YAHIA FARES UNIVERSITY OF MEDEA
FACULTY OF ARTS AND LANGUAGES
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ENGLISH SECTION

Exploring the impact of Shyness on the acquisition of Speaking Skills.

Case study of First year LMD students of English at Yahia Fares University of Medea.

A Thesis Submitted in Partial Fulfilment of the Requirements of a Master's Degree in English Linguistics

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Dedication

In the Name of Allah, Most Gracious, Most Merciful, All the Pries is due to Allah alone, the Sustainers of all the Worlds

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to my heart

I would to dedicate this work to my tender mother Amel who was my source of inspiration, tenders, courage, and motivation and my lovely father Tahar who has supported and helped me during my studies. Words cannot express the love, esteem and respect that I have always had for you

.

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.

Chaimaa

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

All praise is due to God alone, the Sustainer of the entire world.

I dedicate this work to:

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Ibtissam

Dedication

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Abstract

Naturally shy people may face challenges in acquiring speaking skills, particularly in academic settings. In our case, students whose shyness leads them to find difficulties in joining classroom discussions, group activities, or presentations, which results in them lacking self-assurance for many reasons, including interpersonal anxiety, the fear of scrutiny, or self-doubt to detriment themselves. Consequently, they may be at risk of not building up their oral performance and their unwillingness to talk, resulting in harming their grade and their self-esteem.

The research at hand measures how shy students' speaking skills and class participation were affected and targets the outcomes based on the first-year English students at Yahia Fares University of Medea during the academic year 2023/2024. Through the use of a descriptive-analytical mixed approach method with a questionnaire survey of seventy (70) students and interviews of nine (9) teachers. According to the data gathered from the students' questionnaire, it was observed that several students experienced shyness, which prevented them from actively participating in class discussions, group work, and oral presentations and they highlighted the fear of making mistakes, seeming awkward, and self-confidence and being socially anxious and lacking assertiveness, are the factors that led to shyness. Although they acknowledged some difficulties, the students shared a strong belief in their potential for speaking skills improvement. They emphasized that they would need a supportive learning environment and opportunities to practice and enhance their speaking skills.

On the other hand, the outcomes from the teacher's questionnaire showed various approaches and techniques in classes for dealing with shyness and for enhancing communicative competencies. Via collaborative strategies and positive appreciative praise, together with the integration of humor and questioning methods, teachers demonstrated the approach to building inclusive and interactive learning rooms where a shy number of students are not afraid but involved and developed confidence in participating actively and contributing.

Therefore, the data reflect that shyness is a complex problem of language learning and collaborative efforts between students and their teachers contribute to effective techniques in surpassing difficulties in speaking skill enhancement. Teachers, curriculum designers, and students should take into consideration the recommendations that the study results offer.

Keywords: Shyness, speaking skills, Language acquisition, First- year students, challenges, difficulties.

الملخص:

يستكشف البحث تأثير الخجل على مهارات التحدث لدى طلبة السنة الأولى لغة إنجليزية بجامعة يحيى فارس بالمدية باستخدام منهج وصفي تحليلي مختلط، يشمل استبيانات لـ 70 طالبًا ومقابلات مع 9 أساتذة. يوضح البحث كيف يزيد الخجل من صعوبة مشاركة الطلبة في الأنشطة الصفية والتواصل مع الأساتذة والطلاب، مما يعيق تطوير مهارات التحدث. تتعدد أسباب الخجل بين تجارب سلبية، الخوف من الأخطاء، التنمر، والعوامل الثقافية والشخصية كعدم الثقة بالنفس والتوتر والافتقار للرصيد اللغوي. تشير النتائج إلى أن الطلاب الخجولين يواجهون صعوبة في المشاركة مما يؤثر على اكتساب المهارات اللغوية. اقترح الطلاب حلولًا مثل التواصل بالإنجليزية خارج الفصل، استخدام القواميس، التعارف عبر وسائل التواصل الاجتماعي، ومشاهدة قنوات إنجليزية لتحسين مهاراتهم. يظهر دور الأساتذة في خلق بيئة تعليمية إيجابية للحد من الخجل، مثل التقدير بدل النقد والعمل الجماعي. الخجل يؤثر سلبًا على تعلم اللغة الإنجليزية، ويبرز أهمية تعزيز ثقة الطلاب بأنفسهم للمشاركة الفعالة وتحسين مهاراتهم.

