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Ministry of Higher Education and Scientific Research
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Developing EFL Timid Learners' Speaking Skill Through Useful Strategies

Case study of First year master LMD students at Ibn Khaldoun University- Tiaret

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Academic Year: 2021/2022

DEDICATION

We would like to dedicate this work to our beloved parents , who have been our source of inspiration and gave us strength when we thought of giving up , who continually provide their moral , spiritual , emotional and financial support.

To our brothers , sisters , friends and colleagues who shared their words of advice and encouragement to finish this study.

To my respectful wife Fatiha and my beloved daughters Chahinda and Chadha.

To my soul mate Leila who supports me at all times.

To my best friends Kadi, Sid Ahmed and Fethi.

ACKNOWLEDGEMENTS

Accomplishing this dissertation has had a big impact on us. We would like to thank the people who have supported and helped us throughout this period. We are especially grateful for the patience and encouragement of our supervisor Dr. LAKHDER TOUMI ASMAA. We would like to thank her for help and support.

Our special thanks to Dr.SOUDANI MOHAMED who gave us a hand and supported us.

We wish also to thank the broad examiners who have kindly accepted to examine and correct our work.

ABSTRACT

Nowadays, EFL shy learners can present challenges for teachers during the learning process. Their educational attainment will be lower than their friends and they will have difficulties in social inclusion. Here comes the teachers' role, which would be to provide useful strategies to engage shy learners' in the learning process. This study aims at enhancing the student's speaking skill. Likewise , to detect the most effective communicative activities that is used to improve the oral proficiency. In addition, to elicit the attitudes of EFL students towards the use of communicative activities as a tool to promote their speaking skill. The sample chosen for this research is from first year Master LMD students in the department of English at the University of Ibn khaldoun- Tiaret . For the purpose of investigating the improving EFL shy learners' speaking skill through effective communicative activities and strategies. In addition, The choice of method was determined by the nature of the study and since the research is an exploratory research, the methods were based on quantitative data. Thus, the researcher used a questionnaires for two samples the First year master LMD students and their teachers to achieve the purpose. The findings of this study confirm the two hypothesis which assume the enhance of students' speaking skill through effective communicative activities. Also, the satisfaction and positive attitudes of EFL learners towards the implementation of these activities in learning process. This work is tailoring the most important recommendations in the hopes of assisting learners and teachers in foreign oral language classrooms in better understanding some of the speaking activities, in order to enhance students' fluency. And maintaining a pleasant atmosphere, encouraging shy learners to achieve better results with their speaking skill.

Key words: EFL , shy learners, communicative activities and strategies

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LIST OF ACRONYMS

ACTFL : American Council of Teachers of Foreign Language.

BMD: Bachelor.Master.Doctor

CLT : Communicative Language Teaching.

EFL: English as Foreign Language

ESP : English for Specific Purposes.

FLL : Foreign Language Learning.

PhD: Doctor of Philosophy.

TEFL : Teaching English as Foreign Language.

General Introduction

1. Background of the study

English is frequently referred to as the "global language" in recent years. Due to its potential to be widely spoken, English has emerged as the main language. It is also recognized as a lingua franca, or a language that is frequently used to bridge communication gaps between speakers of other languages. Since the end of World War II, the English language has been the first foreign language to have a respectable standing in many nations, including those that use Spanish, according to Karahan (2007).

entire world. It is the most common foreign language taught at all levels of the educational system, despite neither being a national nor an official language in Latin America. As a result of oral communication's dominant role in global communication, oral competency in FLL has grown in importance.

In this aspect, shy EFL students might be difficult for teachers to work with while students are learning. Their educational level will be lower than that of their friends, and they will struggle to fit in. Herein lies the job of the teacher, who is to offer practical methods for including reserved students in the learning process.

2. Statement of the problem

It is necessary for teachers to help their students promote their skills by identifying barriers to oral production and possibly suggesting effective communication activities and strategies for real communication to take place in the language classroom. This can greatly increase students' motivation and awareness to tackle oral problems. This is in fact the inspiring idea behind this work, which aims to improve students' oral skills. Likewise, it is to detect the most effective communicative activities used to improve oral competence. In addition, to get the attitudes of EFL students towards the use of communicative activities as a tool to promote their oral competence and overcome shyness during speaking.

3. Research questions

Throughout this study, two major questions are raised:

1- Does the implementation of communicative activities improve students' speaking skills and help them overcome shyness?

2- What are the students' attitudes towards the implementation of the different communicative activities?

4. The research hypotheses

In order to answer the research questions outlined above, we hypothesise that:

H1- If teachers apply the appropriate activities they would enhance their students' speaking skill and motivate them to overcome shyness

H2- if the students are given the chance to express themselves and produce , then they should be satisfied by the implementation of communicative activities which may conduct to an amelioration of the teaching of speaking. .

5. The significance of the study

This study will work as a credible academic resource and open doors for future researchers, educators, and students interested in learning how to improve the speaking abilities of EFL learners who are timid. In the Algerian EFL learner society, it will increase awareness of the beneficial effects of these tactics on students' academic oral performance. Additionally, it will motivate students to practice these communicative exercises and techniques to enhance their oral communication abilities.

6. Research design

It is acknowledged that the major tenet in any research is the population sample. Since it shapes the selection of some parts of the whole population, it is distinguished from “observational investigations” by generating a set of characteristics for a specific study such as representativeness, generalizability, and homogeneity. The sample chosen for this research is from first year Master LMD students in the department of English at the University of Ibn khaldoun- Tiaret . For the purpose of investigating the improving EFL shy learners' speaking skill through effective communicative activities and strategies. In addition, the choice of method is determined by the nature of the study and since the research is an exploratory research, the method will be based on quantitative data. Thus, the researcher will use a questionnaires for two samples the First year master LMD students and their teachers to achieve the purpose.

7. Research structure

The dissertation is divided into three chapters. The first chapter provides a review of the literature on teaching English language speaking skill as FL. Then, it highlights the factors that cause speaking difficulties in EFL learners, learners' communication strategies for speaking in EFL, and some effective speaking activities in the classroom. The second chapter describes the research methods, research instruments to conduct this research and the target population. The third chapter is devoted to analyze the questionnaire and the interview , followed by a moderate discussion of findings, the limitations of the study and some suggestions and recommendations as a final step to conclude the dissertation.

CHAPTER ONE
LITERATURE REVIEW ABOUT
SPEAKING SKILLS

Introduction

The main focus of EFL instructors is the requirement for efficient methods and exercises to improve speaking abilities in EFL students. Many EFL teachers find it extremely difficult to improve their students' speaking abilities. Teachers use a variety of tactics and exercises as a result of this necessity. The literature review and theoretical portion of this study are included in the first chapter. This work's foundational ideas and definitions are offered. The purpose of this chapter is to explain the nature of speaking ability as well as the primary goals of its instruction. Additionally, it draws attention to the causes of speaking challenges in EFL students. Finally, it makes an effort to outline a few tactics and exercises that can help EFL shy learners with their speaking issues.

1.1 What Speaking Ability Entails

The foundation of all interpersonal interactions in language learning is speaking, an interactive communication process. One of the four linguistic abilities is it (reading, writing, listening and speaking). Oral expression has always accounted for the majority of language learning throughout history. One of the key ideas is speaking, which also appears to be the most fascinating talent, particularly for EFL students. In addition, someone who speaks a language is someone who understands it. Speaking is employed in our communication twice as frequently as reading and writing, according to Rivers (1981). Speaking is defined differently by many specialists. Speaking is used to convey demands, such as requests for information, services, etc., according to Brown and Yule (1983). Speaking is also described as "the process of creating and exchanging meaning in a variety of circumstances via the use of verbal and nonverbal symbols." Chaney (1998): 13 Because of this, mastering the art of speaking involves a lot of expertise and practice. Speaking in a foreign language is extremely challenging, and speaking ability takes a very long time to develop, according to Luoma (2004:1).

1.2 Speaking Components

It is not simple to improve one's speaking abilities; one must be aware of some crucial factors. The elements of speaking, which refer to the linguistic traits that language learners need to be aware of, are mentioned by Harmer (2001). Additionally, when an interlocutor interacts with them, language and information are both being processed simultaneously. As stated in Kouicem (2010), pages 27 and 28.

1.2.1 Language Characteristics

There are certain qualities that are essential for both the learner and the teacher to speak fluently in order to communicate effectively. Students can link to other speech by identifying phonemes from these linguistic characteristics and comprehend the characteristics of the native speaker and his phonological rules. Speaking well requires the qualities listed below (Kouicem, 2010; pp. 27–28):

-Connected speech: This skill needs an English speaker to make more connected sounds than just individual phonemes. In connected speech, these sounds can be changed, eliminated, added, or weakened.

-Expressive Devices: Phonological rules that refer to pitch, emphasis, volume, and speed are effectively used by native English speakers to convey meaning through non-verbal cues. They are better able to communicate the message they want. Therefore, if students are to be effective communicators, they must be able to use these tools.

-Lexis and grammar: Learners frequently utilize the same lexical framework when producing the same language function. Therefore, the teacher's job is to give the students many sentences with various purposes so they can utilize them at various points in contact with others.

-Negotiation language: Learners gain a lot from using it; they frequently seek explanation when they hear others speak. Teachers must therefore offer them with

2.2 Mental/Social Processing

Speaking requires the following processing abilities:

Language processing is the ability of speakers and learners to organize their thoughts so that other speakers can comprehend what they are saying and understand the intended meanings.

Additionally, speakers need to be able to recall words and phrases from memory for use in conversation.

In order to be effective, a speaker must be able to listen to and comprehend what others are saying before responding by taking turns or allowing others to speak. Most speaking scenarios involve two or more speakers interacting.

When speakers acquire information, they must be able to digest it swiftly in their minds, which requires information processing.

