulties can be linguistic, psychological, or external.

6.1. Linguistic Problems

When it comes to the linguistic barriers that EFL students face, it is obvious that they are linked to the tongue, or language. The piles on which learners stand to talk, communicate, and participate are; fluency and accuracy. However, when it comes to expressing their opinions and participating in debates, they are often hampered by a lack of vocabulary, grammatical errors, or speechless situations, which prevent them from contributing to classroom discussions.

6.1.1 Mother-Tongue Use

The majority, if not all, EFL learners tend to use their mother tongue outside and even within the educational setting because it offers a sense of security to the speaker. Algerian students, in our sense, prefer to speak in Arabic even in English classes because it makes them feel more at ease . “Barriers to learning can occur if students knowingly or unknowingly transfer cultural rules from their mother tongue to a foreign language,” Baker and Westrup (2003) believe (p.12). As a result, the impact of the first language is that it allows learners to reflect on and learn successful social patterns of acting and speaking. However, learners will struggle to use the target language correctly if they continue to borrow words and terms from their mother tongue due to a lack of vocabulary in the target language.

6.1.2 Lack of vocabulary

Baker and Westrup (2003) conclude that “barriers to learning will occur if students consciously or unknowingly pass cultural rules from their mother tongue to a foreign language” (p.12). As a consequence, the first language has the effect of allowing learners to focus on and learn effective social habits of acting and speaking. Owing to a lack of

vocabulary in the target language, learners may fail to use the target language correctly if they choose to borrow words and phrases from their mother tongue.

6.1.3 Poor Grammar

Grammar is important for every spoken language; it gives the target language uniformity and etiquette. Good grammar demonstrates that the speaker can communicate effectively and that he understands the language; it also has a positive influence on the listener. As a result, most people find it difficult to master this linguistic function. While students tend to remain silent in order to avoid producing ungrammatical structures and being mocked by their classmates and teacher, Carmen Perez Lantada claims that knowledge of English grammar is essential for accurate, right, and meaningful communication. Grammatical rules are one of the most complicated aspects of the learning process for FL students. Students stop participating, communicating, and engaging in classes because they are afraid of making ungrammatical and incorrect sentences, as well as being criticized by their teacher and receiving negative feedback from their peers if they make errors in speaking English.

6.1.4. Nothing to say

When forced to participate in a given topic, FL Learners frequently say "I don't know" or "I have nothing to say." These expressions are the result of a variety of issues, which is why they find it difficult to respond when teachers ask them to, and instead choose to remain silent. Students are required to communicate and react in the classroom in order for the learning process to be effective. When asked to participate, however, some students fail to answer with their tutors and colleagues, remaining silent or speechless. This is due to a lack of practice and training, a lack of confidence, or a fear of speaking in front of others. According to Ur (1999), students often complain about their inability to think of what to say (p.21).

Learners are unable to communicate because they are unable to transfer and deliver the correct sense to their teachers and peers. Rivers (1968) noted that, the instructor may choose a subject that is unappealing to the learner or about which he has little knowledge,

and as a result, the learner has nothing to say in the foreign language or even in his mother tongue (p.192). Teachers should recognize their role in generating interest in topics and encouraging students to participate in class by focusing on their level based on their needs and interests in order to achieve this goal.

6.2 Psychological Problems

Understanding sounds, sentences, and grammar is just part of the story. In order to influence the listener, the speaking capacity necessitates mental and emotional factors. These mental and emotional conditions refer to a person's psychological state, which includes attitudes, consciousness, and emotions, all of which have a significant impact on their ability to communicate. Learners in educational settings, in particular, face problems that prevent them from effectively speaking, and shyness is one of the most common barriers to effective classroom interaction, along with a lack of motivation, self-confidence, and the fear of making mistakes.

6.2.1 Inhibition

This problem arises more often in the classroom when students attempt to participate and are concerned about making mistakes, fearing negative feedback, or being shy.

6.2.2 Fear of Making Mistakes

Most EFL speakers have to admit that they are afraid of making mistakes when communicating. One of the main factors preventing fluency in spoken English is fear. "Learners are frequently 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," according to UR (2000). (p.111).

Fear of making errors, according to many theorists, is one of the key reasons that prevent students from engaging in English-speaking activities (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010).

Aftat (2008) responds by stating that this anxiety is related to the problem of correction and negative assessment. Learners typically avoid contact in order to avoid humiliation in front of their peers due to a fear of negative feedback. To summarize, the fear of making errors leads to weak or non-existent contact between students and their lecturers.

6.2.3 Lack of Confidence

The inability to effectively communicate students' desires and viewpoints is hampered by a lack of self-confidence when speaking English. Students lose faith when they learn their experience is being misrepresented or when they are unable to comprehend what others are saying. In this case, they feel inferior to others and remain silent while others talk, demonstrating that the students lack trust in their ability to communicate. Tsui (1999) responds that students who are not secure in their English suffer from communication apprehension. This demonstrates that teachers in oral classes have an important role to play in boosting students' self-esteem; they should participate in this process.

Teachers' efforts, however, are insufficient without students first helping themselves, according to their theories and practical experience.

6.2.4. Shyness

Shyness is an emotional condition that many students experience when they are required to communicate in English at a specific time. This explains why shyness may be a problem for many students, particularly in oral classes (Juhanna, 2012, p.101). As a result, it's important to pay attention to this feature in order to assist students in improving their speaking skills in the classroom (Gebhard, 2000). Furthermore, according to Baldwin (2011), one of the most common phobias that students face is speaking in front of others, and that the sensation of shyness causes their minds to go blank or that they will forget what to say. The author's point of view was backed up by analysis, which found that most students struggle to deliver a successful performance while speaking; they were unable to speak because their speech was heavily affected by their shyness. Shy students don't want to be called on in class, and they're typically terrified when they do. Nonetheless, shyness is thought to be an important factor in EFL classes, with negative effects on oral performance.

6.3 External Factors

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.

Many factors, according to Rababa'h (2005), contribute to EFL learners' difficulties in speaking English. Any of these variables are relevant to the learners themselves, the teaching methods, the curriculum, and the environment. Many learners, for example, lack the necessary vocabulary to communicate their meaning, and as a result, they are unable to maintain the interaction. Some linguistic, psychological, and external factors, as previously stated, prevent students from practicing their speaking skills in English class; however, there are other factors such as teaching strategies and a lack of an English environment, among others.

6.3.1. Teaching Strategies

Teacher-training systems, according to Rababa'h, have been found to be ineffective in improving teachers' methodologies. Furthermore, the majority of the focuses are in Arabic, and English is viewed solely as an academic subject, implying that English language exposure is inadequate. Teachers' interventions are ineffective, and they contribute significantly to the prevalence of speaking difficulties among students. Some teachers overlook the importance of speaking ability; they do not place enough emphasis on it, resulting in a lack of development of this skill. Furthermore, due to a large number of teachers compared to the number of cassettes available, vocabulary lessons are limited or taught in isolation, and most school tutors do not use listening materials.

Finally, success in improving learners' speaking skills is heavily reliant on avoiding the constraints described earlier. Oral language proficiency can only be improved in a relaxed environment where students are eager to learn. The instructor should consider the

disadvantages of the teaching methods in order to figure out how to mitigate the consequences of these issues in a way that does not impair students' oral communication skills.

6.3.2.The Absence of English Setting

Another issue for EFL learners is the lack of what is known as the target language environment, which, of course, affects their participation in real-life situations. Another cause of speaking problems is not encouraging students to engage in discussions. In order to develop debate skills, children must both engage in discourse and construct awareness and skills for participants (Cameron, 2001, p.36). Furthermore, language is better learned when the learners' attention is based on understanding, saying, and doing something with language rather than on linguistic features directly (Kumaravadivelu,2003,p.27). Researchers have recognized that learners can enhance their speaking ability by developing learning strategies that enable them to become self-sufficient learners (Nakatani, 2010). The lack of a proper English foundation will jeopardize educational quality; after all, the more students are exposed to the TL, the more they will learn it. Since EFL teachers are not just instructors but may be the only source of feedback, the emphasis should be on the language itself rather than features such as accuracy and fluency.

Part two: Shyness

1. Definition of Shyness

When people are asked how they perceive a shy person, many of them envision someone who seems timid, spends much of their time alone, and has few friends. Others envision a socially awkward person who is easily embarrassed and blushes profusely when in the company of others. Obviously, they all have certain associations. Thus, shyness may refer to a negative emotion associated with anxiety and discomfort when confronted with a new social situation, such as meeting new or unknown people. Shy people can experience physical sensations such as blushing or being speechless. The

definition of shyness has gotten a lot of attention from psychologists since the late 1960s, and what is implied by the lay word isn't only about the scientific view of shyness, but also about our interpretation of it. According to researchers "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. Shyness, according to Nugent, is "the propensity to feel awkward, anxious, or self-conscious."

tense in social situations, especially with strangers, negative feelings about themselves, concerns about how others perceive them, and a tendency to withdraw from social inventions" (2012: 145). In this sense, shyness is a negative emotion associated with anxiety and discomfort when confronted with new social situations, such as meeting new or unknown people.

In other words, most people can experience the feeling of shyness in new environments or with strangers, and EFL students, like anyone else, can feel shy while practicing speaking in front of their peers or tutors simply because they are afraid and find it difficult to manage. Finally, shyness is described as a pattern of behavior that results in a reduction in communication as a result of fear or timidity.

2. Shyness versus Foreign Language Anxiety

Many experts say that shyness and foreign language anxiety are the same thing. Both have fear, nervousness, and self-awareness. However, the distinctions between the two terms can be discerned based on the condition, time, and reaction that elicit the occurrence of such two phenomena. According to Crozier and Alden (2009), the terms shyness and anxiety are interchangeable. Shyness, on the other hand, differs from foreign language anxiety in that it occurs not only in the classroom, but in all social situations.

Though foreign language anxiety is distinct, it is anxiety related to the area of studying Second/Foreign language. It is the unpleasant sensation that happens while learning; it has an effect on the learners' abilities. Horwits(1986) states that anxiety is an unpleasant emotion linked to the field of learning that affects the performance of the learners. Another explanation comes from Zimbardo (1997), who claims that shy students, unlike those who suffer from anxiety, avoid social interaction with others, do not have issues with language itself or negative attitudes toward foreign language, and have painfully self-conscious thoughts regarding themselves.

3. Shyness in Educational Setting

For shy students, the classroom is a stressful environment with large numbers of peers and adults; it often necessitates verbal interaction (Coplan et al., 2011). That is, because of the overcrowding of students and the need to share opinions and debates verbally in public, some students find it difficult to participate, which increases their sense of shyness.

