People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun -Tiaret

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

The Efficiency of Classroom Management in Helping Shy Learners and Reducing Stress

The Case of First Year students at Slimen Ben Hamza Secondary School in Ain Dheb

A Dissertation Submitted to the Department of Foreign languages in Partial Fulfillment for the Requirement of the Master's Degree in Didactics.

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Academic Year : 2020__2021

Dedication

To the two candles who always enlighten my life ; my parents .

To the wells of love , tenderness and understanding who are always present in my life ; in joyful and tough times . To Amina and Tahar .

Thanks to your encouragement and support I could achieve my ambitions so far . Needless to say that I would never be what I am today without your warm presence in my life . I owe you so much that no words can really express my thankfulness to you .

For all the things you gave me , I would like to dedicate this humble work to you hoping that I will always keep on making you feel proud of me .

This modest work is also dedicated to my brothers Aimen, Oussama and Mohamed and to my friends Nour El Houda and Meriem and Fathi .

To my best friend Hamza who is always there for me whenever I need advice and support .

To any one plays a part in my life and added something new to it.

To all people who know me.

Noura

Dedication

I dedicate this work to almighty God . thank you for the guidance strength power of mind, protection and skills and for giving us a healthy life.

This humble work is dedicated to my beloved parents, who have been my source of inspiration

and gave me strength when I thought of giving up, who continually provide their moral , spiritual, emotional, and financial support.

To my candle of my life , my brothers "Adda","Mohamed",and my sweety sisters and the sweiest niece "Razan", "Salsabile", "Israe", "Iyad",'' Wassim.'' ....

To my dear husband "Abdelillah".

To my friends "Noura" "Boutheina" , and my cousin "kheira"

Thank you very much for your encouragement and your support with any word or advice to finish this study .

I would like to extent my thanks to my supervisor and the jurry in their help.

Narjes

Acknowledgements

First of all, we thank Allah deeply from heart for giving us strength to achieve our goals.

This simple work would not be done without the help of our supervisor Mr. Ayada Amine who would like to thank, for the valuable guidance and advice, he provided us with to make this modest research.

We would like also to appreciate our parents help to accomplish this work.

Abstract

It's known that teachers who efficiently plan and manage their classrooms, assist students' learning and reinforce their motivation and involvement in the teaching-learning process. This research attempts to investigate the efficiency of classroom management in helping shy learners and reducing stress. It aims at finding out whether classroom management affects students' achievement and performance or not. We used a questionnaire and a classroom observation to accomplish this goal .Two forms of questionnaire used, the first questionnaire administered to first year students at Slimen Ben Hamza secondary school in Ain Dheb, the second one is submitted to their EFL teachers at the same school . Besides, the classroom observation was set in order to get more real and precise information on what is going on during the English session among first year students ; how they behave, interact and participate during the session and how well the teacher can control and manage the class. The hypotheses adopted in this study set out if teachers take into consideration the students' psychological aspects while teaching , classroom interaction will be promoted and if they establish positive classroom management, they would achieve positive teaching-learning process . The results in this study showed that both teachers and students have positive attitudes towards classroom management and the psychological aspects affect to some extent students classroom interaction. Coming with these findings, we have proposed some padagogical recommendations for helping teachers effectively manage their classrooms, engage and motivate shy and non-shy students.

List of Abbreviations

EFL : English as a Foreign Language.

%: Percentage

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Students 'Questionnaire

<u>*Title*</u> : The Efficiency of Classroom Management in Helping Shy learners and Reducing Stress

Dear Students,

You are kindly requested to voluntarily complete this questionnaire. Your responses will be of great help to the research of which aim is to investigate the efficiency of classroom management in helping shy learners and reducing stress .Your cooperation would be deeply appreciated. Please, use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed. ***Thank you very much for your help to accomplish this task.***

<u>*Section One*</u> *: Students classroom Interaction*

1-*Gender* :   Female [   ]   Male [   ]

2- Do you like English subject ?

Yes [   ]   No [   ]

3- How would you access your level of English ?

Good [   ]   Excellent [   ]

Medium [   ]   Bad [   ]

4- Do you like to participate in class activities ?

Yes [   ]   No [   ]

5- How often do you participate in class activities ?

Regularly [   ]   Often [   ]

Rarely [   ]   Never [   ]

6- Are you a shy person ?

Yes [   ]   No [   ]

7- Do you feel anxious in the English cource ?

Yes [   ]   No [   ]

8- Do you fear that your classmates would mock you if you speak ?

Yes ☐   No ☐

9- Do you dare interacting knowing that you are going to make mistakes?

Yes ☐   No ☐

10- If no, it is because

You are afraid of appearing stupid ☐
You have nothing to say ☐
You lack vocabulary ☐
You are shy ☐

11- Do you feel motivated by having a teacher who cares about their students ? Why ?

always ☐   often ☐

sometimes ☐   never ☐

12- Does your teacher try to create a good atmosphere ?

Yes ☐   No ☐

13- If yes, what do your teacher try to create a positive atmosphere ?

Build a good relationship with students ☐

Reward students ☐

Help students to ask questions and give answers ☐

Others ☐

Can you specify , please ?

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…………………………………………………………………………………………………
…………………………………………………………

Section Two : Students perceptions about teachers style in teaching .

14- Do you respect the rules and procedures that set by teachers to reduce misbehaviors ?

Yes ☐   No ☐

15- Do you think that raising motivation for better achievement is due to ?

Effort to succeed ☐

Desire to succeed ☐

Fact to reward ☐

16- What are the main helpful tips that assist teachers to manage their classroom effectively?

Give you another chance whenever possible ☐

Be quick to give you praise for good effort ☐

Keep you closer to him than to your peers with whom there are problems ☐

17- From your point of view, the strategies ,cooperative learning ,that the teacher uses have an impact on students' learning ?

Always ☐   sometimes ☐

Rarely ☐   never ☐

18- Which type your teacher is ?

He provides an atmosphere for fear (Boss) ☐

He inspires his students (Lead) ☐

neither (Boss) nor (Lead) ☐

Others ☐

………………………………………………………………………………………………………

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Appendix 2

Teachers' Questionnaire

Title : The Efficiency of Classroom Management in Helping Shy learners and Reducing Stress

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate the efficiency of classroom management in helping shy learners and reducing stress.I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work. Please, tick (✓) the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

Section One : Personal Information

1- *Gender* : Female ☐   Male ☐

2- *Current academic level* :
   Doctorate of Philosophy (PhD) ☐
   Masters ☐
   Diploma ☐
   Certificate ☐

3- How long have you been teaching in secondary school ?
   2-10 years ☐
   11-20 years ☐
   21-30 years ☐

Section Two : Teachers perceptions about using classroom management strategy.

4- Do you have difficulties in teaching ?
   Yes ☐   no ☐

5- If yes, what are the main difficulties face you in teaching ?
   Responds angrily ☐
   Uses inappropriate comments ☐
   Can't follow follow directions ☐
   Others ☐

Can you specify , please ?...

……

6- Is classroom environment teaching-learning important ?

Yes [ ]   No [ ]

Justify your answer please

……
……
…………………………………………………………………

7- What do you think of using classroom management strategy ?

Interesting [ ]
Very important [ ]
Helpful [ ]
Not important [ ]
Boring [ ]

8- Which style of teacher management you are ?

Authoritarian teacher [ ]

Authoritative teacher [ ]

Permissive teacher [ ]

Indulgent teacher [ ]

9- Do you try to create a friendly atmosphere in the classroom ?

Yes [ ]   No [ ]

10- How often do you hold a supportive relationship with your students ? Why ?

Always [ ]   sometimes [ ]

Rarely [ ]   never [ ]

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11- Are you emotionally aware and sensitive to the needs of students ?

Yes [ ]   No [ ]

12- Do you notice the presence of shy students in the classes you teach ?

Yes [ ]   No [ ]

13- Do you think that shy students are not cometent and passive in the classroom ?

        Yes   ☐   No   ☐

14- Which educational modes of work can be effective in engaging shy students in class activities ?

        Pair work   ☐

        Group work   ☐

        Individual work   ☐

15- To what extent does students' psychological state affect their performance?

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16- Are there any suggestions for a successful and effective classroom ?

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General Inroduction

Background to the study

General Introduction

Teaching is a complex ,challenging ,dynamic and demanding profession for educators and teachers who are always faced with new ideas and concepts in their classrooms requiring them to be effective in implementing order and control. Mastering classroom management is a crucial component of efficient teaching and learning; it is a major worry and difficulty for teachers to maintain a safe, ordered atmosphere while also influencing students' performance and success. Classroom management doesn't mean just discipline and rules, expects more than this. This refers to attracting and maintaining students' attention, as well as preserving learner receptivity and achieving appropriateness. It also entails a wide range of measures and activities to create a welcome learning environment, ensuring that sessions run smoothly, and minimize misbehaviors.

Furthermore, because every classroom is full of different levels, personalities and learning preferences, effective classroom management necessitates teachers to be skilled at employing various strategies as well as recognizing when current practices are ineffective and modifications are required to engage and motivate all types of learners.

As a result, a classroom management plan that includes both supportive and corrective management strategies will enable us to create a pleasant classroom environment, encourage student involvement as well as reducing misbehaviors.

1. Statement of the problem :

To engage and involve all learners in the educational process is a difficult task, researchers focus on the factors that may affect learners' performance and achievement in the classroom activities especially shy learners. It is known that classroom management plays an important role in engaging those students and reducing their stress , that is why we want to discover whether this is true and whether it can affect students' achievement positively or negatively.

2. Aim of the study :

       The focus of this study is to investigate the efficiency of classroom management in helping shy students and reducing stress within the context of the school in Ain Dheb as a case study.

3. Significance of the study :

       Our study is about one of the most important topics that teachers and educators face in their schools especially in their classrooms where they have to show their abilities to manage and control their classes and implement beneficial strategies so as to engage and involve all types of learners in the educational process. This research is undertaken to examine how classroom management affects students' achievement and its impact in helping shy students and reducing stress. Therefore, a well-managed classroom can offer an exciting and ative learning experience for every one involved.

4. Research Questions :

       The following are the research questions we focus on in this thesis :

1. How can we determine the efficiency of classroom management and to what extent does an effective classroom have an impact on the students'productivity ?
2. What is shyness and what are the psychological factors that affect students' productivity ?
3. What is students' stress and how does it affect the productivity of a learner ?
4. What strategies are employed by the teacher to motivate shy learners and reduce their stress ?

5. Hypothesis :

       In order to answer the above questions, the following hypothses are suggested :

a. If teachers take into consideration the students' psychological aspects while teaching, classroom interaction will be promoted.
b. If teachers establish positive classroom management, they will achieve positive teaching-learning process.

6. Research Methodology :

In order to test our hypotheses, answer the research questions and to obtain the information required for our subject, we select the descriptive method since this study is based on the description of classroom as a situation through using two main tools which are the questionnaire and classroom observation. These tools will allow us to collect a range of data and to provide answers to the aforementioned research questions which will serve as guidelines in conducting our study.

Two forms of questionnaire will be used, the first questionnaire will be administered to first year students at Slimen Ben Hamza secondary school in Ain Dheb, the second one is submitted to their EFL teachers at the same school , in addition to the use of classroom observation so as to take notes about what is going on during the English session among first year students ; how they behave, interact and participate during the session and how well the teacher can control and manage the classroom.

7. Literature review :

Classroom management according to Henley (2010), is an "important teaching skill" in which competent teachers limit misbehaviors to reduce disruptions and establish learning settings that support students' intellectual and emotional improvement. When it comes to classroom management, Henley takes a highly restorative approach, allowing additional time in the classroom to teach discipline and, as a result, promoting activities that allow students to exercise self-control. He believes that if a teacher does this, he or she will spend less time dealing with misbehavior and more time on academic education and learning. In other words, efficient classroom management leads to increase student growth in areas that are used over time.

The term "classroom management" has been defined in a variety of ways by various studies. Classroom management according to Tuncay (2010) ; "involves instructors' attempts to promote democracy in the classroom as well as a comfortable setting in which students' right to communicate their ideas and opinions is respected and successful learning is fostered''. This means that creating a pleasant environment and ensuring that students feel comfortable and secure allows them to communicate, participate, voice their opinions and exchange ideas with their peers and teachers.

Solis (2005) says : "Classroom management should ideally be a shared agreement between the teacher and the students''. It should be a universally accepted model that everyone follows.Classroom management refers to the procedures and routines that are employed to keep the classroom functioning efficiently on a daily basis. A teacher's job is made much more difficult when it comes to classroom management. What are the key elements of effective classroom management? How can a teacher properly manage it? According to Emmer, Evertson, Clements, and Worsham (1997, p.111) ; "Good classroom management depends on very thorough preparation of classroom organization, rules, procedures and instructions''.It also necessitates a teacher's active participation in ensuring student collaboration and adherence to appropriate classroom rules and procedures."

The employment of strategies that encourage student collaboration and involvement in classroom activities and hence prevent difficulties, is the key to good classroom management. The behavior of the teacher and the behavior of the students are inextricably linked. Maximizing the amount of time learners spend engaged in academic activities can help to reduce discipline issues. It can also be improved by resolving minor inattention situations before they turn into significant problems. Student discipline issues, poor classroom management and control and disruptive student behavior are all common complaints. Many educators feel that classroom management has a significant impact on student learning. It is crucial to establish a strong bond with students based on trust, respect and curiosity. Certain attitudes and qualities are essential for efficient classroom management because they help to prevent problems and successfully deal with them.

The important factors and procedural processes that schools used to build a positive school-wide discipline plan and execute effective behavior support systems are described by Colvin and Fernandez (2000). These factors include:

➢ Identifying and meeting the needs of students
➢ Putting together and keeping a leadership team
➢ Defining responsibilities and expectations for all students in the classroom
➢ Creating a data system that can be used to make decisions in a methodical way
➢ Maintaining a focus on all system components
➢ Increasing the importance of academic support

8. Structure of the study :

This study is devided in two main parts; the theoretical part which contains two main chapters and the practical part. Preceded by an overall introduction, the statement of the problem, objectives of the study, significance of the study, research questions, hypothesis, research methodology, literature review and the structure of the study , the first chapter is concerned with classroom management in general ; its definition, its importance and goals. Furthermre, we explore the qualities and the role of teachers that can effectively manage the classroom and the different styles of teacher management. In addition to the relationship between the teacher and the students.

The second chapter focused on shyness and stress' impact on students' accomplishment and performance in which we describe the major points and explore the reasons and factors that affect students' learning and we set the most helpful strategies teachers have to implement in order to engage and motivate timid and apprehensive students .

The third chapter which is included in the practical part, is concerned with the interpretation of the data gathered from students, teachers' questionnaires and the classroom observation.

9. Limitations of The Study :

Some encouraging results were found in this investigation, although some limitations should be addressed. The first constraint relates to the quantity of time available as the primary issue. The second constraint is the small number of teachers who responded to the questionnaire. Only 05 teachers were included in the sample. As a result, a bigger sample size would yield more realistic and precise results.

Furthermore, due to the limited amount of classroom observation sessions (04 sessions), there is additional constraint .Having a large number of sessions might be beneficial in learning more about what goes on in the classroom.

Chapter One

Classroom Management

Introduction

     Classroom management is one of the greatest challenges in schools nowsadays. It plays a major role in a students' achievement and contributes to their social and moral development. It takes just minutes to understand but years to master since it is a difficult task for teachers and educators. Classroom management is about creating and appealing environment for student learning because the best environment in language learning is the one in which every student doesn't only have the opportunity to speak and interact but also feels a real need to do so .

     Besides, Classroom management may be defined as the process of arranging the classroom environment and physical structure in accordance with the laws in order to meet the educational system's, curriculum's, schools', lesson's, teachers', and students' expectations. As a result, the teacher must plan ahead of time, developing management strategies in order to create a productive learning environment, because ineffective management leads to serious indiscipline, destroying the conducive learning climate, as Marzano (2003) stated, "Learning and teaching cannot take place in a mismanaged classroom.''

1. Classroom management :

1.1. Views on classroom management :

     Classroom management is an organic aspect of teaching and learning that is always changing .It has been defined differently by many educators throughout the history and it remains difficult to define because of its complexity.

     Generally, classroom management refers to the actions and strategies teachers use to maintain order in the classroom (Doyle, 1986). According to him, the teaching process depends on two main tasks ''learning and order''. Order must be established in order for learning to take place in advance.

     Similarly, Brophy (1986) defines classroom management as a teacher's efforts to produce and maintain the effective classroom environment for teaching and learning. In other words, what Brophy means that there is a strong close and mutual relationship between effective classroom management and effective curriculum and instruction.

     According to Evertson and Weinstein (2006): ''Classroom management involves the actions teachers take to establish an atmosphere that supports and facilitates both academic

and social–emotional learning. It strives to improve students' social and moral growth as well as establish and maintain an orderly environment in which they can engage in meaningful academic learning.'' (p. 4)

Like many educators , Lemlech (1988:3) explains the multidimensionality of classroom management as follow : '˙Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoringstudent progress, and anticipating potential problems'', in other words learners should know what is expected from them and identify the need for proper organization of classroom activities to ensure the smooth flow of the lessons.

1.2. Effective classroom management :

Elias & Schwab (2006) state that effective classroom management establishes the stage for the effective learning. Without it, classrooms are disorganized and chaotic, and very little academic learning can occur. This means that it is so important to the whole education process because it provides students with an ideal learning environment.

The ideas of creating a positive classroom environment which includes excellent teacher-student relations are the basis of effective classroom management.(Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999). In other words, an effective classroom management is defined as a climate that encourages and promotes successful learning. Positive attitudes and relationships between the teacher and his students are important. As a result, the teacher must use new skills and concepts to enhance this learning.

Furthermore ,it is much than just implementing correct techniques or applying strict regulations when a student misbehaves , it is about taking preventive measures in advance to avoid problems from occuring while creating a positive learning environment.

Harmer (1983) states that the effectiveness of the instructor is dependent upon how successfully a classroom is managed .That's to say that a well-managed classroom increases learning and involves learners in the teaching-learning process.

Similarly, Kaliska (2002) was of the view that efficient classroom management methods are critical for ensuring excellent academic achievement and learning at secondary level. According to her, an effective classroom management is encouraged to improve student involvement in the process of teaching and reduces disturbing behaviours .

Effective classroom management is a set of correct techniques aimed at creating the most conducive learning environment. It's about relationship and leadership .It's about students'

behaviour and performance because they want to not because they are forced to .Simply, it is where the desires and fulfillment of both students and teachers meet.

1.3. The importance of effective classroom management:

Effective classroom management has a great importance in the teaching-learning process since it is responsible for creating and maintaining an orderly environment in the classroom, supports social and emotional development as well as academic learning. It has been highlighted across various analysis studies as the major variable that has an effect on student's achievement (Marzano, 2003).The most clear reason is that effective classroom management creates the stage for teaching and learning.

According to Emmer and Strong (2001):''The instructors' ability to manage the classroom and the behaviour is crucial for them to achieve positive results with the students.'' (P: 09). Therefore, classroom management is necessary in order to:

❖ To help students learn more effectively

In order to manage the classroom effectively, teachers have to take into consideration difficulties and intricacies of of student learning ; interactions, motivation and behaviour. An analysis of the classroom management research identifies four general elements of classroom management that influence student 's achievement for all students. These elements are :

- Rules and procedures
- Disciplinary interventions
- Teacher-student relationships
- Mental set; which refers to the mindset with which the teacher approaches his classroom management

The teacher improves his classroom means that he is continually working to establish a rule-based and safe learning environment for students to flourish in. It means that the learning opportunities the teacher provides to students are organized and distributed in ways that assist students to succeed.

❖ To successfully engage students:

Classroom management is essential for ensuring that students learn and use the material. Engaging students in lectures by moving around the room, asking questions, and employing both verbal and non verbal teaching methods to make certain that students are careful,interested and taking more from the learning experience than simple facts. Engaging students increases their confidence and makes the lesson more effective.

❖ To manage classroom time effectively

Good time management helps both teachers and students to work smarter not harder so that they get more results in less time even when time is narrow and pressures are high. Instructional strategies should be planned to fit into fixed time frames.What affect the use of time include the non instructional routine procedures, transitions between activities in classes, and other interruptions. The teacher should handle administrative tasks quickly and develop ways to make transitions and interruptions as short and orderly as possible to manage time in the classroom effectively.

❖ To maintain a positive learning environment.

Managing the learning environment is a continuous and dynamic process in which the teacher must be careful observer, communicator, facilitator and manager.The classroom atmosphere affects the how students act and how much attention they give to instruction.

Maintaining a good learning environment demands the use of rules and procedures ; implementation of classroom routines; prevention of problems from occurring; establishing an clear code of conduct and instilling the sense of respect and community among students. Also, the teacher must be friendly, kind, polite, respectful, patient, fair and be willing to provide help to his students whenever they need. Moreover, the use of appropraite techniques and the implementation of rules and procedures in an effective classroom management can dramatically decrease disruptions in classes and lead to high achievement by students.

1.4. Objectives of classroom management

Classroom management has many goals but the most two common ones as proposed by Eggen and Kauchak (1997) are shown in figure 1.4.

The objectives of classroom management :
- To establish and sustain a positive and productive learning environment.
- To encourage a safe environment in the classroom.
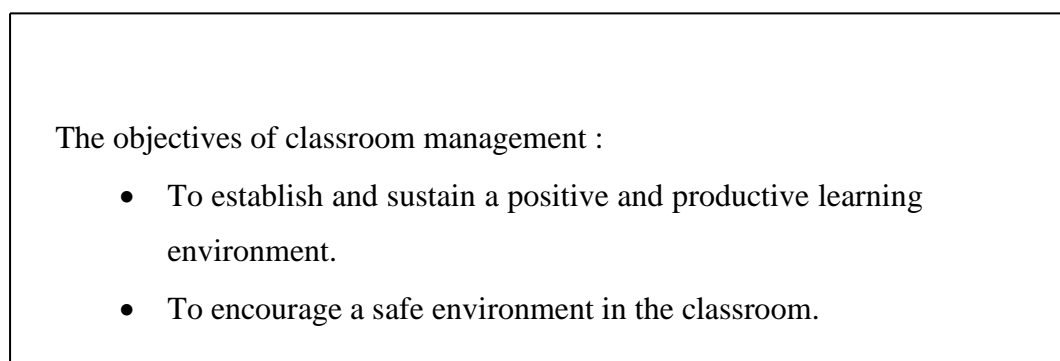
Figure 1.4 : Objectives of classroom management Eggen and Kauchak (1997,p 238)

According to them, classroom management firstly aims to create a positive learning environment that affects students'motivation and involvement and meets their needs and

interests. Secondly, it aims to support and promote a secure learning environment where students develop their sense of responsibility and establish cooperative learning .In order to make students comfortable enough, it is necessary for the teacher to establish the rules and routines which include:

- ✓ The rules and routines will provide them with a framework in which to interact with the teacher and one another.
- ✓ If the students are to be expected to follow the rules and procedures, they must be required and precise.
- ✓ Each rule or routine should be accompanied with a verbal or written explanation of why it is necessary.