الكلمات المفتاحية: الخجل، مهارات التحدث، اكتساب اللغة، طلبة السنة الاولى، التحديات، الصعوبات.

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List of Abbreviations

EFL: English as a Foreign Language

LMD: License, Master, Doctorate

(MCQs): Multiple-choice questions

N : Number

Q : Question

%: Percentage

General Introduction

GENERAL INTRODUCTION

English has long been a global language for communication, motivating many people to study it. A significant number of English as a Foreign Language (EFL) learners aspire to achieve fluency in speaking, recognizing it as a fundamental skill in language acquisition. However, active participation in the classroom can be hindered by various factors, notably shyness, which manifests in reluctance to engage in speaking tasks and discomfort with verbal interaction in English. Consequently, the purpose of this study is to investigate the impact of shyness on EFL students in more detail and provide methods, strategies, and activities to enhance classroom engagement and facilitate the learning process. Shyness poses a common challenge for EFL learners, impeding their learning potential and hindering language acquisition. By exploring the effectiveness of specific techniques, both learners and teachers can collaborate to eliminate shyness and create a supportive atmosphere that encourages spoken language practice.

The speaking skill is of a paramount importance in learning any language since it has great importance during the learning process. To develop the learner’s achievement, students should be active elements in the classroom by being more engaged and involved in speaking tasks and activities. However, being involved in the classroom has a great effect on foreign language learners due to many problems such as shyness.

Almost everybody experiences shyness in specific situations, whether it's temporary (episodic) or a consistent trait (trait). However, some individuals find shyness challenging and may struggle to understand that their reaction to unfamiliar situations is a common aspect of human behavior that can make people uncomfortable to varying degrees. Shyness isn't inherited; rather, it's a feature of personality that emerges over a lifetime, influenced by factors such as family, society, culture, and genetic background. Each person's shyness is

unique due to the interplay of these factors and their life experiences.

Shyness is an unstable state that can worsen the longer a person remains in that condition. The more entrenched it becomes, the greater its impact on a person's life and behavior. In today's world, where English is one of the most widely spoken languages, many students aim to master it at universities to enhance their employability in global markets. Competency in English is not only crucial for academic success but also for a successful career, especially for international university students.

However, mastering English as a foreign language (EFL) is not without its challenges. EFL learners often face cultural and psychological obstacles, as well as environmental issues, during the learning process. One such obstacle is the social practice of shyness in the classroom, which can hinder language acquisition and contaminate the overall EFL study experience.

Therefore, particular attention is paid to those EFL students whose voices remain 'shy' and silent due to their compliance when responding to requirements. These students are the focus of research exploring the suspected relationship between second language acquisition and shyness.

1. Background of the Study

In recent years, English has been referred to as the "global language" quite often. English has taken the lead as the primary language because of its potential for widespread use. Additionally, it is acknowledged as a lingua franca or a language that is widely employed to fill up communication gaps between people who speak different languages. According to ((Karahan, 2007), English has been the first foreign language to enjoy a respectable position since the end of World War II in many countries, even those that use Spanish.

Speaking is one of the major skills required in communicating and sharing ideas and

feelings. Its significance made its learning of great importance as learners of second language and foreign language are typically evaluated based on their ability to speak the language and they are considered good speakers when they are usually distinguished by their fluency and accuracy. According to (Shiamaa, 2006) speaking itself represents an interactive process involving the production and receiving process to serve both interactional and transactional conversations. To become good speakers, students have to practice speaking English while teachers have to give an exciting and enjoyable style of teaching speaking to support and help their learners maintain their motivation, so the need for effective strategies and activities to enhance EFL students' speaking ability is the primary concern of EFL instructors. It can be very challenging for many EFL teachers to help their students to become better speakers. Instructors employ a range of according to (Kouicem, 2010) certain qualities are essential for both the learner and the teacher to speak fluently 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.

Shyness is an emotional state that many students face, especially during times when they are supposed to communicate in English. This could explain the source of the problem for many students, particularly in oral classes ((Juhanna, 2012). For that reason, it is important to pay attention to this feature to help the students improve their speaking performance in the teaching space (Gebhard, 2000) Additionally, (Baldwin, 2011) states that speaking in front of people is one of the most common phobias that students encounter and the feeling of shyness makes their mind go blank or that they will forget what to say.