Shy students, according to Crozier (2001), would reduce their participation in classroom activities and become frustrated as a result. Furthermore, because of their fear, shy students can speak less word and have less meaningful information. Crozier's example demonstrates how shy students are classified by various behaviors such as avoidance of interaction, being less talkative, and attempting to be invisible in the classroom. This behavior can cause their teachers to form negative or low-esteem impressions of them.

Many students' behaviors will be regulated by shyness; they will be unable to concentrate on other academic activities. Indeed, research within this context has shown that teachers often form specific assumptions about their students' intelligence and competency based on their verbal engagement in classroom activities (Bell, 1995 et al, cited in Coplan et al 2011).

Gordon and Thomas (1967; cited in Coplan et al 2011) discovered that teachers regard talkative, engaged, and sociable students as smarter than reserved, quiet students. Many teachers, on the other hand, will prefer shy behaviors in their classrooms so that the classroom can be more structured (Coplan, Hughes, Bosacki, & Rose-Krasnor, 2011).

Finally, it can be said that shyness continues to be an impediment to students' level growth, necessitating the implementation of effective strategies to resolve it.

4. Causes of Shyness

Multiple reasons contribute to shyness; we can categorize them under many factors as investigated below:

4.1. 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.

4.2.Lack of Practice

As is currently known, becoming a well-rounded communicator necessitates a significant amount of practice in the speaking skill. Practice not only helps the student become competent, but it also helps him reach his goal by providing him with sufficient experience in the target language; hence, a lack of preparation can lead to communication apprehension in the classroom. According to Tsou (2005, p.46), pupils who actively participate in class have higher academic accomplishment than those who are inactive 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.

4.3. Fear of Being the Centre of Attention

Shy students are hesitant to participate because they are afraid of being the Centre 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.

4.4. 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.

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

Previous research has found a connection between student involvement and academic achievement. As a result, shy students who do not participate in class perform at a lower stage (Evans & Evans, 1987). Shy students are perceived by teachers to be less intellectual than non-shy students. Such beliefs can be detrimental to these students, resulting in more serious aversion symptoms (Hughes, K & Coplan, and R.2010).

Educators also conclude that shy students have inferior cognitive abilities as compared to their non-shy counterparts; they believe that these students lack the necessary skills for school functioning. Kasper (2012) claims that shy students usually have lower grades than other students. Furthermore, shy students have trouble communicating with their peers or instructors. As a result, their speaking ability suffers and their SLA slows. Arbeau and Coplan (2010). Since they do not engage as often as their non-shy peers, educators often suspect that these students do not know the answers. Furthermore, they often assume that giving feedback to classroom directions is motivated by a lack of academic skill. However, their inability to participate is due to shyness rather than a lack of experience or skills (Coplan, et al. 2011).

Not only do the surrounding variables have a negative view of shy students, but shy students may also report feeling inferior to others. To summarize, shyness is a real issue that causes a number of negative consequences that disrupt students' school adjustment.

CHAPTER TWO
STRATEGIES TO ENHANCE SHY
LEARNERS' ORAL PROFICIENCY

Strategies to Enhance Shy Students Oral Proficiency

1.Introduction:

So far, the first chapter has discussed the obstacles that inhibited pupils from contributing orally. According to the literature review, EFL learners face a variety of challenges that make it difficult for them to express themselves, communicate with others, and engage in class, particularly shyness. In this context, we will attempt to outline and highlight various strategies and proposals that provide solutions to the research challenges in this chapter. We will shed the light on the relationship between instructors and their students, i.e. How it should be, the importance of positive atmosphere, and its function in producing a successful conducive classroom .The following chapter discusses the various roles of teachers in the classroom, as well as the role of learners and the use of appreciative praise. Furthermore , we will highlight the strategies that assist EFL learners in learning, and the various teaching techniques for overcoming the phenomenon of shyness in speaking as well as improving their oral proficiency. 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

1.1.Teacher-student'sRelationships:

The relationship between teachers and students has always been regarded as of primary importance in the teaching and learning process. In fact, teachers have always strived to have positive relationships with their students because it increases attentiveness and learning effectiveness. It is essential to have a teacher that cares about their students' needs and strengths and gives them equal opportunities to participate because good relationships provide a safe environment and offer students confidence to work without pressure, feel more inspired and excited to learn, and are actively engaged and cooperate in the classroom According to Hattie (2009), “it is teachers who have developed positive teacher-student connections that are more likely to have above-average impact on student achievement.” Such academic relationships make students feel enthusiastic about class, willing to try new things and seek assistance when needed, as well as able to stand in front of the teacher and classroom. Students perform well because they believe their teacher cares about them, which can motivate them to be more productive. As a result, such a

positive relationship encourages students to respond actively and participate in the classroom while also developing their abilities and skills.

1.2.Positive Classroom Environment

The classroom setting is critical to effective teaching and learning. A good classroom allows students to develop strong relationships with their teachers and peers; they all become one member of the same group, engaging, collaborating, and interacting with one another, listening intently, orally contributing, taking notes, and asking questions. McCombs and Whisler (1997) declare that Learning occurs best in a setting with positive interactions and engagement, in which the learner feels valued, acknowledged, respected, and validated. (p.51). such a comfortable classroom environment encourages children to think and participate in many activities, offering their thoughts without fear of being judged. In fact, in the classroom that characterized by a high degree of teacher direction and orders tend to produce the most favorable student outcomes and make the student feel relaxed express, interact, and participate, it improves the student's ability to learn and be productive in the classroom Their desire to learn grows, and they take on challenges without fear of ridicule.

1.3.The teacher Role and responsibilities:

Most learners will not participate in an encounter until the teachers initiate it. Naturally, English foreign language teachers are expected to give their students with as many opportunities to speak the target language as possible by creating a supportive and stimulating environment that includes intriguing topics, speaking activities, and authentic materials. The communicative approach is based on their ability to adjust to changing roles and encourage pupils to participate in the classroom The fundamental duty of the instructor is to create the best situation for enabling the learning and teaching process gives the students the possibility to produce language, interact and engage in classroom

1.4.The role of Learners:

Not only the teachers, but also the students, are responsible for the teaching and learning process. Learners must increase their participation. Richards (2011) claims that learners are now required to participate in cooperative rather than individualistic learning activities in the classroom. Students had to get used to listening to their classmates in group or pair work

projects rather than relying on the teacher as a model. They are expected to take on more responsibility for their own learning.(p.05). Students must not only listen and memorize, but also engage and cooperate in class, sharing information and perspectives. They must also be self-reliant while engaging with their peers because they are accountable for their own learning. Learners should be more attentive; they must pay attention, be interested, involved, and curious in order to be more active, participate, and practice as much as possible inside the classroom; they must develop their communicative abilities.

1.5. Motivation

Motivating pupils is one of the most challenging responsibilities that educators confront. Motivation, according to the majority of researchers, is the most crucial component in deciding whether a student succeeds or fails. Broussard and Garrison (2004) broadly defined motivation as the attribute that makes the person want to do or not want to do anything (p.106). In other words, motivation is the force that pushes and assists pupils in achieving their goals and interests. With considering that motivation influences students' learning and behaviors in the sense that it provides evidence for teachers to interpret how much students are willing to learn.

1.6. Evaluative Praise and Appreciative Praise

Discipline and praise should be used instead of punishment. Ginott (1972), on the other hand, argues that “evaluative praise” is damaging and “appreciative praise” is productive. (Cited in Katherin, T. M. Lee, 2001: 218) Ginott (1972) states “Evaluative Praise” is top-down, with the instructor as a superior patting the student on the back and saying, “Well done, you are extremely clever/ well behaved/ terrific.” “Appreciative Praise” is unique in that it combines comprehensive criticism on the student's performance with a declaration of appreciation. It focuses solely on the learners' efforts and accomplishments, rather than their character or personality. This, in turn, makes the learner feel wonderful (Cited in, Katherine, T. Lee. 2001, p. 218).

1.7. Cooperative learning

Cooperative learning is an educational technique that entails the gathering and corporation of learners in order for them to learn from one another, whether in pairs or groups. It entails activities like as turn-taking, listening, and assisting each other, as well as exchanging points of view; as a consequence, learners will be more comfortable participating in activities and enjoying the learning process. Due to its efficacy in lowering fear and inhibition, cooperative learning may be the recommended approach to deal with learners' shyness and inhibition in this area. Cooperative language learning, according to Richards and Rodgers (2001, p.195), is an approach designed to foster collaboration rather than competition, to improve critical thinking abilities, and to develop communicative proficiency through socially structured interactive activities. Olsan and Kagan(1992, p.08) state that group learning activities are intended to make learning dependent on the social exchange of information among learners in groups, where each learner is responsible for his own learning and motivated to increase the learning of others. One might assume that the cooperative learning approach is a good method that assists students in improving their communication skills, developing their intellectual capacities, and promoting interaction freely and without barriers or obstacles through teamwork. Otherwise, the teacher's responsibility shifts from imparting knowledge to enabling students' learning.

1.7.1. Group Work

Group work is an interactive activity derived from cooperative learning that allows students to practice the target language more in the classroom because they do not just listen to the teacher, but also participate and share their knowledge. Participants in groups will have direct interaction with one another, full involvement in various tasks, and a higher level of motivation and satisfaction. This technique is thought to be a useful feature for students to reduce their negative feelings about the learning process. Harmer contends (2001, p.117), this approach has various advantages. Group work improves learners' communicative interaction in the context of learning. It improves overall cooperation and bargaining skills. Indeed, it encourages learners to gain a better comprehension of the subject topic.

Generally, group work allows shy and silent students to speak freely away from the tutor's authority. Another advantage of group work is that it makes students more

responsible for their actions as well as those of the entire team, which contributes to the group's success or failure. Thus, teachers must be aware of how and when to employ groups, adjusting the approaches and types of activities; their roles are critical in leading students, assigning or defining duties to groups, and offering feedback to them.

1.7.2. Pair Work

Pair work is regarded as one of the most effective methods for students to discuss ideas, communicate perspectives, and improve their spoken communication skills. According to Richards and Schmidt (2000), pair work is a learning activity in which learners collaborate in pairs (p.381). Students feel confident and free to express their thoughts, enhance their cognitive levels, share and receive knowledge, cooperate, and listen to one another in pair work. Byrne (1989, p.32) noted numerous benefits of this strategy, which can cover pair work activities that are student-centered rather than teacher-centered, and in which students work independently of the tutor in their own area.