Similarly, Doyle (1986) states that classroom management has two goals. The initial aim of classroom management is to establish a positive and a quiet atmosphere so that learners can participate in meaningful learning in a subject. The second goal is that classroom management contributes to the social and moral development of students. This means that it tries to improve their intellectual and social development.

Moreover, there are other aims of classroom management among them ; to help students spend more time on learning and less time on non-directed activity .In other words, it assists to maximize the instructional time and students learning time. It also seeks to prevent students from developing academic and emotional problems.This means that a well-managed classrooms keep students occupied with dynamic, properly challenging tasks and offer activities in which students become motivated to learn and provide clear norms and regulations that students must follow.

2. Effective teacher:

These days, many people can be a teacher, but the question is if many people can be an effective teacher. Clearly, to be an effective teacher is a hard and complex task than many people think.

Active teachers have been defined as those who make the most of class time, present materials in ways that meet students' needs, track programs and progress, and organize chances for students to apply newly learned concepts and skills (Brophy, J. E., & Good, T. L ,1986). This means that effective teachers take into consideration time management, they always come ready in order not to waste time, and they use materials and visuals (maps,

drawing, pictures, charts) since students learn best when they are presented with new material and understand visuals better than words. Moreover, they monitor each student's achievements to provide every one of them with regular feedback on their performance and give them valuable information to assess the impact of their teaching.

Effective instructors use the suitable procedures and involve explanation and group input so as to help students see the needs for the procedures and therefore accept them since procedures are part of school, they establish a classroom culture and community .They also instruct students on what they should do and how they should act and reduce interruptions and discipline problems. So, teachers must explain their expectations from students and reinforce procedures to become a routine.

''The abilities accepted from an effective teacher are the ability to control student' misbehavior appropriately, to create and manage a stimulating competitive environment, to give clear instruction to pace and maintain a focused group work''. (Kounin ,1970) .Effective teacher provides a secure and well-ordered atmosphere in which learners can reach their goal. He knows that students learn best if they are in a classroom where they will feel safe and confortable and brings difficult learners close to him and talk to them in private, he tries to understand them and avoid power struggle and negative words .He may also focus on more rewards than punishment. In the same context, Oliver ,Wehby and Reschly (2011) ''identified in their study that teachers'classes management tasks and practices have positive effects on reducing students' aggressive , negative , lethargic and un attentive way of learning in the classroom''. Effective teachers employ strategies which have a good impact on students' behavior, they try to know what causes the aggression and engage them by reinforcing appropriate behavior, avoiding rash judgement and managing unexpected problems quickly.

The following points give details about effective teachers :

❖ Motivate and engage all their students in learning

Effective teachers make efforts to motivate and engage all their students in learning rather than accepting that some of them cannot be engaged. They believe that each student has the ability of achieving success at school and they do all they can to find ways of making each student successful.

❖ Encourages students to take greater responsibility for their own learning.

Effective teachers make sure that their students know what the objectives of the learning program are; understand how these objectives will be assessed; know whether they are on

track to achieve success; and are actively involved in evaluating their own learning .Effective teachers use their understanding of learning processes to evaluate which one will be most helpful in aiding the learning of the students in their classes.

❖ Plan the lesson according to students'learning preferences.

They change the type of the activity during the lesson to help students focus more effectively on each task and use examples from learners' daily lives to make lessons relevant and stimulate their interests.

2.1. Teacher management style

Each teacher has his or her own teaching style and method in managing the classroom. There are many styles of teachers and each style comes from their own special and single personality.

How well does a teacher know his teaching style and his capacity to interact with his students? Is he authoritarian in his approach to teaching, an authoritative teacher, permissive or indulgent teacher? As an effective teacher, he should know his style in order to develop his ability to avoid disturbing behaviour before it changes to something more serious.
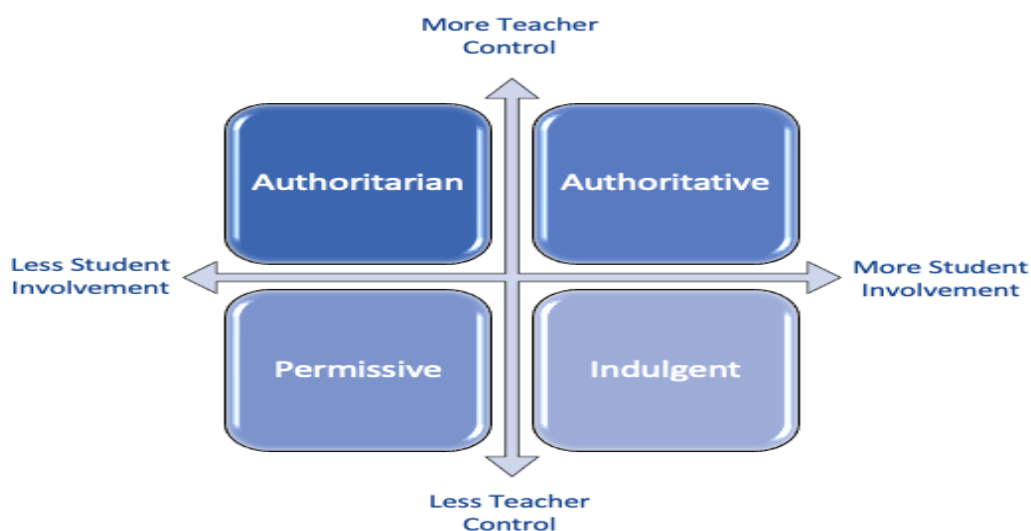
Figure 2.1. The difference between the four styles.

According to Dunbar (2004) The authoritarian instructor sets severe guidelines and boundaries for his or her students. ". In other words, what Dunbar means is that authoritarian teachers have a lot of control over the classroom but not much involvement with the students.

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They enforce rules and give a lot of direct directions, as well as avoiding developing a strong relationship with students.While The authoritative instructor establishes limits and controls for the students but also encouraging independence, which promotes self-reliant and socially competent behavior as well as increased accomplishment incentive. Whereas, Permissive teachers are less involved and have less control. This indicates that students have taken command of the classroom, and this type communicates with them sparingly, preferring instead to engage in entertaining.

Finally, the indulgent teacher has a high level of involvement with students but a low level of control This teacher cares for the students and becomes friendly with the them. The students generally do what they want, and the teacher assists them in expressing themselves freely. They are rarely punished, and the teacher encourages them to make their own choices .

2.2. Qualities of effective teacher:

A teacher quality is an important factor in promoting effective learning , it would beneficial if teachers could know what students perceive as the characteristics of teachers because they are most affected by the quality of their teachers .As Murray (1991) states :''the teacher seems to take the key role in facilitating the students learning and the characteristics of the teacher may influence the students' learning process to some extents well''.

Moreover , there are many qualities that teachers should develop through time among them ; fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations and showing compassion.

- Fair, where teachers deal with students , evaluate and grade them fairly .
- positive; effective teachers should be optimistic towards teaching and students so that their techniques are helpful for students to perform positively in the classroom.
- prepared; effective teacher prepares a lesson outline before teaching and decides what and how he will teach before the lesson in order not to waste time in the class and be able to cope with unexpected circumstances.
- Possessing a sense of humor ; effective teacher do not take everything seriously and make learning fun.
- Creative ; effective teachers invent, innovate, adapt and develop their teaching by making their own materials, writing their own texts, stories ,dialogs……….
- Admitting mistakes, where teachers are quick to admit being wrong.

- Forgiving, effective teacher does not hold grudges.
- Respecting students, teachers who show respect, get the highest respect.
- Holding High Expectations; teachers build students" confidence and make them believe in themselves.
- Compassionate, that is concerned with students" personal problems where effective teachers are concerned with.

2.3. The Role of the Teacher in Classroom Management:

Teachers 'role in classroom management is very important since they are responsible for creating a well-managed and organized classroom in which students can succeed.

According to Ornstein (1990) '' successful teaching depends on the teachers'ability to manage learners' behaviours. In other words, successful classroom management depends on how competent the teacher is in managing his classroom. So, the teacher's competence would not only contain skills and techniques but also his ability to prevent potential problem situations.

It is also important to focus on the fact that teachers 'behaviours can create learners behaviour problems because it is not always learners who cause problems in the classroom. Lasley (1987) states that if teachers do not monitor classroom activities, they can actually be the cause of management problems in the classroom.

Teachers should act as an effective classroom managers who understand and use effective techniques even if the school they work in is highly ineffective.They are responsible for choosing, making and using effective instructional strategies, designing classroom curriculum that ease students learning and consider the needs and the interests of the students collectively and individualy.

Other studies shown by Littler (1990) found that teachers who are authoritarian, who implement rules in incorrect way, who are seen as a joke by learners and who keep presenting lessons even when students are bored and tired always meet with resentment.

For instance, teachers who have negative attitude towards learners may create problems for both teacher and learner so that reluctance will be the result. If teacher insult his learner and use negative words to reduce his abilities, learner may end up becoming aggressive toward his friends or even his teacher. That is why, an effective relationship between the instructor and the student is important to create a good teaching-learning environment.

2.4. The Relationship between teachers and learners

Teacher - student's relationship is considered as the starting place for a good classroom management since the quality of this relationship is an important determining factor in the type of classroom management. ''In order to obtain a good relation and communication between the student and the teacher , it is required that the relationship between the learner and the teacher be open , transparent, direct and be based on trust and mutual appreciation ;the instructor and the learner carry the feeling of dependency ;the particular assets ,interests and skills of the students and their differences be taken into account ; and the needs of the teachers and students be satisfied reciprocally'' (Gordon, 1974).

In the absence of parents, teachers are the figures of authority to whom students turn for help and guidance .This means that teachers should be effective instuctors , friendly , helpful, listeners and understanding to their student 's needs and interests and have good communication skills as well as making the classroom atmosphere more relaxed, pleasant and conducive to learning.

According to Bennett & Smilanich (1994) ''a positive relationship must be formed between teacher and student, and to establish this relationship respect from the student must be gained ''. That's to say, the teacher must show respect so that students feel that they are accepted and their contributions valued , as a result they accept more readily the rules and the disciplinary actions that follow their violations .

Finally, if teachers exhibit their care about their students as individuals apart from their academic work, it would promote their cooperation in order to create a positive classroom environment where students feel safe, secure and confident to work without pressure and become motivated to learn.

3. Strategies for effective classroom management :

To have a well- managed and organized classroom, teachers must implement effective strategies and techniques so as to ensure success , support and facilitate effective teaching and learning , decrease disruptions in classes and lead to high achievement by students.

> ➢ Creating a positive learning environment

Teachers must create a positive atmosphere and provide the appropriate and suitable conditions where students feel comfortable and secure physically, psychologically and

socially. Physical learning environment can be promoted through labs, furniture ,equipment ,lecture theaters or various technologies to improve online learning whereas psychological learning covers the cognitive environment i.e ;information and skills to be learned and social factors include the social network and system influenced by all people in the learning and the interaction between them.

> ➢ Establishing classroom procedures and rules

Teachers should discuss with their students the essential points about what it is suitable and unsuitable to avoid unexpected problems during the year such as ; learning their seats , being polite, respecing each other , raising their hands when they want to speak . Teachers' rules should be clear about what their expectations are for their students in the classroom.

> ➢ Creating a motivational environment

 To motivate students, teachers should appreciate their works , having students take leadership roles , foster collaboration and build a sense of community where learners develop their relationships, cooperate, respect ,value and listen to each other .

> ➢ Keeping everyone engaged

Teachers should make efforts to engage all their students rather than accepting that some students can't be engaged and are destined to do poorly .When students are engaged to learn, they are more probably to concentrate and work hard . Making jokes, encouraging laughter and using games are different ways to involve students and to help them avoid their stress .

> ➢ Getting students to cooperate

Kenyon (2008, p :245) suggests three main strategies to get students to cooperate in the classroom . these strategies are :

- ▪ Developing a positive relationship with students
- ▪ Getting students to share responsibility with their teacher and peers
- ▪ Rewarding appropriate behaviour
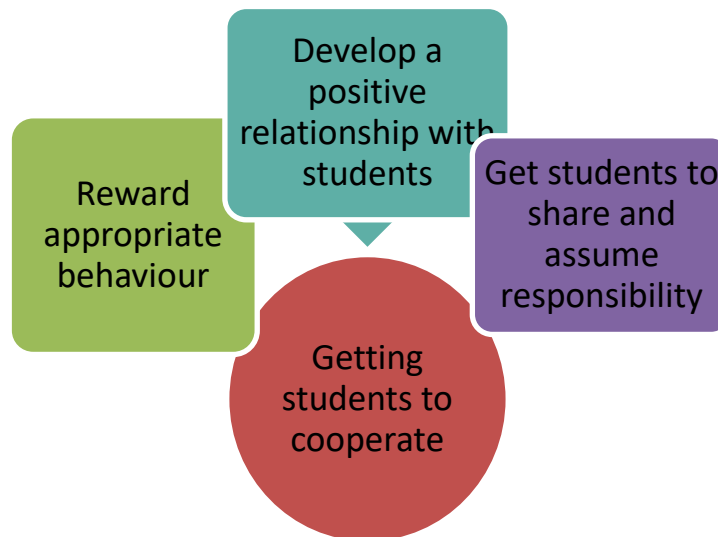
Figure 3. Strategies to get students to cooperate kenyon (2008,P.245)

> Offering praise

Teachers should praise learners with lower accademic abilities to work hard in their studies and also those who make extra efforts into their work so as to try their best in class activities .Praising can be either by giving gifts or rewards ,adding extra points or using positive words such as ''good, excellent , good job '' to motivate students and reinforce their participation and interaction.

> Using non-verbal communication

Non-verbal communocation like body language , eye contact , facial expression and gestures can be an important source of motivation and focus for students'learning and a way for drawing their attention .

Conclusion

This chapter focused on providing background on classroom management as a dimension for effective teaching, its importance and its goals, in addition to the styles and qualities that characterized effective teachers and teacher - students relationship which plays an important role in helping students feel that they are accepted , their contributions valued and to enhance their academic achievement . We shed light also on the strategies and techniques which can be used by teachers in order to manage their classrooms effectively, create and establish a positive learning environment where students can be engaged, involved, work without pressure and become motivated to learn.

Chapter Two

The impact of shyness and stress on student's academic performance

Introduction

Students in classroom situation are not the same, many learning preferences, personalities and types such as unmotivated, anxious, stressed , introverted, extroverted, and shy persons are there. Shy learners are at a great drawback .Talking in front of others is a hard work for them. They have a negative picture about themselves that will influence their motivation to speak. Those students may also feel stress , hesitate, make a lot of pause and want to avoid many educational situations. Therefore, they receive low marks in speaking classes since there is a wrong supposition from the teachers' side that they are not competent enough and they can't speak fluently, but the main issue is the ignorance of shyness and stress as an affective factors.

In this chapter, we will focus on different aspects of shyness and stress and the influence they have on academic functioning. An overview of shyness and stress will be explored ; this contains what shyness and stress look like for students, the reasons behind shyness and stress will be investigated, how both of them affect students as well as what is expected from them in the classroom will be also discussed.

1. Shyness

Some people generally welcome new experiences and new different humans. Others keep away from coping with strangers and new situations .Those people are called shy people.

Shyness is a barrier to success or reluctance to interact with others .It is an emotional feeling that influences how someone behaves around others, it is the state of being timid, uncomfortable, fearful or insecure .This suggests that shyness may be the source of students' problems in classroom learning activities, especially in oral English classes. As a result, paying close attention to this component is crucial in assisting pupils in achieving their best oral performance in the classroom (Gebhard, 2000). Consistent with this, Baldwin (2011) went on to say that one of the most common fears among students is speaking in front of others. Their thoughts become blank or they forget what to say because of their timidity. This theory is also supported by the results of this research, in which most students fail to perform oral performance in the best way. As they said, their inability to demonstrate their ability to speak is also greatly affected by their sense of shyness. In other words, it can be said that shyness plays an important role in the oral performance of students.

David Heilz (2019) defines shyness as unpleasant feeling of self –consciousness, a fear of what some people believe others are thinking. Shy human beings actually have a desire to be excluded from peers, they may neglect the relationships they do have with peers, and this can result in rejection from those peers (Rubin & Coplan, 2010) .

Shyness is typically characterised by fear, anxiety, wariness, and unwillingness to take part in interactions with others in conditions which can be novel, are uncertain, and involve the opportunity of judgment from others (Evans, 2010). It's the "proclivity to feel embarrassed, apprehensive, or tense during social contacts, particularly with strangers" (APA, 2012) Shyness can cause physical symptoms as well, such as sweating or stomach problems, in addition to psychological ones (APA, 2012). Shy youngsters will be apprehensive in unfamiliar social circumstances, perceiving them as potentially dangerous, and may suffer high levels of anxiety (Coplan & Arbeau, 2008). Children may suffer from anxiety as they get older, as well as shame in new social circumstances.(Volbrecht & Goldsmith, 2010).

1.2. Shyness in school

Students' shyness plays an essential role in learning and socialization, it is a difficulty that many students have experienced. It may affect their thought, feelings and behaviors and may also continue into adulthood. This signify that shyness could be a reason of difficulty in students' classroom learning activities, particularly in speaking classes.Thus, parents and educators have to raise their awareness and pay attention towards the challenges shy students face in the school in order to assist them in resolving their issue and do their best in their speaking performance in the classroom (Gebhard,2000).

Shy students can be described as the students who are in a constant state of anxiety, passive in the classroom and want to avoid many educational situations. They are believed to need to be socialized, but are also anxious or fearful of contact with others. They always tend to hold back and hesitate from saying or doing something and are afraid others may judge them and what they say .They choose not to engage in activities that may require them to speak . They are also afraid of being laughed at by their peers. Teachers may think that those learners are not intelligent and capable than their counterparts as mentioned in the study conducted by Gordon & Thomas (1967 ;Cited in Coplan & al 2011) which revealed that ''teachers consider loquacious , active and sociable learners to be more clever than shy and quiet students.'' They expect shy students to lack the skills necessary for performing well in the classroom (Hughes & Coplan, 2010) .

Moreover, they sometimes think the cause they cannot offer contribution to classroom instructions is owing to lack in academic skills. Whereas, the cause these students do not take part in class participation is often the consequence of their shyness not a lack of knowledge .

School for shy students is particularly more stressful than for non-shy peers (Hughes & Coplan, 2010). Large peer groups are used in circumstances that need verbal engagement, such as group work and large group training. Therefore, learners will be unwilling to interact and prefer to be excluded from peers and teachers, they will neglect the relationship they do have with them and may feel anxiety and pressure when interacting with their classmates.

According to Arbeau & Coplan (2010), students who are shy can suffer from different troubles in the classroom. For example, they have difficulty in founding and keeping friendship, which is part of the social learning experience for students. Student teacher-relationships of shy students also suffer. These relationships at many times can be chaotic and result in social reluctance for the student (Arbeau & Coplan, 2010). Teachers have less developed relationships with shy learners because shy students tend to keep away from such social situations. As a result, teachers may not engage with shy students as readily as their non-shy counterparts. Such a cycle cannot only be the reason of disconnecting for the learner , but lack of understanding for these learners (Coplan et al., 2011).

Ashamed learners as well as other high worried learners generally have lower scores than other learners. Social functioning is also decreased, which leads to the poorer relationships, and more stressful school experience (Wood, 2006). Thus, one could conclude that since shy students do not engage in the classroom they function at lower levels (Evans & Evans, 1987).

When shy learners graduate, they will continue to suffer from many difficulties such as establishing relationships and acting well in their jobs. Shy adults will often marry at older ages and experience more martial problems than their non-shy counterparts. Shyness often lasts throughout adulthood and interferes not only with academic performance, but also with job performance. Additionally, they will often experience fewer promotions in career, and they will be let go more frequently and experience more switching of jobs than others (Jones, Briggs, & Smith 1986).

1.3. Causes of shyness

Shyness, which may be described as a worry of, or withdrawal from, different humans or social situations, has a aggregate of various factors which can impact a man' or woman's tendency to be shy. Shyness may be resulting from a aggregate of nature and nuture, and may extrade as a individual grows older and studies new things. Whatever the reasons of shyness in a scholar, it's far a conduct that dad and mom ought to now no longer ignore. Shyness may be very painful for a learner to stay with, and it is able to have bad effect on different elements of a scholar's life. These bad results can comply with a pupil into adulthood, too. For example, many shy inexperienced persons broaden low self-worth and absence self confidence. This could make it very tough for shy college students to make friends. Also, many shy college students are so quiet that they don't acquire the assist they want from instructors at school, which might also additionally bring about school overall performance that isn't always as properly as it is able to be. Fortunately, shyness is frequently now no longer a difficult hassle to correct. Its answer does, however, take a robust dedication from dad and mom. Why college students come to be Shy ? As cited earlier, shyness will have several reasons. There can be a selected reason for shyness in a few students, even as in others, shyness may also arise for some of various reasons .

1.3.1. Genetic causes

Biology, consisting of genetics can also play a function in improvement of shyness. Many psychologists believe that shyness is a genetic trait that people pass down from their dads. In recent times , Jerom Kagan, an American psychologist who spent 30 years reading shyness, found that it's an ''inherited organic trait that could detected in babies as younger as four moms of age''. Daniels 13 & Plomin (1985) additionally said that moms who're shy are usually more probably to offer delivery to shy kids .It is assumed that inherited genes may also lead to a potential for arousal in the limbic sites withinside the brain. Low arousal thresholds are extra not unusualplace in shy kids and adults (Kagan, Reznick, & Snidman, 1988). Children predisposed to shyness are more probably to have interaction in better stages of motor activation when provided with novel auditory or visible stimuli. This is thought to be related to the increased sensitivity of the extra energetic limbic gadget for those youngsters. Children predisposed to shyness genetically also are much more probably to revel in better degrees of worry in comparison to their identical elderly peers. The tense emotions in social

conditions are bolstered via way of means of terrible social reviews through early childhood; normally introduced upon via way of means of shy parents (Crozier & Alden, 2005).