The majority of people can feel shy in unfamiliar situations or among strangers; therefore, just like everyone else, EFL students also feel uncomfortable when they practice

speaking in front of their tutors or classmates for the simple reason that they become nervous and find it difficult to regulate. In summary, shyness is defined as a behavior pattern that results in less communication due to fear or timidity.

2.Statement of the Problem

The biggest obstacle that students encountered when learning English as a second language was shyness when it came to oral performance. There are differences among students in the classroom, including personality traits like shyness, introversion, and extroversion. Interaction is crucial for English language learners who are studying the language as a target language to develop their speaking skills. Consequently, the purpose of this study is to fill this gap by providing insight of the obstacles encountered by first-year EFL students in the classroom. The study aims to shed light on the challenges these students face while pursuing their education.

3. Significance of the Study

Shyness could presumably slow down the process of speaking skills development. This research aims to investigate the influence of shyness on the speaking proficiency of students and it will provide an in-depth study of the challenges that encounter First-Year English students at the University of Medea. Additionally, it boosts our ability to understand the different factors that are responsible for academic success and gives strategies for teachers to help students who are shy in overcoming this problem. These strategies include the design of an environment that facilitates collaborative learning and provides positive and appreciative verbal encouragement, to improve language learning and speaking skills. It functions as a guide for the next research on that same theme. Therefore, this study may serve as a stepping stone for the development of strategies to support students facing difficulties in speaking proficiency. Besides, it aims to boost student involvement in the active learning process to have a better learning experience.

4. Purpose of the Study

This research aims to accomplish two goals; the first goal is to understand aspects that are associated with shyness. Moreover, it seeks to provide some teaching strategies and techniques that help student overcome their shyness, improve their communication skills and engagement as well in class activities, and enhance their learning process.

5. Research Questions

The present research attempts to tackle the following inquiries in light of the research's objective

- How does shyness impact the process of acquiring speaking skills among first-year English students at Medea University?
- What are the main causes of shyness associated with the classroom?
- What strategies can be used to overcome shyness in speaking skills?

6. Research Hypotheses

Based on the research questions above we hypothesized that:

- Such a barrier may cause students to experience mental challenges including poor communication, and engagement, as well as self-esteem issues. Additionally, it impacts the grades and impedes the educational achievements of the students.
- Students are reluctant to speak in front of teachers and classmates owing to the fear of making mistakes and negative judgements.
- Helping the first-year students by creating an environment that will enable them to practice their speaking skills in academic settings may help them be able to overcome shyness and articulate their ideas and conquer the challenges they face.

7. Research Objectives

The current study intends to determine the impact of shyness on the acquisition of speaking skills within the first year of study among students at Medea University and the hardships they face as non-native English speakers. These timid students do not only have

to communicate in a foreign language but also need to perfect and improve their speaking skills by focusing on the complexities of shyness in peer interaction and group productivity inside the classroom, thus this study aims to call attention to the impact of shyness and other related issues that students encounter during their learning process to create an encouraging environment and offer recommendations to overcome shyness in the classroom.

8. Layout of the Thesis

To peruse the objectives of the present study, this thesis is divided into three interconnected chapters. The first chapter represents the theoretical part of the present work, while the next two chapters are devoted to the practical part.

In addition, a general introduction consists of presenting the topic, the background of the study, stating the aim, a statement of the problem, research questions, objectives, significance of the study, the layout of the study, and the key terms. The first chapter is devoted to the theoretical part, under the name of the literature review. Divided into two sections; the first section is about speaking skills in which some of the previous definitions and theoretical aspects are viewed, their types, and their importance. It shed also light on linguistic obstacles. The second section focuses on shyness and strategies for integrating shy learners in the classroom.

The second chapter is entitled “Research Methodology”. It provides a detailed description of the research methodology including the research design where light is shed on the case study and methodology. Moreover, it presents the sample population and data-gathering tools. It aims at presenting the procedures of data collection and data analysis.

The third chapter goes under the name of “Discussion of the findings “Covers the analysis of student’s and teachers’ questionnaire results related to the theoretical framework and the review of the literature followed by some pedagogical implications and recommendations that might be beneficial for students as well as teachers. Finally, the “General conclusion” is the last part which synthesizes the whole work.