1.3. The Value of Communication

Speaking is an expressive language skill in which the speaker employs verbal symbols to convey ideas, according to Karen (1994). In the majority of classrooms where the primary emphasis is on reading and writing, traditional approaches to language learning and instruction, such as the grammar translation method, do not sufficiently support speaking. On the other hand, the emphasis on learning to comprehend and communicate meaning, which the term fluency denotes, originates from the communicative language education concept (CLT). Revel (1991; p. 5) recognizes the value of teaching communicative languages in bridging the gap between linguistic and communicative competence. Alternatively put, precision and fluidity. Theories of communicative competency, in his opinion, suggest that teachers shouldn't just give students a variety of language structures to play with. Therefore, speaking ability is crucial for language learners of all levels. It encourages successful communication because teachers want their students to be as competent to utilize the language accurately and fluently as feasible. Speaking is a priority for learners since it is the active expression of meaning through language. Widdowson (1990: 27) argues that knowing the language system is not the best way to learn how to communicate in Florida since understanding the language code by itself does not explain the needs for interaction and communication in FL.

Learners do not require separate rules and terms they have learnt outside of the classroom. The process of learning a foreign language takes a long time and is usually boring; for example, "a common frustration stated by learners is that they have spent years studying English, yet still can't speak it..." (Thornbury 2008: 208). " (Thornbury 2008: 208) "Speaking typically occurs spontaneously and in the present, which means that planning and output overlap. This is, of course, one of the key challenges. When too much time is spent planning, production declines, which reduces fluency. On the other hand, accuracy is likely to diminish if the speaker is only focused on production, which could reduce intelligibility. The speaker must have attained a certain level of automation in both planning and production in order to free up attention. (IbidEnglish as a foreign language instructors face a challenge in creating engaging lessons that encourage speaking competency growth and active pupil involvement. a second language Today, it is crucial to be able to effectively interact verbally with one another in the target language. As a result, students who are unable to speak a foreign language fluently cannot be regarded as

competent language users. Since speech is the most basic form of human communication, Celce-Murcia (2001: 103) claims that for the majority of people, "the capacity to speak a language is synonymous with knowledge of that language" Through speech, students can persuade their listeners; it is a tool for expressing and demonstrating social positions and advancing societal cohesion. Speech is crucial both inside and outside of the classroom. According to Baker and Westrup (2003:05), "a student who speaks English well may have a better chance of furthering his or her education, finding a job, and getting promoted." It is a tool through which foreign language speakers are more likely to find a job and it is also the skill through which people become friends or separate from others

1.4. Defining Communication Ability

Through the exchange of thoughts, facts, beliefs, and knowledge, people can communicate with one another. When we communicate with one another, we do it via language, which allows us to express both facts and our sentiments about those facts (Revell 1979)

. Following Chomsky's dichotomy of performance and competence is the idea of communicative competence. In contrast to the constrained Chomskyan definition of linguistic competence, it was initially put forth by Dell Hymes in 1972. To communicate in another language, we require linguistic proficiency, a sufficient vocabulary, and syntax mastery (Nunan, 1999). The word "communicative competence," in contrast, was defined by Hymes as "the component of our ability that allows us to convey and understand messages and negotiate meanings between others in a specific environment" (Brown 2000: 246)

The use of the language system itself and the practical elements of communication are combined to form communicative competence. It is a dynamic, interpersonal construct that is relative and is dependent on all parties' collaboration (Savignon, 1983).

In 1980, Canale and Swain developed this idea by identifying four dimensions of communicative competence: grammatical competence, sociolinguistic competence, discursive competence, and strategic competence. They did this by analyzing and reviewing the extensive research and literature on communicative competence. Hymes claims that communication competence includes knowing who to say what to and how to say it in a given situation, in addition to having the acquired ability to know the rules

1.4.1. Grammar Proficiency

Grammar proficiency, according to Brown, "includes knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics, and phonology" (2007: 2019; Canale & Swain, 1980, p29). In other words, grammatical competence gives students the grammatical knowledge they need to understand how words are paired to produce different sounds and different sentence stresses

1.4.2. Conversational Skill

"The ability to connect sentences...and to construct coherent wholes from collections of utterances" is what is meant by discourse competency.

(Brown 2007: 220). In other words, discourse competency refers to how well students can adhere to the conventions of coherence and cohesion in order to have meaningful conversations (Canale & Swain, 1980; Celce - Murcia, 2007; Uso - Juan & Martinez-Flor, 2008

1.4.3. Social Language Proficiency

An grasp of the social environment in which language is employed, according to Savignon, is a prerequisite for sociolinguistic competency (1983:37). Illocutionary competence (which is concerned with sending and receiving intentional meanings) and sociolinguistic competence, according to Canale and Swain, are two distinct forms of sociolinguistic competence (which is about politeness, formality, register, and their relation to a given culture). (Brown, 2007

1.4.4. Strategic Ability

"How to manage with an authentic communication scenario and how to maintain the communication channel open," according to Canale and Swain, is what they define as strategic competency (1980:25; Hedge, 2000). It deals with verbal and nonverbal communication techniques that can reduce misunderstandings brought on by incompetence

1.5. The Idea of Imparting Speaking Abilities

It is interesting to note that, according to the source Rebecca Hughes quoted in her article, there is a difference between teaching a language through speaking and teaching it in its spoken form when it comes to teaching speaking.

She also notes that, regrettably, less study has been done on the oral form than has been done on writing, which may be one reason why teachers feel more at ease employing "solid written forms and genres" in their lessons (Hughes 2011).

(Quoted on page 16 of Bc. Petra olcová, 2011)

The two ideas are actually related, frequently used as synonyms, and infrequently distinguished from one another. To be more specific, speaking or writing can be used to teach a language's oral form. However, it is of little use if it cannot produce excellent outcomes and is not practiced orally. As a result, teaching speaking includes teaching simply the oral form through practice.

Many language users believe that speaking ability is the best indicator of language proficiency and that teaching speaking is the best way to develop communicative competence and fluency. This requires both students and teachers to put in a lot of work.

Three important stages should be taken into account during this process;

Phase 01: Mechanical Practice: This is the first stage of learning to speak, and it entails a series of lab tasks. In other words, students are expected to utilize the correct words in the proper context and with the correct pronunciation. The syntax, vocabulary, and pronunciation of the language can all be practiced through this activity

Phase 2: Important oral work

After the mechanical phase, this is regarded as the second phase. It enables students to acquire social and cultural norms and regulations.

Phase3: spontaneous oral production

It is regarded as the final stage, during which the students engage in unstructured dialogues. In other words, during this stage, students are prepared to speak up and freely express their thoughts

1.6 Goals of Speaking Instruction

Teaching speaking can be advantageous for a number of reasons, according to Bake and Westrup (2003: 5). Students get an opportunity to practice the new language they are learning in the beginning. Speaking training can also identify a learner's strengths and weaknesses while reinforcing functional language development. Thirdly, speaking instruction enables individuals to communicate clearly and easily. Everything mentioned here helps students' communicating abilities. Speaking can be taught for a variety of reasons, including language acquisition (MacCarthy, 1972: 9), which states that "When people learn to speak a language, they are primarily concerned with two things; first,

knowing what to say - what words and phrases to use at any given time, in any given situation - and second, being able to say it" (i.e., being able to carry out the actions and movements required, to say those words and phrases aloud). (2006). (Haley and Austin 2004: 189). All of this helps pupils' communication abilities to advance. According to McCarthy (1972:9), when people learn a language, they are primarily concerned with two things: first, knowing what to say — what words and phrases to use at any given time, in any given situation — and second, being able to say it — being able to perform the actions, the movement, to say those words and phrases aloud. Alternatively, teaching speaking can be done for communicative purposes. 189 (Haley and Austin 2004).

1.7 Link Between Speaking and Listening

There is a lot of focus on the need of merging these two abilities in talks when it comes to the integration of listening and speaking. According to Anderson and Lynch (1988:15), a skillfully crafted L2 utterance is only a viable tool for communication if the speaker is able to process answers well. The L2 learner in conversation must be capable of speaking and listening in both directions

Speaking and listening can't be done separately for there to be communication. The presence of a listener and a speech to be heard by the listener are both necessary conditions for a speaker. The listener is in control; the speaker is helpless. (Redmond and Vrchota, 2007), page 120. As a result of engagement and verbal bargaining, each depends on the other to succeed in a conversation

Issues that EFL students face when speaking 1.8.

According to Zhang (2009), most English language learners still struggle with speaking and are unable to engage in verbal conversations in the language. The International Journal on Studies in English Language and Literature claims this (IJSELL). Ur (1996) noted a number of traits, such as the following, that contribute to speaking difficulties:

Inhibition. Students could be timid, afraid of being judged, or afraid to make mistakes. Little to say. Students should not raise their voices. low or inconsistent engagement Only one person can speak at a time due to the large class numbers and the tendency of some pupils to dominate while others speak very little or not at all. Use A learner's attempt to articulate meaning in spontaneous speech using a limited target language system is what Selinker (1972) characterized as "communication strategies" (CS), which he classified as a byproduct. Since he coined the phrase, there has been a lot

of debate surrounding it, but there has also been little agreement on what exactly it means. In the past, CS was employed by language learners to make up for their language deficiencies in order to accomplish a specific communicative goal because it was thought of as a problem-solving strategy. Most CS literature is organized according to overlapping taxonomies that are comparable to one another and can be separated into achievement or compensation methods and avoidance or reduction techniques (e.g. Tarone, 1980; Faerch & Kasper, 1983; Dornyei & Scott, 1997)

1.8. Factors Causing Speaking Difficulties for EFL Learners

According to the International Journal on Studies in English Language and Literature (IJSELL), Zhang (2009) states that speaking remains the most difficult skill for the majority of English learners to master, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

Inhibition. Students are afraid to make mistakes, fear criticism, or are simply shy. Nothing to say. Students have no reason to speak up.

Low or uneven participation. Only one participant can speak at a time due to large classes and the tendency of some learners to dominate, while others speak very little or not at all.

Use of native language. Learners who share the same native language tend to use it because it is easier and because learners feel less exposed if they speak their native language.

1.9. Learners' Communication Strategies for Oral Performance in EFL

Strategies often help learners avoid failure in oral communication and psychological aspects that hinder their oral performance. Hughes (2002) defines this term as learners' ability to manipulate a conversation effectively.