1.3.2. Family relationship

Family relationship is thought to play a critical position withinside the development of shyness. If youngsters revel in excessive degrees of own circle of relatives pressure all through a younger age, they' re more probably to revel in shyness at some point of the center formative years and beyond (Findlay & Coplan, 2009). Surprisingly, however, if own circle of relatives pressure happens at center early life, kids aren't to revel in shy behaviors at any point in their life (Findlay & Coplan, 2009). Shyness can increase in youngsters whose mother and father are authorotarian , they don't sense securely connected to them or who have skilled inconsistent care-giving may also be anxious ,critical,rejecting ,restrictive and at risk of shy behavior .

Parents may also deliver youngsters the influence that they have got neither the time nor choice to be worried of their child's life. This may be very destructive to a child. If a figure seems to be uninterested withinside the child's improvement, this could lead the kid to shrink back from human beings, believing that they'll be perceived as unimportant or now no longer really well worth it . Some mothers and fathers may also seem uninterested of their kids' lives for some of causes. For example, dad and mom can also additionally mistakenly accept as true with that they may sell independence of their kids in the event that they allow their youngsters fend for themselves. Others absolutely won't have the time or the choice to be very concerned of their kids' lives. Whatever the cause, reduced parental involvement can lead kids to trust that they're no longer worth of others' attention. This will in flip affect social relationships. Children who do now no longer accept as true with that different humans are interested by them will likely sense very uncomfortable in social situations.

Children dwelling in chaotic houses are more probably to enjoy internalizing withdrawal behaviors (Volbrechet ,2010). Using internalizing coping competencies frequently will result in a 12 cycle of shyness (Findlay & Coplan, 2009). Several studies have found that households with decrease socio- financial popularity are probably to revel in maternal pressure reactions. If younger kids revel in this constantly, they're some distance much more likely to enjoy shyness once they become college aged. Additionally, those kids are probably to apply behavioral inhibition as a maladaptive coping method, which as defined in element

later, can result in shyness as nicely as different behavioral problems (Volbrecht & Goldsmith, 2010).

1.3.3. Gender

Gender also seems to play an essential role in social shyness. Research shows that women shy is more likely than men, especially in adulthood. Therefore, there may be more .It is acceptable for women to be shy than men in society. This means more consequences than actual consequences which are not good for shy men. (Coplan et al, 2011) .It seems that the gender difference in childhood shyness may be mainly caused by the following reasons: The concept of shyness and treatment methods vary by gender. In other words, there is almost no study gender as a coordinator between shyness and children's school adaptation (eg ; academic investment, school hobbies, and social success). However, there is some proof that shy boys have more difficulties than shy girls in the relationship between school and their peers (Coplan, R. J., & Arbeau, K. A, 2008). Shy children upper classrooms also seem to benefit the most in terms of social and emotional outcomes. There is more emotional support than shy girls (Gazelle 2006). Although the gender difference in the expression of shyness is the smallest, the other system gender differences have shown results related to shyness. E.g, The quality of the teacher-student relationship is an important sign of children's learning and development. When entering primary and secondary schools, boys have always been poorer than girls (For example, Ewing and Taylor, 2009; Hamre and Pianta, 2001). At the same time, it is emerging evidence shows that shyness plays a crucial role in the teacher-student relationship, and fewer children are shy may establish a close (and conflictual) relationship with the teacher (Rudasill 2011; Rudasill And Rimm-Kaufman 2009; Rydell et al. 2005).

1.4. Psychological obstacles

Taking part in class participation and interaction remain the most hard task for shy learners to be involved and engaged. This is attributable to a variety of psychological reasons such as ; fearful of criticism, lack of self-confidence, low self-esteem or anxiety.

Juhana (2012) in her study states that " mental elements inclusive of worry of creating mistake, shyness, tension, loss of self belief and absence of motivation prevent college students from speaking in English class" (p.100)

1.4.1. Lack of Self-Confidence

Lack of self- assurance has an important influence on nearly the entirety shy students intend to do: at the manner they have interaction in activities, managing challenges, and interacting. For EFL shy students, it's far vital to talk with the target language, therefore, a sure quantity of self- belief is required. Furthermore, loss of self- assurance allows student's desires to be understood, it pushes for the repression of bad emotions that may cause a lower of college students' interaction. The majority of study on the impact of self-confidence on shy students has been conducted ; oral overall performance have established that self-assurance is a considerable aspect in language getting to know. Brown (1994) states that "Among the four language skills, the fulfillment of oral overall performance is concept to be tremendously correlated with self-belief.

1.4.2. Inhibition

In the sector of education, stress may also create inhibition and tension amongst shy students. The feeling of linguistic inferiority and worry of creating errors prevents shy learners from taking component withinside the dialogue or participation. Ur (2000:111) states that "Learners are frequently inhibited approximately looking to say matters in a overseas language withinside the study room. Worried approximately, making errors, terrified of complaint or loosing face, or genuinely shy of the eye that their speech attracts." Since shy students cope with a new language of their environment, tension overcomes their preference to have interaction withinside the school, which results in making their oral expression hard to develop. To end, pressure and tension are elements that can also prevent shy learners from acting and participating in the front of their classmates.

1.4.3. Anxiety

Anxiety refers back to the mental tension that the learner is going through in acting a gaining knowledge of task. In a overseas language interplay, worry of terrible assessment derives from each instructors and college students peers. Shy learners count on that they' re now no longer able to accomplishing the best social impression, that's why they' re extraordinarily concerned approximately others assessment once they have a tendency to have interaction. If tension impairs cognitive function, shy students who're annoying may also research much less and additionally won't have the ability to exhibit what they have got learned. Therefore, they will revel in even extra failure. According to Horwitz and Cope

(1986), mastering a overseas language can reason low vanity because shy students must engage through an surprising manner that is pretty exclusive with the manner they typically use.

1.4.4. Fear

Fear stays the barrier that occupies the minds of many shy students. Even if they have memorised lots of phrases and dozens of grammar rules they will no longer be capable of have interaction effectivelly. It is certainly considered one among the largest trouble students face every day inside and outside their educational life. Fear in a student may be approximately failure or speaking in public. When a students have the worry of failure they're continually scared to adopt any initiative even if they realize it's the proper thing to do because of this they usually pressure up while they may be faced with such situations. It's the identical with worry of speaking in public.

If shy students allow themselves to commit errors, they may broaden their talking overall performance effectively. Most shy students do no longer have interaction and stay silent due to the fact they worry acting awkward, silly or incompetent in the front in their friends, the ones elements can inhibit classroom interaction. Fear of terrible assessment is avoidance of assessment situation; most ashamed learners are touchy to evaluation of their friends. Moreover, anxious students have less manipulation of attention. They will pay attention greater on their mental tend and the way they could cover it, neglecting the instructor input.

1.4.5. Low Self-Esteem

Being assured while engaged in oral overall performance in the front of others or being capable of dealing with tasks effectively, all of this shy student couldn't do it if she/ he have no longer self -esteem. This psychological element that have an impact on substantially learners; self- esteem is the perception on your capabilities which you are successful to do matters effectively and without worry of failure. In short, self -esteem is a private judgement of worthiness this is expressed withinside the attitudes that the person holds closer to himself. Without self-esteem students can't engage since when they doubt in their skills to talk they're no longer prompted in any respect or they'll no longer be concerned in discussion.

1.5. Organizational Obstacles

Shy learners always face troubles and difficulties in interacting and participating in the classroom. Researchers mention some organizational barrieres that might be an impediment for those learners. One of the four important obstacles stated through Ur (2000, p121) is low uneven participation.

1.5.1. Low Uneven Participation

Foreign language lessons are bounded by many factors, one of them is the amount of time giving to every student. However, some students may appear dominating the class and they spend lots of time interacting with out giving their classmates the chance to do so.Shy students can also additionally choose now no longer to interact because of their doubts of being incorrect, they prefer to keep silent, display no participation all alongside the course. Harmer (2001, p.120) indicates streaming weak participators in groups and letting them work together. In such cases, they may no longer disguise at the back of the strong participators, and the teacher can reap a excessive degree of participation. Furthermore, classroom arrangement can be an other trouble for students to exercise their speaking activities effectively .Bowman et al (1989, p. 40) help the concept via way of means of announcing that "Traditional classroom arrangement often work against you in your interactive teaching". The eye touch is enormously powerful to illustrate the instructor's motivation.This critical factor lessen low participation in mastering contexts. When instructors do no longer encourage their shy learners, the talkative ones will also display no interest and could continue to be silent.

1.5.2. Large Classes

Large classes are regularly considered as one of the essential demanding situations for both teaching and learning processes. In overcrowded classes, shy students have less possibilities to have interaction since instructors face many problems in managing the class and keeping a suitable atmosphere. Large classes restrict each learner possibilities to have interaction and teacher' s interventions to offer feedback. The goal of oral expression workshops is to increase student participation and improve their speaking skills whereas large classes prevent shy learners from involvement and having an equal chance of participation at some stage in the session.

1.6. Strategies for enhancing shy students in active learning

1.6.1. Build a trusting relationship

A part of shyness in students can be mistrust of others. That's why, teachers should work hard to establish a trusting relationship with their students. Consistency, honesty and openness are all important parts of a trusting relationship.Teachers ought to try to be consistent in their actions toward their learners so they know what to expect from their teachers. Moreover, trust is a reciprocal relationship; teachers must learn to trust their students so their students will learn to trust them.

1.6.2. Teach effective communication

Learning how to communicate with other people is an important skill for students to have. It builds confidence and self-esteem. Teachers should start teaching their students how to express their emotions and opinions appropriately because learners learn a lot about communication by watching their teachers. Teachers should try to be a model and create opportunities for their students to feel comfortable talking to them about issues of concern.

1.6.3. Reward non-shy behaviors and achievements

Teachers should provide examples of appreciation when learners take steps to overcome their shyness. Smiles, pats on the back, and kind words are more likely to be repeated when they are rewarded. They ought to remember to focus on their students'improvements, not their failures. They shouldn't criticize, nag or threaten their students when they act shy, nor should they force them to do things that they aren't ready to do. Instead, teachers should provide opportunities for their learners to socialize and encourage them to do so.

1.6.4. Encourage and teach responsibility and independence

Many shy students have learned to be too dependent on their parents or other adults in their lives. Students who are overly dependent are often reluctant to take the risks involved in making friends and taking part in social activities. That's why, teachers have to start early and provide their students with responsibilities that are within their capabilities. Responsibilities help learners feel capable. Furthermore, they must also take steps to teach their learners to be independent since independence comes in gradual steps. Teachers can encourage independence in their students by letting them do things for themselves when they

are able to, by encouraging them to make decisions, and by encouraging them to solve their own problems.

1.6.5. Implement classroom activities

Teachers should implement a huge variety of classroom activities to engage, enhance , encourage and help shy learners' participation and interaction. The most common activities are: pair-work, group- work, discussion, simulation and function performs and some communicative games.

1.6.5.1. Pair-Work

Pair work is a powerful technique which helps to increase the amount of speaking time of shy students. In this pastime students exercise a language together, look at a written passage, fill in the blanks of information gap activities, and write dialogues. Pair work task encourages the sharing of knowledge and the sensation of independency.

It is visible as short and smooth to organize. However, it's far fairly taken into consideration as a loud manner since, it will increase the student's speaking time, the reality that led many instructors to keep away from pair work simply since most of them lose management and control over their classes.

1.6.5.2. Group work

Group work activities are a vital part of many instructors' method. Group work is also considered as an effective technique which increases the amount of speaking time of learners as Ur (2000) stated in his book "Language Teaching Courses": "Group work raises the sheer anount of student talking time, which additionally reduces the students melancholy Unwilling to talk in the front of the class". Thus, group work can lessen students' inhibitions and inspire their experience of duty and independence.

1.6.5.3. Discussion and debate

Short conversations are a very good manner to offer shy students the possibility to be involved in the class. In the discussion activities, students take the chance of sharing and exchanging their ideas, thoughts and opinions with their teachers and peers. Therefore, speak fluently and improving their listening and speaking abilities. Hedge (2000, p.277) mentioned that''free discussion activities will help students to take part in discussions of various subjects

regarding their interests, opinions, stories, and experiences. Therefore, teachers should take into consideration planning and dealing with topics which suit students' interests and needs.

1.6.5.4. Simulation and role plays

Many students significantly advantage from simulation and role plays activities since they are more authentic and simulate real life situation (such as: repetitions, interruptions, recitations, facial expressions and guetures). Simulation and role plays may be used to promote oral fluency, to teach students for practical language use conditions and produce liveliness in the classes. In role play college students act upon a script that they wrote. Moreover, role plays increases students immagination, enriches their vocabulary, and improves their speech acts .Simulation pushes students to act those speech acts, for example, apologizing, requesting, complaining, thanking.This form of activity creates amusing atmosphere amongst students, and it promotes cooperation and collaboration.

1.6.5.5. Communication Games

Language games are considered as effective techniques that help change the classroom atmosphere, motivate, enhance, involve and engage shy students and change their mood.Games attract students'attention and stimulate their interest .Moreover, they provide them with new information and increase their stock of vocabulary.

According to Bybate (1987) such activities include first ''Describe and Draw," in which one student explains a certain picture and the other draws it. Another activity is ''Describe and Arrange," in which one student describes a specific structure using oral language and the other reconstructs it without seeing the original. Third, ''Find the difference'', two learners have two pictures which are the same but with few differences , they must take out these differences by describing their pictures ,i.e. without seeing each others' pictures . O'Malley and Pierce (1996) call these activities'' information gap activities'' ; they explain them as the ability of one individual to offer information to another. An in formation gap is an activity in which one student is offered with information that is kept from a partner.''.Other games such as ''storytelling'' give the students the chance to talk extensively, tell riddles and jokes and foster their creativity and immagination.

2. Stress

Stress is the process through which a person or someone react while opened to outside or inner troubles and challenges. "The organism strategies several systems to coordinate such

adaptive responses both at systematic and cellular levels "with the aid of using this, pressure has direct impact at the mind and the entire anatomy of the frame as such failure to evolve to a annoying situation can bring about mind malfunction, physiological hassle and additionally many regions of mental challenges withinside the shape of depression, anxiety, ache and burnout.

Physiologically, pressure-associated illnesses withinside the shape reproduction, cardiovascular, metabolism and gastrointestinal illnesses are decided with the aid of using great areas of genetic and developmental elements which might be exceptional from someone to someone however additionally symptoms and indicators of this illness can be similar occasionally amongst individuals (Hellhammer & Hellhammer, 2008).

According to Wheeler (2007), stress is physics word which refers to the amount of pressure used on an item and it relates in actual lifestyles as to how certain problems that bring pressure implemented to human existence. Examples monetary difficulties, fitness venture troubles, conflicts with friends, all convey pressure or strain on person's body - thoughts and spirit. Some of the stress or pressure originate from the surroundings however most often comes from inside someone's head withinside the shape of worry, anxiousness, regret, discouragement and low confidence.

Therefore, stress is essentially pressure carried out to someone and can bring about a pressure that's due to an unmonitored strain this is when someone is not capable of take care of a challenge or issue encountered pressure result. To some people, the impact is minimum this means that they're capable of undergo strain whiles in others the impact is big and have a negative impact.

2.1. Aspect of stress

Figure 2.1. Aspect of stress

2.1.1. Anxiety

In May's book "The Meaning of Anxiety" (2015), anxiety is interpreted as the reaction of a person to stress, acceptance and explanation. In this view, Stress is seen as a trip to anxiety, so anxiety is the result of stress and how the individual manages stress. A good stress manager may experience or there is no anxiety of any kind and people who do not have effective management skills are susceptible to high anxiety.

2.1.2. Burnout

Burnout, also known as a soulless situation, is the loss of a person's desire and motivation to continue participating in specific types of research or activities for both reasons external factors and internal factors. Skills and experience are still active, but eager to act this type of activity or research disappears. Burnout can undermine a person's motivation and can stifle learning or college. The experience of service providers such as teachers, counselors, and other officials of these problems are so many that they sometimes become hostile towards other people. It generally influences those who learn to interact with team leaders , employees, managers, etc. In addition, those who study during the period of persistent study, the strict schedule has also experienced burnout. The following are symptoms of burnout:

- Problem of sleeping because of worrying about studies
- Getting into too much struggle
- Bored with studies or activity
- Feeling disappointed with studies
- Studying very hard and accomplishing little
- Social activities are exhausting

2.1.3. Distress

Distress is a period of great pain, intense physical and mental suffering. This is due to inability to manage or to treat encountered challenges or issues in performing certain activities. Distress can cause both emotional and physical pain. For instance ; emotional pain is like sorrow, use of drug , violence, lack of concentration in learning, low participation in social activities.etc

2.1.4. Fear

Fear "is a mental chain reaction, from the beginning to the end of the stress stimulus, releases chemicals that cause palpitations, shortness of breath, and energy among other things."(Layton , 2016). Fear is a common aspect of human emotions in our nervous system. Fear is the result of human instincts responding to perceived danger or insecurity. It protects us and reminds us of impending dangers, helping to prepare for this danger. This is a natural aspect for human beings and in some cases it is very good because It can be a warning or a sign, reminding us to be very careful. However, it is and It is extremely dangerous to a person's life. Fear can be mild or strong It can be short-term or longer-lasting.

2.1.5. Worry

Worry is the result of considering existing problems or issues that have not yet occurred. It is constantly thinking and contemplating challenges or fears. Worrying can cause spiritual pain, high blood pressure, headache, stomach upset, and other powerful physical discomforts.

2.2. Main stressors for students

In fact, students have a unique set of stress experiences. Student's academic Performance can be influenced by many factors. Bernstein et al (2008) explain sources of stress like any situation or event that may disrupt people's daily lives and lead them make adjustments. Similarly, Phinney and Haas (2003) more specifically underlined the source of

stress as a unique stress experience among students, which included financial issues, family commitments, work-related responsibilities while school, and a significant academic burden.

2.2.1. Relationships as a source of stress

Relationship itself is a broad topic that can be discussed and it has had a huge impact on most aspects of people's lives. The term relationship is about how people connect with one another and this connection can pass through the blood, Marriage, adoption, and other legal forms, such as invalidating and registering the state adjustment. This kind of bond established between people can sometimes become a burden on them and on others to be the victims of relationship abuse. Abuse will increase after a period of time. All these relationship issues are in the form of relationship changes, conflicts with roommates, and cooperation with others people you don't know, contact with strangers and family issues. The student turns to stress up to about these problems and starts to think a lot about solutions which leads to them being distracted or having divided attention from academic work.

In view of this, interpersonal relationships seem simple and easy, but in the long run, they do create imaginable pressures, especially in the lives of students.

2.2.2. Personal factors as a source of stress

The pressure caused by personal factors is really beyond our imagination and they also play a very significant role in all aspects of student's life. These factors differ from person to person, leading to various attitudes and behaviors. Personal factors can take many forms in some way influence student performance and put pressure on them among them ; change in living environment or sleeping habits, new responsibilities, fianancial problems, health problems and poor eating habits.

2.2.3. Academic factors as a source of stress

Some factors that occur in academic courses can lead students to be under great pressure. Many things happen in daily activities of an academic process that make them stress up.

2.2.3.1. Increased class workload

Increased workload in the classroom puts pressure on students, because when students have to do something beyond their ability to handle, they feel frustrated and unable to

concentrate on thinking. Students plan for scheduling to meet up with the class workload in other to get good grades but eventually because these tasks are too much for them, they end up ruining everything. Especially when there is a lot of homework to do. The long work day confused the students even more. Too much work also makes students feel stressed, since learners are experiencing so many courses in the classroom, and all courses require it, the student does not have enough time to process all these courses to reach perfection and one this happens those students turn to overthink.

2.2.3.2. Lower grade

Every student hopes to achieve such high results in their field studies and this is of great significance to students. In situations where they think they expect higher grades, but at the end they get lower grades than they expected, and then it kills their motivation. Once this happens, the students start to think seriously about what they didn't do, where did they go, most of the time they couldn't find the answer to those questions. In the long run, they will feel pressured by it and cannot do everything right.

2.2.3.3. Many hours of studies

Each student has a life outside of academic courses and settings. When students have to commit and use their personal time for other learning activities, they will get bored and lose interest in learning. In the long term, this situation is putting pressure on them and leads them to lose their attention on academic work.

2.2.3.4. Examinations

The pressure on students during the exam is greater than expected. Exams are the only way for students to prove that they deserve better grades for a course, because these students thought a lot and reviewed everything about them learned throughout the entire career, and by doing so, some students have gained confused about some of the topics they discussed, while others don't know where to start their studies from. The thoughts of these things make them feel frustrated and confused and in the long run, this will make them feel stressed.

2.2.4. Environmental factors

The environment in which students leave will have a major impact on their lives in school. Some students begin to adjust to the new environment, while others avoid adapting the new environment. Environmental factors can also put pressure on students, which can

make them unable to focus on learning or other academic problems and work. Some of these elements are ; bad living conditions, divorce between parents, placed in unfamiliar situations future worries, lack of vacations or breaks …etc

2.5. Students' reactions to stress

Today's students are under great pressure in many sides of personal life. The act of combining busy life with education can cause stress and depression. Limited pressure is useful and can lead to excellent achievements. Whereas, uncontrolled stress causes burnout, depression, and various other diseases. In fact, college students are easily affected by occasional stress. This happens when the exam is coming up. Stress and depression can also occur. When preparing for a presentation or an interview, some students are thinking of suicide.

Student life is a transitional period. They made a course, assuming it would empower to do or to have what they need. Concentration is part of the profession change, and change from time to time can cause a considerable degree of tension. The stress students experience can test their ability to cope with and adapt to the environment where they are. Students' reactions to stress can be seen from several aspects. According to (Center 2010, 10-12) ; ''stress influences students academically, socially, physically and emotionally.''

2.5.1. Impact of stress Academically

Stress that affects students' academic performance causes them to perform poorly in their studies in school. Students will feel inattention. Stress of college students may influence their ability to focus, and studies that have been conducted reveals that students' ability to concentrate is harmed by stress. Ironically, stress can improve focus in the short term, when students are a little stressed, they have to concentrate on trying to solve the problems that make them feel stressed, but these concentrations do not last for a long time because there will be additional researches or other homework to do .This requires long-term rather than short-term concentration.

In addition, stress causes students spend fewer hours trying to get some school work done and they also do it in a bad way not following the instructions given in questions. They are not fully prepared examination. In the long run, it will even influence their r plans for the future. Moreover, it can affect students' active skills. When most students are stressed, they turn to lack the ability to come up with new ideas to solve different issues, so when they face

some challenges that are easy to solve because they are under pressure to refuse or they can't find the solution to the problem.