9.Definition of Key Words

To better comprehension of the study, it is crucial to define the key terms that are related to the research:

- **Shyness**: defined as "a tendency to avoid other people, to fail to respond appropriately to them (for example by being unable to look them in the eye or being reluctant to talk with them), and to feel anxious or distressed during interactions with them" (Pilkonis), refers to a general disposition to be shy and anxious in a broad class of situations.
- **Speaking skill:** is one of the four English skills, including reading, writing, and listening. (Zuhriyah, 2017) states that speaking skill is the ability to express and communicate ideas orally, making it crucial for students learning English. (Bashir, 2016) also defines speaking skill as the ability of a language speaker to speak fluently and without much hesitation. (Leger, 2009) mentions that speaking skill pose a higher level of difficulty for foreign language learners compared to other skills.
- **Language acquisition:** B.F. Skinner argued that the behavior of language acquisition has to do with positive and negative behavior reinforcement. For example, a child might point at their favorite toy; then the parent smiles at the child and retrieves the toy, calling it a "teddy bear." The child has heard "teddy bear" and learns that "teddy bear" is the correct way to refer to the object. However, behaviorism only partly explains language acquisition, and there are different theories to consider, such as the universal grammar theory proposed by Chomsky.

In the 1950s, Chomsky proposed that children have a LAD they are born with. This theory is known as universal grammar theory: the child already knows how to put the words together grammatically but needs to learn the language to decide where the words fit. However, modern language acquisition theorists reject the idea of universal grammar and argue that

children pay attention to language patterns, later referred to as the replacement theory.

- **L1 students**: The term "L1 students" refers to students who are learning a second language (L2) in an educational setting where their first language (L1), which is their native language or mother tongue, is used as a reference point or a tool to aid in the learning process. These students are typically in English as a Foreign Language (EFL) classroom, where the use of their L1 can serve various functions to support language learning, such as teaching vocabulary, reducing cognitive load, and building on prior knowledge. The role of L1 in the classroom can vary depending on factors like the students' proficiency levels, the teaching context, and the teacher's approach to language instruction.
- **Challenges**: are obstacles or tasks that require effort or skill to overcome, often presenting opportunities for growth or achievement
- **Difficulties:** are problems or barriers that hinder progress or cause hardship, often requiring perseverance or creative solutions to solve.

Chapter One

Literature Review

Introduction

English language expertise and proficiency have been viewed as the major factors in internal and external freedom of movement. In the present world, with easy access to travel, education, science, and technology, the globalization of business and industry, and the wish of non-native students to have a conversation with English-speaking instructors, learners of all ages and purposes value the capability to communicate verbally in the target or foreign language. As an international language, English plays an important role as the world has become a global village and means of communication have become faster and cheaper. Students communicate to preserve and continue prevailing social interactions and to develop new relationships as well. Whereas to be an effective and successful communicator, students should enhance their oral proficiency and express their ideas and opinions fluently. However, learners experience some obstacles when practicing speaking skills because many students are unable to speak fluently. This skill is affected by various factors that impede its activeness and productivity, mainly the prominent psychological factor known as shyness.

This chapter is an attempt to briefly describe speaking skills and shyness in EFL contexts. It is divided into two main parts. The first part reviews the literature related to speaking skills in EFL classrooms, giving their definition, importance, and problems that are encountered by many EFL learners. The second part is entitled Shyness: Definition and Causes. To finish, this chapter is concerned with reviewing the techniques used by teachers of EFL to integrate shy students into classroom interaction.

Part one: Speaking skills

1.1. Speaking skills in Language learning

Speaking is a crucial skill in language learning as it enables communication and facilitates interaction with others both professionally and socially. It helps people

communicate their thoughts, feelings, and ideas, enhancing confidence, building relationships, and promoting cultural understanding. Speaking also encourages language learning since it gives one the chance to see their language usage, which inspires language learners to get better at the language. Speaking also promotes language acquisition by providing an opportunity for monitoring one's linguistic production, which can motivate learners to improve their language skills. Practicing conversations is essential to learning a language since it helps students integrate a variety of cognitive skills at once to produce oral communication. Therefore, speaking plays a fundamental role in the overall language development and proficiency of an individual.

1.2. Definition of speaking skill

When we talk about a person who knows a language, we usually mean that the person can produce meaningful sentences in that language; in other words, that they speak the language. Speaking is one of the four language skills and seems to be the most important and frequently used skill in any setting. It is considered the means by which people communicate and maintain social relationships, allowing them to transfer or exchange information.