Furthermore, language created during pair work is more natural, memorable, and real than language created during teacher-led sessions. According to Byrne, students can face and converse to one another directly; it also keeps them moving, which boosts their willingness to study and leads to more personalization. Students become less timid in expressing their unique selves. This, once again, contributes to the development of better learning.

To summarize, pair work is thought to be the most effective practical learning strategy for EFL students in general, and shy students in particular, in order to increase the extent of practice and reactivity during the educational process.

2. Activities that Enhance Shy Students' Oral Communication

Teachers should select activities that are appropriate for their students' capacity to cope with a dynamic classroom in order to help them break free from their shyness prison.

2.1. Oral Presentations

Oral presentations are one of the most typical classroom speaking tasks that entails presenting information about a specific or distinct topic matter to an audience. Oral presentation, according to Baker (2000), is a natural activity that occurs throughout a formal conversation (p.115). Visual aids such as photos, projectors, and movies can be used to support this exercise. The oral presentation is an excellent exercise for encouraging

peer interaction and engagement. It gives the audience the opportunity to ask questions about anything that is unclear to them. According to King (2002), one of the tasks that learners require to improve their competence level is providing an oral presentation that is included in the programs in front of the class (p.401). Teachers will boost their students' confidence and improve their English proficiency by employing oral presenting assignments. Tutors can use oral presentations to help shy students overcome their fear of speaking up.

2.2. 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). Role-playing allows students to visualize themselves in a circumstance that might occur outside of the classroom by taking on a character and acting as if the situation were genuine. To put it another way, role-playing encourages pupils to utilize the language fluently while also encouraging them to be creative and inventive. As a result, it is considered a useful classroom technique because it engages students in real-life communication and reduces their fears, allowing them to develop self-confidence.

2.3. Problem Solving Activity

Another sort of classroom spoken engagement activity is problem-solving, which aims to find solutions and answers to challenges and obstacles. Barker and Gaut (2002, p.160) define it as a group of individuals working together to solve an issue and then discussing their findings with the entire class. Students are expected to work together and communicate various pieces of information in order to obtain complete and accurate results in this assignment. It is a beneficial activity for both learners and teachers because it helps learners expand their vocabulary, reduce anxiety, and develop cognitive awareness of how to deal with problems and promote more responsiveness.

2.4. Discussion

A debate is a public speaking event in which opposing viewpoints are expressed and contested. It is a critical exercise for increasing student participation. In fact, discussion activities allow students to explore certain themes and allow them to express themselves freely without being stifled by the teacher's directions. Students are encouraged to join in their discussion group, to voice their opinions, to offer thoughts about an incident, or to discover a solution. To minimize boredom and to stimulate connection and engagement in the language classroom, teachers should choose an accurate subject that can pique students' attention and make them feel pleasure talking about it. "It (discussion) gives learners with opportunity to convey their own personality and experience through the foreign language," Little wood (1981.p.47) . This means that conversation is regarded as the ideal activity for developing the learner's communication skills, and pupils will benefit from effective fluency practice in the foreign language.

As a result, discussion encourages students to speak up, participate, and negotiate meaning among them, fostering critical thinking and speedy decision making. They also learn how to propose, suggest, and compare ideas, as well as justify themselves.

2.5. Gaming Activity

Games are activities that teachers utilize in their language courses to encourage communication and engagement, such as combining and searching games. As McCallum (1980, p.04) notices games are inherently the greatest motivating approach that arouses learners' interest in the formal environment. Furthermore, it allows students to be more self-conscious in order to experiment and fully participate in a foreign language. Students are permitted to converse orally and practice the language with one another through communication activities, which increases their desire and interest in participating. On the whole, game activities help students to easily participate in classroom discussions and cooperate.

3.Conclusion

In short, we attempted to investigate some pedagogical strategies in this chapter to assist EFL learners in overcoming their shyness in the oral mode. Creating a favorable environment and cultivating positive relationships with teachers is seen as the finest technique for making learners feel at ease and providing opportunities for them to participate and engage with one another. Teachers and students in EFL classes have important roles and duties that they should hold in order to boost classroom involvement and motivation. Teachers focused on pair and group work as the most effective teaching techniques for creating interactive and productive students. This chapter also discussed some communicative activities, such as role playing, discussion, and problem solving, in order to foster an environment in which students can freely interact, participate, and communicate without timidity or frightening.

CHAPTER THREE
RESEARCH METHODOLOGY AND
DATA COLLECTION

1. Introduction

The current chapter's field of investigation 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 facts that will show the reasons for the success of an outstanding English oral proficiency in class

Two questionnaires make up the practical side of this study work. 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 contains the chosen method that suits the research, the sample, the research design and the tools needed to fulfil the study. It concludes with a general conclusion and additional research recommendations for the future.

1. 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. To acquire accurate data, this section comprises a research sample, case study, and research instruments.

1.1. Research Sample and Case study

This research is undertaken in the department of English at the University of Ibn Khaldoun, Tiaret and the target group 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 picked to respond to the questionnaire.

According to Zimbardo, the reason for choosing first-year students as a case study is that they are more shy than students from other levels because the university is seen as a new social environment where they meet new students and teachers (1977). As a result, our chosen target demographic is more relevant for our research.

1.1. 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.

1.1.1. 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.

1.1.2. 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.

1.2. Data Analysis

1.2.1. Students' Questionnaire

Results Section one: Personal

Information

Question 1: What is your gender?

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

Table 1: Students' Gender.

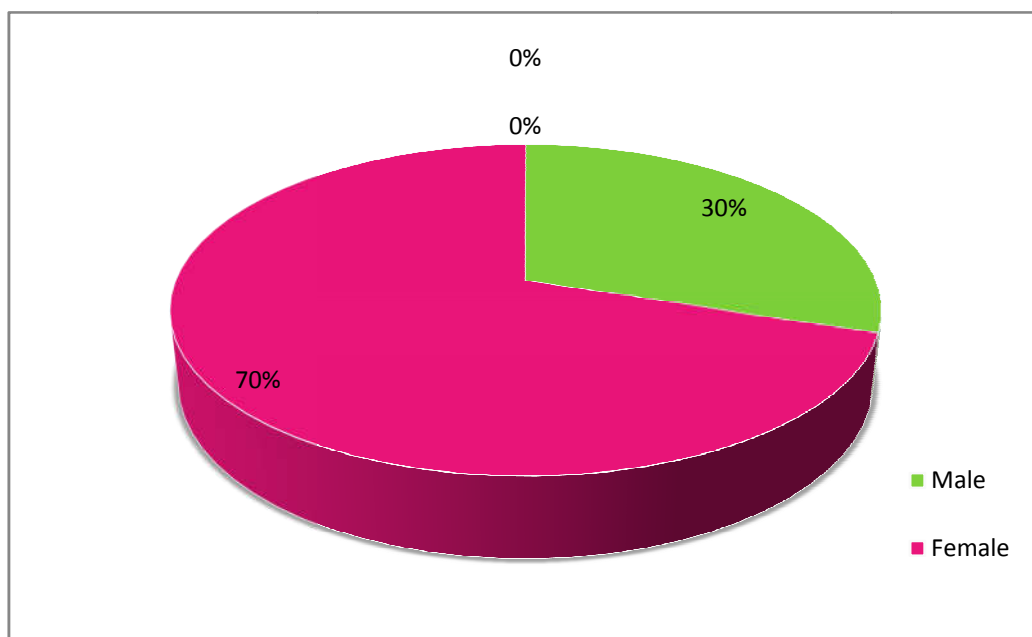


Figure 1: Students' Gender.

As can be seen from the questionnaires filled out by students, females made up the vast majority of the total number. This illustrates that females are very interested in studying foreign languages since they are numerous than boys.

Question 2: Your choice to study English at university is

Option	Number	Percentage%
Personal	32	64%
Imposed	18	36%
Total	50	100%

Table 02: Choice of Learning English.

The result shows that most students (64%) choice to learn English was personal and with no obligation. Just (36%) were obliged to study English in university by their relatives or administrative decision.

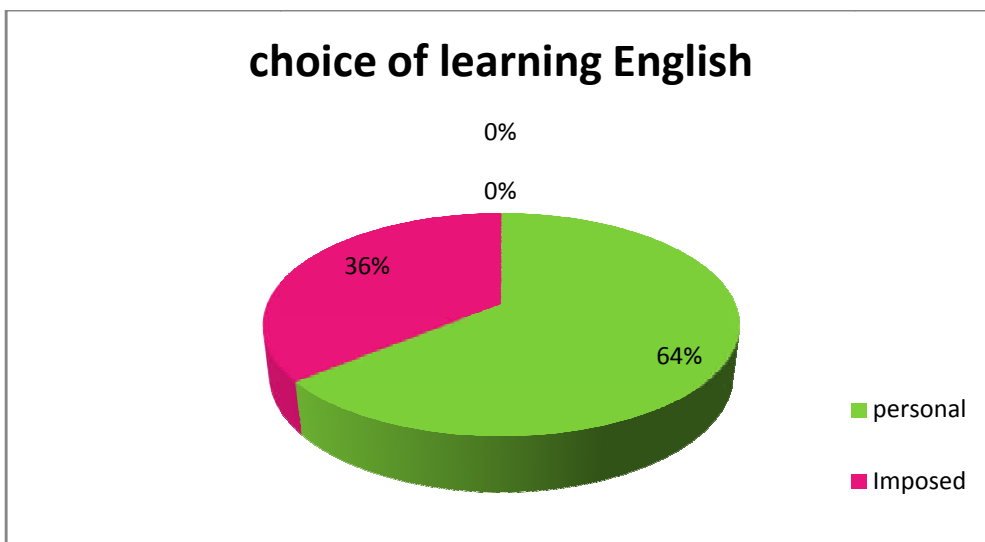


Figure 2: Choice of Learning English.

Section Two: Shyness

Question 1: Are you a shy student?