Finally, stress can cause students to feel confused and suffer from amnesia. In the academic life of students, it is easy for them to misunderstand what is taught at school, and they don't know what to do. On the other hand, many of them also easily forget what they know or learn, since their brains are burdening with the problems that make them feel stressed. All these points will affect them, in the long run, students' pressure will cause them to perform poorly in school

2.5.2. Impact of Stress Socially

Students are essentially social people because they have a basic characteristic of need and hope to maintain beneficial social relationships. Anything disrupting or threatening to disrupt their relationship with others can lead to stress. Isolation is considered as one of the main effects of stress on students' social life. Mainly, when students are nervous and have difficulty of thinking, they prefer to stay away from their friends and think about these topics alone, of course being alone can sometimes lead to stress, but doing so often also means risking to lose friends. Finally, stress can also cause students to complain and nag all the time. They have no enthusiasm or interest in seeing their partners have completed and given a critical analysis. All these social impacts in the long- term, run to give students a bad reputation and status who exhibit these behaviors, which have an adverse effect on their academic life.

2.5. 3. Impact of Stress Physically

Constant stress causes a state called distress which is a reaction to stress. Distress can cause physical problems. Physical influence 'stress is basically reflected in the health of the students. Stress can make them breathe harder. This is not an issue for most people, but it is a problem for those with asthma or lung disease like emphysema getting enough oxygen to breathe better can be hard for them.

Additionally, stress causes students to abuse alcohol, drugs, and smoking. Some students have a habit of drinking alcohol, using drugs, and smoking while they feel stress to calm them down. Stress makes the situation worse because it increases ingesting anything that students use can cause in the long-term health problems.. Some people may even be exposed to serious illnesses that may not be cured.

Finally, stress can cause fatigue in students. When students are stressed, they always tired because they only think about any problems that make them feel stressed. When this happens, they lose their energy left for academic purposes and even do other things for themselves. Fatigue lead students to screw up a lot of things that should have helped them in life.

2.5.4. Impact of Emotional stress

Researchers studied the way in which the immune system and neurological system are in constant communication with each another can have an impact on people's mental and emotional well-being. Many researches try to study the effects of the immunological and neurological systems on the psychological repercussions of stress, despite the fact that this subject is still relatively new. Chronic stress can induce or exacerbate mood disorders like depression and anxiety, bipolar disorder, cognitive issues, personality changes and problem behavior .

A stressed student is also easily discouraged since they have a lot of things in their minds, and they always feel that no matter what they do continued well or planned, this is why they give up halfway through any project they are doing. So they always make excuses for the mistakes they make instead of taking the responsibility.

Finally, stress can cause students to be irritable and grumpy. Stressed students are easily getting angry with the least things. Stress in its own way kills the tolerance of student making them vulnerable temper issues. Students try to keep calm, but since they are worried and under pressure, they can easily lose control.

2.6. Teacher's strategies for reducing students stress

Since students spend a lot of time in the school and the classroom , teachers have the responsibility to identify stressed students, develop a better understanding of their individuality and provide an effective environment in which they can learn and overcome their stress. They can play a key role by limiting homework overload through working together with their students as a team to avoid piling too much assignments on the same night or scheduling tests on the same day because increased workload stresses the students up and when they have to do something beyond their ability to handle and treat, they feel confused and unable to think carefully. Moreover, communication is the single most important thing that teachers can do for their students and create an open channels fo them to come and ask

for help, advice, support , counsel..etc and use their experience and wisdom in coping with students'daily stress .This mentorship strategy will help students feel safe in the classroom and that instructors are on their side.

Teachers can also keep students moving around the room through assignments, activities and stations because sitting in a chair and listening to one person's voice is boring .Thus, the mind can wander in this setting, worries and fears easily creep in when the atmosphere isn't requiring all of their attention. Besides, offering five-minute meditation is so importance since it helps with the management of stress. Mindfulness cultivation which is due to meditation, is particularly effective in reducing stress, anxiety, depression and other negative emotions. Mindfulness meditation is about focusing on what is happening right now rather than stressing about the future or wallowing in the past. As a result, teachers can set aside five minutes for their students to practice private meditation or images, as well as teach deep breathing exercises, to help them relax their bodies and minds.

In addition, the role of extracurricular activities is very significant for students to be involved since it is a bonus to their academic life. They are encouraged to attend school due to such activities which include a plethora, i.e. arts, sports, swimming, badminton, cricket, table tennis, volleyball, basketball, baseball, culinary skills, and many others. Without a doubt, the bulk of these activities are extremely competitive, requiring years of dedication, effort, and practice to qualify for involvement during high school. The list does not end there since the learner is expected to commit 34 a constant number of hours or time where they can undergo training. Most sports activities expect on-going training and conditioning even during the off-season; which means students are seldom permitted to complete a break. It is within this situation that they experience stress not simply due to the continuous hard work or making that extra effort in their extra-curricular activities to achieve the top position but also due to the fact their performances are usually at public events.

Lastly, teachers should teach time management because many students get stressed when they felt the lack of time to complete their activities .However, various simple and easy tricks of managing time may help them out to come across the fear of not managing the time properly , many learners start giving their time of sleeping to their studies due to which their time of sleeping hours reduced and which results to tension and frustration more, so managing time is very necessary part of life to reduce stress.

Conclusion

As we have mentioned before, shyness and stress are the most common obstacles to success that face students and prevent them to interact with others. Effective classroom teachers are those who employ specific ways to assist shy students in overcoming their difficulties and reducing their stress levels, allowing them to become more motivated, engaged, and interested in the learning process.

This chapter is a general overview of shyness and stress, it has been divided into two main parts; the first part explored the term shyness used by various educators to ensure the difficulties that many students experience. It affects their thoughts, feelings and behaviors.

It has numerous causes that affect students and keep them away from interaction and participation in the classroom. Morover, different strategies used by teachers can help to enhance and engage shy students. Whereas, the second part explored the term stress and presented its various aspects, the main stressors for students and its impact on them socially, physically, educationally and emotionally. Finally, teachers play a significant role in reducing students stress by implementing a variety of strategies in the classroom.

In conclusion, the studies reviewed in this chapter showed that communication and building a trust relationship between teachers and their students are considered as the most important keys to cope with any type of learners in the school.

Chapter Three

Research field

Introduction

   This research is about the efficiency of classroom management in helping shy learners and reducing their stress. In the previous two chapters, we presented a brief literature review about the classroom management's importance, shyness' and stress' impact on students'academic performance .In order to understand the effects of managing the classroom effectively and the psychological factors that have on shy learners' involvement and interaction, this chapter is an investigation of students' attitudes towards effecient classroom management and its impact on students' learning. In addition, this chapter aims to answer the research questions and to prove the hypotheses. The research tools used to prove the hypotheses stated earlier is a questionnaire addressed to both English teachers and students of First year secondary school in Ain Dheb and a classroom observation.The participants 'opinions and views are very important and useful in the current investigation.

1. The Students' Questionnaire :

1.1. Aim of the Questionnaire :

   We designed this questionnaire for first year students of Slimen Ben Hamza Secondary School in Ain Dheb. Our aim was to gather data about students' attitudes towards effecient classroom management and its impact on their learning. In addition to the factors that affect stressed and shy learners' performance in the classroom.

1.2. Description of the Questionnaire :

   This questionnaire is composed of 18 questions, which contains closed questions and open questions, which require justification or explanation of the given choices.

Section One : Students classroom interaction (Q1- Q13)

   Section one comprises thirteen questions. In Q1, we asked students about their gender. Then, in Q2 and Q3 they are asked whether they liked English and their level in this subject. Q4 and Q5 were addressed to ask them if they participated in the class and to tick the frequency of their participation in class activities.Next, in Q6 and Q7 the participants are asked to reply if they felt shy and anxious when they speak in the classroom .Q8 investigates the students' dare to interact knowing that they are going to make some mistakes and if not, they have to highlight the reason .In Q10 , we asked them to mention the causes that affect their classroom interaction .In this question, students may tick more then one opption if it is

needed. Later in Q11, students are asked whether they had motivated by having a teacher who cares about them or not. In addition to that, they are questioned to mention their opinions towards creating a positive atmosphere for their learning (Q12). In the last question (Q13) we asked the participants about the ways their teachers used to create a good atmosphere.

Section Two : Students 'perceptions about teachers style in teaching *(*Q14-Q18*)*

In section two, we addressed four questions about students 'perceptions about teachers style in teaching. In Q14, students are asked to mention their opinions towards respecting the rules and the procedures .Then in Q15, we asked them to state the reasons behind raising motivation in the classroom. Next, we asked them about the most effective strategies teachers used to manage their classrooms effectively. Later, the participants are asked to tick the frequency of using classroom strategies 'importance. The last question explores students' perceptions towards the teaching style of their teacher.

1.3. Administration of the Questionnaire :

The questionnaire was administered to (40) first year Literary students of Slimen Ben Hamza Secondary School in Ain Dheb. It was presented in a friendly and a relaxed environment with obvious questions to assist learners understand and answer easily .

1.4. Data Analysis :

Section One : Background information

Item 1: *Gender*

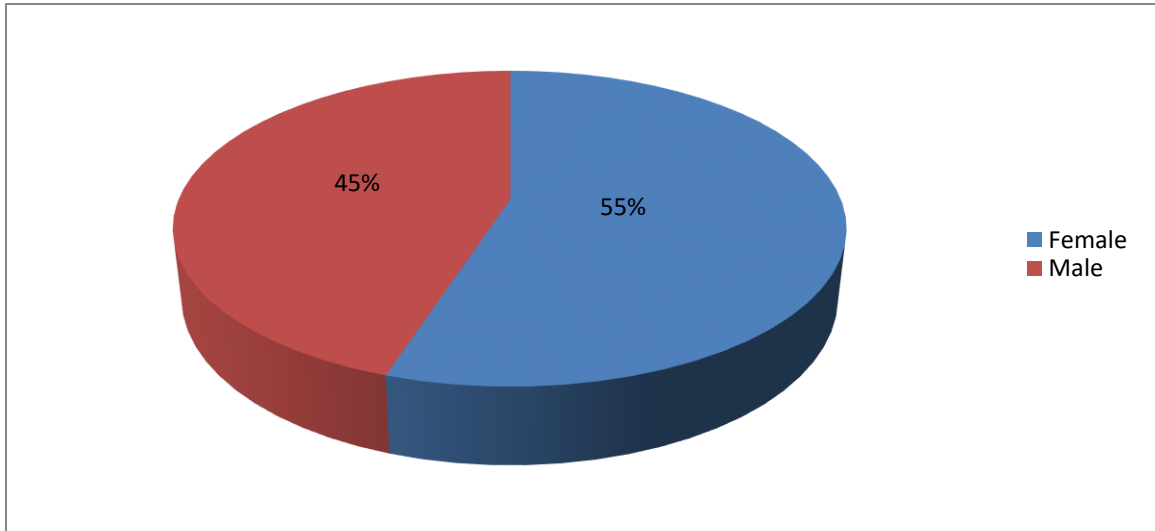| Options	Respondents	Percentage
Female	22	55 %
Male	18	45 %
Total	40	100 %

Table 1.1. Students' gender

Figure 1.1. Students' gender**.**

Table 1.1 shows that (55%) of the respondents are female and (45 %) are male.These results indicate that in our sample there is almost equivalence between male and female students .

Item 2: *Do you like English subject?*

Options	Respondents	Percentage
Yes	25	62.50%
No	15	37.50 %
Total	40	100 %

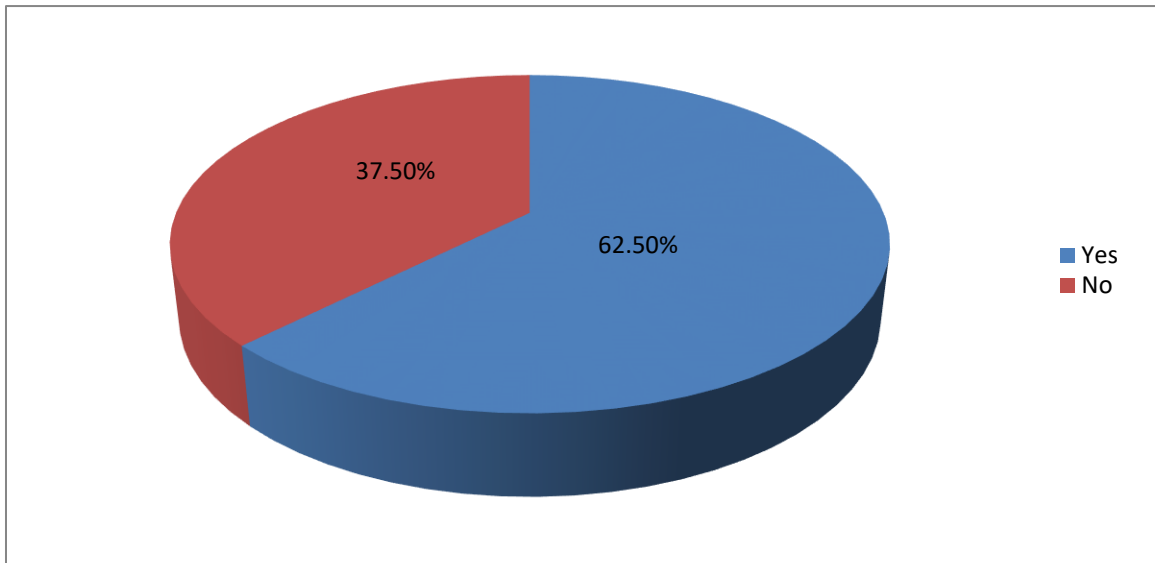**Table 1.2**: Students' opinions about the English subject.

Figure 1.2. Students' opinions about the English subject.

Table 1.2 reveals that students who like the English subject are (62.50%) whereas (37.50%) of them do not. This result leads us to prove that English language is very important among first year students at secondary school since the majority like it.

Item 3: *How would you assess your level of English?*

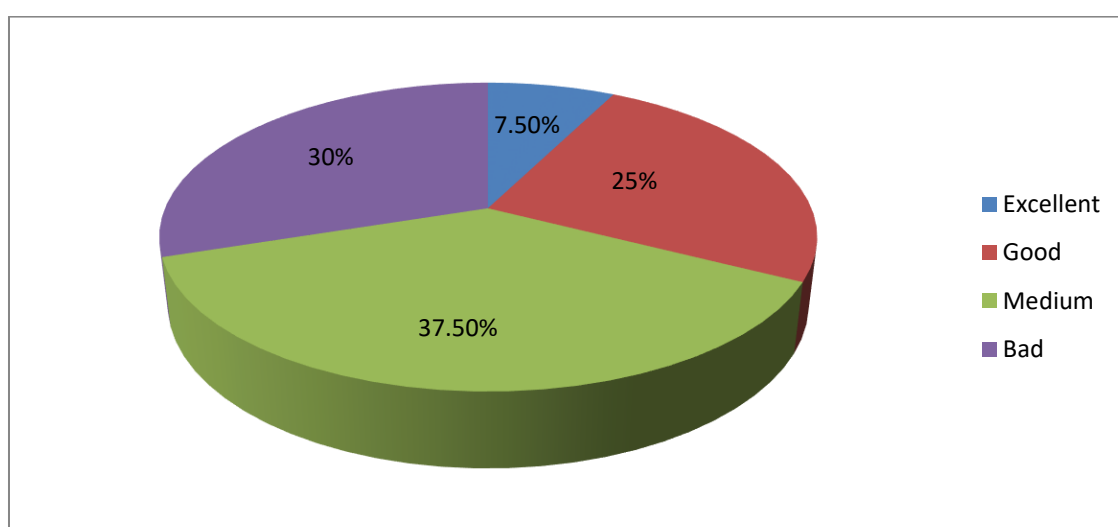| Options	Respondents	Percentage
Excellent	3	7.50 %
Good	10	25 %
Medium	15	37.50 %
Bad	12	30 %
Total	40	100 %

Table 1.3: Student's self assessment

Figure 1.3. Student's self assessment

From the table above, we notice that the majority of students'self assessment is medium (37.50%) because of the difficulties they face in understanding the English subject. While (30%) of learners see that their level in learning this subject is bad which shows that they totally hate this subject or they can't learn it at all. Only (7.50%) of students are excellent in the English matter where we notice that they have a background knowledge and are motivated to learn the subject.

Item 4 : *Do you like to participate in class activities ?*

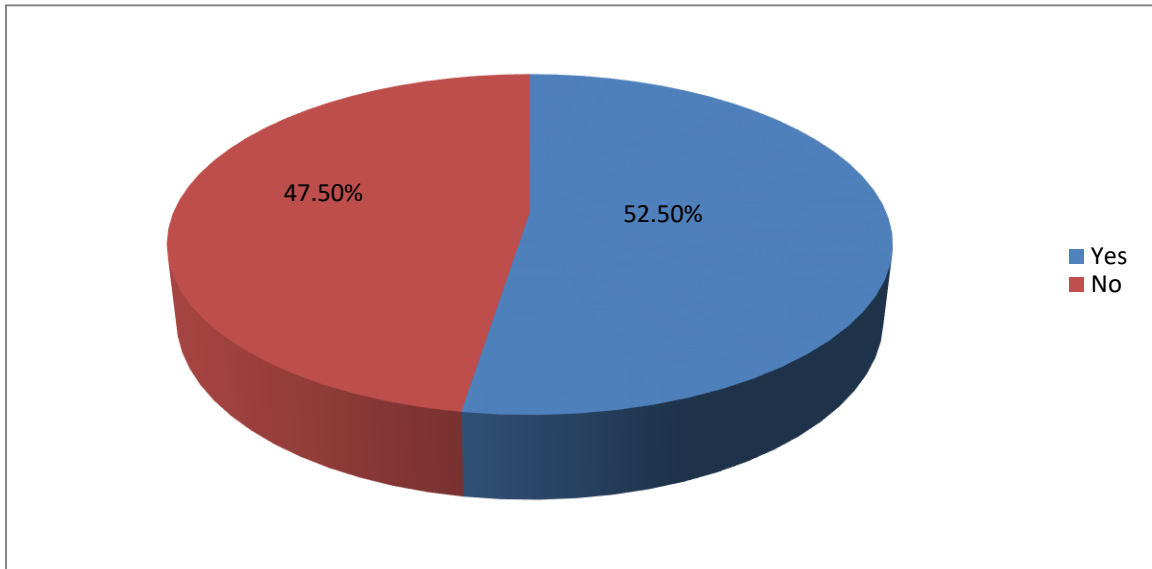| Options	Respondents	Percentage
Yes	21	52.50 %
No	19	47.50 %
Total	40	100 %

Table 1.4. Students' participation .

Figure 1.4. Students' participation.

This question shows that (52.50 %) of the students answered that they like participating in class activities .While (47.50%) replied that they don't like do that. From these results, we can predict that there are different reasons for those who dislike participating in the class.

Item 5 : *How often do you participate in class activities ?*

Options	Respondents	Percentage
Regurarly	08	20%
Often	17	42.50%
Rarely	09	22.50%
Never	06	15%
Total	40	100%

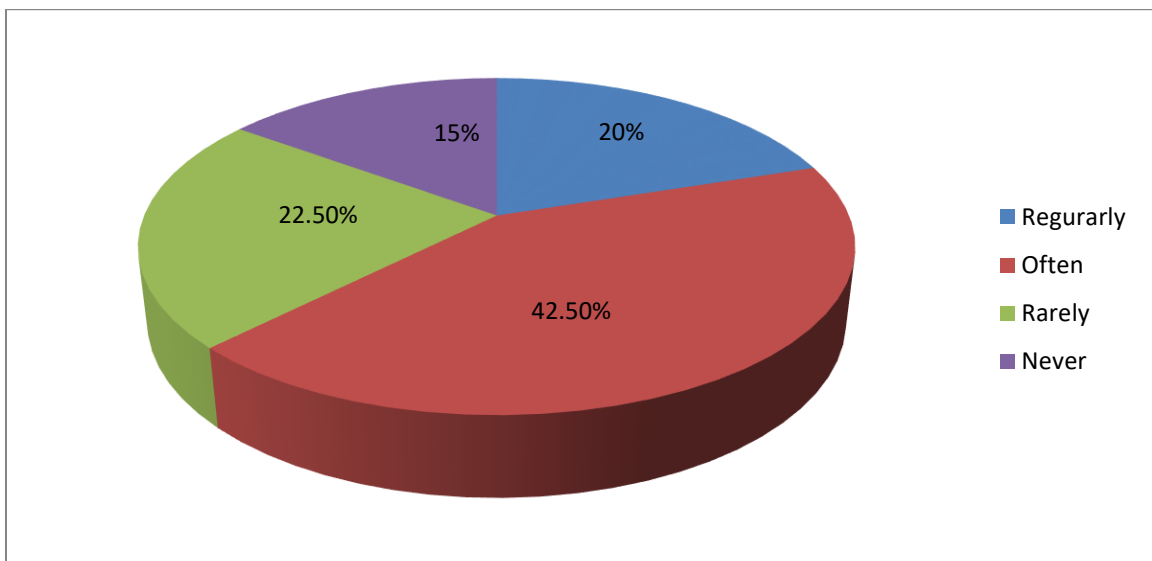**Table 1.5.** The frequency of students' participation in the classroom.

Figure 1.5. The frequency of students' participation in the classroom.

From the table above, we notice that (20%) of the students regurarly participate in class activities, while (42.50%) they often participate. (22.50%) of the respondents told us that they rarely participate in the class .However, only (15%) of the students don't participate at all.