Speaking has been defined in various ways by different researchers. Bailey (2002) defines speaking as "a productive aural/oral skill that consists of producing semantic verbal utterances to convey meaning." Speaking is the process by which we use language to exchange or communicate ideas and feelings. According to Chaney (19998), speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts." Speaking is a crucial part of second language learning and teaching. Hedge (2000, p. 261) considers speaking as "a skill by which people are judged while first impressions are being formed." Bygate (1987) noted that speaking skill is "the ability to use

the oral organs to explore ideas, intentions, thoughts, and feelings to other people as a way to make the message clearly delivered and well understood by the hearer."

Mackey (1978, p. 263) considers speaking to be the most complex linguistic skill since it involves "thinking of what is being said while saying what has been thought." As stated by Chaney (1998, p. 13), speaking is "the process of creating and exchanging meaning in a variety of circumstances using both verbal and nonverbal signals."

H. D. Brown (1994), A. Burns, and H. Joyce (1997), as cited in M. A. C. Florez (1999, p. 1), highlight speaking as "an interactive process of constructing, receiving, and processing information." Bygate (1987, p. 5-6) declares that "motor-perceptive skills involve perceiving, recalling, and articulating in the correct order sounds and structures of language." Bygate explains that the speaking act focuses much more on motor-perceptive skills. Additionally, et al. (2007) added, "Speaking is essentially a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with, or extend what is said." This means that speaking is an important process of interacting between English as a Foreign Language students for explaining, interrupting for clarification, or giving opinions and new ideas. Thus, speaking serves many functions that can enhance the learning process.

From the above definitions of speaking skill, we conclude that speaking is a process of expressing feelings and sharing ideas orally. It is also a crucial tool for verbal communication that facilitates interaction between learners, which is later related to language teaching and learning.

1.3. The Importance of speaking skill

Communication plays a vital role in achieving success in all fields. Learning English as a foreign language has become a necessity for effective communication with others. Indeed, developing learners' oral performance has become a crucial need in EFL (English as a Foreign Language) classrooms. Language is used as a tool for communication, and EFL learners prioritize speaking skills in their learning process because it reflects their mastery of other skills. Perfect communication is not possible without using a language. Moreover, speaking involves the exchange of opinions, emotions, and thoughts to convey a message. Among the four skills, speaking is considered the most difficult. Brown (1983) states that "speaking is the skill that students will be judged upon most in a real-life situation." Speaking is considered the most valuable skill compared to writing and reading. Nunan (1991, p. 39) demonstrated that for most people, mastering the art of speaking is the single most important factor in learning a second or foreign language, and success is measured by the ability to carry out a conversation in that language.

Ur (1991) provides evidence for this viewpoint by confirming: "Of all the four language skills (listening, speaking, reading, writing), speaking seems intuitively the most important; people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing." This means that speaking is a crucial skill. In the context of the importance of speaking skills, McCarthy (1997) declared that "During the past ten to fifteen years there has been an explosion of interest in the analysis of extended stretches of spoken and written language, and increasing reference to and use of real language in English language teaching materials." Therefore, to communicate easily and effectively, mastering speaking skills is essential.

1.4. Types of speaking skills

1.4.1. Interactive speaking situations: include face-to-face conversations and telephone calls, in which we are alternately listening and speaking and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

1.4.2. Partially interactive situations: are where listeners are passive. For example, when one delivers a speech to a live audience, where the resolution is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. (neerutandon)

1.4.3. Non-interactive speaking situations: when recording a speech for a radio broadcast. One speaks for the listeners but the presence of listeners is not noticeable.

1.4.4. Recording a speech for a radio broadcast: in this scenario, the speaker delivers a speech without receiving immediate feedback or interaction from the audience.

1.4.5. Delivering a recorded speech for television: similar to a radio broadcast, this involves speaking without immediate feedback or interaction from the audience.

1.4.6 Giving speech in a situation where the audience does not interrupt: for instance, when delivering a speech with the convention that the audience does not interrupt, the speaking situation becomes non-interactive.