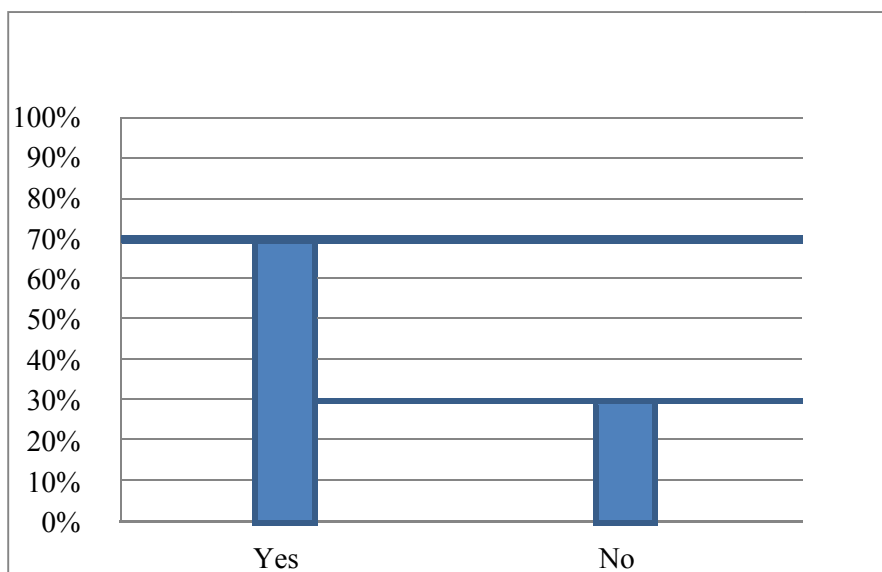


Diagram1: The percentage of shyness among students.

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 02: How often do you participate in classroom?

Responses	Number of students	Percentage
Always	20	40%
Sometimes	18	36%
Never	12	24%
Total	50	100

Table03: the frequency of participation

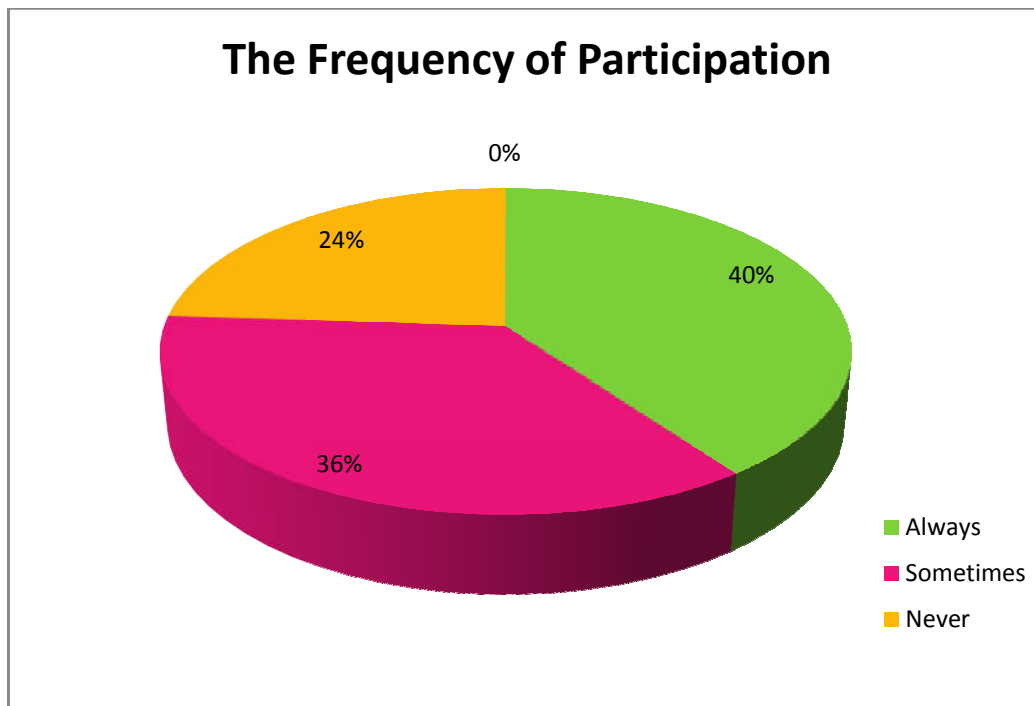


Figure03: The frequency of participation

From the gathered data, we notice that 40% of learners participate always in class, 36% of them sometimes participate in class and 24% never participate in class.

Question03: Justify your answer:

	Reasons
Always	<ul style="list-style-type: none"> ✓ To develop speaking skills and be more fluent speakers ✓ To be more competent
sometimes	<ul style="list-style-type: none"> ✓ It depends on the questions ✓ It depends on individual mood
Never	<ul style="list-style-type: none"> ✓ Shyness ✓ Not interested

Table 04: Reasons behind participation

Question04: Do you consider shyness as one of your English language learning difficulties?

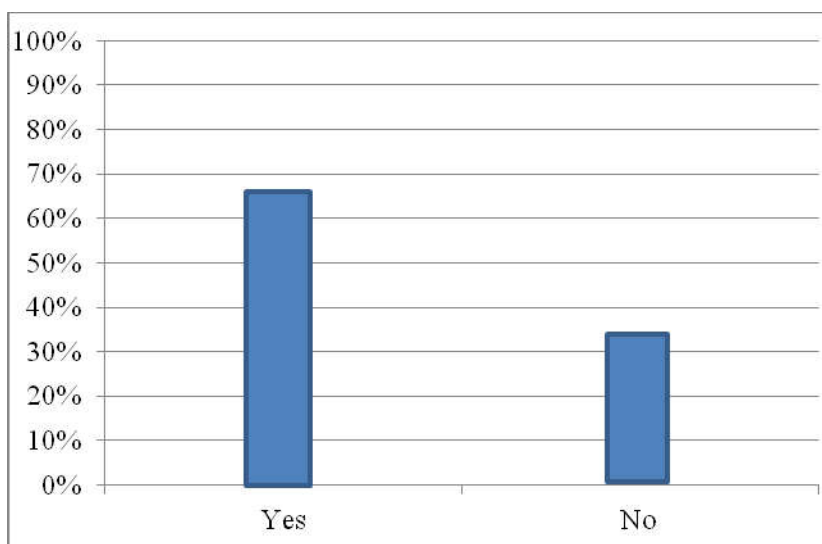


Diagram 2: Percentage of Students Who Consider Shyness as a Difficulty

The 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?

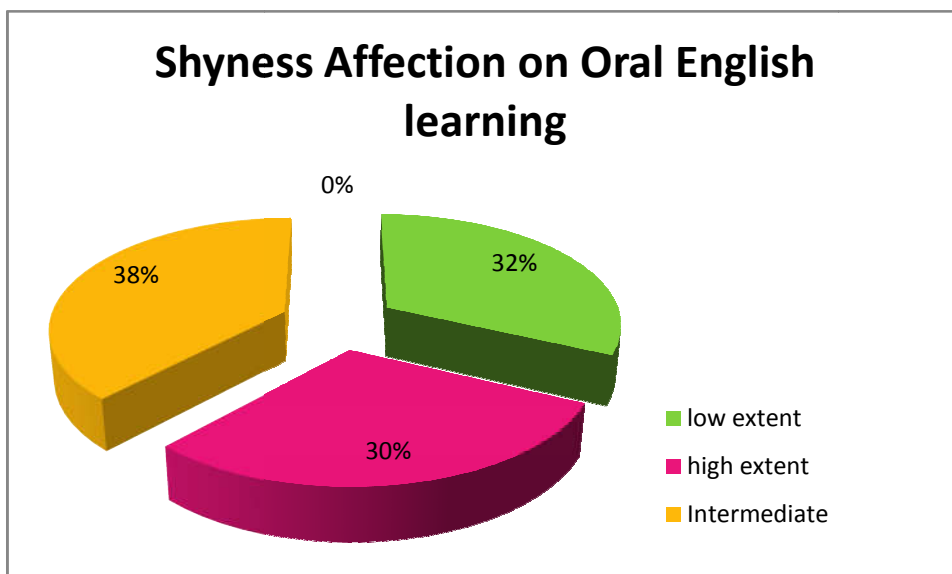


Figure 04: The extent of Shyness Affecting English Language Learning

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 do you feel when you are asked to communicate in class?

Feeling	Numbers	Percentage
Shy	34	68%
Comfortable	16	32%
Total	50	100%

Table 05: The feeling of students when being asked

The table shows that 68% of respondents feel shy in class when they are being asked by their teachers. Meanwhile, 32% are comfortable with it.

Question 2: Why do you feel shy during oral class?

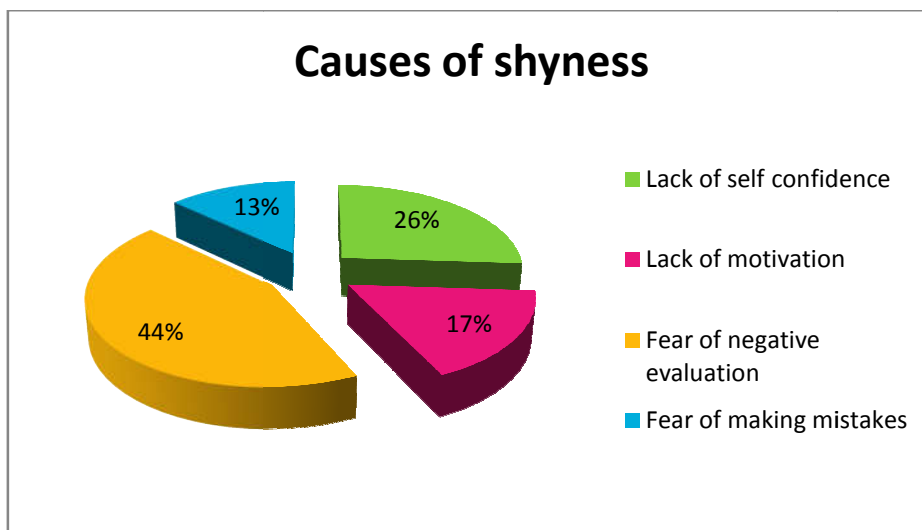


Figure 05: Causes of shyness

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. 26% of them chose lack of confidence, 17% of the learners link it to the lack of motivation and 13% chose fear of making mistakes.

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

Option	Number	Percentage
Yes	29	58%
No	21	42%
Total	50	100%

Table 06: 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 4: Which of the following activities that the teacher used most?