Selinker (1972) proposed the concept of "communication strategies" (CS), which he defined as a by-product of a learner's attempt to express meaning in spontaneous speech through a limited target language system. Since he first used the term, it has been the subject of much discussion but also little consensus as to its correct definition. Previously, language learners used CS to compensate for their language deficits in order to achieve a

particular communicative goal, as it was considered a problem-solving behavior on the part of foreign language learners.

Most of the literature on CS embodies similar and overlapping taxonomies, which can be divided into avoidance or reduction strategies and achievement or compensation strategies (e.g. Tarone, 1980; Faerch & Kasper, 1983; Dornyei & Scott, 1997).

1.9.1 Strategies for Success

Using replacement to communicate their messages without losing or modifying them, speakers and learners often employ these tactics to make up for linguistic shortcomings, according to Bygate (1987). Therefore, these substitute words can either be guessing the work or any statement they immediately remember or explaining the missing words by comparing them to anything else in order to effectively convey the original meaning. As seen by the case below Example

"I descended twenty degrees, but I'm not sure how to describe how hot it felt at that altitude.

NS: mm.

NS: I also arrived in Scotland at 20 below zero, which caused me to become really ill right before Christmas." (Haastrup and Philipson 1983, P. 149, as quoted in Ibid., p. 43) according to (Bachiri, 40)

Due to a lack of linguistic resources, learners attempt to address communication issues by utilizing accomplishment techniques during the planning phase.

1.9.1.1 Speculation Techniques.

Oral expressiveness frequently uses this kind of technique. They are employed by speakers to switch out certain terms they are unsure of with others they believe their listeners would comprehend (Bygate, 1987).

There are many other forms of guessing techniques, and students might simply choose a term from their home tongue. For instance, as reported on page 44 of the same publication, Bialystok (1983, p. 105) describes "an English speaker saying "There are two candles on the chemenee").

In order to successfully communicate their speech to an English listener, students may employ a foreign word from their original language and pronounce it as if it belongs to the English foreign language (Ibid).

In order to always switch from L2 to L1 when speaking with individuals who speak a different language, coda alternation is also regarded as one of the guessing tactics.

Literal translation: In this technique, the speaker may pronounce a term that has been translated from his or her native tongue in order to get across the language barrier. A French speaker could attempt to say "croissant" rather than "crescent," for instance (Ibid.).

Finally, another tactic used by SL speakers to ensure that their ideas are understood by their listeners is to create words that do not exist in the target language based on their knowledge. For instance, "air ball rather than balloon" (Torone, 1983, p. 62, as cited in Ibid, p. 42).

1.9.1.2. Paraphrasing Techniques

These can be divided into two groups. The lexical substitution method, in which the speaker can clarify a concept or term by using some form of expression to indicate its meaning, for example, its synonyms or by another word that includes the meaning of the missing word but this substitute word has a wider meaning (Torone, 1983, p. 62. as cited in Bygate, 1987, p. 42).

The circumlocution approach, a second sort of paraphrase, enables students to make up for their weak or insufficient language proficiency while still communicating their ideas. Savignon (1983) defined circumlocution as "the effective use of coping strategies to support or enhance communication." Circumlocution has been identified as a communication strategy or lexical repair strategy (Liskin-Gasparro, 1996; Paribakht, 1985; Tarone, 1983). (Savignon, p. 310). To put it another way, a learner may employ the circumlocution technique by stringing together a few sentences and attempting to clarify his point

1.9.1.3The Cooperative Approach

It is up to him (the speaker) to decide whether to try to find a solution on his own or to point out his problems to his interlocutor and try to get the problem solved on a cooperative basis. Faerch and Kasper (1983: 67) explain that "although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in one or the other interaction."

This tactic involves the speaker and the listener working together to communicate, such as when the speaker asks the listener to offer the exact word or to translate a word

from his home language to the target language (TL). Examples include: "Four: You've got a basket for.

S3: An offering. S4: For the awning. S3: For.

S4: A parasol." (Ibid, p. 46)

In a nutshell, it occurs when the speaker solicits assistance from the listener..

1.9.2. The Reduction Strategy

All communication strategies compensate for an expression problem. However, the reduction strategy may be the most effective when speakers feel unable to compensate with achievement strategies. The reduction strategy is used when a specific part or the entire communicative message is dropped in order to adapt the transmitted message (utterance) to one's linguistic competence.

Reduction strategies are often used by speakers who value accuracy over fluency, who avoid making mistakes, and who are reluctant to produce incorrect or non-fluent utterances. In other words, reduction strategies reduce the message because communicators cannot find words or phrases to replace unfamiliar vocabulary, so they decide to change the topic or end the conversation.

1.9.2.1. Avoidance Strategies

Avoidance, which takes many forms, has been identified as a communication strategy. Second language learners may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language. Similarly, learners sometimes begin to try to speak about a topic, but abandon the effort midway through the expression after discovering that they do not have the linguistic resources to complete their message. Tarone (1981: 285-295).

Learners have difficulty producing some utterances because of a lack of vocabulary or a phonological problem. They therefore try to communicate with less risk of error by using other strategies to serve the same communicative purpose. From this, two broad categories of avoidance strategies can be distinguished, namely syntactic or lexical avoidance and phonological avoidance.

For example, a woman may say that she ate a nice meal instead of trying to say that she liked the meal and omitting to mention her name (Bygate, 1987) , cited in (Bachiri , 43). Another example can be given for the case of phonology when an English learner who is unable to pronounce the /l/ accurately in "Lion" can choose to simply say animal.

1.10 Speaking Exercises in The Classroom

Because little actual information is transmitted in most EFL classrooms, interactions between the teacher and students are of limited communicative value. A "display" question is one for which the teacher already knows the answer. The student then responds, and the teacher evaluates or corrects the answer. In the end, this is an impractical use of language, and the true communication practice the learner receives is clearly limited by these queries (Dinapoli, 2000: 1).

It is obvious that in order for meaningful communication to occur in a language classroom, the interactions between the instructor and the student (and the student and the teacher) must go beyond questions of display and be based on the gap between the two parties

They ought to be founded on the void that exists between the interlocutors when none of them is aware of what the other is going to say in advance (Liao, 2001: 38). Students must feel at ease speaking and developing their own ideas in order for the learning process to be successful. They must be inspired to express themselves, use their ideas in class activities, and accomplish their objectives. One of the chances for students to practice speaking is through speaking exercises, which can significantly aid in the development of fluency in the classroom. The intention is for children to learn and develop by speaking, and to practice utilizing all of the language they are familiar with in scenarios that are representative of everyday life. According to Harmer (1984). Students became more comfortable participating in class discussions, making presentations, and responding to inquiries since there were engaging activities to stimulate them. As a result, if there aren't enough opportunities and activities for students to practice speaking in the language classroom, they could lose interest in the subject. Additionally, Baker and Westrup (2003: 5) offer the following justifications for speaking practice in class:

Speaking exercises can help students remember new vocabulary, grammar rules, or functional language. Speaking exercises also give students a chance to practice the new language they are learning. Finally, speaking exercises allow more advanced students to use the language they already know in a variety of contexts and on a variety of subjects

Speaking exercises also encourage speaking by reducing the lack of interest in learning English brought on by the teacher's unsuitable teaching methods for speaking. Speaking classes are therefore a useful strategy for resolving this issue. The teacher should select one or more language-learning exercises that are suitable for the students'

level. The American Council of Teachers of Foreign Language (ACTFL) advises that "various forms of speaking activities (and hence assessment) are appropriate for different levels of competency," according to O'Mlley and Pierce (1996: 59). Lockhart and Richards (1996)

Practice activities are defined as tasks involving the use of a certain model to do or learn a specific item. Role-playing, for instance, can be used to practice speaking in various social circumstances. The use of a variety of diverse tasks in language education is considered to make language teaching more communicative because it gives classroom activity a purpose, according to Richards, Platt, and Weber (1985: 289). (cited in Lee, 2000:31). As a result, it can be claimed that these exercises serve both as opportunities for language practice and for the development of communication. As stated by Scrievener (2005: 152))

" The purpose of communicative engagement in the classroom is to encourage students to communicate in meaningful and realistic ways using the language they are learning. Normally, this entails exchanging facts or opinions."

The goal of language education activities in the classroom should be to maximize individual language use. In order to accomplish this, the teacher must not only foster a warm, humanistic environment in the classroom, but also offer each pupil a chance to be heard

1.10.1. Conversation/Discussion

"Discussion" is defined by Byrne (1986) as "any interchange of ideas and viewpoints, whether on a one-on-one basis with you (the teacher) acting as mediator and, to some extent, as participant, or in the setting of a group, with the students talking to each other" (p. 67). The most frequent spoken activity in a language classroom is conversation. As a result, it is a type of interactional communication activity. In general, it's a discussion activity when students voice their perspectives or ideas. In the interest of "communication and the communicative continuum," there is a discussion (Harmer, 2001, p. 273).

This action or process of discussing and arguing a topic may take the shape of a task provided by the teacher who has previously prepared a title for the discussion with minimum oversight and disruption. Their agreement or disagreement with the topic will undoubtedly lead to their expressing themselves more boldly, increasing or strengthening their speaking skills. Discussions can thus take place for a variety of reasons, such as to

find answers to a troublesome topic, to share ideas, or to achieve a conclusion, and the discussion topics will be related to what the teacher has set. Form groups of four or five pupils to focus on a specific topic for a set period of time. A group discussion is the name given to this form of debate. These small, organized groups can provide each student with the opportunity and time to express themselves with their peers and fix their mistakes, motivating them to speak it aloud.

According to Kildsvatter (1996: 242), a small group discussion entails breaking up a large class into smaller groups of students to accomplish certain goals, allowing students to take more responsibility for their own learning.

Littlewood (1999) adds that class discussion improves learners' ability and willingness to use LF and talk about their experiences. Whereas, in order not to face the failure of this activity, the teacher must motivate and encourage students to speak spontaneously without fear of the risk of error that makes them reluctant to give their opinion in front of the whole class. Therefore, most educators agree that "the best classroom discussions are those that arise spontaneously, either because of something personal that learners report or because of a topic" (Thornbury, 2005. 102). In other words, the teacher must be skilled enough to reduce students' anxieties, designing a discussion situation that students can enjoy. According to Harmer (2001), "one of the best ways to encourage discussion is to provide activities that require students to make a decision or reach a consensus" (P. 273). In addition, "this can provide enjoyable and productive speaking in the language classroom" (Ibid, 1998, p. 46).