1.5. Learners 'speaking difficulties:

Since acquiring speaking skills is thought to be a quite complex process, most foreign language learners encounter various issues when participating in speaking activities in the classroom. The majority of non-native speakers of foreign languages attribute their inability to create such discourses to linguistic, psychological, and cultural issues such as:

1. 5. 1.Linguistic obstacles

Linguistic factors are the combination of some of language features such as

pronunciation, grammar, and vocabulary. (LATHA, 2012) Explored and claimed with utmost certainty that the knowledge of grammar could help L2 learners to relate and distinguish the construction and arrangement of the English language appropriately and that structure will lead the learners to their fluency and accuracy. At the same time, it has also been perceived that the students find it problematic to transmit the correct grammar to their speaking proficiency. On the contrary, (Larsen, 2001) diverts the direction towards pronunciation and he thought that pronunciation occupies the key role in a speaking activity. Wrong pronouncing a single sound, or word or wrong use of stresses and intonations can cause a big misunderstanding among the speakers. Similarly, (Nation, 2001) opines that proper exposure to a variety of words or vocabulary is indispensable for enhancing speaking skills. Nonnative students often have to face several barriers in speaking suitable word that fits appropriately into the context or situation. If the receptive vocabulary of the students is restricted, they can scarcely put the receptive vocabulary into productive use.

1.5.2. Mother-Tongues Use

Most EFL learners, if not all of them, prefer to use their mother tongue both inside and outside of the classroom since it gives the speaker a comfort zone. Algerian students typically speak Arabic in our environment, even in English sessions, as it makes putting them at ease enough to speak. (Barker & West up, 2003, p. 12) Think that «barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". Consequently, the influence of the first language aids in reflecting on and acquiring effective social patterns of speaking and acting. However, if the learners persist in borrowing vocabulary, they may struggle to use the target language correctly, leading to deficiencies in vocabulary in the target language stemming from the mother tongue.

1.5.3. Lack of vocabulary

Although expanding vocabulary is essential to speak at a higher level; many students seem to struggle with it. According to (Thornburg, 2005, p. 22), when speaking, words and expressions flow more naturally. Lacking vocabulary knowledge, students are unable to communicate their ideas, and they will also struggle to comprehend one another. In this scenario, learner's proficiency in this important language component will deteriorate with time, and they will also be unable to speak coherently.

1.5.4. Poor Grammar

Any spoken language needs grammar because it provides consistency and manners to the words being uttered. Proper grammar not only shows that the speaker is a proficient language user but also enhances the impression that he has on the listener. Thus, for the majority of people, this language trait is still challenging to learn. Carmen Perez Lantana contends that understanding English grammar is necessary for precise, accurate, and meaningful communication; nonetheless, students would rather remain silent rather than create grammatically incorrect constructions that would draw jeers from their peers and instructors. One of the challenges faced by FL learners in the academic process is following grammar rules. Learners typically make mistakes in specific grammatical rules, which discourage them from participating, interacting, and engaging in class because they are afraid of making grammatically incorrect sentences and of receiving unfavorable feedback from their peers and tutors when they make mistakes when speaking English.

1.5.5. Nothing to say

For learning to occur effectively, students must respond and engage with one another in the classroom. On the other hand, some students remain silent or remain motionless when requested to participate, refusing to answer in front of their professors and peers. Their lack of preparation and experience, their lack of confidence, or their fear of speaking in front of

their peers are the causes of this. According to (Ur, 1999, p. 21), students occasionally lament their inability to come up with something to say. Because they struggle to convey and transfer the appropriate meaning to their teachers and classmates, learners are unable to express them. According to (Rivers, 1968, p. 192), the student may not have anything to say in the foreign language or even in his mother tongue since the teacher may have chosen a topic that is uncomfortable for the student or about which he knows little. to accomplish this goal, teachers should focus on each student's level following their needs and interests. This will encourage students to participate in class and spark their interest in the subjects being covered. Supporting this viewpoint, (Barker & West up, 2003) asserted that many students struggle to respond to questions from teachers in the target language because they lack sufficient understanding of the subject matter, are unsure of how to use certain vocabulary, are disinterested in the subject matter, or a combination of these factors.

1. 6. Psychological problems

The students face challenges in acquiring the language. There are many problems that share shyness, anxiety, and lack of self-confidence.

1.6.1. Anxiety

It is an emotion that occurs while speaking. According to Collins Could and Susa, anxiety is a negative manner of expressing human emotions.