Responses	Number of students	Percentage
Role play	08	16 %
Discussions and debates	18	36 %
Oral presentations	22	44 %
Others	02	04 %
Total	50	100 %

Table07: The activities used most in the classroom

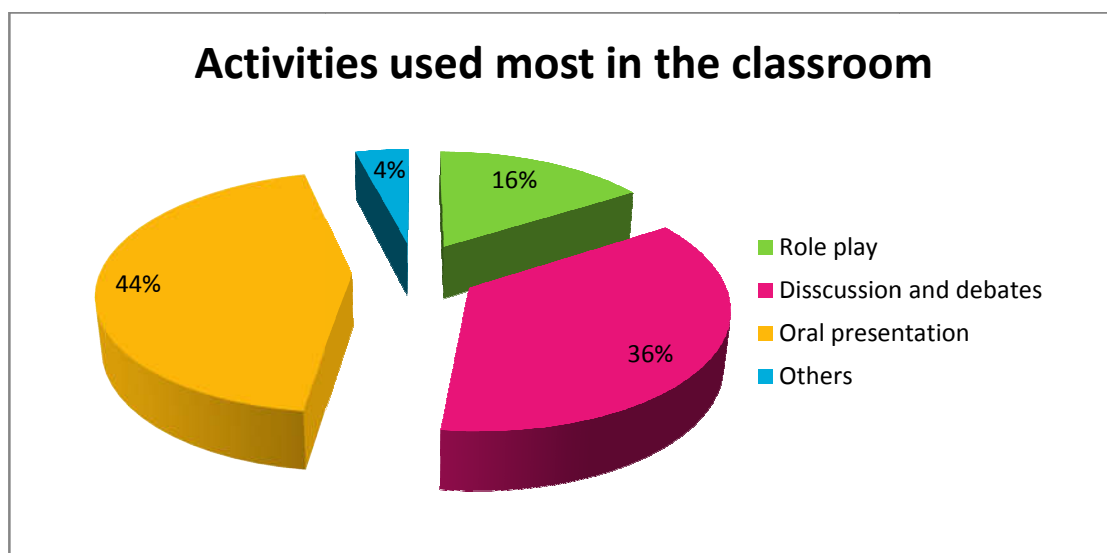


Figure 06: The activities used most in the classroom

The data above highlights some of the activities that teachers used in Oral classrooms. Discussion and oral presentations are at the supreme activities that teachers focus on. We observe (36%) for discussion and (44%) chosen for oral presentations. Since these two activities provided a much amount of participating and speaking within a class. However, (16%) of students selected role play and (04%) provide others activities like, problem solving, oral presentations, dialogues and conversation.

Section 4: Overcoming Shyness in oral communication.

Question 1: Which techniques do you think can help to reduce shyness?

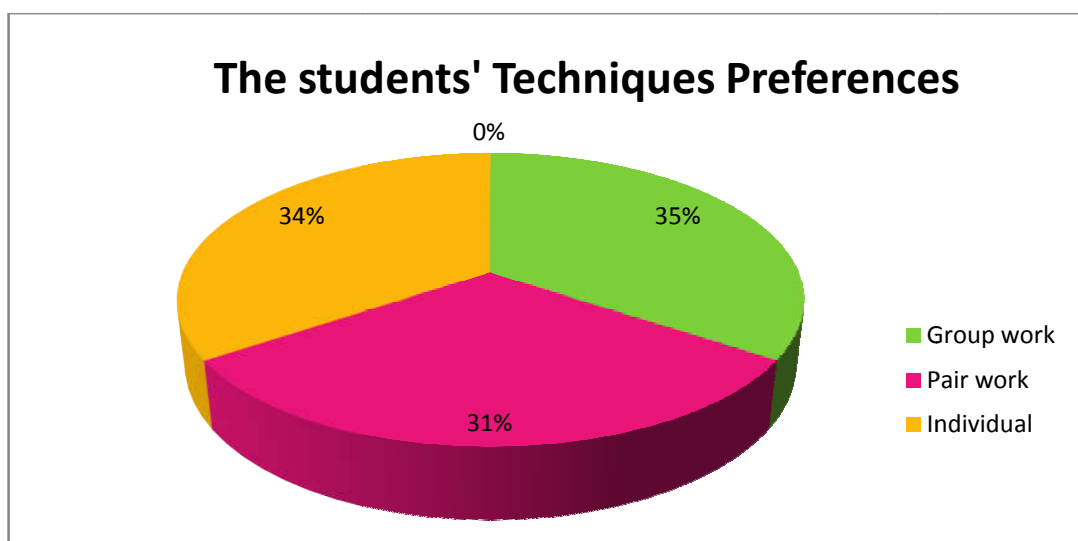


Figure 07: The students' Techniques preferences

It is visible that most of students prefer to work collaboratively. And write after the majority of(40%) like to work in pairs. This kind of students needs other support. (16%) of the student's favors to work individually may be they feel relax when working alone.

Question02: Do you think that the teaching techniques are efficient to help shy students improve their oral proficiency in the classroom?

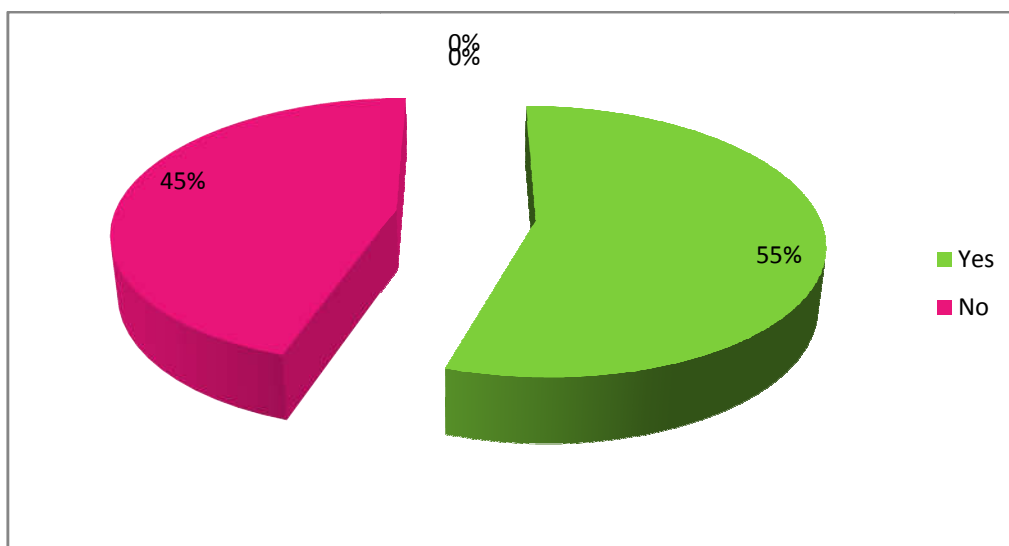


Figure 08: The Students' Attitudes towards the Teaching Techniques

It is shown from the above figure that (55%) of the respondents have a positive attitude towards the teaching techniques. Meanwhile (45%) of the participants claim that the teaching techniques are not useful to help shy students improve their oral proficiency.

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

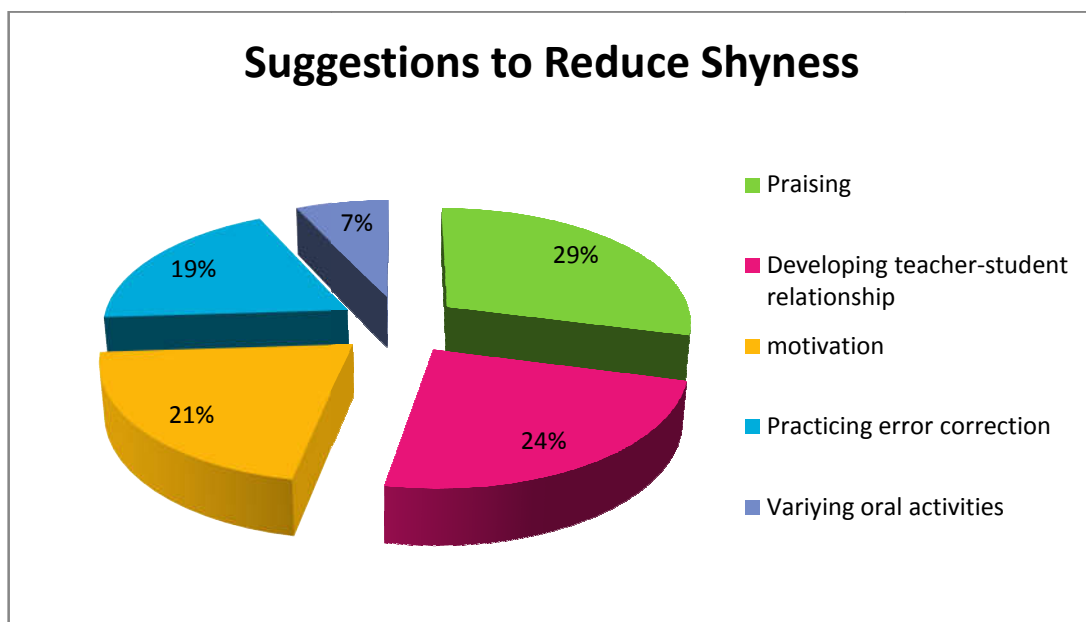


Figure 09: Suggestions to Reduce Shyness in Class.

From the results above, it is noticeable that 29% of learners select creating praising learning, 24% prefer developing teacher-student relationship, 21% go for motivation, and 19% select practicing error correction and 7% prefer varying oral activities .

Question14: what are the activities that can develop oral communication among shy learners from the given choices?

Responses	Number of students	Percentage
Oral presentation	10	20%
Gaming activity	30	60%
Role play	3	6%
Problem solving	7	14%

Table 08: Students’ activities preferences

It is visible that the majority of learners prefer gaming activities as a tool for developing oral

communication capacity with a percentage of (60%) ,then (20%) of them choose oral presentation activity , (14%) prefer problem solving activity , while the minority of the participants which represents(6%) select role play

2.1.1 Teachers’ Questionnaire Results

Section one: Personal Information

Question 1: What is the degree you currently hold?

Degree	Number	Percentage
BA (Licence)	0	0%
Ma (Master/Magister)	08	88.8%
PhD (Doctorate)	01	11.2%
Total	09	100%

Table 09: Degree of Respondents.

The table 4 demonstrates that 90% of respondents hold MA degree and only 11% are PhD holders.

Question 2: How many years have you been teaching?