Item 6 : *Are you a shy person ?*

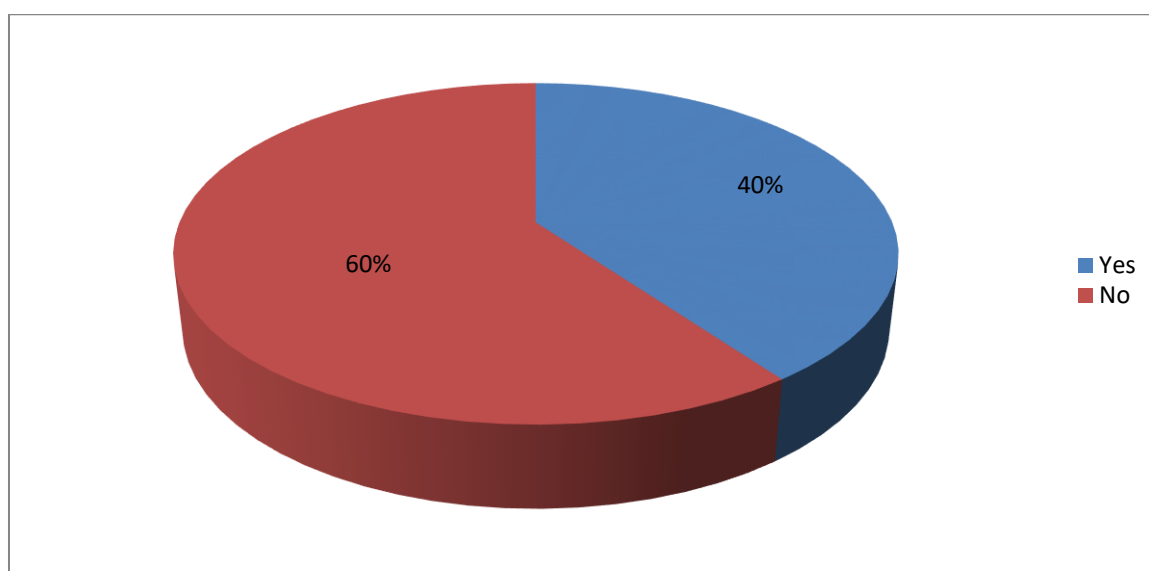| Options	Respondents	Percentage
Yes	16	40%
No	24	60 %
Total	40	100 %

Table 1.6. Students' shyness

Figure 1.6. Students' shyness

Table 1.6 reveals that (40%) of the students said that they are shy, whereas (60 %) of them told us that they are not .These results indicate that there are various causes behind feeling ashamed.

Item 7 *: Do you feel anxious in the English course ?*

Options	Respondents	Percentage
Yes	18	45%
No	22	55%
Total	40	100 %

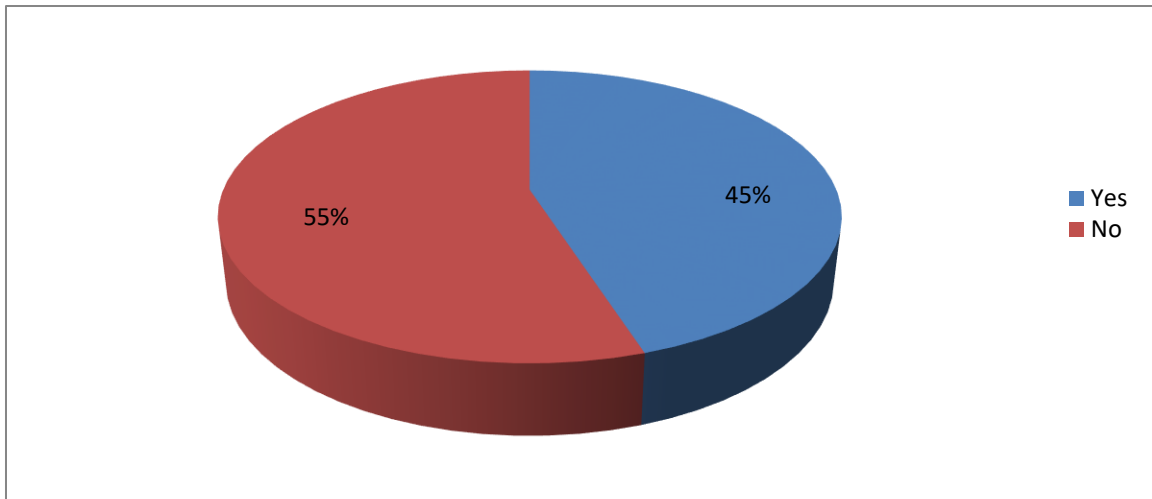**Table 1.7.** Students' anxiety in English course

Figure 1.7. Students' anxiety in English course.

Table 1.7 indicates that (55%) of the respondents said that they don't feel anxious in the English course .Whereas (45%) of the students feel worry and stress when they are studying English .This is due to many reasons among them ; lack of vocabulary, fear, lack of confidence, inhibition.etc

Item 8 : *Do you fear that your classmates would mock you if you speak ?*

Options	Respondents	Percentage
Yes	23	57.50 %
No	17	42.50 %
Total	40	100 %

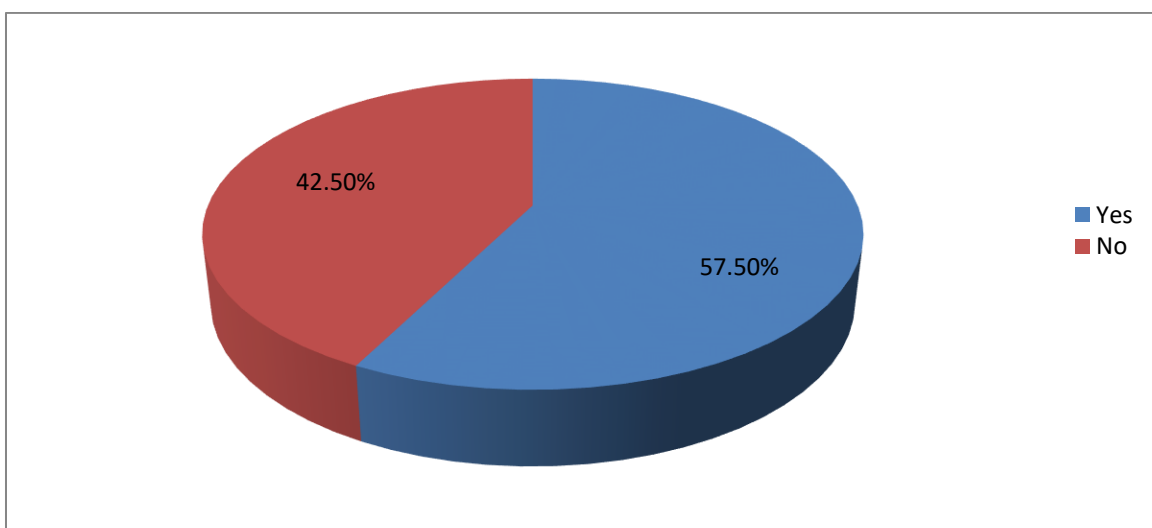**Table 1.8.** Students' fear from classmates' reaction

Figure 1.8. Students' fear from classmates' reaction

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This question was addressed to students to know if they fear from their mates' reaction when they are speaking. (57.50 %) of the respondents answered that they fear their classmates would mock them , while (42.50 %) of them said that they don't care about others' reaction.

Item 9 :*Do you dare interacting knowing that you are going to make mistakes ?*

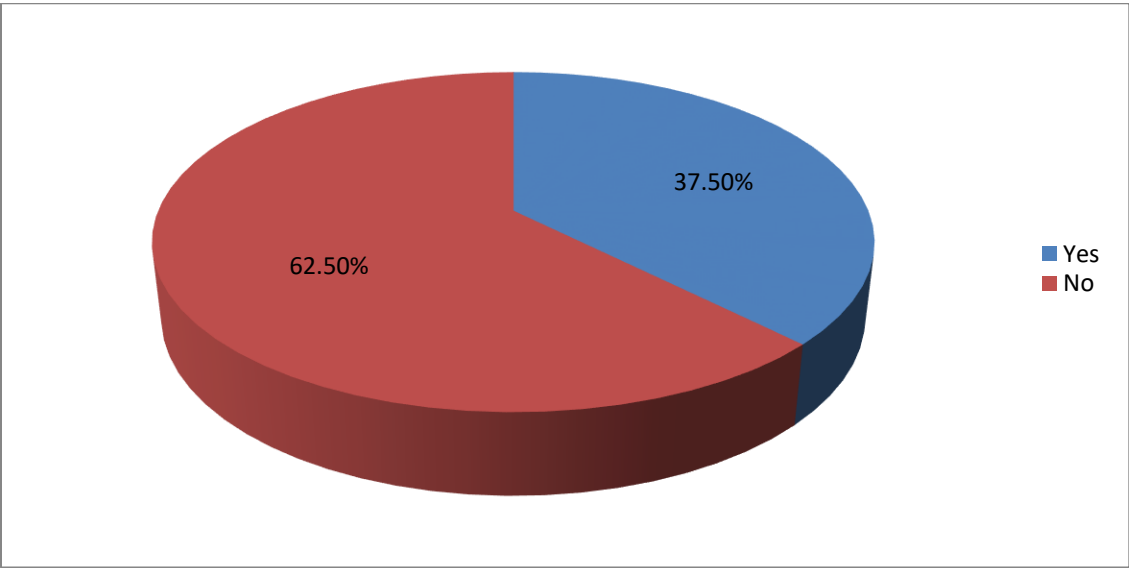| Options	Respondents	Percentage
Yes	15	37.50 %
No	25	62.50 %
Total	40	100 %

Table 1.**9** : Interaction dare

Figure 1.9. Interaction Dare

This question's goal is to spotlight on the students' challenge to interact knowing that they are going to make mistakes. The findings reveal that the majority of students (62,50%) dare interacting while (37,50%) show that they do not.

Item 10 : *If no, it is because* :

Options	Respondents	Percentage
Afraid of appearing stupid	05	12.50 %
Nothing to say	05	12.50 %
Lack of vocabulary	16	40 %
You are shy	14	35 %
Total	40	100 %

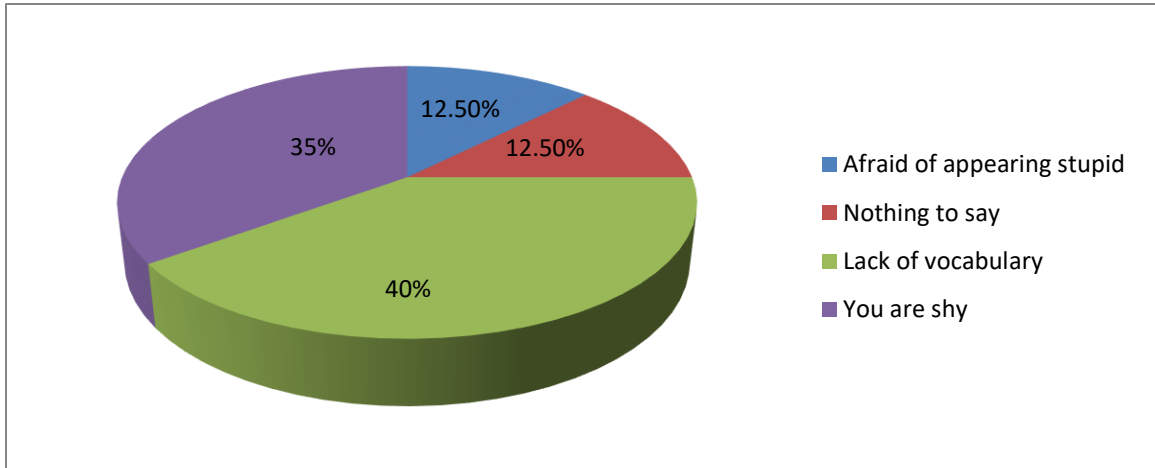**Table 1.10 :** Reasons affecting students' interaction

Figure 1.10. Reasons affecting students' interaction.

The question above aims to know why the students do not dare to interact knowing that they are going to make mistakes.It was provided with a list of choices to select the appropriate option that fit their situation. (40%) of the students do not attempt interacting since they don't have enough vocabulary, (12.50%) answered that they have nothing to say and others replied that they are afraid of appearing silly. While (30%) asserted that they are shy.

Item 11 : *Do you feel motivated by having a teacher who cares about their students ? Why ?*

Options	Respondents	Percentage
Always	20	50%
Often	11	27.50%
Rarely	09	22.50%
Never	00	00%
Total	40	100%

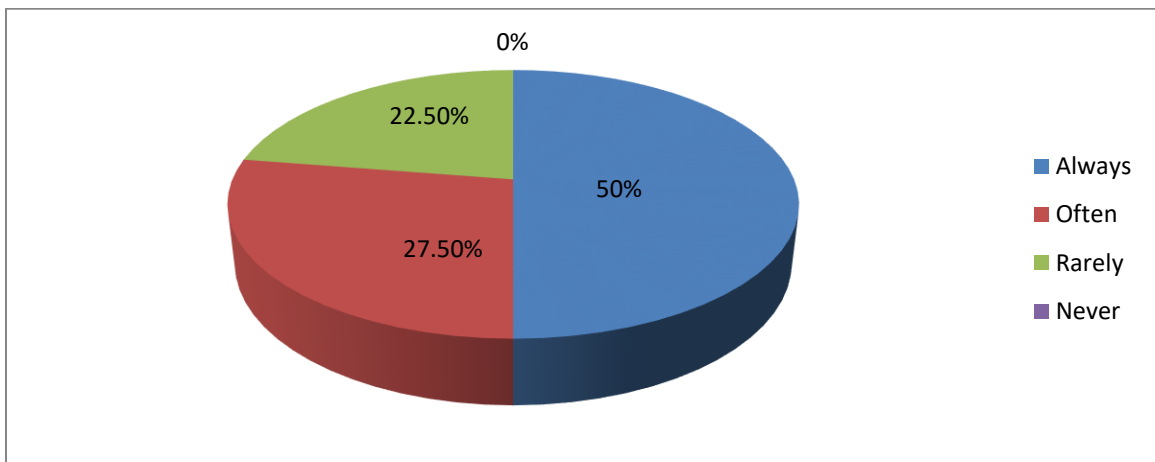**Table 1.11.** Students'opinions towards teacher's care .

Figure 1.11. Students'opinions towards teacher's care.

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The results above show that half of the students always feel motivated by having a teacher who cares about them .Whereas (27.50%) answered that they often feel motivated and (22.50%) asserted that they rarely care about teachers' feeling towards them .

According to some students, when teachers exhibit their care about them as individuals apart from their academic work, it would promote their cooperation so as to create a positive atmosphere where they feel safe, secure and confident to work without pressure and become motivated to learn.

Item 12: *Does your teacher try to create a good atmosphere?*

Options	Respondents	Percentage
Yes	32	80 %
No	08	20 %
Total	40	100 %

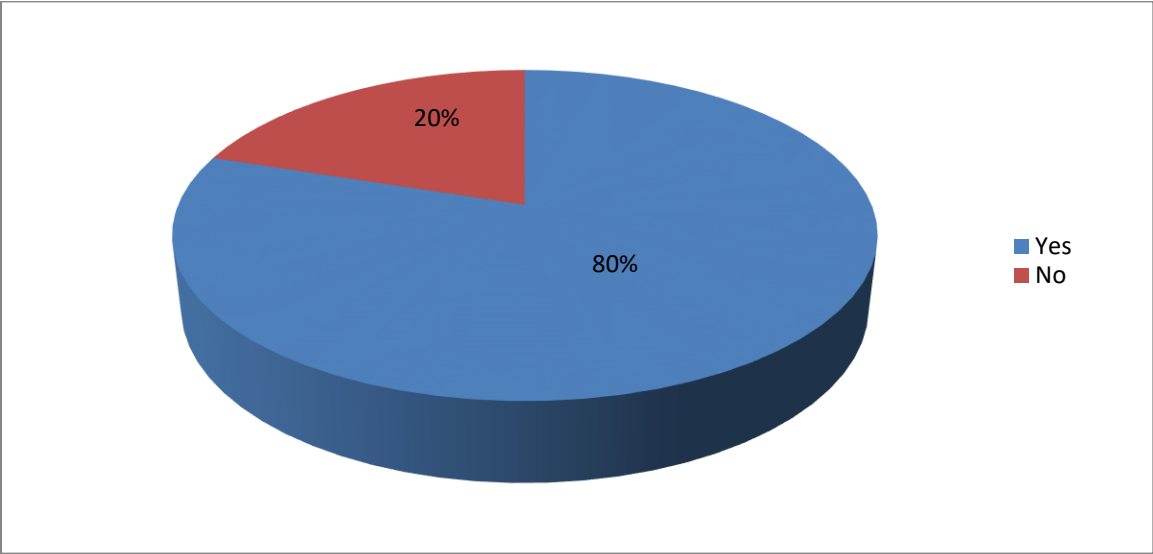**Table 1.12:** Students'views about their teachers in creating their good atmosphere

Figure 1.12. Students'views about their teachers in creating their good atmosphere.

The results reveal that (80%) of students declared that their teachers always try to create a good atmosphere.They are conscious of the atmosphere's importance which is considered to be a motivating element in learning. Whereas (20%) of students replied that their teachers don't attempt to create a relaxing environment.

Item 13: *If yes, what does your teacher do to create a positive atmosphere?*

Options	Respondents	Percentage
Build a good relationship with students	16	40 %
Reward students	04	10 %
Help students to ask questions and give answers	20	50 %
Total	40	100 %

Table 1.13: Students'opinions towards the strategies teachers used to create
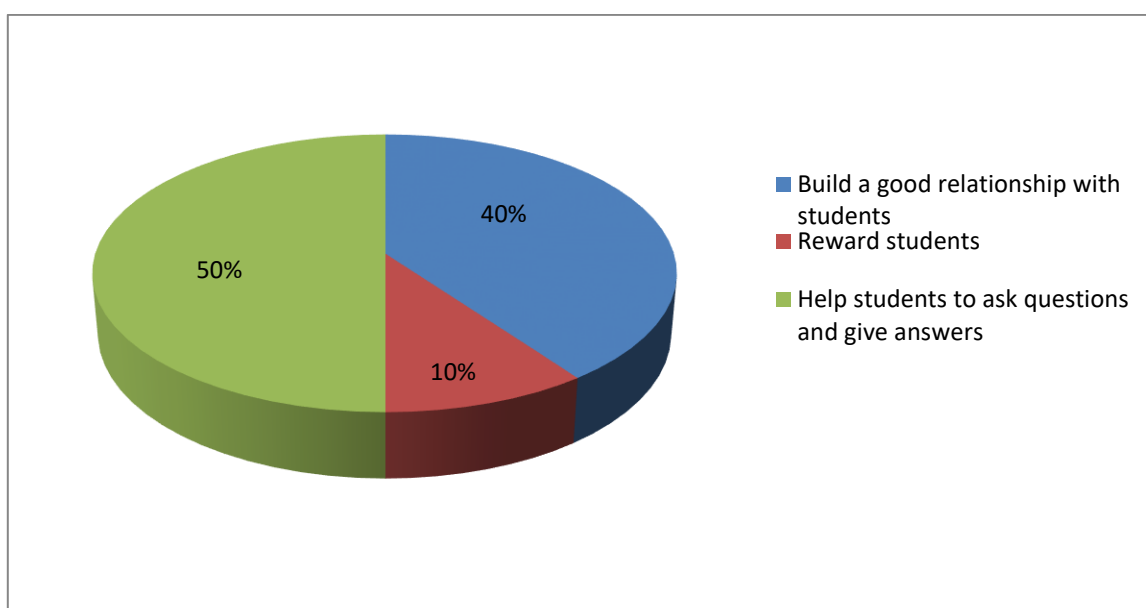a positive atmosphere.

Figure 1.13: Students'opinions towards the strategies teachers used to create
a positive atmosphere.

Table 1.13 shows that the best strategy used by teachers is the third one according to (50%) of the students. (40 %) of the learners declared that their teachers care about establishing a good relationship with them.Only (10%) of them selected the second choice (praising students).

According to some students, the best strategies that help teachers in creating a positive learning environment are :

➢ The use of materials and visuals (map, drawing, charts….).
➢ Getting students to cooperate.
➢ Enhance motivation between them.

Section Two : Students perceptions about teachers style in teaching ?

Item 14 : *Do you respect the procedures and the rules that set by teachers to reduce misbehaviours?*

Options	Respondents	Percentage
Yes	35	87.50 %
No	05	12.50 %
Total	40	100 %

Table 1.14: Students' views about respecting rules and procedures set by teachers.
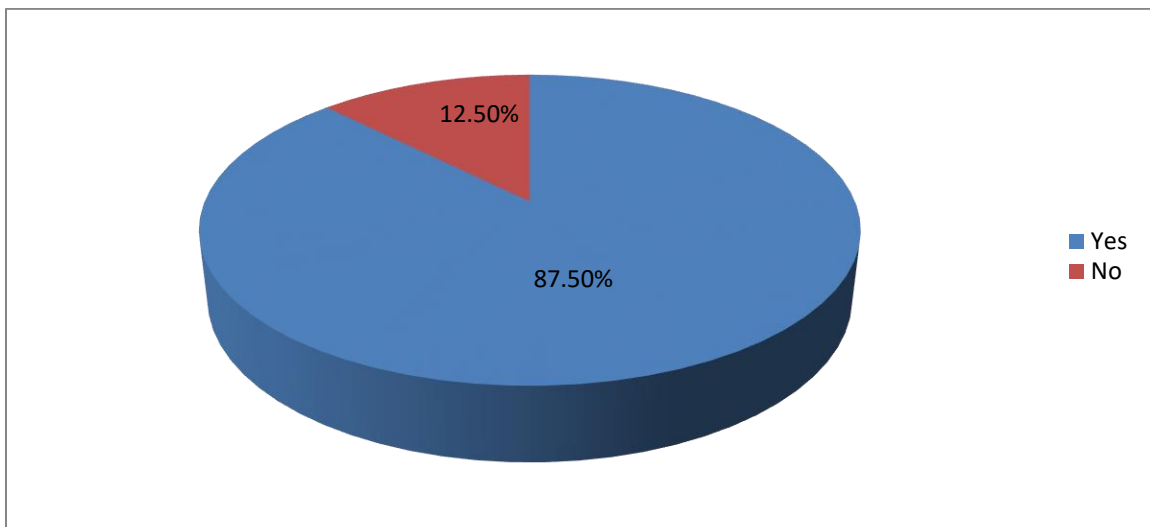

Figure 1.14. Students' views about respecting rules and procedures set by teachers.

The table above reveals that the majority of students (87.50%) respect the classroom rules and procedures. While, only (12.50%) of students do not respect the procedures and the rules given by their teachers. Thus, rules and procedures are very important factors that assist teachers to reduce misbehaviours and create a secure and relaxing atmosphere.