Another example of a conversation is after a brief presentation, in which students can use comments on the topic to express their ideas. The goal of this debate is to improve students' oral expression as well as to share perspectives and viewpoints.

Overall, class discussions assist learners not only increase their abilities, but also make quick decisions and strengthen their critical thinking skills. They teach pupils how to defend their thoughts or opinions nicely and justify their actions even when they disagree with others

Revell's case (1979). Some of the advantages of discussion are as follows: - Participants are involved in various debates in which they learn to examine adequately on the spur of the moment and explain their own ideas and statements.

- There is information sharing that promotes language development.
- Learners communicate using their own knowledge of the language.

- There is always the opportunity of using discussion sessions for additional communicative purposes, particularly during reports.

1.10.2 Information-Gap-Related Activities

The information gap is a communicative task that focuses on information exchange, either between teacher and learner or learner to learner. Communicative practice creates information gaps in which one student has information and the other does not. "This is the case when one speaker has something that the other speaker does not," writes Davies (2000, p. 43). According to Hedge (2000), "it implies that each student in a pair or group knows information that the other learners do not have" (p. 181).

Information gap activities are interactive activities in which students are asked to collaborate on various pieces of knowledge that must be exchanged in order to obtain complete and accurate information. Gower et al. define information gap activities as "a circumstance in which information is only known by one or more people present, students utilize the language they have available to them to bridge the information gap, by asking questions, offering information, etc."

This activity challenges students to apply their knowledge to complete the task. According to Scarcella (1992), information gap activities are likely to benefit language development more than other activities and yield better results. The method by which students are equally involved in accomplishing its aims indicates the efficacy of the information gap as an activity. Because the assignments are mysterious and demand students to find a solution and solve an issue, most information deficit activities are very motivating and effective. These activities are designed to assess linguistic competency, mastery, and aptitude. The test offers teachers with concrete evidence of their students' communication competence, whether proficient or not. There are numerous examples of gap information activities.

-As an example (situation: a search for information about movies in a local cinema), one student asks his or her partner questions for more information, and the other must respond.

Overall, information-seeking activities are a common type of speaking practice that has several advantages: -Information gap activities promote interaction and encourage learners to exchange information and negotiate meanings. -They stimulate intrinsic motivation and create a positive atmosphere in the classroom by encouraging learner-learner interaction.

- These activities transition students from a structured work environment to a more active conversational setting.
- Students practice the target language more and become more aware of their deficiencies, which they seek to improve.

1.10.3. Role Play

Getting students to talk about their opinions or feelings in class is not an easy task. There are many topics they are embarrassed and frustrated to talk about because they may be afraid of showing the private side of their personality or being ridiculed. Teachers need to give students permission to play and explore. Role-playing allows them to reveal their problems. It allows them to be spontaneous and to release their creative energy. Role-playing is a holistic educational activity that fosters critical thinking skills, encourages emotions and creativity.

It is a holistic educational activity that fosters critical thinking skills, encourages emotions and creativity, promotes moral/social/cultural and family values, and provides authentic data. In other words, role-playing is another way to get students to express themselves. According to Ur (1984) "role-playing...is used to refer to the set of activities in which learners imagine themselves in a situation outside the classroom...sometimes playing the role of someone else, and using language appropriate to this new context" (p. 131).

Learners pretend to live in a variety of social situations and play a variety of roles that may be "realistic" or "fantasy" short scenes. Klippel (198, 121). In this activity, students are expected to use all of their knowledge about language in contexts that resemble real-life situations. According to Revell (1979), role-playing is: "the spontaneous behavior of an individual reacting to others in a hypothetical situation." There are two types of role plays: role cards and cue cards. In the former, the teacher shows students their roles to act freely without giving them speeches or commands on how to act or speak, while in the latter, students must stick to what has been prepared by the teacher.

"Role-playing has become increasingly common in management courses" (Rocvers, 2007, p. 199). It creates a good atmosphere in the classroom that gives good students the opportunity to practice their language and inspires students with lower proficiency levels to play and improve their language. Role-playing is an enjoyable activity that encourages interaction in EFL classes. It promotes realistic conversation and communication. This

activity moves from telling a story to acting out a situation where participants must improvise.

Whereas, in order not to face the failure of this activity, the teacher must motivate and encourage students to speak spontaneously without fear of the risk of error that makes them reluctant to give their opinion in front of the whole class. Therefore, most educators agree that "the best classroom discussions are those that arise spontaneously, either because of something personal that learners report or because of a topic" (Thornbury, 2005. 102). In other words, the teacher must be skilled enough to reduce students' anxieties, designing a discussion situation that students can enjoy. According to Harmer (2001), "one of the best ways to encourage discussion is to provide activities that require students to make a decision or reach a consensus" (P. 273). In addition, "this can provide enjoyable and productive speaking in the language classroom" (Ibid, 1998, p. 46).

Another example of discussion can take place after a short presentation, where students can use comments on the topic and express their opinions. The purpose of this discussion is then to develop students' oral expression and also to share opinions and views.

Overall, class discussions are not only a tool to develop learners' abilities, but they also help them make quick decisions and strengthen their critical thinking skills. They allow students to learn to politely defend their beliefs or opinions and justify their responses despite disagreeing with others.

For Revell (1979). Some benefits of discussion include:

- Participants are engaged in different discussions where they learn to analyze appropriately on the impulse of the moment and explain their own ideas and statements.
- There is cooperation of information that enhances language development.
- Learners use their own knowledge of the language in a communicative way.
- There is always the possibility of additional communicative use of discussion sessions, especially during reports.

Therefore, several advantages of role-playing can be considered;

Role-playing is an extremely flexible activity that allows students more space to exercise their individual differences, imagination and initiative.

- Role-playing gives students the opportunity to check their understanding by exploring the feelings and ideas of characters in a given situation. (Ur, 1984).

- Role-playing is a direct interactive activity that promotes spontaneous oral exchanges among students.

- Students who participate in role-playing learn the following interactive skills: arguing, informing, persuading, complaining, discussing, compromising...

- Role-playing is a unique activity that addresses contemporary issues.

- As a dynamic activity, participants are constantly discovering new vocabulary or grammatical rules from each other.

- It helps students understand that there are casual relationships between the behavior of people and the outcomes of events (Drake & Corbin, 1993).

- Role-playing is a challenging, fun, and motivating activity.

Overall, role-playing is "a classroom activity that gives students the opportunity to practice language, aspects of role behavior, and actual roles that he or she may need outside of the classroom." Livingstone (1983:3)

1.10.4. Communicative Games

Games are another type of activity for Hadfield (1987), that are considered an important language program activity in EFL classrooms. A game is "an activity in which people agree to submit to a set of conditions in order to achieve a desired state or end" (Shirts, 1972, as cited in Sharan and Sharan, 1976: 188). It is a communicative activity, "communicative games are outwardly useful for a variety of communicative activities" (Ibid. p. 272).

Games are designed for students to learn in an enjoyable atmosphere and encourage them to improve their fluency and accuracy. Finocchiaro and Brumfit (1983) state that games can be used as "a pleasant change of pace while reinforcing the language." Thus, these activities teach students to create and learn in a positive atmosphere, they also aim to challenge participants in a fun way, overcome their fear, and be more confident when speaking in front of the class. According to McCallum (1980:4):

When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these goals. In a formal game atmosphere, students are less self-conscious and therefore more able to experiment and participate freely in the use of the foreign language.

and participate freely in the use of the foreign language. Moreover, games automatically stimulate students' interest; a properly introduced game can be one of the most motivating techniques. Here are some examples of communicative games;

- Spot the differences or find the differences, usually found in children's books and newspapers, is a famous puzzle task where students have to find the differences between two identical pictures. Students are likely to learn more vocabulary words. "Two students each have a picture; one is slightly different from the other. Without seeing the other's picture, they must riddle the differences" (Ibid.).

- Another example is a student describing a picture to another student who will in turn make a picture or drawing from the description. This task is called describe and draw. "One student describes a picture and the other draws it" (Bygate, 1987:78).

- Learners are asked to identify/arrange objects based on the description and instructions from their learners.

- Learners ask each other about the locations on the maps and give directions. Lindsay, C. and Knight, P. (2006: 65- 66)

1.10.5 Storytelling

Many academics feel that storytelling was the first form of instruction (Pederson, 1995). According to Valenzuela (1999:5), stories are vital to people and education. People use stories to make sense of themselves and their surroundings. Khadeja Abd Al-Rahman Abo Skhela (2010) cites this. Storytelling is a traditional practice that can be utilized with EFL students to improve their language competence level. It is a great educational tool that combines storytelling and listening, or listening and speaking skills.

According to Harmer (2004: 231, referenced in Khadeja Abd Al-Rahman Abo Skhela, 2010), storytelling is a type of focused listening or live listening that gives outstanding listening material. Students can guess what will happen next and can be asked to comment on any portion of the story. Students can also develop their speaking skills by summarizing a tale they heard from a teacher or classmate and telling it in their own style and words. Storytelling helps pupils develop their imagination, linguistic abilities, and creative thinking.

Educators are not required to present lengthy stories or tales. However, riddles, jokes, and digital stories can also help students improve their English by delivering stories

based on their own creative ideas. Another alternative is for certain students to begin each session by delivering short stories or making jokes in English.

1.10.6 Stimulation

Stimulation is sometimes linked by some researchers to role-playing, "from the point of view of language teaching, there is little difference between engaging in role-playing, simulation or simulation involving role-playing" Livingstone (1985, 2). Stimulation, as defined by Harmer (2001) "students stimulate the encounter with real life ... as if they were doing it, thus in the real world ... as themselves. " (p. 274) . Furthermore,

"in stimulation, individual participation speaks and reacts like themselves, but the group role situation and a task given to them is imaginary" (Ibid. , p. 132).