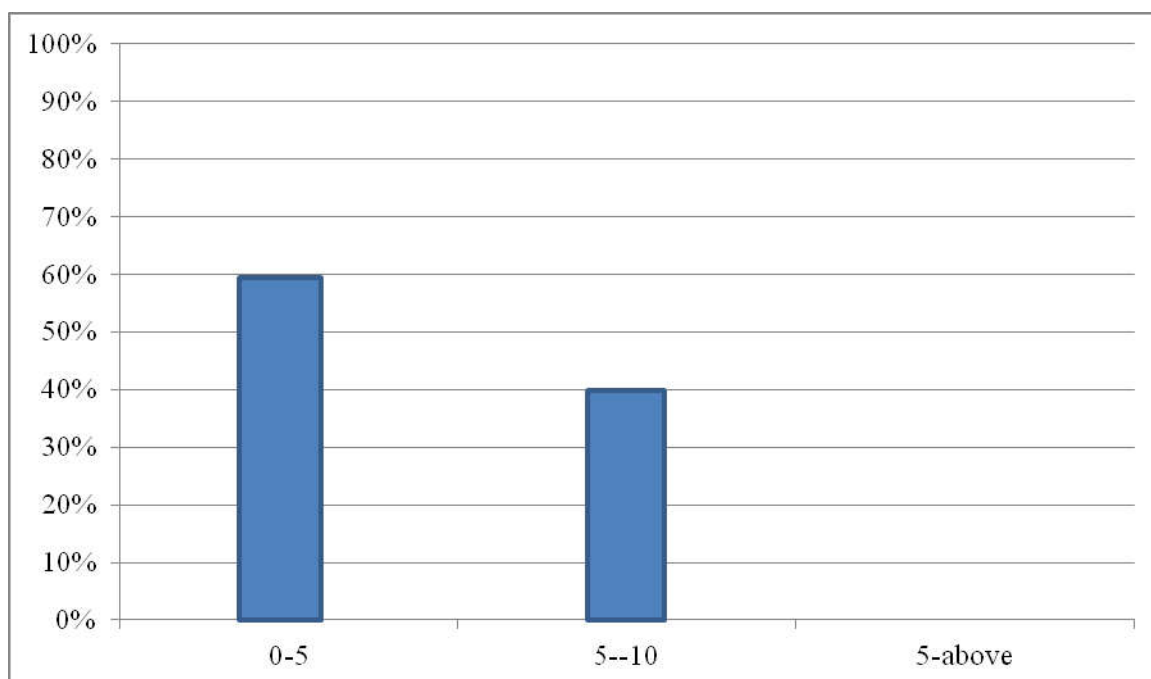


Diagram 03: Taught Years Percentage.

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?

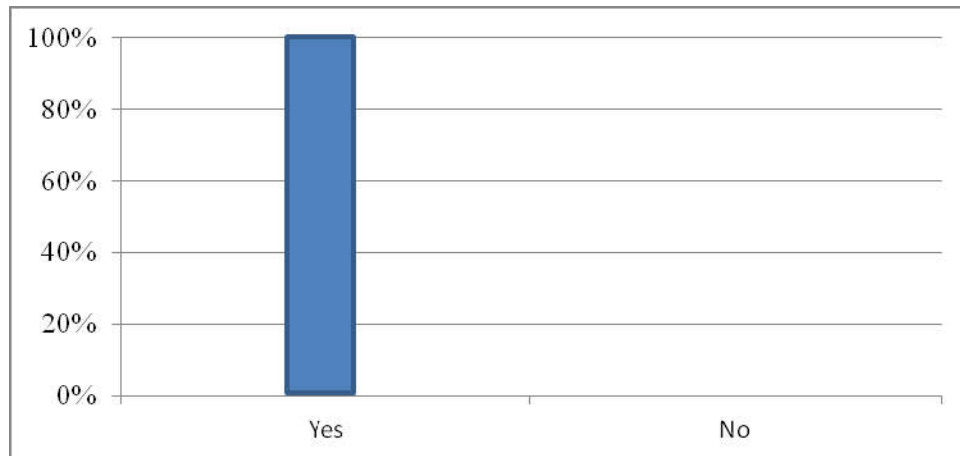


Diagram 04: Percentage of Presence of Shyness.

As it is highlighted in diagram 6, (100%) of teachers selected yes as a response of presence of shyness in class.

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

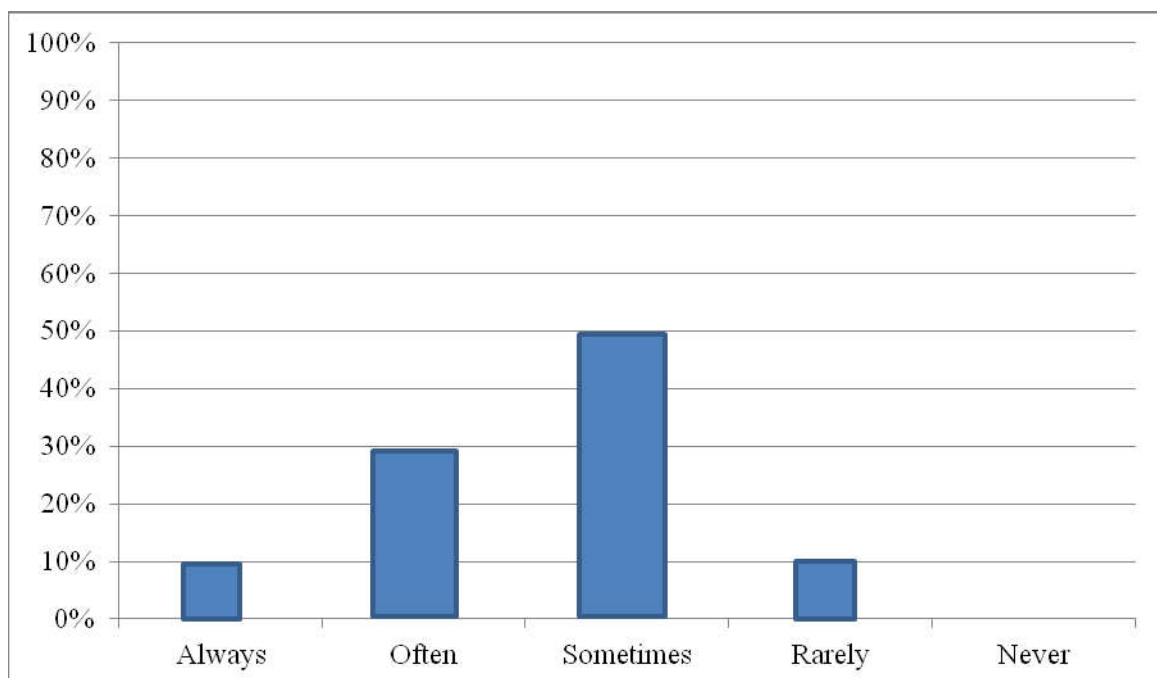


Diagram 05: Frequency of Students' Participation in the Oral Class.

It is noticeable 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 03: 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	11.2%
Agree	3	33.3%
Neuter	1	11.2%
Disagree	2	22.2%
Strongly disagree	2	22.2%
Total	09	100%

Table 10: Percentage of Agreeing / Disagreeing teacher selecting participants in class activities.

From the obtained results, it is clearly noticeable that (33.3%) of teachers agree to selecting students to take part in class activities,(22.2%) disagree, (22.2%) strongly disagree and (11.2%) for both strongly agree and neuter.

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	7	77.7%
Low	2	22.3%
Total	9	100%

Table 11: Level of Students’ Shyness in Class.

chapter three: research methodology and data collection

The results displayed in the table show that 77.7% of respondents describe their students' shyness level with medium and 22.3% low.

Question 2: 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	1	10%
Total	9	100%

Table 12: 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.

Question03: Which type of classroom interaction do you encourage during your classes?

- Teacher- Learner(s) centered
- Learner(s) - Learner(s) centered
- Both

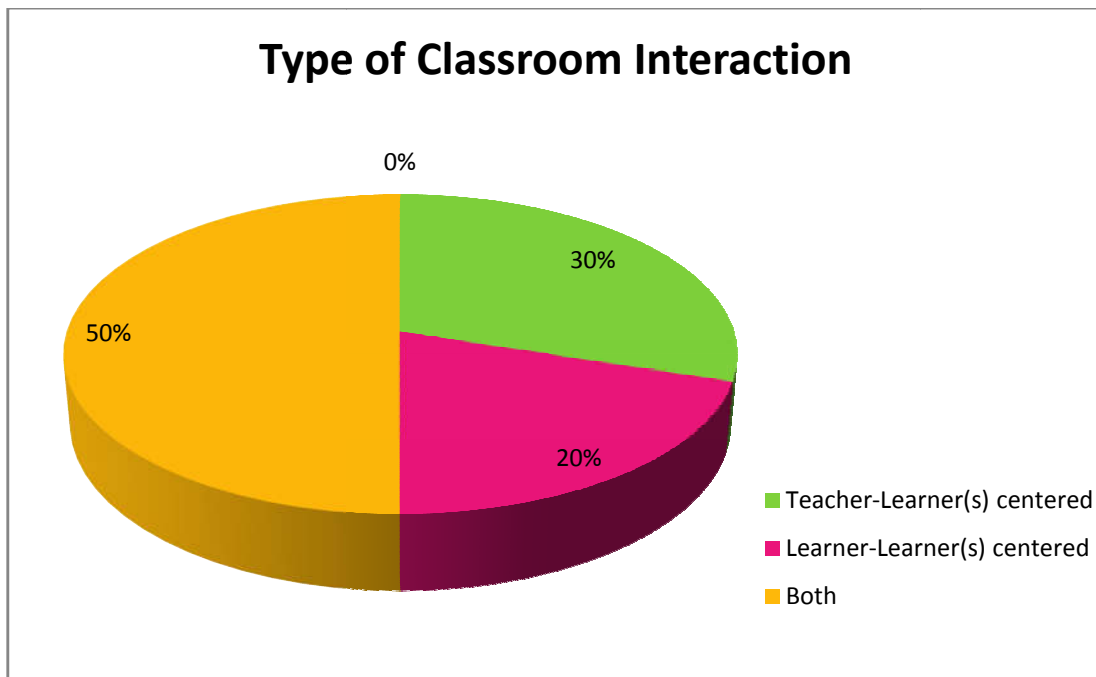


Figure10: Type of Classroom Interaction

Question 4: Have you remarked that some of your students are discouraged to communicate?