Item 15: *Do you think that raising motivation for better achievement is due to?*

Options	Respondents	Percentage
Effort to succeed	08	20 %
Desire to succeed	29	72.50 %
Fact of reward	03	07.50 %
Total	40	100 %

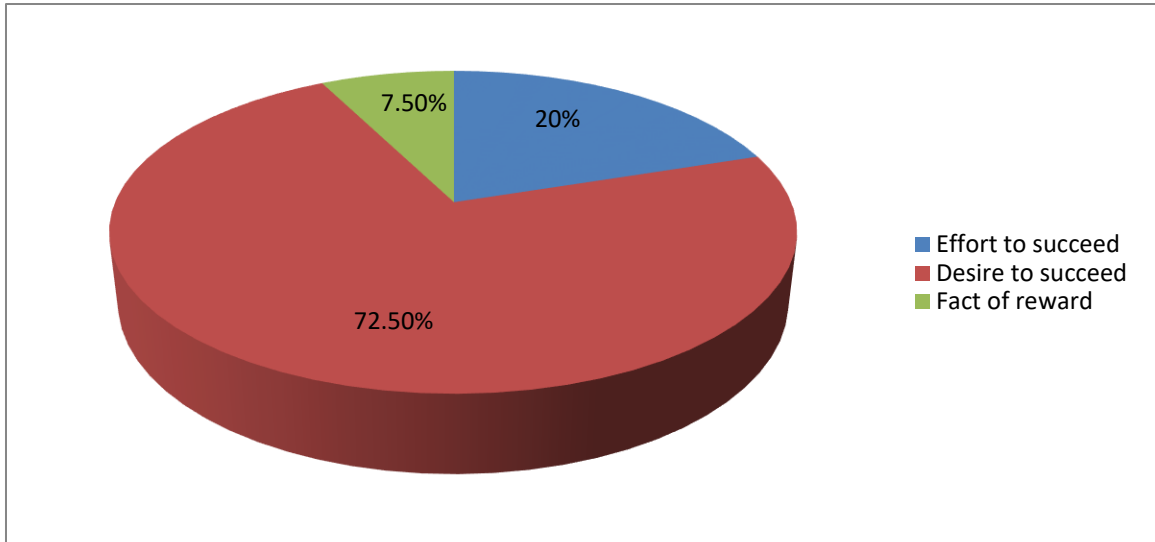**Table 1.15**: Students' motivation to get better achievement.

Figure 1.15: Students' motivation to get better achievement.

The results above show that (72.50%) of students think that their motivation is raised to get a better achievement is due to the desire to succeed, whereas (20%) of them answered that raising motivation is because of the effort to succeed .Only (07.50%) of the students are motivated because of the reward itself. That's to say students get their better achievement only if they are motivated.

Item 16: *What are the main helpful tips that assist teachers to manage their classroom effectively?*

Options	Respondents	Percentage
Give you another chance whenever possible	25	62.50%
Be quick to give you praise for good effort	04	10%
Keep you closer to him than to your peers with whom there are problems	11	27.50%
Total	40	100 %

Table 1.16: The main helpful tips that assist teachers to manage their classroom effectively.
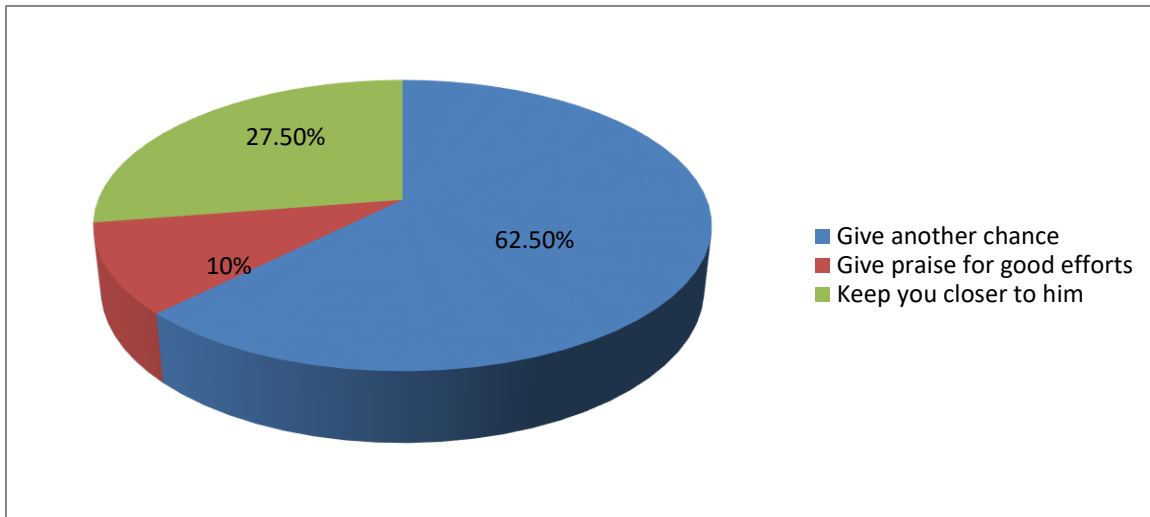
Figure 1.16: The main helpful tips that assist teachers to manage their classroom effectively

This question shows that (62.50%) of students thought that giving another chance whenever possible is the best and useful technique that help their teachers to manage their classroom effectively ; however (27.50%) of them replied that the third choice is the best tip which is keep the student closer to his teacher than his peers with whom there are issues. Only (10%) of the students have selected the second choice where the teacher should be quick in praising his learners.

Item 17 : *From your point of view, the strategies, cooperative learning, that the teacher uses have an impact on students' learning ?*

Options	Respondents	Percentage
Always	18	45%
Sometimes	17	42.50%
Rarely	05	12.50%
Never	00	00%
Total	40	100%

Table 1.17. Students' attitudes towards the importance of using classroom strategies.
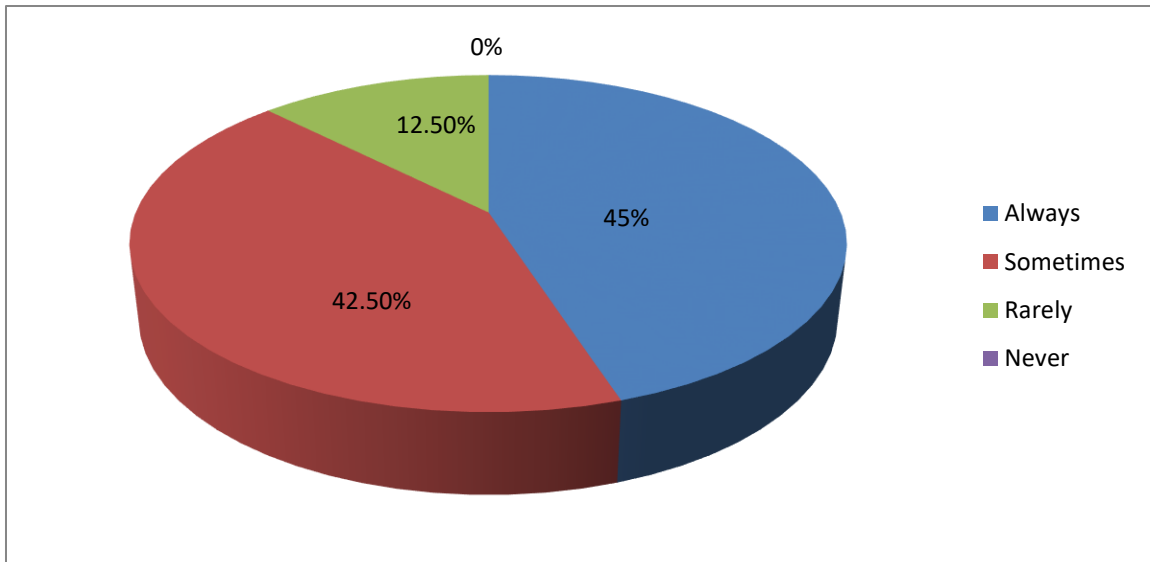
Figure 1.17. Students' attitudes towards the importance of using classroom strategies.

This question shows that nearly half of the students (45%) said that the use of classroom strategies always has a postive impact on students' achievements. While (42.50%) of the respondents answered that it sometimes has an influence on their learning .However, only (12.50%) asserted that there is no importance of using strategies in the classroom .

Item 18: *Which type your teacher is?*

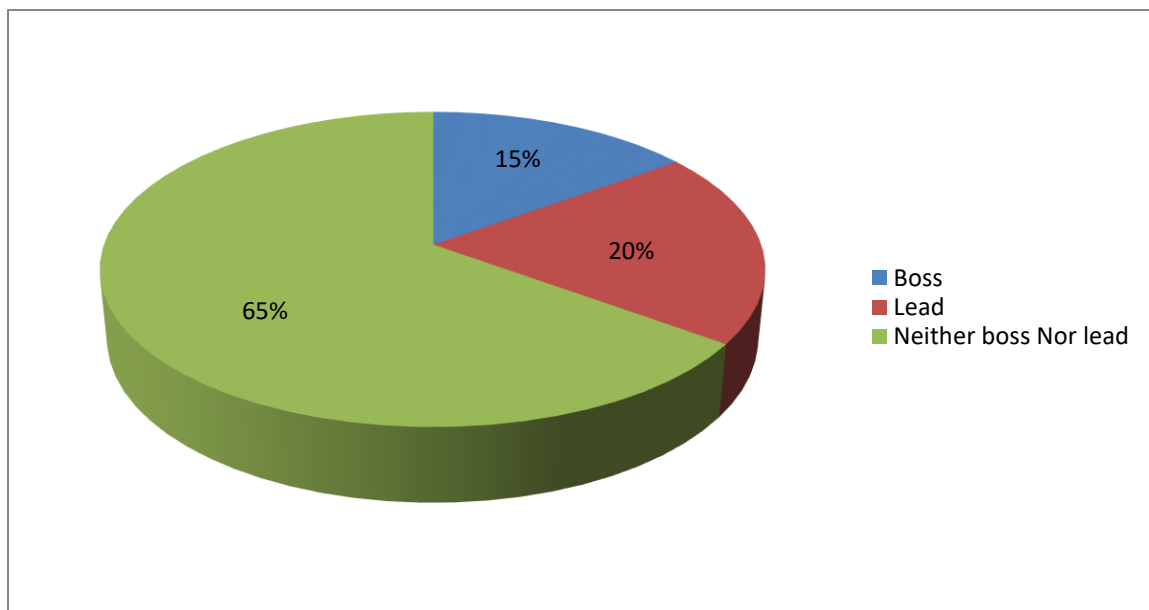| Options	Respondents	Percentage
They provide an atmosphere for fear (Boss)	6	15%
They inspire their students (Lead)	8	20%
Neither (Boss) nor (Lead)	26	65%
Total	40	100%

Table 1.18: Types of teachers

Figure 1.18: Types of teachers.

The table above reveals that the majority of students (65%) answered that their teachers are neither a (Boss) nor a (Lead), whereas (20%) declared that their teacher inspire them. However, only (15%) asserted that their teacher provides an atmosphere for fear.

2. The Teachers' Questionnaire :

2.1. Aim of the Questionnaire :

In an attempt to investigate the efficiency of classroom management in helping shy learners and reducing stress, it is very important to collect the teachers opinions, views and thoughts so as to highlight to which extent an effective classroom management may influence the stuents'achievements and assist them to avoid their shyness and stress.

2.2. Description of the Questionnaire :

The teacher's questionnaire consists of (16) items, classified into two sections where each section focuses on specific aspect, and it involves different types of questions : " closed " and " open-ended " questions. Closed questions require teachers to answer " Yes " or " No " or by ticking one answer from a set of options, while; open- ended questions are addressed to teachers to state their opinions and share their prior knowledge about the subject.

Section one: Personal Information (Q1- Q3).

Section one is about personal information concerning the teacher himself/herself : his /her gender, his /her academic degree and his/her experience in teaching.

Section two : Teachers perceptions about using classroom management strategy (Q4-Q16).

The second section comprises questions about teachers perceptions about using classroom management strategy.In Q4 and Q5, teachers are asked whether they had difficulties in teaching and if yes, they have to highlight the main difficulties face them. Q6 was addressed to ask them whether classrrom environment teaching-learning is important or not and they have to clarify their answers. Then, in Q7 teachers are asked to state their opinions towards the use of classroom management strategy .In Q8, teachers are asked to mention their teaching style.Next, in Q9 we asked them to reply if they tried to create a friendly atmosphere or not and in Q10 they have to tick the frequency of holding a suuportive relationship with their students and to justify their choice. In Q11 , we asked them if they were emotionally and sensitive of their students' needs and interests. In Q12 , teachers are questioned to tell if they noticed the presence of shy learners in their classes or not.Q13 requires teachers to answer whether they perceive shy students as passive and not competent enough. In Q14, the participants are asked to mention the educational modes of work which can be effective in engaging shy students in class activities . Q15 was addressed to investigate to what extent students' psychological state affect their performance. The last question requires them to give their own suggestions for creating an effective and successful classroom environment.

2.3. Administration of the Questionnaire :

The target population of the current piece of research consists of teachers of English at Slimen Ben Hamza Secondary School in Ain Dheb. The questionnaire was administered to (05) teachers. It was handed out in a friendly environment and all teachers were so cooperative, helpful and full gratitude goes to them.

2.4. Data Analysis :

Section one: Personal information

Item 1: *Gender*

Options	Respondents	Percentage
Male	01	20 %
Female	04	80 %
Total	05	100 %

Table 2.19: Gender distribution.
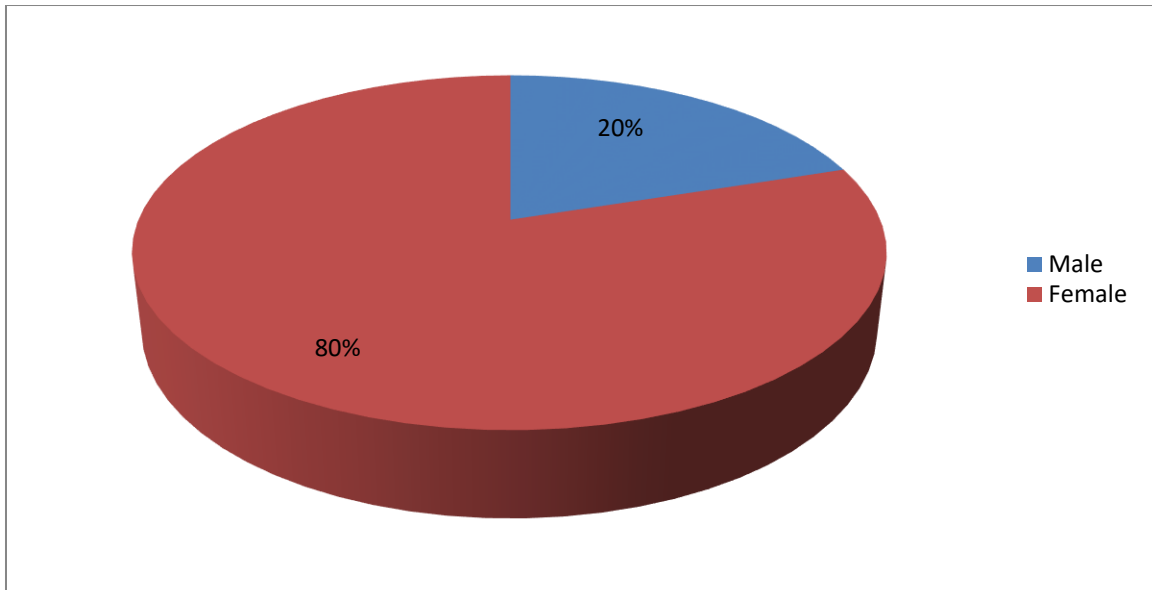
Figure 2.19. Gender distribution .

From the table above, males are (20%) and females are (80%).These results indicate that most of the participants in our sample are women and the chosen ones were those who teach English in secondary school .

Item 2: *Current academic level*

Options	Respondents	Percentage
PhD	00	00%
Master	02	40%
Diploma	03	60%
Certificate	00	00%
Total	05	100 %

Table 2.20: Teachers'qualification.
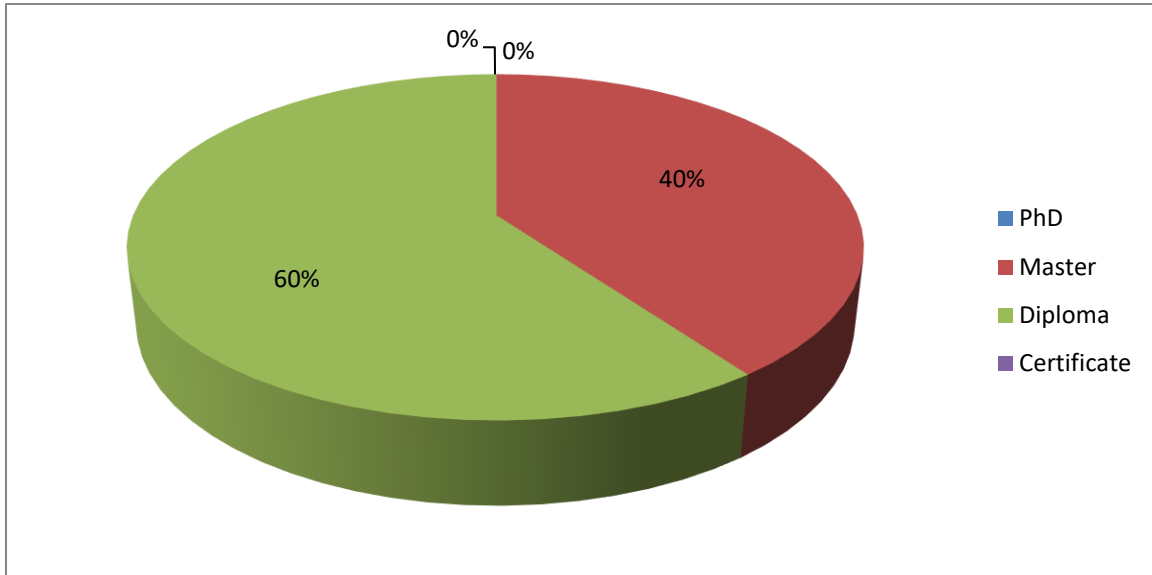
Figure 2.20. Teachers'qualification.

Table 2.20 reveals that the percentage of doctorate is (0%), master (40%), diploma (60%) and certificate (0%). We can see that in our sample there are master and diploma qualification and unfortunately there is a lack of high competent teachers.

Item 3: *How long have you been teaching in secondary school?*

Options	Respondents	Percentage
2-10 years	03	60 %
11-20 years	01	20%
21-30 years	01	20%
Total	05	100%

Table 2.21: Teachers' experience in teaching

Figure 2.21. Teachers' experience in teaching.
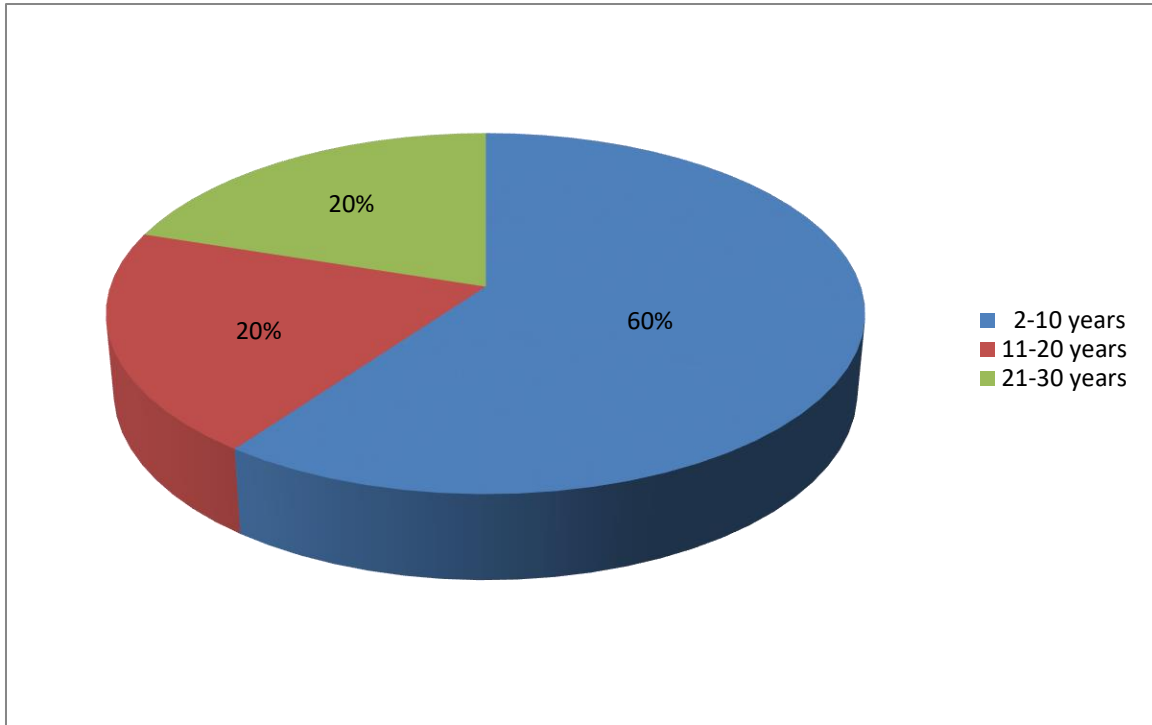
The table above indicates that (20%) of teachers have an experience of more than 20 years who are experienced enough to make the effective teaching-learning process. (20%) of them have been teaching for a duration of about 10 years (11-20 years) and the majority (60%) of our respondents have an experience of less than 10 years which is not sufficient at all to have effective training and reflective teaching simply because in this period teachers are still acquiring knowledge more than searching knowledge for their students.

Section Two : Teachers perceptions about using classroom management strategy.

Item 4: *Do you have difficulties in teaching?*

Options	Respondents	Percentage
Yes	02	40 %
No	03	60 %
Total	05	100 %

Table 2.22: The difficulties that face teachers
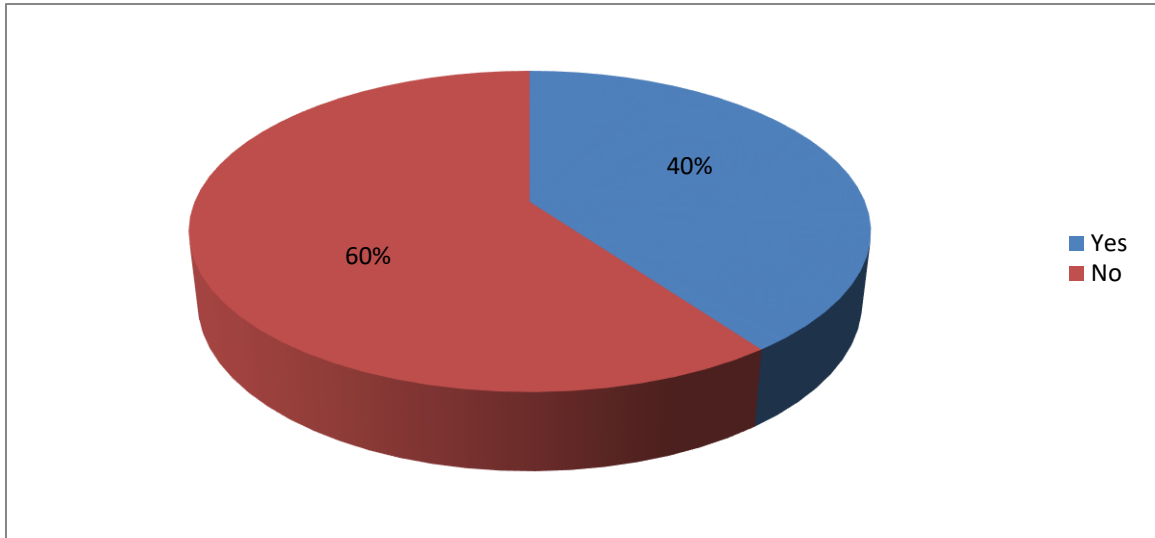
Figure 2.22. The difficulties that face teachers.