Students feel anxious when asked to come forward in front of the class because in that condition there are many students in the class where they know each other، besides that some students in the class disturb them when coming forward to practice speaking English (Yuyun, 2022) Here indicates that anxiety is indeed one of the causes of anxiety experienced by students so that students become disturbed in specific situations. So, the conclusion is that when in certain conditions, students still feel anxiety caused by external factors such as the surrounding environment, which they are with, and the atmosphere in the class. Tends to

be less concentrated, forgetful, have a racing heart, and sweat, which may lead to negative behaviors such as avoiding tasks or procrastinating on homework. Students who are suspected of experiencing anxiety will show the following symptoms:

- Shaking body
- Sweat profusely
- Hands begin to feel moist
- The heart rate begins to quicken
- Mouths become parched
- The mind starts to race
- Thoughts become jumbled
- Stammering

1.6.2. Shyness

According to (Crozier, 2004) shyness can be considered an impression management concern and low self-efficacy beliefs about one's social performance. Shyness is a form of heightened self-focus, obsessed with one's thoughts, feelings, and physical reactions (Lancy, 2012, p. 62). Shy pupils avoid speaking, offer brief responses to queries in the target language, and prefer to remain alone. Shy pupils have modest communication challenges, are sluggish to express their emotions, and often do not respond when others express their emotions. Furthermore, these pupils struggle with brief talks, do not want to participate in school activities, and frequently avoid crowded surroundings. Although the pupils' speaking abilities are advanced, they may be unable to demonstrate them in class due to shyness. Shyness might act as a hindrance in the language learning process. Shy people frequently dislike being in a crowd and have trouble meeting new people. Some research demonstrates that shyness has a negative impact on language instruction. (Yousaf, 2018), (Namaghi, 2015) discovered that shyness is both strongly and adversely related to English speaking scores

and academic success.

1.6.3. Lack of self-confidence

It can be defined and interpreted as something that everyone has in their life and how the person views himself as a whole concerning self-concept. Self-confidence is one of the most influential factors in learning. Dornyei in Najdatul stated the concept of self-confidence is closely related to self-esteem, both share a common emphasis on the individual's perception of his or her abilities as a person.

lack of confidence occurs among the students when they are aware that their conversation partners failed to perceive the intended meaning of the message or conversation partners failed to perceive the intended meaning of their message or when they wrongly interpret the message delivered by other speakers. Chen in Ninuk, " stated that how ability to speak English is the leading cause of students' low confidence." many students believe that their English is poor and they are unable to communicate effectively in English. Therefore, they prefer to remain silent while others speak. Students who suffer from low self-esteem will exhibit behaviors such as: Staying in their comfort zone, Lack of risk-taking, developing a habit of covering up mistakes and correcting them before anyone notices, too much praise for others, and Dropping compliments off the table.

1.6.4. Inhibition

This issue arises more often in the classroom when students attempt to engage; they could be hesitant, afraid of being judged negatively, or anxious about making mistakes.

1.6.5. Cultural barriers

Speaking across boundaries with other domains that govern and shape our conversational structure, (Harmer, 2001) asserts that speakers with similar cultural backgrounds are conversant in each other's language and know how to communicate with one another. People's shared cultural customs influence how they behave in these types of

conversational situations. It also influences how men and women converse with one another and frame conversations when their social or professional statuses diverge. This results in a variety of widely recognized speech patterns that direct human behavior. Sociocultural norms and practices evolve with time, yet they are always present in the public consciousness. This leads us to the conclusion that a person's cultural background shapes their views, personalities, conversational styles, and attitudes. It also reveals student kinds, such as talkative, silent, and introverted students who are uncomfortable speaking in front of their peers.

To summarize, one of the most prevalent phobias that students have is public speaking, and the sense of shyness causes their thoughts to go blank or they forget what to say. According to the study, the instructor plays an important role in inspiring students and encouraging them to feel more secure in this circumstance. Allowing timid students to participate in classroom activities will thereby alleviate their shyness. Furthermore, altering course material to provide a low-risk learning atmosphere for shy students might be advantageous. It is rather common for students to be hesitant and make blunders when speaking a foreign language. It should be noted that making errors is the best method to learn.