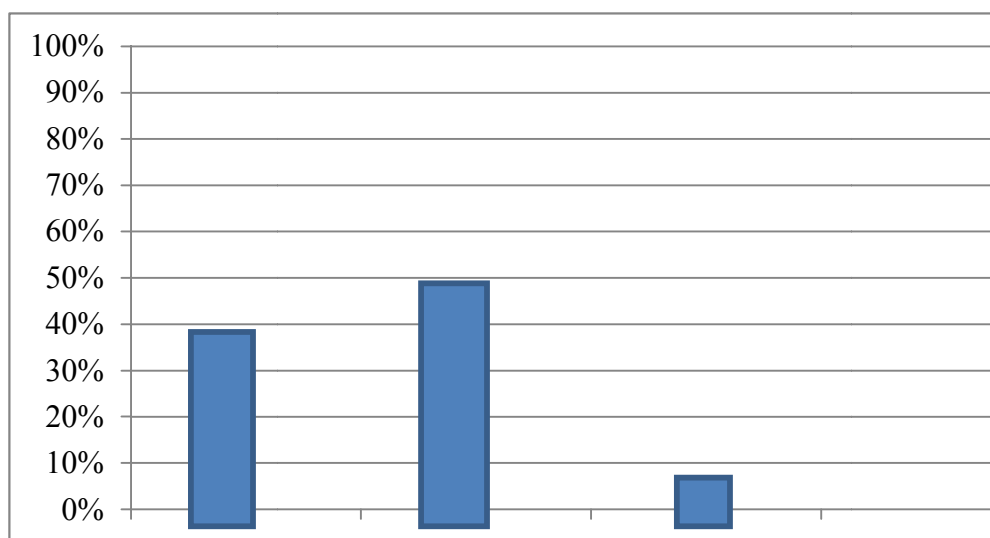


Diagram 06: Noticing Discouraged Students.

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

Question 5: What are the communicative constrains that face your students in class?

This question aimed at discovering common struggles that teachers face during teaching communication. 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: According to you what the main sources that arouse the prevalence of shyness

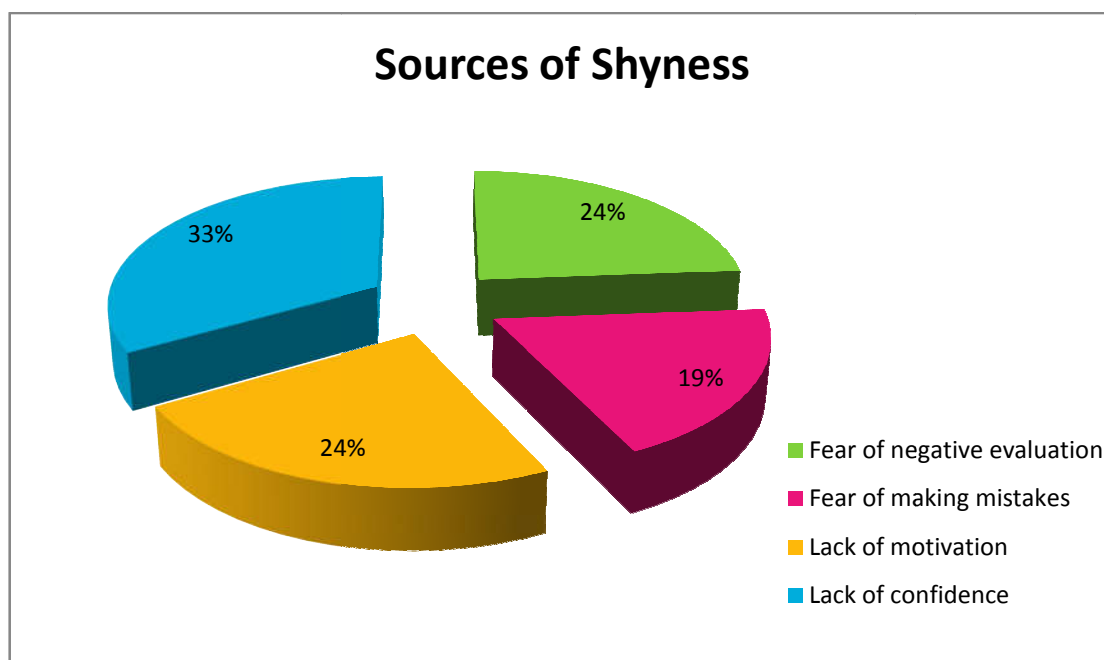


Figure 11: Sources of Students’ Shyness

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	9	100%
No	0	0%
Total	9	100%

Table 13: Percentage of Varying Speaking Activities.

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

Question 3: According to your experience, which technique do you think is the most effective to help shy student participate freely in the classroom?

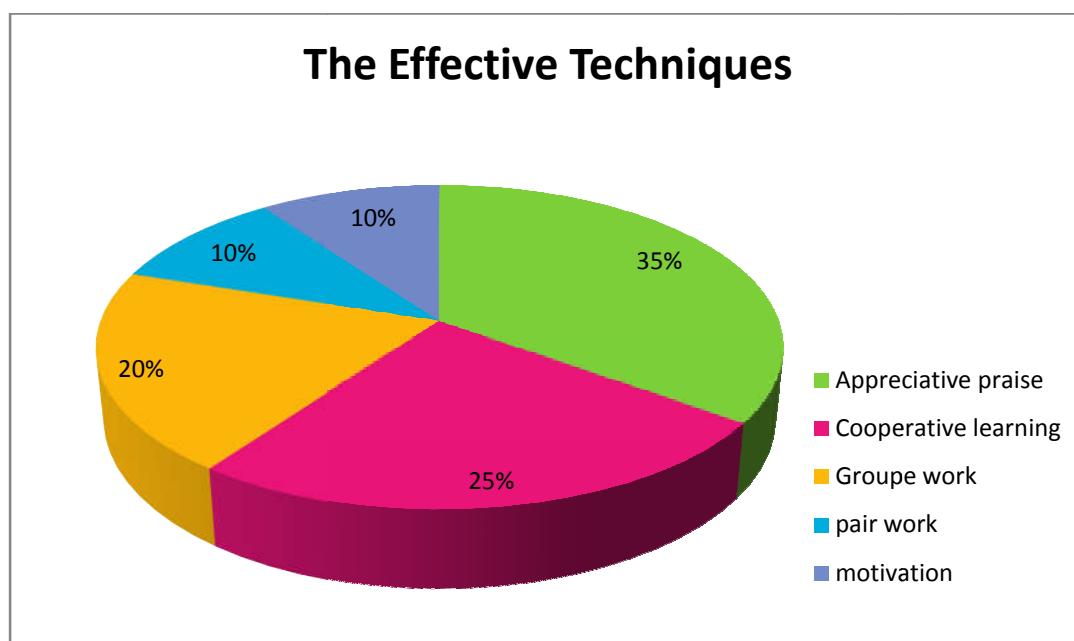


Figure12: The Effective Techniques according to the Teachers

The diagram above shows that (35%) of the participants claim that the appreciative praise activities are efficient for shy students in the oral activities. (25%) think that cooperative learning (20%) of them choose group work. However, ten percent (10%) of the participants think that both pair work and motivation are an effective technique to engage shy students in the classroom.

Question 9: What are the activities you suggest to implement in order to enhance the oral proficiency among shy learners?

This question targeted to be familiar with teachers' suggestions in order to get learners involved in the classroom especially shy ones. 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 through the use of different tools such as oral presentation projects, gaming activities and varying speaking activities in teaching, working more in pairs or groups, teaching interesting topics and eliminating the routine and creating new tasks.

Discussion of the Results

From an early date, shyness took a huge part in EFL sessions. It was frequently noticed among EFL students. For the most part, the psychological phenomena had an impact on pupils' ability to communicate. Similarly, the goal of this study was to look into the primary causes of shyness among EFL students in speaking skill classes and come up with some techniques and recommendations to help the students cope with the problem or improve their speaking skills.

Two questionnaires are distributed to 50 students and 9 teachers from the English department at Ibn Khaldoun University Tiaret in order to achieve this goal and answer the study questions. As a result, we acquired the previous data.

1.1.1. 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 4). Most of the students rarely participate or being asked in class (figure 3) mainly because of feeling shy (table 3). Moreover, EFL learners feel shy since they often worry about teachers' correction of their mistakes out loud (table 6) and fear of negative evaluation in the first place (figure 5).

In order to overcome this psychological factor, in the first hand, learners affirms that praising and motivation (figure 9) 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.

1.1.1. Discussion of Teachers' Questionnaire Results

The research instrument shows that all teachers confirm that shyness exists (diagram 4) especially in their oral classes (table 8) and they rate it in scale from low to high as medium level (figure5). 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 12). 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 eliminate the routine and creating new tasks.

1.2. Suggestions and Recommendations

Based on the findings of the two questionnaires and what scholars assumed, it is recommended that teachers use both pair and group work activities more frequently to guarantee that all students participate in the oral class. As it is preferable to develop a teacher-student relationship in order to break the ice and become more comfortable during the learning process for a more encouraging learning environment. Moreover, As choosing students randomly to participate may make them feel shy, it is suggested that teachers employ games, riddles and puzzles, meanwhile, they make sure that they encourage and stimulate the students to talk by smiling back at them or any various cheering gestures.

2. Conclusion

The current chapter is devoted to the examination of both questionnaires. Indeed, the results of the two study instruments demonstrated that first-year students from the department of English at Ibn Khaldoun University Tiaret are shy to learn English for a variety of reasons, as previously stated. Also, advising and proposing certain techniques for teachers to involve their students in the oral class, as well as techniques for students to cope with it.

GENERAL CONCLUSION

This study shed light on a critical hurdle that obstructs EFL learners learning English, particularly when communicating, and that is shyness. Because students are shy when they are asked to speak, the goal of this study is to provide evidence of the impact of shyness in speaking on EFL learners in the English language department at Ibn Khaldoun University, Tiaret, as well as suggestions and teaching techniques for incorporating them in class. As a result, shyness in learning English is an impediment to speaking skill rather than other skills.

This research consists of three chapters. The first chapter is mainly theoretical defines both shyness, communication and speaking skill, highlight their relation and explain the causes and effects of learners' shyness while communicating to come up with teaching techniques in order to overcome this issue. In the second chapter, an investigation has been brought to implement some techniques and strategies that help EFL learners to improve their oral communication performance in the educational setting as well as overcoming the phenomenon of shyness that prevent them from achieving their academic purpose . It first describes the relationship between teachers and students followed by roles and responsibilities of teachers that they should adopt in classroom. Motivational strategies help them to be more interested in class; hence, different instructional techniques and various activities were highlighted in order to be implemented in the classroom setting for the sake of enhancing the oral proficiency among shy learners.

The third 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 and trying to boost their oral performance as well.

BIBLIOGRAPHY

Bibliography

Books

B

Bachman, L. F. (1990). *Fundamental Considerations in Language Teaching*. Oxford: Oxford University Press.

Bachman, L. E. & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press

Barker, L.L., & Gaut, D.R. (2002). *Communication*. (8th). Boston: Allyn and Bacon.

Baker, J., & Westrup, H. (2003). *Essential speaking skill: A handbook for English language teachers*. London: continuum international publishing.