Stimulation has a great benefit for students since it is a kind of entertainment, and motivates students that will certainly affect their behaviors positively "its purpose will usually be to miss a lower chain of lack system affecting behavior" (Rocvers, 2007, P. 202). Stimulation also increases the self-confidence of hesitant students. Harmer (1984).

According to Kewjomes (1982, pp. 4-7 as cited in Bachiri, 2013), there are a few characteristics of stimulation;

- a- Reality of function: students act as real participants in the situation.
- b- structure: where students have to manifest to what extent they affect this activity to do.
- c- simulation environment: i.e. the classroom atmosphere. (quoted in Ibid).

1.10.7 The conversation

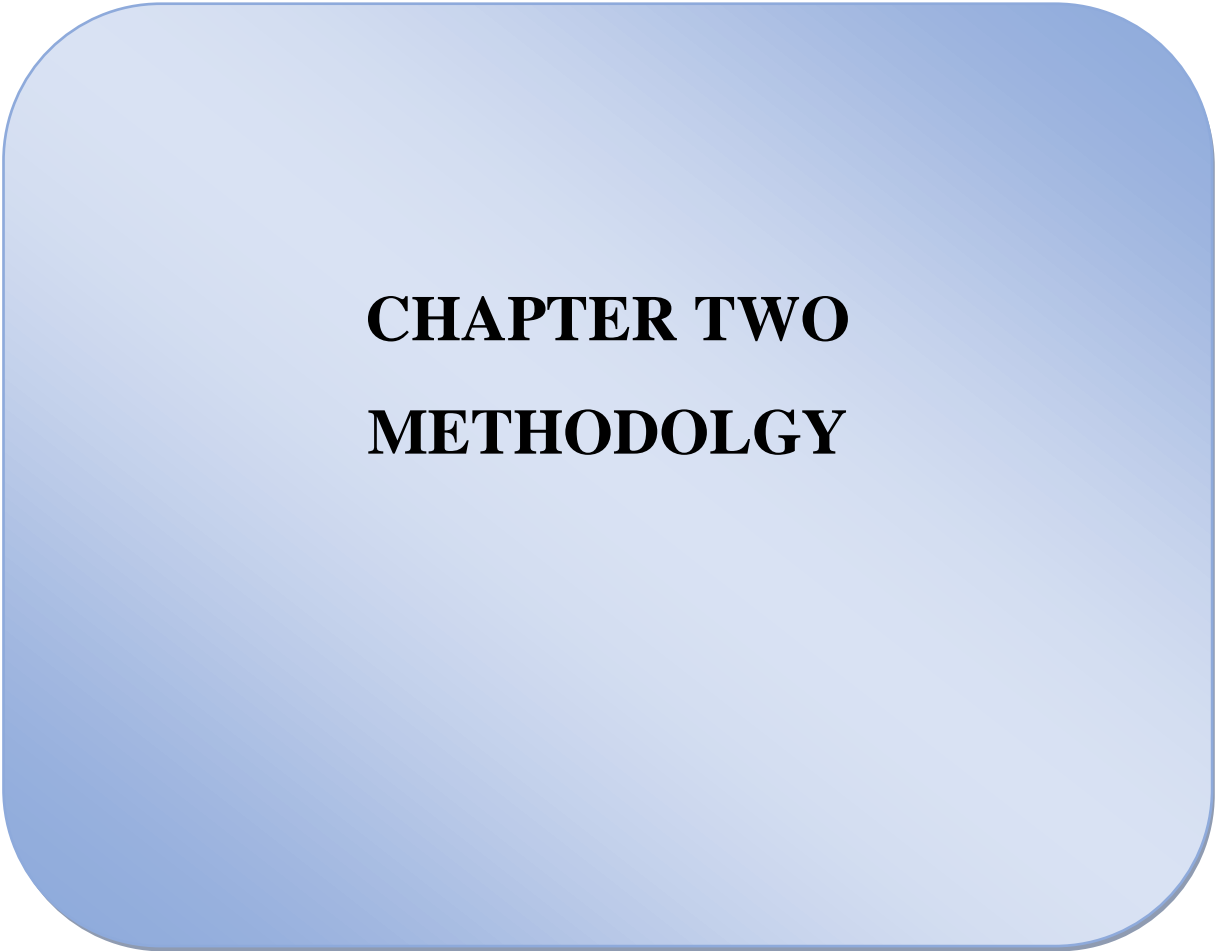
Another form of classroom speaking activity is interviews. Interviews can be conducted in a variety of ways by students. The most prevalent examples are when all of the students in the class notice a student at the top of the class who they ask questions to, and the interviewee is required to answer to demonstrate whether or not they understand what they said. The other scenario is when the teacher asks pupils questions to assure their participation. Conducting interviews can be extremely beneficial to students in terms of developing their public speaking abilities and socializing.

1.10.8 Discussion

Dialogue is a type of oral communication practice in which students discuss ideas or thoughts on various themes. Dialogues are intended to be held in pairs or groups. The teacher initially presents students with a topic and assists them in starting the dialogue, and then allows them to manage the situation and express whatever they think or believe without control. " While the teacher takes the other role, the teacher may invite a student volunteer to read aloud [...]. While the teacher takes the other role, the teacher may invite a student volunteer to read aloud [...]. The practice is repeated with another student, but the roles are switched this time They may be invited to switch roles and restart the conversation, or to modify essential components of the discussion" (p. 73). The goal is to rectify errors and evaluate pupils in the end so that students feel at ease and enjoy the discourse

Conclusion

This chapter emphasized the necessity of increasing speaking skills in the classroom for EFL shy learners, as speaking is regarded as the most crucial productive skill in the learning process. Furthermore, the chapter emphasized certain communicative practices that assist students enhance their speaking skills and communicate freely and confidently when using a foreign language. It also assists them in overcoming their fear of speaking in class. The following chapter will be devoted to demonstrating the methodology used in this research..



CHAPTER TWO
METHODOLOGY

Introduction

This study is conducted to investigate the developing of EFL shy learners' speaking skill through effective communicative activities and strategies. To carry out this research, multiple tools were used to collect the data and examine the hypothesis. This chapter is devoted for the methodology used in investigating this study. It presents research design, population, methods, tools, and it deals with data collection.

2.1. Research Design

2.1.1. Research method

The choice of method was determined by the nature of the study and since the research is an exploratory research, the method was based on qualitative and quantitative data. The quantitative data which was collected by questionnaire submitted to group of EFL learners and the qualitative was collocated by an interview done with their teachers .Saying, "Mixed methods research is a research methodology that involves the collection, analysis, and integration of quantitative and qualitative research in a single study".

2.1.2. Participants

This investigation has required the contribution of two main participants in the field of teaching/ learning: M1 year English university students of Tiaret University, and their EFL teachers.

2.1.2.1. Teachers profile

The fourteen interviewed teachers are Master degree EFL teachers in Tiaret University, their teaching experience ranges from four to more than 20 years, two of them have PHD degree and one of them has a licence degree and two of them have master degree.

1.2.2. Students profile

The informants are the M1university students at Tiaret University the thirty participants were from the official university group Department Of Foreign Languages, English Language Division .in the social network (facebook). The age of these learners

ranged from eighteen to thirty-four years old, eighty percent of them are females and the other twenty percent are males

2. Research Instruments

This research aims to investigate impact of communicative activities and strategies on EFL learners' speaking skill both qualitative and quantitative data are needed in this study. Therefore, a questionnaire and interview were designed for M1year EFL students and their teachers at the University of Tiaret .

For the sake of objectivity and to avoid bias, in addition to collecting accurate information, in order to draw important conclusions and implications, the process was conducted anonymously.

2.1 The Questionnaire

A questionnaire is a useful tool for data collection because it allows you to collect a large amount of data in a short period of time, saving time and effort. While a questionnaire instrument cannot collect all of the information required generalizing research findings, it can speed up and simplify data processing.

2.1.1. Characteristics of the Questionnaire

The questionnaire contains a number of questions. A questionnaire is only used to collect data on a group, whereas an interview or an observation can be used to collect data on a person or a group. The findings can only be used if a large number of people were consulted (the minimum sample size depends on the population studied). The responses of the various people polled are used to confirm or refute the observations made before the study began.

2.1.2. The Objectives of The Questionnaire

The desire to solve a broad problem, the search for answers to a specific query, or the need for knowledge on a psychosocial issue all lead to the conception of a questionnaire. Ghiglione lists the following objectives:

Estimation is a data set or enumeration of data. This is the most basic section of the questionnaire. Rather than being understood, the data is being flattened. Absolute values (primary data), such as socioeconomic data, such as educational and professional levels, may be used to estimate. It's a matter of taking stock, and it could be related to relative quantities:

This entails removing knowledge that explains the subjective phenomena that underpin objective phenomena, thereby explaining objective phenomena such as our rational choices' motives, representations, beliefs, and expectations. This section discusses the interviewee's representational system.

Confirmation or denial of a hypothesis: This is a deductive method that uses a questionnaire to validate or refute a hypothesis. This method can only work if we have a thorough understanding of the issues at hand.

2.1.3. Description of the questionnaire

The questionnaire contains (12) questions focused on communicative activities and strategies and their use by both students and teacher and their impact of learners speaking skill. In addition, the data collection for this type of questionnaire includes closed-ended responses with "yes" and "no" with some questions that require justification and open-ended questions that give respondents the opportunity to respond freely without any limitations in order to provide quantitative data.

Sections	Section 1	Section 2
Questions	Basic details	Communicative activities use
Type	General background	Learners' Attitudes Towards Communicative Activities
Number of Questions	3	9

Table 2. 1: Distribution of students' questionnaire

2.2. The Interview

A structured interview was sent to five teachers as the second tool. An interview is essentially a question-and-answer session designed to gather information. There is an interviewer, who coordinates the flow of the conversation and poses questions, and an interviewee, who answers them, in a research interview. Interviews can be conducted

either in person or over the phone. Another increasingly popular interview tool is the Internet (Google forms).

2.2.1. The Interview as a Research Method

When seeking detailed information about people's opinions, thoughts, experiences, and feelings, interviews is a useful research method. It is useful if the research topic contains points that necessitate more complex and in-depth investigation. When the target population communicates more easily in person than in writing or over the phone, a face-to-face interview is preferable (such as children, the elderly or the disabled).