The table above shows that (40%) of teachers have difficulties in teaching, while (60%) of them do not have. We notice that those teachers who do not face problems with their teaching know how to deal with their students and how to control them and their behaviours.

Item 5: *If yes, what are the main difficulties face you in teaching?*

Options	Respondents	Percentage
Responds angrily	01	20%
Uses inappropriate comments	01	20%
Can not follow directions	03	60%
Total	05	100%

Table 2.23: The types of difficulties .

Figure 2.23. The types of difficulties .

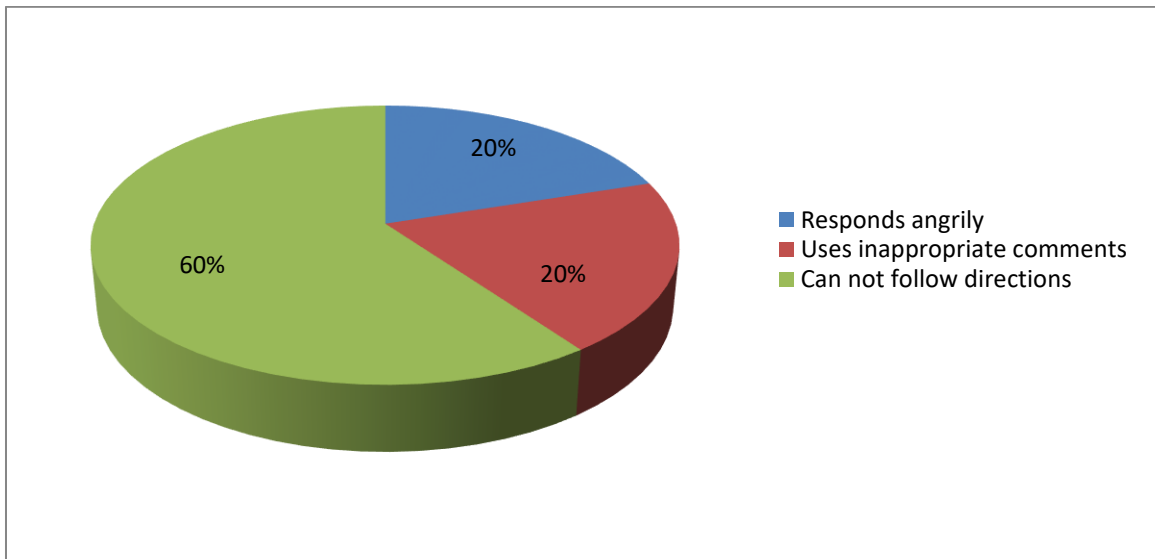Table 2.23 shows that (20%) of teachers said that their problem with students is that they respond angrily and (20%) of them also said that their problem is when students use inappropriate comments .However (60%) of them replied that their trouble is when they can not follow directions.

Item 6: *Is classroom environment teaching-learning important?*

Options	Respondents	Percentage
Yes	05	100 %
No	00	00 %
Total	05	100 %

Table 2.24: The importance of classroom environment
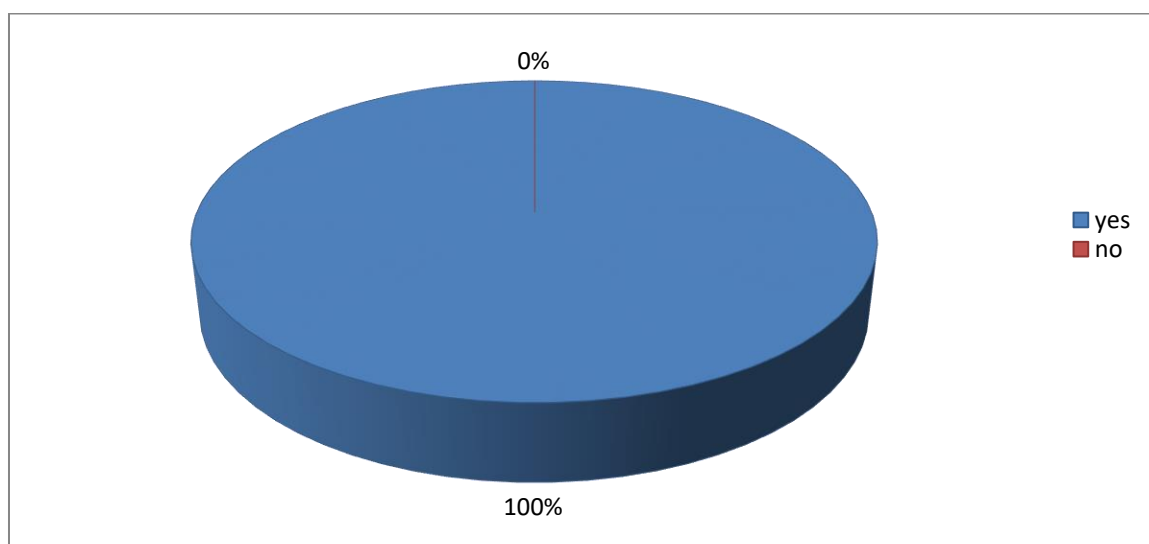
Figure 2.24. The importance of classroom environment.

Table 2.24 shows that (100%) of teachers agreed that the classroom environment is very important. Justification:

➢ Since the classroom is the place where students receive numerous information and knowledge and everything related to them has a great importance so as to develop their levels and feel secure, relaxed and comfortable.

➢ Effective classroom atmosphere promotes social and emotional development as well as intellectual learning.

➢ Classroom is the place where the desires and fulfillment of both students and teachers meet.

Item 7: *What do you think of using classroom management strategy?*

Options	Respondents	Percentage
Interesting	00	00%
Very important	04	80%
Helpful	01	20%
Not important	00	00%
Boring	00	00%
Total	05	100%

Table 2.25: Using classroom management strategy.
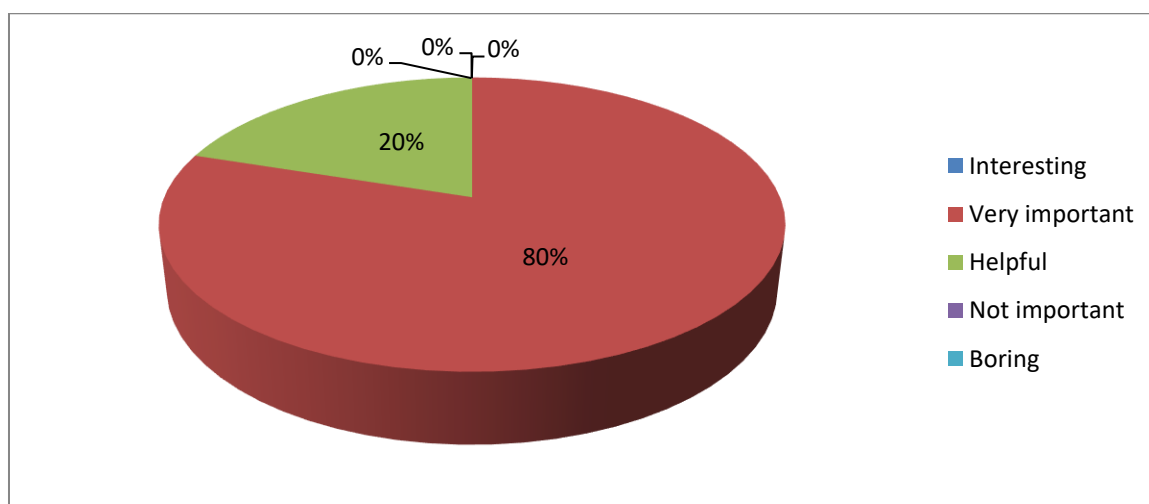
Figure 2.25. Using classroom management strategy.

The table above reveals that (80%) of teachers agree that implementing classroom management strategy is very important, whereas the rest (20%) of them said it is a helpful mean. Therefore, classroom management is considered to be a very interesting and helpful factor which helps teachers in controlling and reducing their students' behaviour especially those disruptive ones.

Item 8*: Which style of management teacher you are?*

Options	Respondents	Percentage
Authoritarian teacher	01	20%
Authoritative teacher	02	40%
Permissive teacher	02	40%
Indulgent teacher	00	00%
Total	05	100%

Table 2.26: Teachers'management style .
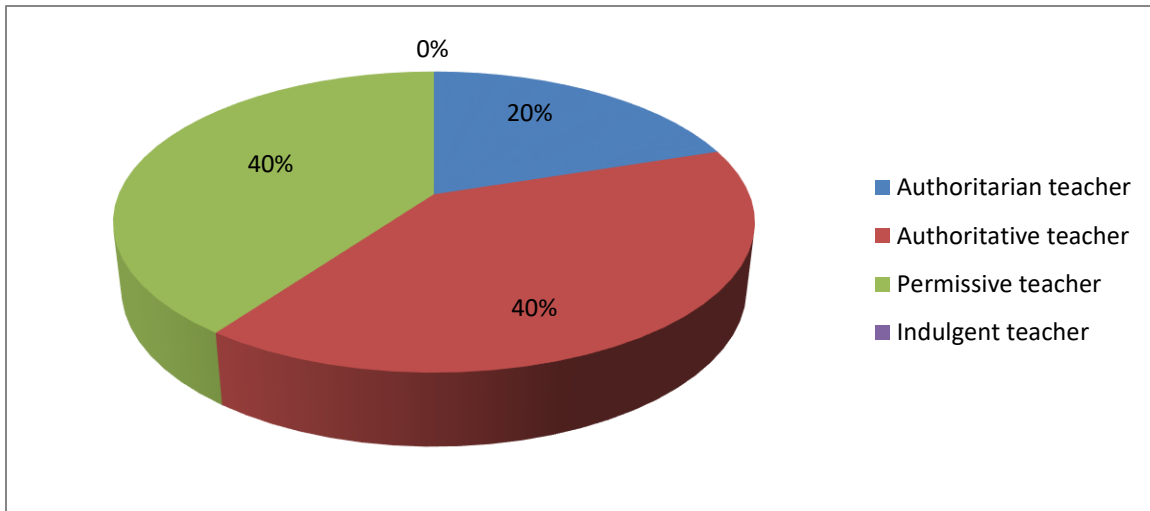
Figure 2.26. Teachers'management style .

This question shows that (40%) of the teachers said that they are authoritative teachers where they control their students but encourage independence, and (40%) who replied that they are permissive teachers. Whereas, the authoritarian style took (20%) who are strict teachers.

Item 9: *Do you try to create friendly atmosphere in the classroom?*

Options	Respondents	Percentage
Alfas	04	80%
Sometimes	01	20%
Never	00	00%
Total	05	100%

Table 2.27: The importance of creating a friendly atmosphere in the classroom.

Figure 2.27. The importance of creating a friendly atmosphere in the classroom.

From the table above, we notice that the majority of teachers about (80%) of them always create a friendly and relaxed environment in the classroom, whereas (20%) of the instructors told us that they sometimes do it.
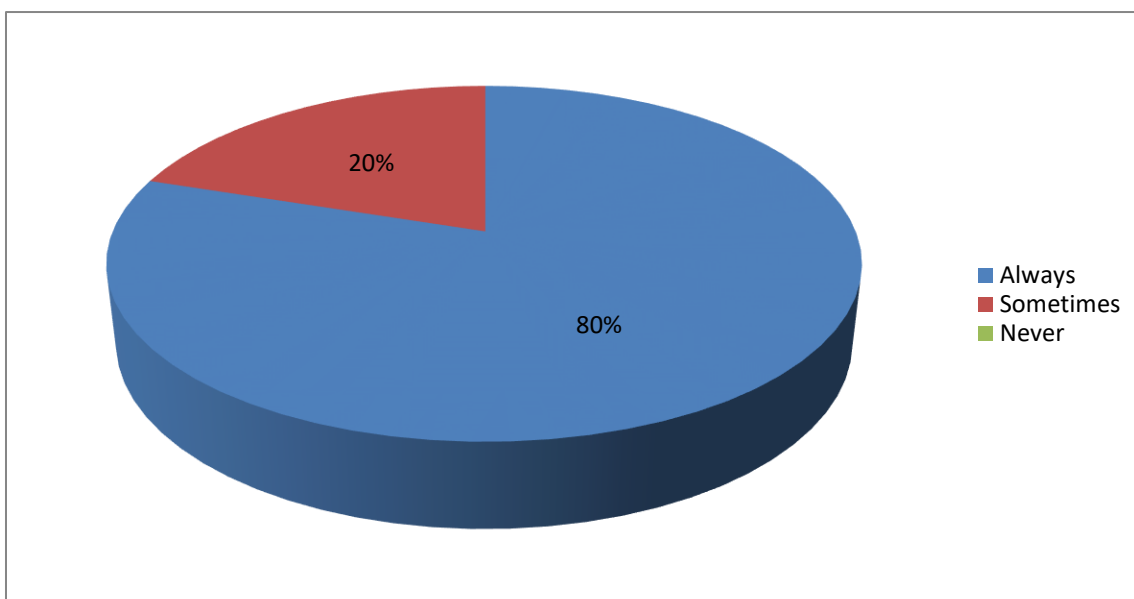
Item 10 *: How often do you hold a supportive relationship with your students ? Why ?*

Options	Respondents	Percentage
Always	04	80%
Sometimes	01	20%
Rarely	00	00%
Never	00	00%
Total	05	100%

Table 2.28 : Teacher- Students relationship **.**
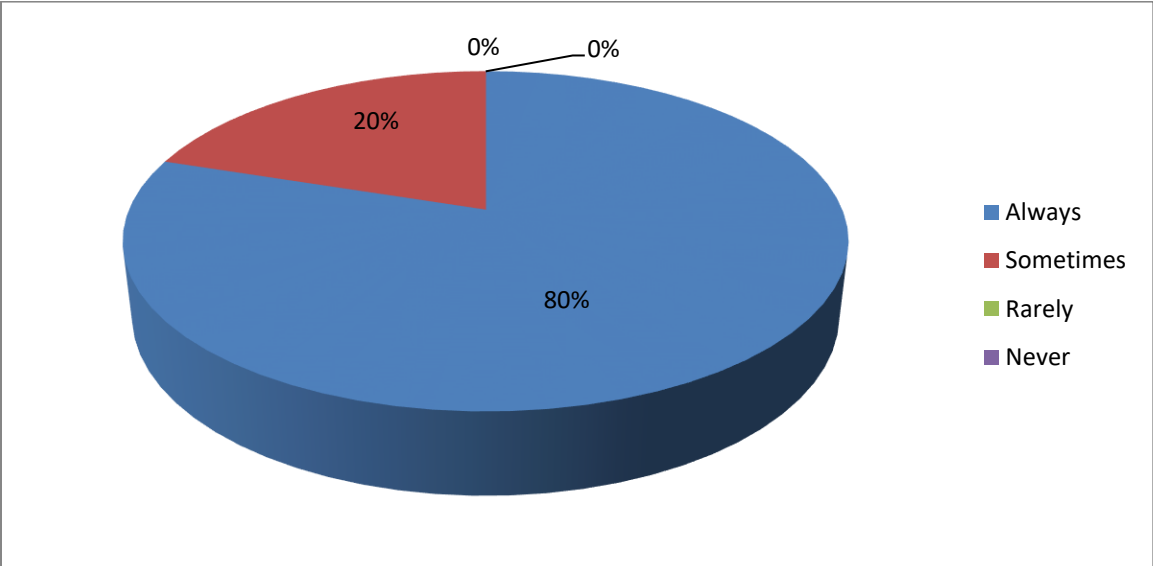
Figure 2.28. Teacher- Students relationship.

The results above show that (80 %) of teachers always hold a supportive relationship with their students .However, (20 %) of them said that they sometimes do that .

According to some teachers, teacher - student's relationship is considered as :

❖ Since the quality of this relationship is a significant determining element in the quality of classroom management, it is the place to start for successful classroom management.

❖ Effective mean that helps students to feel that they are accepted and their contributions valued.Therefore, they become motivated to learn.

Item 11: *Are you emotionally aware and sensitive to the needs of students ?*

Options	Respondents	Percentage
Yes	04	80 %
No	01	20 %
Total	05	100 %

Table 2.29. Teachers' awareness of the students' needs.
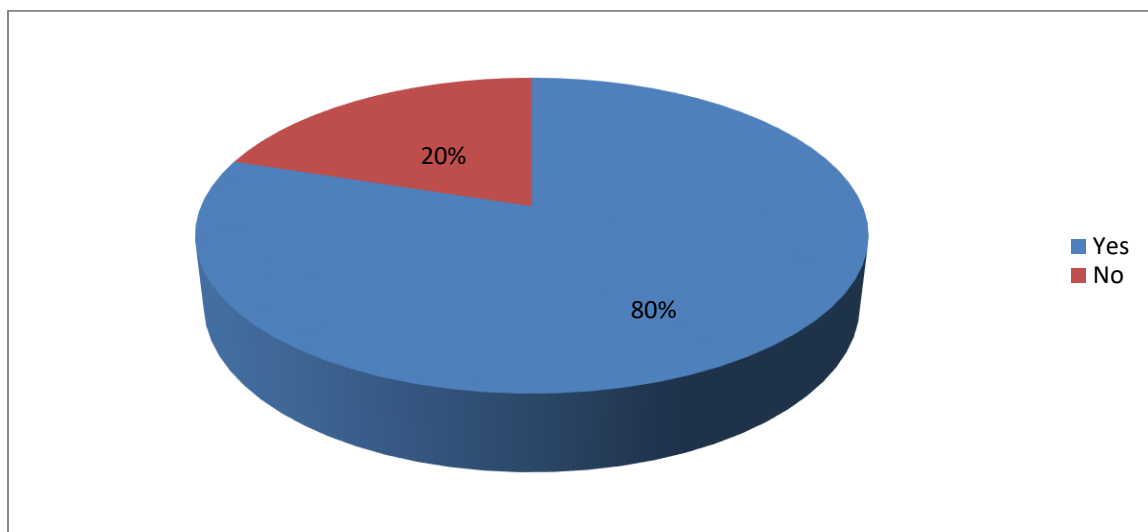
Figure 2.29. Teachers' awareness of the students' needs.

Table 2.29 reveals that the majority of teachers (80 %) are conscious and aware of their students' needs, interests , styles and wants when they plan their lessons. While (20 %) of them replied that they don't take into consideration the students' needs at all

Item 12 : *Do you notice the presence of shy students in the classes you teach ?*

Options	Respondents	Percentage
Yes	03	60 %
No	02	40 %
Total	05	100 %

Table 2.30. Teachers' notice of shy learners' presence in the class
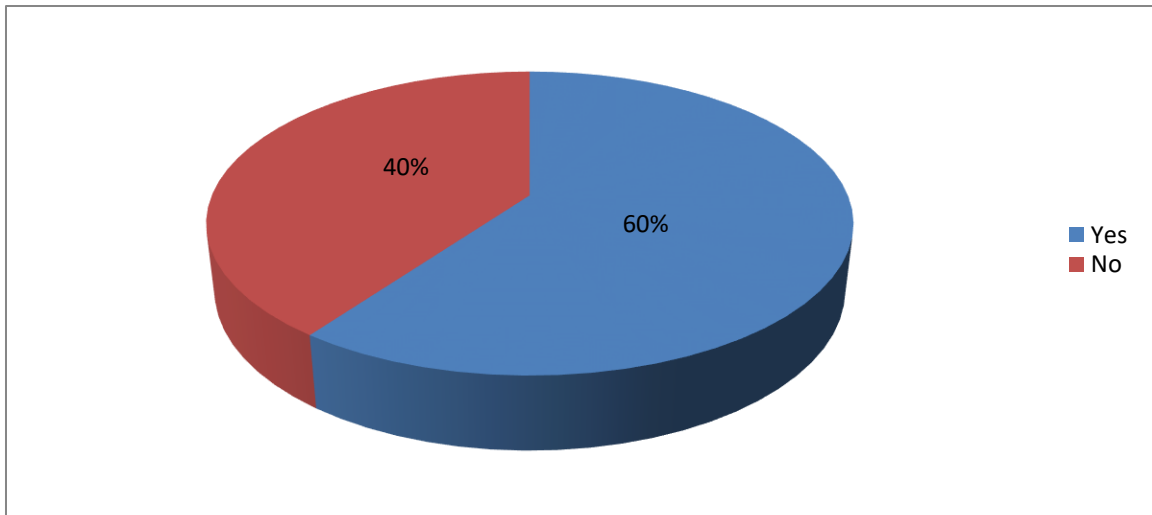
Figure 2.30. Teachers' notice of shy learners' presence in the class.

This question shows that (60%) of teachers declared that they noticed the presence of ashamed learners in the class. Whereas (40%) said that they don't notice that .According to these results, we can say that teachers must take into account students'shyness and search for the reasons behind that .