Byrne, D. (1989). *Techniques of Classroom Interaction*. Longman Group UK limited

C

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle ELT

Chaney, A.I., T.L Burk.1998. *Teaching Oral Communication in Grades k-8*. Boston: Allyn & Bacon.

Crozier, W. (2001). *Understanding Shyness*. New York, NY: Rutledge.

Crozier, W. and Alden, L. (2009). *Coping with Shyness and Social Phobia: A Guide to Understanding and Overcoming Social Anxiety*. London: One world Publications.

D

DeSantis, A. (1999). *Introduction to Communications*. Boston: Pearson Custom Publishing.

G

Gamble, T.K. & Gamble M. (2002). *Communication Works*. New York: McGraw Hill.

Ginott, H. (1972). *Teacher and child: A book for parents and teachers*. New York: Macmillan.

Gebhard, G.J. (2000). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.

H

Harmer, J. (1998) *How to Teach English: An Introduction to the Practice of English Language Teaching*. Cambridge: Addison Wesley Longman limited.

K

Kagan, S & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing

Kasper, A.G. (2012). *Shyness in the Classroom and its Impacts on Learning and Academic Functions*. 6th ed. Minomonia: University of Wisconsin

L

Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.

M

McCallum, G.P. (1980). *101 Words Games: for Students of English as a Second or Foreign Language*. Oxford: Oxford University Press.

N

Nunan, D. (1999). *Second Language Teaching & Learning*. USA. Heinle & Heinle Publisher.

R

Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press. Rivers, W. M. (1986). *Interaction as the Key to Teaching Language for Communication*.

Cambridge, UK: Cambridge University Press.

Revell, J. (1979). *Teaching Techniques for Communicative English*. London: Macmillan Press

T

Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.

Tsui, A. (1995). *Introducing Classroom Interaction*. England: The Penguin Group.

U

Ur, Penny. (2007). *Discussions That Work: Task-Centered Fluency Practice*. New York:

Cambridge University Press.

Z

Zimbardo, P. G. (1997). *Shyness: what it is, what to do about it*. Reading, Massachusetts Addison Wesley.

Articles

A

Aftat, Mokhtar, (2008), Motivation and Genuine learning. [Online] Available: <http://www.englishteacher1.com/motivation.html> (March 15, 2011)

Arbeau, K.A. & Coplan, R.J. (2010) Shyness, Teacher- Child Relationships, and Socio-emotional Adjustment in Grade I. Ottawa: *International Journal of Behavioural Development*, 34(3):259-269. DOI: 10.1177/0165025409350959

B

Bygate, M. (2006). "Areas of research that influence L2 speaking instruction". In E. Usó-Juan, & A. Martínez-Flor (Eds.), *Current trends in the development and teaching of the four skills* (pp. 3-25). Berlin: Water de Gryter.

C

Cermen Perez-Llantada. *New Trends in Grammar Teaching: Issues and Applications*.

Clark, H.H, EV. (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich, Inc.

Coplan, R.J. & Hughes, K. (2010). Exploring Process Linking Shyness and Academic Achievement in Childhood. *School Psychology Quarterly*, 25(4), 213-222. DOI:10.1037/a0022070

E

Evans, S. S., & Evans, W. H. (1987). Behaviour Change and the Ecological Mode. *The Pointer*, 31(3), 9-12.

G

Garcia-Coll, C., Kagan, J., & Reznick, J. S. (1984). Behavioural Inhibition in Young

Children. *Child Development*, 55(3), 1005-1019. DOI:10.2307/1130152

H

Harmer, J. (2003). Popular Culture, Methods and Context. *ELT Journal* 57 (3), 288-294,
<https://doi.org/10.1093/elt/57.3.288>

Horwitz, E.K. & Horwitz, M.B., et al. (1986). Foreign Language Classroom Anxiety.
The Modern Language Journal. Pp: 70-132

J

Juhana (2012) Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*. 3(12), 100-110

L

Liu, Meihua., & Huang, Wenhong. (2010). An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International*, Vol. 2011.

M

McCroskey, J. C. (1982). Oral communication Apprehension: A Reconceptualization. In M. Burgoon, *Communication Yearbook 6* (pp. 136-170). Beverly Hills, CA: SAGE.

Q

Qutbi, A. & Ayesha, B., U. (2013). Improving oral communication skills of Pakistani public school's students. *International Journal of English Language Teaching*. Vol.1, No 2, pp. 17-36.

R

Rababa, S, (2005), Communication problems facing Arab learners of English. *Journal of Language and Learning*, 3(1), 1-22.

Russel, D., Cutrona, C. E., & Jones, W. H. (1986). A trait-situational analysis of shyness. In S. R. Briggs, J. M. Cheek & H. J. Warren (Eds.), *Shyness: Perspective on Research and Treatment*. (pp. 239-249). New York: Plenum Press.

T

Thornbury, S. (2000, July). Accuracy, fluency and complexity: English teaching

professional, 16, 3-6.

X

Xiuqin, Z. (2006). Speaking Skills and Anxiety. *CELEA Journal*, 29 (1), 34-39.

Z

Zhang, Y. (2010). Cooperative Language Learning and Foreign Language Learning and Teaching. *Journal of Language Teaching and Research*. 1(1), 81-82.
doi:10.4304/jltr.1.1.81-83

Dissertations

H

Hammoudi, K. (2016). *An Investigation of the Difficulties that Prevent EFL Learners from Participation*, University of Mostaganem.

Hammour, N. & Ould ouali, L. (2017). *Investigating the Teaching Techniques to Integrate Shy Students in Classroom*, Mouloud Mammeri University OF Tizi Ouzou.

N

Nejra, B. (2009). The Impact of Shyness on Early Adolescents' Social World, Orebro University. (Dissertation), retrieved from [http:// www.publications.oru.se](http://www.publications.oru.se)

S

Sato, Koichi. (2003). *Improving Our Students Speaking Skills: Using Selective Error Correction and Group Work to Reduce Anxiety and Encourage Real Communication*. (Dissertation), Japan: Akita Prefectural

APPENDICES

Dear students,

This research aims to investigate the effect of shyness on oral proficiency and to investigate useful 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: Personal Information

Female Male

1- Your choice to study English at university is?

Personal Imposed

Section Two: Shyness

1- Are you a shy person?

Yes No

2- How often do you participate in classroom?

3-Justify why?

.....
.....

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

Yes No

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

Hightextent Intermediateextent Lowextent

3- Section Three: Shyness in Speaking

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

Shy Comfortable

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

Yes No

1-Why do you feel shy during oral class?

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

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

Section Four: Overcoming Shyness in speaking

2- Which of the following activities that the teacher used most?

- Oral presentation
- Role play
- Discussions and debates
- Others

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

- Group work
- Pair work
- Individual

4-Do you think that the teaching techniques are efficient to help shy students

improve their oral proficiency in the classroom?

Yes

No

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

- Praising
- Developing teacher-student relationship
- Motivation
- Varying speaking activities
- Practicing error correction

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: Personal 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-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

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 is considered as one of the principal causes of the students' under-achievement in oral?

Yes Somehow No

3- Which type of classroom interaction do you encourage during your classes?

Teacher- Learner(s) centered

Learner(s) - Learner(s) centered

Both

4- Have you remarked that some of your students are discouraged to communicate?

Always

Sometimes

Rarely

Never

5- What are the communicative constraints that encounter students in class?

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

6- According to you what the main sources that arouse the prevalence of shyness?

Fear of negative evaluation

Fear of making mistakes

Lack of motivation

Lack of self-confidence

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

Yes

No

8- According to your experience, which technique do you think is the most effective to help shy student participate freely in the classroom?

- Appreciative praise
- Cooperative learning
- Group work
- Pair work
- Motivation

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

Yes No

10- What are the activities you suggest to implement in order to enhance the oral proficiency among shy learners?

.....

.....

.....

.....

Thank you

Abstract

The current study looks at how EFL teachers use teaching strategies and techniques to get shy students to participate orally in classes. It seeks to understand the factors that are linked to shyness in speaking in order to develop techniques that will assist students in coping with shyness and improving their oral abilities in order to achieve better results. The sample for this study was made up of first-year English students at Ibn Khaldoun University of Tiaret. This research is focused on two questionnaires that were sent to first-year students and their teachers. Since university is seen as a new social place for first-year students where they can meet new people, the first-year license le was chosen.

Key words: EFL teachers, the teaching strategies, shyness, oral abilities, shy students.

الملخص

تبحث هذه الدراسة في أساليب التدريس والاستراتيجيات المستخدمة من قبل المعلمين لمساعدة الطلاب الخجولين على تطوير مهاراتهم في دروس التحدث. يهدف إلى فهم المتغيرات المتعلقة بالخجل في هذه الفصول ، بالإضافة إلى استخراج بعض الاستراتيجيات والتقنيات التي تساعد الطلاب على إدارة الخجل وتحسين مهاراتهم في التعبير اللفظي لتحقيق نتائج أفضل على التوالي. ولتحقيق هذا الهدف استندت هذه الدراسة إلى استبيانين موجهين لطلبة السنة الأولى وأساتذتهم في شعبة اللغة الإنجليزية بجامعة ابن خلدون ، حيث يعتبرون عينة من هذا البحث. نظرًا لأن الجامعة تعتبر بيئة اجتماعية جديدة لطلاب السنة الأولى ، فإنها تمثل مرحلة جديدة في الحياة الأكاديمية للطلاب ولهذا السبب تم اختيارهم.

الكلمات المفتاحية: مدرسو اللغة الإنجليزية كلغة أجنبية ، مهارات الدراسة ، الحياء ، التحدث ، الطلاب الخجولون.

Résumé

Cette étude examine les méthodes d'enseignement et les stratégies utilisées par les enseignants pour aider les élèves timides à développer leurs compétences en cours d'expression orale. Il vise à comprendre les variables liées à la timidité dans ces chapitres, ainsi qu'à extraire certaines stratégies et techniques qui aident les élèves à gérer la timidité et à améliorer leurs compétences d'expression verbale pour obtenir respectivement de meilleurs résultats. Pour atteindre cet objectif, cette étude a été basée sur deux questionnaires adressés aux étudiants de première année et à leurs enseignants de la division de langue anglaise de l'Université Ibn Khaldun, car ils sont considérés comme un échantillon de cette recherche. L'université étant considérée comme un nouvel environnement social pour les étudiants de première année, elle représente une nouvelle étape dans la vie académique des étudiants et c'est pourquoi ils ont été choisis.

Mots-clés : professeurs d'EFL, aptitudes à l'étude, modestie, expression orale, étudiants timides.