2.2.2. Description of the interview

The interview consists of (07) questions. Opted to know the evaluation of the teachers of their learners' speaking skill. their awareness about communicative activities and strategies that they use with their learners.. The interview is done randomly among teachers of English who take part in teaching M1 students. The five interviews were by(Google forms). Teachers were interviewed to discuss their own understanding of using communicative activities and strategies as a means for enhancing their teaching and their students speaking skill. All interviewees describe social networks as an aiding tool which they use to help students improve their speaking skill and enhance their language learning.

2.3 Conclusion

This chapter dealt with description of the methods used in this study, the steps that are followed by the researcher to collect data. First, the case study and the sample will be investigated. In addition to the description of the instruments used in this research, this chapter also provide information about the number of participants and their gender . The next chapter is devoted to analyze the data gathered.



CHAPTER THREE
DATA ANALYSIS

3.1 Introduction

Based on the results obtained, this chapter includes the analysis of the students' questionnaire and the teachers' interviews. Therefore, it is devoted to the discussion of the main findings as well as some suggestions and recommendations that draw the attention of students and teachers to the affect of communicative activities and strategies on the EFL shy learners speaking skill. This chapter is the final part of this study, it focuses on the analysis of the students' questionnaire and teachers interview and full dissemination of the findings. It also includes the limitations of this study and provides suggestions and recommendations about communicative activities and strategies and their impact on the teaching and learning of English, which will help students and teachers to strengthen and improve their language learning/teaching process.

3.2 Students questionnaire analysis

Section one: Background information

Question 1: Specify your gender

	Frequency	Percent %
Female	24	80.0
Male	6	20.0
Total	30	100.0

Table 3. 1: Gender

According to the table above the demographic population of the sample for the case study of this research. The gender division is presented in a percentage of 80 % of females (24 students) and also a 20% rate of males (6 students) making a total of 30 students who are the participants of the experiment. The over dominant female rate is derived from that females nowadays attend university more than males in addition to the fact that males have a tendency to study technical branches and majors. That is why, the majority of the participants in the case study are females.

Question 2: Age

	Frequency	Percent %
17-22	12	40.0
23-27	6	20.0
28-33	7	23.3
34 +	5	16.7
Total	30	100.0

Table 3. 2: Students' age

From the table above, we notice that there is quite a variation between the 30 participants' ages. However, less than half of the students (40%) are aged between 17-22 years. The second dominant age category demonstrates 07 (23.3%) of the participants aging between 23- and 27 years. With the another (20%), students who their ages are between 23 to 27 years and others who are above 34 years that are merely students presented as 5 (16%) in the table. The variation of age is attributed to numerous factors, such as studying other majors before, or failing to pass the year. Nevertheless, the larger the difference, the more interesting it is to research.

Question 3: Why did you choose English to study?

	Frequency	Percent %
Imposed	3	10.0
Personal choice	27	90.0
Total	30	100.0

Table 3. 3: Choice of English

This question is asked to reveal whether students learn EFL because of a desire, or because it was imposed due to insufficient baccalaureate average that hindered them to study what they, originally, wished to study. Therefore, we notice that 27 (90%) students, which represent the majority, had the option to major in English, while 3 (10%) did not have the choice, mainly for the previously mentioned reason.

Section two : Learners' Attitudes Towards Communicative Activities

Question 1: Are you satisfied about the hours devoted to study Oral Production module ?

	Frequency	Percent %
No	15	50.0
Yes	15	50.0
Total	30	100.0

Table 3. 4: Satisfaction about Oral production module hours

According to the table above, half of the students 50 % are satisfied about the hours dedicated for oral production module. However, the other half 50% are not satisfied about this time.

Question 2: In your opinion , why learning speaking skill is so important ?

Participant 1: The main goal of every learner is to be able to use the language in a communicative context where s/he can express oneself without barriers. Fluent speaker can develop relations both personally and professionally. participant

Participant 2: Because a language is all about speaking

Participant 3: Because if you don't know how to speak the english language and you don't the right pronunciation of words you cannot learn the language perfectly and effectively.

Participant 4: Because it develop learners English

Participant 5: Because it is the main tool to communicate

Participant 6: Because no one study a language without oral or speaking

Participant 7: Because speaking improve our level and developed it

Participant 8: because speaking is productive skill that they allow us to communicate with others and express our thoughts and feelings

Participant 9: For communication. And well pronunciations

Participant 10: For self development

Participant 11: It develop the way we express thoughts and feeling with others

Participant 12: It improves fluency and memory .also, it helps us move from back memory to front memory

Participant 13: It permits us to communicate and express ourselves

Participant 14: It reinforces learners' way of speaking

Participant 15: It will develop your way if communication with people

Participant 16: It's important because it's going to create active learners and make them more confident about their selves and their learning capacity.

Participant 17: Language is communication and speaking is the first skill to be acquired, that's why being unable to produce correct sentences will prevent you from mastering the language

Participant 18: Learner's aim is to use the language to communicate and express oneself in different contexts

Participant 19: The ultimate objective of a language is to communicate with people speaking this language.

Participant 20: To communicate

Participant 21: To develop your language and learn pronunciation well

Participant 22: To improve your accent.

Participant 23: to speak fluently and practice more

Question 3: Do you agree with the saying " to learn a language you must speak it " ?

	Frequency	Percent %
Agree	30	100.0
Disagree	00	00
Total	30	100.0

Table 3. 5: Speaking skill and language

As demonstrated in the table above, all the learners 100% agree that to learn a language you must speak it.

Question 4: According to you ,which skill helps you to be good user of English language [Speaking]

	Frequency	Percent %
Helping	2	6.7
Very Helping	28	93.3
Total	30	100.0

Table 3. 6: Speaking skill

According to the table above, the majority of the learners consider that speaking skill is very helping in to be good use of English . In addition, 2 % of them also consider it helping for the same reason.

Question 4: According to you ,which skill helps you to be good user of English language [Writing]

	Frequency	Percent %
Helping	15	50.0
Less helping	7	23.3
Very Helping	8	26.7
Total	30	100.0

Table 3. 7: Writing skill

According to the table above, half of the learners 50% see that writing skill is helping in being good user of English language. In addition, 26.7 % of them see that it is very helping. However, 23.3 % of them see the opposite and say that writing skill is less helping in good using of language compared to other skills.

Question 4: According to you ,which skill helps you to be good user of English language [Reading]

	Frequency	Percent %
Helping	13	43.3
Very Helping	17	56.7
Total	30	100.0

Table 3. 8: Reading skill

As demonstrated in the table above, more than the half of the study population 56.7 % see that reading skill important and very helping to be good user of the language. In addition, the rest 43.3 % of them see that is also helping in good use of language.

Question 4: According to you ,which skill helps you to be good user of English language [Listening]

	Frequency	Percent %
Helping	3	10.0
Less helping	2	6.7
Very Helping	25	83.3
Total	30	100.0

Table 3. 9: Listening skill

According to the table above, the majority of learners 83.3% see that listening skill is very helping to be good user. In addition, 10 % of them also see it as helping skill. However, 6.7 % of the learners see it as less helping skill to be good user language.

Question 5: What types of activities you prefer to practice in classroom, accuracy (rules , drills ...) or fluency (information-gap activities, role-play , discussion ...) ?

	Frequency	Percent %
a. accuracy activities	4	13.3
b. fluency activities	26	86.7
Total	30	100.0

Table 3. 10: Practicing activates

Form the table above, the majority of the learners 86.7% prefer to practice fluency activities. Yet, 13.3 % of them prefer to practice accuracy activities..

Question 6: What are the most activities you prefer to practice in classroom ?

	Frequency	Percent %
a. Discussions / dialogues / interviews	20	66.7
c- Communication games	4	13.3
e- Storytelling	2	6.7
f- Songs	4	13.3
Total	30	100.0

Table 3. 11: Activates learners prefer to practice in the classroom

As demonstrated in the table above, 66% of the learners prefer to practice discussions, dialogues and interviews in the classroom. In addition, 13.3 % of them prefer communication games. Also, another 13.3 % of them prefer songs and the rest 6.7 of them prefer to practice storytelling in the classroom.

Question 7: What are the main strategies would you use to avoid the language gap or failures in oral communication during interactions in classroom ?

	Frequency	Percent %
a. Find solutions to achieve the meaning by (use replacement words - borrow a word from the mother tongue - code switching - paraphrasing)	20	66.7
b. Avoid to talk completely about the topics in which you lack the necessary vocabulary.	10	33.3
Total	30	100.0

Table 3. 12: strategies to avoid language failures in oral communication

According to the table above, more than half of the learners 66.7% use the strategy of replacement words, borrowing words, code switching and paraphrasing. Another 33.3 % of them use the strategy of avoid talking completely about topics in which they lack the necessary vocabulary.

Question 8: What is your attitude towards speaking communicative activities ? Do you feel that they help to overcome shyness and improve your speaking competence ?

Participant 1: I support this kind of activities, indeed they help enormously in improving the speaking skill of the learners

Participant 2: No, because i just avoid them and prefer the 0 mark instead of panicking in front of a whole class

Participant 3: No, not quite sure, because if the learner is shy, he's/ she's not going to be introvert during the activities, especially in front of the colleagues and the teacher, due to that they're not going' to overcome shyness.

Participant 4: Of course

Participant 5: Of course. It helps to a overcome the fear of public speaking

Participant 6: They actually do

Participant 7: They are so important. Yes they are very helpful

Participant 8: Yes

Participant 9: Yes , of course

Participant 10: yes , they do

Participant 11: Yes I think so

Participant 12: Yes It is helpful because you will get used of speaking and for me Activities help us to practice speaking because I feel you don't practice you cannot learn so cannot speak fluently

Participant 13: Yes it is very useful and help improving our speaking competence and get more confidence when communicating

Participant 14: Yes of course I am completely agree

Participant 15: yes of course if helps a lot to face your fear of public speaking and judgment . and to use the vocabulary you learned

Participant 16: Yes they are

Participant 17: Yes, I do

Participant 18: Yes, in most cases. and it is up to the objectives of the learners

Participant 19: Yes, they do. Speaking communicative activities boost one's level and help the learner interact more in a real communicative context with others. It helps overcome shyness, feeling more comfortable speaking the language in front of and with others.