Item 13 : *Do you think that shy learners are not competent and passive in the classroom?*

Options	Respondents	Percentage
Yes	03	60 %
No	02	40 %
Total	05	100 %

Table 2.31. Teachers' perceptions about shy students
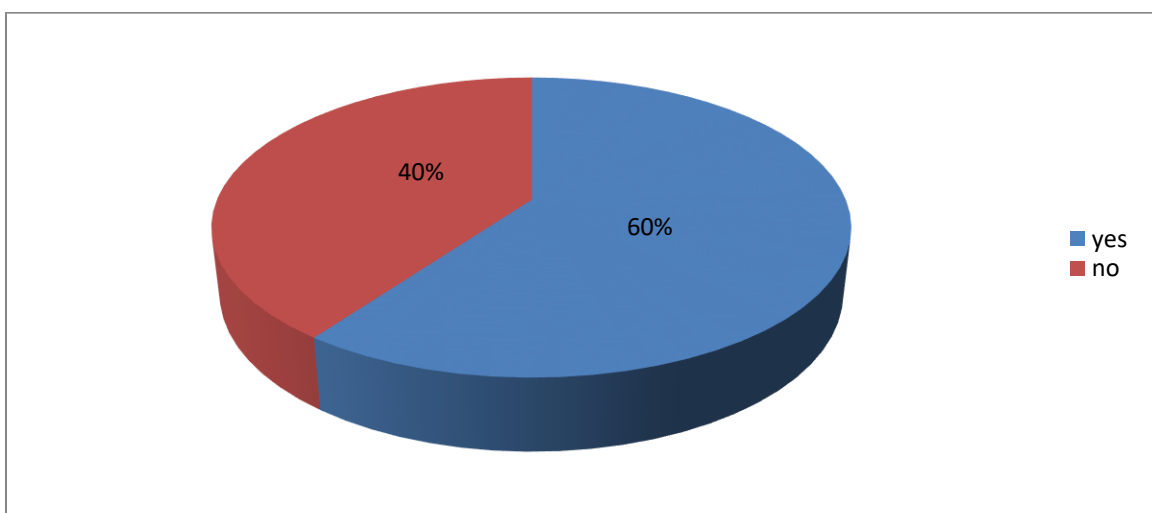
Figure 2.31. Teachers' perceptions about shy students

The results in this question revealed that the majority of teachers (60%) perceive shy students as passive and not competent enough. However, (40%) answered that it's true that shy learners are passive in the classrom but that doesn't mean that they are not competent.

Item 14: *Which educational modes of work can be effective in engaging shy students in class activities ?*

Options	Respondents	Percentage
Pair work	02	40%
Group work	03	60%
Individual work	00	00%
Total	05	100%

Table 2.32. Effective Activities for engaging shy learners .
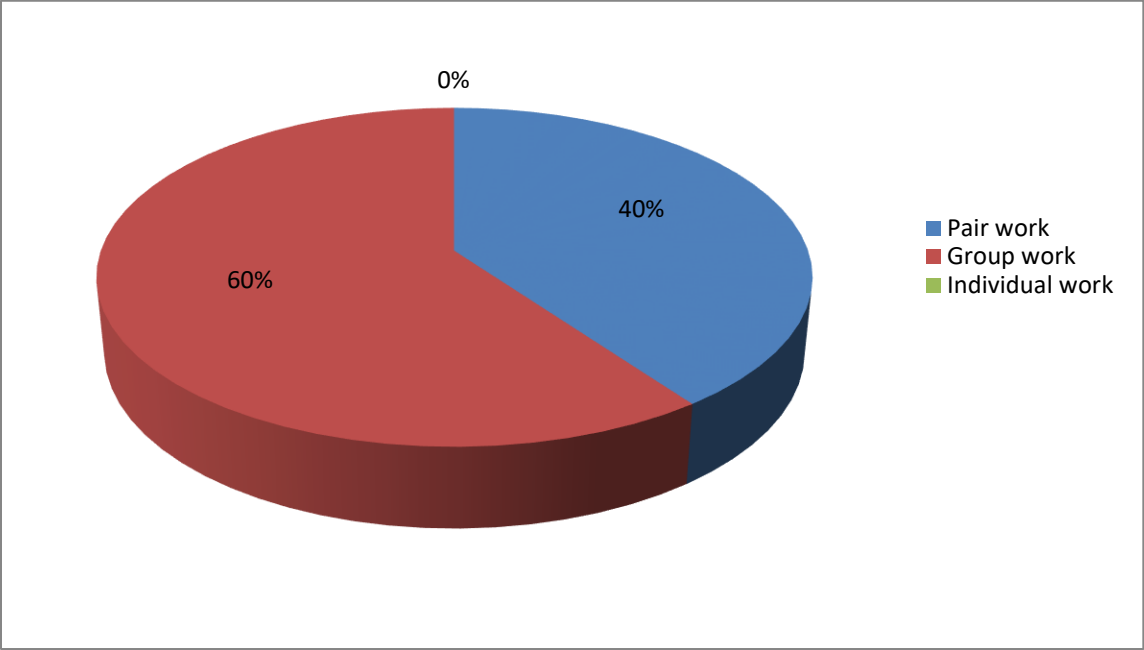
Figure 2.32. Effective Activities for engaging shy learners.

From the above table, it is noticed that more than half of the teachers (60%) claimed that group work is the most effective activity that they should implement in the classrrom. Whereas, two teachers (40 %) responded that pair work is an important activity to engage shy students. That's to say that individual work is not an effective activity that help shy earners to be involved and motivated in the classroom .

Item 15: *To what extent does students' psychological state affect their performance?*

This question was addressed to English teachers so as to get a clear idea about the extent that the psychlogical state have on the students'performance.Most of them told us that the psychological state influences the students' performance negatively. It prevenst them from exchanging, sharing, discussing their ideas and opinions and interacting effectively. They mention that in order to involve and engage all the students, teachers ought to take into consideration the students' psychological state to promote the learning process.

Item 16: *Are there any suggestions for a successful and effective classroom environment?*

- ➢ Taking into consideration students' needs and interests while planning the lessons.
- ➢   No more than 25 student in the classroom.
- ➢   Creative games should be organised during lectures that have longer hours .
- ➢ The use of various strategies to stimulate students'attention, and the use of reflective teaching teacher-talk and student -talk.

3. Classroom Observation Schedule

3.1. Description of classroom observation

Our goal from using classroom observation is to take notes about what going on during the English session among first year students at Slimen Ben Hamza Secondary School in Ain Dheb, how they behave, interact and participate during the session and how well the teacher can control and manage her learners and her classroom generally. This observation is made in order to investigate the link between classroom management and the performance of anxious and shy students in the classroom.We have done this observation with two groups of first year Literary stream about four sessions two sessions for each group since this year all the classes are divided into two groups due to the Health Protocol in the light of the Corona Pandemic.

This classroom observation contains five main sections; the first one is about the physical learning environment and students' sitting in the classroom, we attempt to shed the light on the cleanliness of the classroom, the place of furniture and other materials; if they are placed in a good and organized way or not and whether students are moving around the classroom while doing the activity or just sitting in their chairs and answering . The second section is about the teaching methods and strategies used by the teacher in order to attract and stimulate students' attention and if the instructor implements the nonlecture activities such as small group, role play, discussions or not. The next section inspects the rules and procedures

employed by the teacher within the classroom. The fourth section focuses on the relationship between the teacher and the students where we attempt to figure out how well the teacher can interact with the students.The last section is about students' behaviour, how they behave with one another and with their teacher, whether they are shy, stressed , motivated or extroverted and their performance in the English subject.

3.2. Analysis of classroom observation: (Group one ; 1L3)

Section one: Physical Learning Environment and students' sitting.

When we entered the classroom for the first time, the teacher helped us to say who we are and why we are there, she used to give us the permission to sit at the back so as to take remarks and notes. We are astonished about the cleanness of the classroom, decoration of walls with various pictures and proverbs and the position of chairs and tables in a very good way with enough space to move and walk around.Students are also moving to the table one by one in order to write their answers. Our observation of the learning environment was also good since it is very significant aspect in the teaching - learning process where students feel safe, secure ,comfortable and motivated.

Section two: Teaching Methods and Strategies

The method of the teacher stimulates students' attention and keep them concentrated till the the end of the session except few students, firstly she came to the classroom well prepared and organized and she introduced the lesson by using pictures to help understand the new vocabulary words and interact with their teacher effectively. When she gave her students the activity, she explained the instruction first then she gave them enough time so as to complete the task and during this she walked around them in order to check if they work or not and if they understand the instruction or not. The use of teacher's body language and drawing attract our attention , when any student does not understand a word for example, she used to explain it through her gestures or draw it on the board to make it obvious for him. From our observation , we noticed that the teacher used effective ways and did her best to involve both good learners and bad ones, Concerning group activities ,we noticed that she does not implement any pair or group discussion activity.

Section three: Rules and Procedures

During our observation, we observed that different rules are followed by students like 'read silently and do', 'listen when your friend is talking' ' raise your hand when you want to speak ' 'do not forget to bring your books in the class'. Concerning procedures, they are the routines that students follow in their daily learning activities. For example, how they gather home works and other materials, how they deal with incomplete tasks and other procedures where learners cope with them in a good way because the teacher was the leader there. Thus, effective teachers should discuss with their students the essential points about what it is suitable and unsuitable to avoid unexpected problems during the year and to get students familiar with them because the use of those rules and procedures assist in creating positive learning environment and reduce students' misbehaviours.

Sections four: Teacher-student relationship

From our observation, we noticed that the teacher has a good relationship with the students and they share a mutual respect with each other. We also noticed that the teacher plays the role of a facilitator and motivator and guide at the same time so as to assist the students understand and interact easily .When one of the learners made an error she accepted it with a great pleasure and it helped him to correct it. Therefore, if teachers exhibit their care about their students ,it would promote their cooperation in order to create a positive atmosphere where they feel comfortable and confident to work without pressure and become motivated to learn.

Section five: Students 'behaviour and their performance in English subject.

During the observation, we did not observe misbehaviours in the classroom, but we noticed four students don't participate at all, they seem shy and fear to speak. Moreover, the teacher appionted two of them to answer the question of the actvity but they didn't know the answer, so the teacher helped them to answer and move to the table in order to write their answers. We also observed that students' level and performance in English in this group is medium just three students are excellent and also the number of the students is nearly 20 students .This means that all of them can be involved and engaged in the English subject and improve their levels .

3.3.3. Analysis of classroom observation: (Group two ; 1L3)

Section one: Physical Learning Environment and students' sitting .

When we entered the classroom, we found that it was the same class we entered before since the two groups are studying in the same classroom ; the first group in the morning and the second group in the afternoon. So , the remarks concerning the furniture , the cleanness of the class and the decoration of the walls are the same we noticed them in the first group . Any one enter the classroom will have a good impression concerning the atmosphere and the learning environment since it is a very crucial aspect where students feel comfortable and motivated. But concerning the students' sitting ,we noticed that they changed their places in each session and this affect the performance and participation of some of them when they sit at the back .Generally, we noticed that the students in this group are more active than the first group.

Section two: Teaching Methods and Strategies

During this observation, we noticed that the teacher started introducing the lesson without using any visual aids since she thought that students will understand as they are dynamic and intelligent than the first group , but unfortunately the majority of them didn't grasp and understand the new vocabulary words and the topic of the lesson .As a result , when she gave them the activity , we observed that they were not attentive and they didn't how to solve it .She found difficulty to interact with them since she moved directly to the task without checking if students understand or not .The best thing she did is dividing learners into groups in order to collaborate with each other while doing the activity , whereas due to students' lack of understanding , they failed in doing the activity correctly.Therefore, teacher should facilitate the lessons by using different materials and visual aids and take into consideration any unexpected issues while planning their lessons.

Section three: Rules and Procedures

From our observation in this group, we did not notice any new or specific rules and procedures but only the usual habitual ones like 'listen when your friend is talking', ' raise your hand when you want to speak', 'do not forget to bring your books in the class' .Except the change of students'place in each session, the teacher should organize a sitting plan for students to sit in one place till the end of the year without changing their positions.

Section four: Teacher- student relationship

In this section, we observed that teacher- student relationship is good since the teacher is aware of the importance of her relationship with students to create a positive atmosphere without problems and to motivate and involve all the learners.She dealt with them in a fair way and she tried her best to keep them attentive , facilitate and guide them to do the tasks .

Section five: Students 'behaviour and their performance in English subject.

In this group , we noticed that generally students' behaviour is good except two of them kept talking to each other but the teacher dealt with them very quickly and three others raised their hands few seconds and put them ,may be they didn't want the teacher to appoint them answering because of their lack of vocabulary or they fear their classmates would mock them if they speak. But the teacher tried to involve and engage everyone. As a result, students are interested in English, they tried to participate and interact even if they don't know the word in English, they say it in French or Arabic.

Analysis of the Findings:

The study was proposed to investigate the importance of effevtive classroom management in helping shy students and reducing their stress.This chapter is included into the field work procedure undertaken from the collected data.

Concerning students' questionnaire, section one; in which general information shows that (55%) of the respondents are female and (45 %) are male.These results indicate that in our sample there is almost equivalence between male and female students . When we asked students if they liked English, the majority of them (62.50%) like the English subject as a foreign language, this result reveals the great importance of this matter among our sample. When asking them about their level in English (37.50%) answered that their level is medium and only (07.50%) are excellent in English. Therefore, students of first year secondary school have a good and not excellent achievement in learning English, which it is a positive result even if those teenagers have a lack in understanding of English vocabularies. There are about (42.50%) of the students often participate in class activities. From my opinion , I think that classroom' conditions that teachers create help a lot to reinforce students' participation.When we asked them if they felt shy and anxious in the English course ,(45%) of them asserted that they felt worried and under pressure .Moreover, we notice that (57.50 %) of them fear that

their classmates would mock them when they speak. As a result of their lack of self-confidence, fear, shyness, inhibition, and low self-esteem, this occurs.

When we ask students whether they felt motivated by having a teacher who cares about them, we were aimed to find out the relationship between the teacher and the students, half of them (50%) said when teachers exhibit their care about them as individuals apart from their academic work, it would promote their cooperation so as to create a positive atmosphere where they feel safe, secure and confident to work without pressure and become motivated to learn. Furthermore, there are about (80%) of students who think that their teachers try to create a good atmosphere where they seem to be aware of the importance of atmosphere which is considered to be a motivating factor. In addition to that, in order to create the positive atmosphere in the classroom half of of learners (50%) said that helping them to ask questions and give answers is the best strategy to produce an effective learning environment.

Concerning the second section, we find that (87.50%) of first year students of secondary school respect the rules and procedures set by the teacher in order to reduce misbehaviours, in this sense we advise teachers to make their students more aware of these rules and procedures in order to make them motivated and encouraged for the learning process. Besides, (72.50%) of the participants thought that raising motivation for better achievement is due to desires to succeed.

Our statistics show that the majority of students (62.50%) think that the main helpful strategy that help teachers in managing their classroom effectively is giving them another chance whenever possible. (45%) of respondents agreed that the use of strategies in the classroom always has a positive impact on their learning. Concerning the teachers' management style (65%) of the students didn't know whether he is the Boss or the Leader which means that learners are still unaware their teacher's style .

Moreover, the first section of teachers 'questionnaire was about personal information which indicated that the percentage of male teachers are (20%) and female teachers are (80%). These results reveal that most of the participants in our sample are women and the chosen ones were those who teach English in secondary school . Item (2) showed that Slimen Ben Hamza Secondary school suffer from the lack of high qualified teachers (i.e; Doctorate) since (40%) of teachers have master and (60%) of them have diploma.

Table (2.21) indicates that (20%) of teachers have an experience of more than 20 years who are experienced enough to make the effective teaching-learning process. (20%) of them

have been teaching for a duration of about 10 years (11-20 years) and the majority (60%) of our respondents have an experience of less than 10 years which is not sufficient at all to have effective training and reflective teaching simply because in this period teachers are still acquiring knowledge more than searching knowledge for their students.

Item (4) shows that (40%) of teachers have difficulties in teaching whereas these difficulties could be (60%) of the students cannot follow directions ,(20%) of them respond angrily and the other (20%) when students use inapproprite comments.

Table (2.24) explores the importance of classroom environment because all teachers (100%) agreed upon this idea, this result indicates that students are influenced by their environment which assists them in developing their level, also the classroom environment can supply them with a healthy atmosphere which helps them to interact and react easily. Item (8) reveals When speaking about teacher's management style, we find that (42.86%) of them are authoritative because they often explain the causes for the rules and decisions.

Item (9) shows that (80%) of teachers always create a friendly atmosphere whereas who said sometimes (20%) since they cannot do it all the time because it may be a hard task. Then according to item (10) , (80 %) of teachers always hold a supportive relationship with their students . They say that teacher - student's relationship is considered as the starting place for a good classroom management since the quality of this relationship is an important determining factor in the type of classroom management and it is an effective mean that helps students to feel that they are accepted and their contributions valued.Therefore , they become motivated to learn.

Our statistics show that the majority of teachers (80 %) are conscious and aware of their students' needs, interests , styles and wants when they plan their lessons. From this result, we can say that taking students'needs and interests into consideration is another important factor that assist creating an effective classroom and establishing a positive relationship between teachers and their students. When asking teachers about their notice of shy learners'presence in the class, (60%) of the teachers declared that they noticed the presence of ashamed learners in their classes. According to this result, we can say that teachers must take into account students'shyness and search for the reasons behind. More than half of the teachers (60%) replied that they perceive shy students as passive students and they are not competent enough .Most of the participants (60%) said that group work is the most effective activity that they should implement in the classrrom. Whereas, (40 %) of them responded that pair work is an

important activity to engage shy students. Therefore, individual work is not an effective activity that help learners to be involved and motivated in the classroom .

Finally, In an attempt to evaluate to what extent learners' psychological state affect their performance, teachers argued that psychological state influence the students' performance in a negative way. It prevents them from sharing, exchanging, discussing their thoughts and opinions and interacting effectively.

Concerning the classroom observation, it was based on the collected data through observing the teacher and her students in their classroom and it was made so as to see if classroom management has any impact on shy and stressed learners and their academic performance among two groups of first year Literary class.

During the first section, we emphasized on the physical learning environment and students' sitting where we observed that the cleanness of the classroom and the decoration of the walls .The physical setting and students' sitting play an important role in motivating and involving learners. The second section was about teaching methods and strategies that teacher used to attract students' attention, keep them careful, enhance and involve all the types of learners. In the first group, we noticed that the teacher used visual aids so as to make students understand whereas in the second group , she didn't use any visual aids , she depended on students'intelligence and background knowledge.Unfortunately,she didn't achieve her objective at the end of the session but she used group work strategy to make students help each other and cooperate unlike the first group.

The focus in the third section was about rules and procedures where we intended to observe new rules and procedures but in both groups, we noticed the implementation of the habitual rules like ''listen when someone else is talking',' when you want to speak raise your hand''. Teachers should discuss with their students the essential points about what it is suitable and unsuitable to avoid unexpected problems during the year such as ; learning their seats, being polite, respecing each other , raising their hands when they want to speak and teachers' rules should be clear about what their expectations are for their students in the classroom .

The next section focused on teacher-student relationship where in both groups ,we observed that the teacher has a good relationship with the learners and she dealt with them fairly and did her best to facilitate the information and guide them to do the tasks .She played

the role of instructor, motivator, listener and interacted with her students since she knows the importance and the impact of this relationship on students 'achiecements and the learning environment. Finally, in the last section we focused on students' behaviour and their performance in English where we noticed that in both groups students'behaviour is good except few of them talking when the teacher explained the lesson but due to the effective style of the teacher , she dealt with them very quikly . We noticed also the presence of some shy learners and the way the teacher used to erngage and involve them. Concerning students'level in English , we observed that their level is medium and there are just few students who are excellent in the English subject.

Conclusion

This chapter tried to investigate the teachers and students' attitudes towards effecient classroom management and its impact on shy learners'achievement and whether the psychological state of students affect their performance.The findings gathered from teachers , students' questionnaires and the observed events revealed that classroom management plays a significant role in engaging and involving shy learners and reducing stress and that teacher-student relationship is the starting place for a good and effective classroom management since it helps a lot in motivating students and making them confident .Thus, they can work without pressure .

More importantly, this study has confirmed our hypotheses which claimed that that if teachers establish positive classroom management, they would achieve positive teaching – learning process and if they take into consideration the students' psychological aspects while teaching, classroom interaction will be promoted. On the basis of the questionnaires' and the observation' analysis, the results showed that teachers and students' have positive attitudes towards management of the classroom and the psychological aspects affect to some exent students classroom interaction and performance .

Recommendation

Some of the pedagogical recommendations were obtained from both teachers, students' questionnaires and the observed events in the classroom :

➢ Teachers should explain the importance of the learning atmosphere to his students and provide them with a relaxed and positive learning environment so as to make them motivated and engaged in the classroom activities.

➢ Teacher ought to establish some rules and procedures in order to control his students' behaviours.

➢ Teacher should vary his activities from time to time and implement classroom activities such as ; pair work, group work and role plays to allow anxious and shy learners perform, increase their interaction and develop their self-confidence.

➢ Teacher ought to offer more importance to the physical setting because of its great value and benefit on students' learning and achievement.

➢ Teacher should foster a caring relationship, in which thoughts, feelings, and fears are discussed openly.

➢ Teacher should reinforce communication to ensure cooperation.

➢ Teacher should offer rewards as incentives for good performance.

➢ Workshops and seminars need to be organized for teachers where experts in the domain of classroom management will present talks and activities that describe practical classroom environment.

➢ Teacher should use a variety of materials and visual aids in order to stimulate students' interest and to avoid boredom.

➢ The role of extracurricular activities is very significant for students to be involved since it is a bonus to their academic life. They are encouraged to attend school due to such activities which include a plethora, i.e. arts, sports, cricket, table tennis, volleyball, basketball, baseball, and many others

➢ Creative games should be organised during lectures that have longer hours in order to some extent relief stress from students and refresh their mind and make them active.

General Conclusion

The current study spots the light on the importance and efficiency of the classroom management, has proved its impact in helping shy learners to be involved and motivated and reducing stress. Therefore, in this study it was hypothesized that if teachers establish positive classroom management, they would achieve positive teaching – learning process and if they take into consideration the students' psychological aspects while teaching, classroom interaction will be promoted.

The ultimate aim of this research is to show whether effective classroom management reduces stress and influences shy students and to see the strategies implemented by effective teachers to enhance and engage those students as well as the impact of shyness and stress on their performance.

Moreover, the present work is composed of two parts; the theoretical part which contained two main chapters, the first chapter was devoted to state the definitions of classroom management by numerous researchers, its importance and goals. Furthermre, we explored the qualities, styles and the role of effective teachers, in addition to the strategies used for effective classroom management.The second chapter , focused on shyness and stress ' impact on students' achievement and performance where we explained the main items and discussed the reasons and factors that affect students' learning and we set the most helpful strategies teachers have to implement so as to engage and motivate shy and anxious learners .Whereas ,the third chapter which is included in the practical part , deals with the interpretation of the data gathered from students and teachers questionnaires and the classroom observation.

The results obtained from the research tools stated above showed that both teachers and students have positive attitudes towards classroom management and also the psychological aspects affect to some exent students classroom interaction.

At the end, we hope that the recommendations suggested in our research will be useful and hopeful for teachers in order to manage, control their classrooms and engage shy learners and all types of learner in the teaching-learning process.