Participant 20: Yes, they do. They help shy learners overcome their fear and feel comfortable when talking to the group.

Question 9: Could you please provide some suggestions to overcome shyness and improve the speaking skill in classroom ?

Participant 1: Be clear in your mind, prepare your speech before ,try to smile ,try every time to speak to yourself in the mirror ,read more ,trust your self...

Participant 2: Collaborative work will be a good beginning to overcome the shyness, also motivating the learners while speaking, and not paying attention to every single mistake they may make.

Participant 3: Dividing the classroom to small groups.

Participant 4: Encouraging pair work

Participant 5: Group learning like online speaking groups. Learn new vocabulary daily Activate the reading and listening skill. Use a recorder to save one's voice or practice in front of a mirror.

Participant 6: I guess listening to music or video and try to communicate with the other

Participant 7: It s something that must be developed in the earlier years of teaching the language, the young age is the key.

Participant 8: Just need time to improve the speaking skill

Participant 9: Keep presenting in the class and outside

Participant 10: Make oral sessions and make the learners work in groups

Participant 11: Maybe talking' while facing the wall, or practice the language with natives on social media then practice it in the classroom, self esteem maybe is going to be a strong factor to overcome shyness

Participant 12: Practice

Participant 13: public speaking repeatedly is a great boost of self confidence

Participant 14: role play interaction games

Participant 15: Role play, discussion, dialogues

Participant 16: Speak as if no one is by your side. Be confident. Don't forget that you are learning. No one is born educated.

Participant 17: Teachers should involve learners in the class

Participant 18: To overcome the shyness you have to trust on yourself to be confident and to enhance the speaking skill you have to speak even if you make mistakes is good because you are here to learn and If you do not make mistakes you cannot learn.

Participant 19: to practice : is the ideal solution . because practicing help to overcome this problem by raising your confidence in what you are trying to say

Participant 20: Using good attitudes toward learners when they speak even when the make mistakes helps them overcome shyness and motivate them to express themselves without obstacles

Participant 21: Yes . Be confident, keep in mind that we learn from our mistakes. It does not matter if u mistake in front of others. Use gestures when u feel uncomfortable . Move and think how to be calm .

Participant 22: You have to be More conference and focus on what you say not what others see.

3.3 Teachers interview analysis

Question 1: What is your degree?

	Frequency	Percent %
Doctor in TEFL	2	40.0
License degree	1	20.0
Master degree	2	20.0
Total	5	100.0

Table 3. 13: Teachers' qualification

According to the table above, 40 % of the teachers have PHD degree. Also, 20 % of them have PHD degree, there is one teacher who have professor degree.

Question 2: For how many years have you been teaching ?

	Frequency	Percent %
20 years	2	40.0
4 years	1	20.0
8 years	2	40.0
Total	5	100.0

Table 3. 14: Teaching experience

According to the table above, the 40 % of teachers have 20 years teaching experience. In addition, another 40 % of them have 8 years experience and 20 % of them have 4 years experience

Question 3: In your opinion how much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)? [Speaking]

	Frequency	Percent %
Extremely helping	1	20.0
Moderately helping	2	40.0
Slightly helping	1	20.0
Very helping	1	20.0
Total	5	100.0

Table 3. 15: Speaking skill VS other skills

According to the table above, 40% of the teachers consider that speaking skill is Moderately helping compared to other skills. However, 20% of them consider it as extremely helping compared to other skills. In addition, another 20 % of the consider it very helping and the rest 20% consider it slightly helping .

Question 3: In your opinion how much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)? [Reading]

	Frequency	Percent %
Moderately helping	3	60.0
Very helping	2	40.0
Total	5	100.0

Table 3. 16: Speaking skill VS reading skill

According to the table above, the majority of the teachers 60 % say that speaking moderately helping compared to reading. In addition, 40% of them say it is very helping compared to reading.

Question 3: In your opinion, how much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)? [Listening]

	Frequency	Percent %
Moderately helping	3	60.0
Slightly helping	1	20.0
Very helping	1	20.0
Total	5	100.0

Table 3. 17:Speaking skill VS listening skill

According to the table above, the majority of the teachers 60 % say that speaking moderately helping compared to listening. In addition, 20% of them say it is very helping compared to listening and the rest 20 % consider it slightly helping.

Question 3: In your opinion how much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)? [Writing]

	Frequency	Percent %
Moderately helping	4	80.0
Slightly helping	1	20.0
Total	5	100.0

Table 3. 18: Speaking skill VS Writing

According to the table above, the majority of the teachers 80 % say that speaking moderately helping compared to writing. In addition, 20% of them say it is slightly helping compared to writing .

Question 4: What is the importance of communicative activities in EFL learning process ?

Teacher 1: Enhance productive skills

Teacher 2: Enhance the learner's speaking skill, make them engaged and productive. Through these activities learners conduct discussions, share ideas and find solutions to a problems discussed.

Teacher 3: Enhancing fluency, improving cooperative work, arousing autonomy

Teacher 4: Prepare students to be confident communicators for real life contexts _enhance student's fluency and pronunciation _it is helpful to master the target language

Teacher 5: They enable learners to improve their language skills

Question 5: What are the frequent difficulties that your shy students face when speaking (communicating) using EFL during classroom lessons?

Teacher 1: Lack of vocabulary _fear of making mistakes_lack of confidence

Teacher 2: Mis_ spelling ,mispronouncing,speaking in public,Express themselves freely

Teacher 3: Speaking in public,interacting with well performed students,cooperative performances

Teacher 4: They feel less confident, stressed, anxious and afraid for being judged in case of making mistakes.

Teacher 5: They seem stressed and less confident

Question 6: Do you know which strategies that shy learners use to overcome those difficulties? If yes, please, note down those strategies

Teacher 1: Cooperative tasks, auto assessment, peer assessment, role playing activities

Teacher 2: Encourage pair and group work, auto and peer assessment, playing role activities

Teacher 3: They try to communicate with their Friends

Teacher 4: To overcome those difficulties some shy learners try to avoid speaking and engaging in topics they don't know.

Teacher 5: Use role playing motivation _provide confidence do easy tasks using pair and group work.

Question 7: We would appreciate it if you could inform us about the familiar or new trends in teaching speaking. We would like also to ask you for some other suggestions to improve the learner's speaking skill.

Teacher 1: Expose learners to authentic speech, engage in free online videos or audios, provide learners' with meaningful activities and games that match and suit their interest and culture which are associated with real life situations and make them summaries stories they watched or heard or create their own stories

Teacher 2: Trends: new technology (video platform social media..). Suggestions to improve speaking skill: use simple words _don't be fast during speaking _relax and don't be nervous don't memorize word to word

Teacher 3: Watching movies as well as communicating with native speakers

3.4 Discussion of the findings

The results of the analysis of the data collected from the students' questionnaires included a set of conclusions about the improvement of speaking skill and the importance of communicative activities.

According to the results of the data analysis, the majority of first-year Master degree English students who participated in providing their opinions in order to complete the questionnaire showed that they were aware of the importance of communicative activities in order to improve their speaking ability.

In this line, the questionnaire analysis showed a portion of their attitudes about communication actions, especially favorable opinions. As a result, almost all students

believed that such activities are important in improving communicative speaking and that they need more practice to see progress since these activities provide a fun and engaging environment in the classroom that motivates them to study. This was largely how it was regarded, and it cannot go unmentioned.

In the same context, most respondents believe speaking to be the most significant skill in compared to the other skills (listening, reading, and writing) since it allows them to widen their horizons in a foreign language. As a result, they agreed that fluency is required to utilize a language effectively.

When the data is combined, we can determine that participants were very interested in the spoken communicative activities, and their responses reflected the usefulness of these activities in terms of reinforcing their speaking skills and achieving various communicative goals. Finally, we can state that the findings of the students' questionnaires demonstrated that communicative tactics are really beneficial in oral expression.

For the teacher's questionnaire interpretation, the responses suggested that the majority of EFL teachers agree that speaking ability plays the most important role in the EFL learning process. As a result, it aids the learner in becoming a proficient English speaker.

Furthermore, they all made distinct arguments that demonstrate the importance of communicative activities in the EFL learning process, yet all of their comments follow the same theme. According to questionnaire replies, teachers' evaluations are based on more than 20 years of experience teaching English language.

It is important to note that the interpretation of this questionnaire reflects teachers' understanding of students' communication issues as well as their thorough awareness of the challenges of utilizing EFL in the classroom.

Furthermore, replies suggested that teachers are well aware of their students' strategic competency to a great extent. It goes without saying that EFL teachers' extensive and profitable experience provides us with valuable suggestions for improving speaking skills in the EFL learning process, such as the use of technology and critical thinking.

In conclusion, all the previously mentioned findings strengthened more the background ideas of this research work. They confirm the two hypothesis which assume the enhance of students' speaking skill through effective communicative activities. Also,

the satisfaction and positive attitudes of EFL learners towards the implementation of these activities in learning process.

3.5 Limitation of the study

The present study faced many obstacles, as any first study by a novice researcher. Firstly, a questionnaire was designed for LMD M1 English students to better understand the impact of communicative activities and strategies on EFL shy learners' speaking skill. However, due to time constraints, it was not possible to distribute a paper version. An electronic version was therefore created and sent to informants by e-mail. However, not all informants responded to our request. Most of them did not fill in the questionnaire, especially the sections that required detailed justifications, arguments, and explanations.

Secondly, the research was conducted for three months and this period was not sufficient for the researchers to explore such a topic and use another research tool. In addition, the sample size appears to be small (30 students), which may have an impact on the generalization of the results. Last but not least, most of the necessary resources were either inaccessible or not free.

3.6 Suggestion and recommendation

Improving speaking skill of EFL students is considered to be a challenge for both teachers and learners nowadays, as it is an important way to strove communication intelligibly and achieve oral proficiency.

The most significant findings of the research work were mainly summarized as following;

- Teachers' consciousness about the value of speaking skill and their readiness to reinforce the students' oral proficiency through communicative activities .
- Students' willingness to practice the activities for the sake of speaking skill' s amelioration.

Knowing the students' level in oral language proficiency academically is vital to be able to scaffold appropriately as not all activities are suitable for all levels of language learners.

Improving EFL students' speaking abilities isn't simple, but it has the extra benefit of instilling confidence in them.

Teachers should assist students in enhancing their language development in a friendly and encouraging manner.

Here are some tips for a good English as a Foreign Language learning experience:

- In Oral Production, collaboration at work, appropriate communication activities, authentic tasks, and shared knowledge create a rich atmosphere that encourages students of all levels to succeed.
- It is recommended that teachers include all students in every speaking activity in order to test various methods of student participation.
- It is ideal for professors to limit their speaking time in order to allow more time for pupils to speak. This will aid learners' progress as well as teachers' observation.
- In terms of research, teachers should diagnose students' difficulties in expressing themselves in order to find effective approaches to help them overcome these issues.
- It is recommended that learners build their vocabulary throughout time and in various learning contexts.
- Perform certain exercises in front of the class for at least 30 minutes every day, and prepare others with classmates before the session.
- Self-evaluation is critical so that students may identify their weaknesses and work to close them.

This is a long-term process that begins in the classroom, where children can gain a lot of experience, drive to speak, and self-confidence. The willingness of students to improve and think outside the box, as well as teachers' awareness of the educational environment, is a solid combination that can produce proficient students who can achieve practically all communication goals.

3.7 Conclusion

This chapter was devoted to analyzing the findings of the students' questionnaire, teachers' interviews, and the discussion and interpretations of the findings. Also, it shed the light on the limitations faced by the researcher while conducting this study. In addition, it discusses the finding and gives suggestions and recommendations about the impact of communicative activities and strategies on EFL shy learners' speaking skill.

General Conclusion

English has been widely embraced around the world, including Algeria, especially in the educational sector. Students studying English as a foreign language, however, encounter difficulties that inhibit their progress. These difficulties result from a deficiency in the use of real-world language at the oral performance level. That is, issues with oral output and a lack of fluency.

Speaking ability is frequently used to gauge achievement, hence it is regarded to be a challenging pursuit since it requires the mastery of certain abilities. For this reason, developing psychological underpinnings is essential to learning to communicate.

This led to a number of important recommendations for enhancing speaking abilities both within and outside of the classroom in order to increase competence. These activities were suggested as a way to help kids express themselves more clearly and approach learning with greater vigor and motivation, who will definitely develop greater confidence in their own abilities.

Sincere curiosity about how to instruct and enhance the speaking abilities of first-year Master's degree English students led to the current study. Therefore, the main objective of this study was to show that the necessity of implementing communicative activities to aid first-year Master's degree English students in honing their speaking abilities was sufficiently understood. The study also explores the connection between effective communication and speaking ability.

This is how the item has been taped into two pieces. This lengthy essay's first chapter examined the literature on how to develop speaking ability, while the second chapter focused on actual application. It included the information gleaned from the surveys and its analysis in an effort to provide readers with knowledge that would help teachers and students become more aware of a crucial issue in the FLL process.

Additionally, students can broaden and modernize their vocabulary as well as increase their language fluency through effective speaking exercises. In a similar vein, teaching speaking abilities is advantageous for enhancing communication effectiveness and creating a complete framework for effective oral production. The study also sought to pinpoint a number of problems that can cause difficulty for EFL students. Speaking ability as well as a few techniques to help pupils more effectively use their strategic competence and get through their difficulties during the oral performance This study's objective in this area was to examine the best practices for imparting speaking skills.

General conclusion

By assigning students to pertinent tasks based on effective communication behaviors, learning can be maximized in a dynamic environment. A number of communicative abilities, including as grammar and discourse abilities, sociolinguistics, and strategic abilities, can be taught to learners. The participants' belief that communicative activities are a helpful tool for advancing in the oral production module while having fun and enjoying the session during data collection suggests that learning can actually be done given students' willingness.

In a different context, the second chapter's field study, which is regarded as the most crucial stage, includes a sample of questions based on students' individual thoughts and attitudes toward enhancing their English speaking abilities through communicative activities. Additionally, the teacher is questioned on the importance of communicative activities in the EFL learning process and speaking skills instruction. In order to determine whether there were any similarities or differences between the informants' viewpoints, as well as any issues that required further attention, the questionnaire transcripts were examined. Through the latter, we learned about the true position of first-year English students and got a rudimentary understanding of how they view the acquisition of English speaking abilities.

In conclusion, in order to help students and teachers in foreign oral language classrooms better comprehend some of the speaking activities, particularly students' fluency, this work has tailored the most crucial recommendations. In order to motivate students and help them grow, it is important to uphold a positive culture, encourage others, and allow each person to feel successful and perform to their highest potential.

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APPENDIXES

APPENDICES

Appendix one: students' questionnaire

Dear first year Master LMD students at the university Ibn Khaldoun University- Tiaret ,

This questionnaire investigating the improving EFL shy learners' speaking skill through effective communicative activities and strategies. Thus, you are kindly requested to answer the following questions, thanks in advance.

Section one: background information

Q 1. Specify your gender

Male Female

Q2. Age

17-22 23-27 28-33 34 +

Q3. Why did you choose English to study?

Personal choice Imposed

Section Two: Learners' Attitudes Towards Communicative Activities

Q1. Are you satisfied about the hours devoted to study Oral Production module ?

Yes No

Q2. In your opinion , why learning speaking skill is so important ?

.....

Q3. Do you agree with the saying " to learn a language you must speak it " ?

Agree Disagree

Q4. According to you ,which skill helps you to be good user of English language

Speaking: Very Helping Helping Less helping Helpless

Writing: Very Helping Helping Less helping Helpless

Reading: Very Helping Helping Less helping Helpless

Listening: Very Helping Helping Less helping Helpless

Q5. What types of activities you prefer to practice in classroom, accuracy (rules , drills ...) or fluency (information-gap activities, role-play , discussion ...) ?

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a. accuracy activities b. fluency activities

Q 6. What are the most activities you prefer to practice in classroom ?

a. Discussions / dialogues / interviews b- Role play c- Communication games d- Information-gap activities e- Storytelling f- Songs g- Stimulation

Q7. What are the main strategies would you use to avoid the language gap or failures in oral communication during interactions in classroom ?

a. Find solutions to achieve the meaning by (use replacement words - borrow a word from the mother tongue - code switching - paraphrasing) b. Avoid to talk completely about the topics in which you lack the necessary vocabulary.

Q8. What is your attitude towards speaking communicative activities ? Do you feel that they help to overcome shyness and improve your speaking competence ?

.....
Q 9. Could you please provide some suggestions to overcome shyness and improve the speaking skill in classroom ?

.....

APPENDIXES

Appendix b: Teachers Questionnaire

Dear EFL teachers at the University Ibn Khaldoun University- Tiaret ,

This questionnaire investigating the improving EFL shy learners' speaking skill through effective communicative activities and strategies. Thus, you are kindly requested to answer the following questions, thanks in advance.

Q 1. What is your degree?

Q 2. For how many years have you been teaching?

Q 3. In your opinion how much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)?

Speaking: Not all helping Slightly helping Moderately helping
Very helping Extremely helping

Reading: Not all helping Slightly helping Moderately helping
Very helping Extremely helping

Listening: Not all helping Slightly helping Moderately helping
Very helping Extremely helping

Writing: Not all helping Slightly helping Moderately helping
Very helping Extremely helping

Q 4. What is the importance of communicative activities in EFL learning process ?

.....
Q 5. What are the frequent difficulties that your shy students face when speaking (communicating) using EFL during classroom lessons?

.....
Q 6. Do you know which strategies that shy learners use to overcome those difficulties? If yes, please, note down those strategies

.....
Q 7. We would appreciate it if you could inform us about the familiar or new trends in teaching speaking. We would like also to ask you for some other suggestions to improve the learner's speaking skill.

.....

Abstract

Our research work is part of teaching English as a foreign language in Algeria and revolves around developing speaking skills for shy learners using various strategies.

We noticed that shy learners have difficulties while speaking English, so we chose the experimental research by describing and analyzing the data collected by studying and comparing the results between the two groups (students and professors)

. Through the results of first-year master's students and their teachers, it has been revealed that communicative activities improve speaking skills among shy learners as well as give them self-confidence.

Keywords: English as a foreign language, shy learners, communicative activities.

المخلص

عملنا البحثي يندرج ضمن تدريس اللغة الإنجليزية باعتبارها لغة أجنبية للجزائر و يدور حول تطوير مهارات التكلم للمتعلمين الخجولين باستعمال مختلف الإستراتيجيات. لاحظنا أن المتعلمون الخجولون يجدون صعوبة في تكلم اللغة الإنجليزية لذلك إختارنا المنهج التجريبي من خلال وصف و تحليل البيانات التي تم جمعها من خلال دراسة و مقارنة النتائج بين المجموعتين (طلبة و أساتذة) إضح لنا من خلال النتائج التي أجريت على طلبة السنة الأولى ماستر أن الأنشطة التواصلية تحسن من مهارات التكلم لدى المتعلمين الخجولين وكذلك تمنحهم الثقة بالنفس. **الكلمات المفتاحية:** الإنجليزية كلغة أجنبية، المتعلمون الخجولون، الأنشطة التواصلية

Résumé

Notre travail de recherche s'inscrit dans le cadre de l'enseignement de l'anglais comme langue étrangère en Algérie et s'articule autour du développement des compétences orales pour les apprenants timides en utilisant diverses stratégies.

Nous avons remarqué que les apprenants timides ont de la difficulté à parler anglais, nous avons donc choisi le methode expérimental en décrivant et en analysant les données recueillies en étudiant et en comparant les résultats entre les deux groupes (étudiants et professeurs)

. Grâce aux résultats des étudiants de première année master et leurs professeurs, il a été révélé que les activités de communication améliorent les compétences orales des apprenants timides et leur donnent confiance en eux.

Mots-clés : Anglais langue étrangère, apprenants timides, activités communicatives.