I. Part two: Shyness

Learners in a classroom situation are not the same, and different personality types such as unmotivated, anxious, introverted, extroverted, and shy persons participate in class, In an EFL classroom based on communication purposes in which students need to use English language as tool for Communication, shy students are at a great disadvantage of Speaking. In front of others is a difficult task for them. They have a negative picture of themselves that will effect on their motivation to speak. The same situation happens when they want to speak a foreign language or are asked to answer a question in a foreign language,

a shy person may hesitate, make a lot of pauses, or even escape from the situation. As a result, they receive low marks in speaking classes because there is a wrong supposition from the teacher's side that they are not competent enough in speaking skills and teachers give shy students low marks, but the problem is the ignorance of shyness as an affective factor in EFL classes. It seems to be important to find if there is a relation between shyness and speaking and aware teachers to notice shyness as an affective factor in their classes.

1.7. Definition of shyness

Shyness as an emotional state is considered by some researchers to be universal, a blend of fear and interest, and adaptive in evolution. Shyness as a personality trait may be defined experientially as excessive self-focus characterized by negative self-evaluation that creates discomfort or inhibition in social situations and interferes with pursuing one's interpersonal or professional goals. The experience of shyness can occur at any or all of the following levels: cognitive (e.g., excessive negative self-evaluation), affective (e.g., heightened negative emotion), physiological (e.g., racing heart), and behavioral (e.g., failure to respond appropriately). It may be triggered by a wide variety of situational cues. Among the most typical situations are interactions with authorities and strangers, one-on-one opposite-sex interactions, and unstructured social settings.

1.8. Signs of Shyness

In EFL classrooms, the teachers can notice the shy students from different signs. first of all, the distinction between shyness and mental health issue for some, shyness is a childhood trait outgrown in adulthood as individuals learn ways of overcoming (or ignoring) the difficulties associated with it. However, it's not uncommon to continue experiencing shyness throughout life, or even to start noticing shyness in adulthood. Research on shyness is mixed: Some theories maintain shyness is biological or hereditary, but others suggest shyness will not persist if a child is exposed to certain kinds of social interactions and stimuli.

Nevertheless, the commonly associated with agoraphobia or social anxiety, shyness might bear some resemblance to each of these issues from an observer's perspective. Thus, students who are shy do not necessarily loathe classmates or social interaction but simply find interpersonal communication awkward or uncomfortable. Someone might be shy and social, shy and unsocial, unshed and social, or unshed and unsocial. But while someone with agoraphobia feels a fear of being trapped, this component is not present in shyness. Broadly, shyness is also sometimes confused with introversion; however, introversion means a broader sensitivity to environmental stimulation than a specific discomfort with social interactions. Though agoraphobia and social anxiety may become debilitating for some people, shyness is far less likely to affect life dramatically. A vast majority of researchers and psychotherapists today agree shyness is simply an aspect of personality not reason alone to label, diagnose, or alter their behaviors (Chishti,K.H, 2018, p. 83).

1.9. causes of shyness

1.9.1. Personal causes

People may feel shy or uncomfortable in certain situations and this feeling varies depending on their personality and life experiences, as described below:

1.9.1.1. Personality

Personality plays an important role in the development of shyness. Say In production, highly shy people are those with low self-esteem because they lack the confidence to perform (McCroskey, 1977, p. 274). The same author thinks that low self-esteem is associated with a heightened fear of verbal communication and must be considered when defining the communication fear construct. Communication anxiety occurs when people underestimate and underestimate their skills; as a result, they become less willing to interact with others. (Xiuqin, 2006, p. 37) states that people with low self-esteem believe that they lack sufficient self-esteem they don't have enough language skills, the reason for which they are afraid of

losing their worthwhile giving gifts statement.

He added that students who feel they do not know enough in this area may try to speak as little English as possible or avoid talking altogether to improve their image. In other words, shy people often underestimate themselves and think that others are judging them poorly; that is why they abandon discussions to save face, as they believe. This personality trait, in turn, prevents them from improving their social abilities

1.9.1.2. Lack of motivation

Motivation is necessary for the development of Learning functions and the achievement of dynamic, effective, and high-quality speaking performance. However, the lack of motivation makes it difficult for learners to communicate effectively. According to (Juhana, 2012, p. 103) « motivation is a key consideration in determining the preparedness of learners to communicate ». This means that motivation plays a crucial role in determining the learner's preparedness to communicate. Therefore, motivation makes speech production easier for learners and more effective which is linked with the trait of shyness in effecting any speaking engagement.

1.9.1.3. Fear of making mistakes

Like all learners, English learners especially suffer from this fear when they speak English; they may always be afraid of making mistakes in front of the teacher Causing feelings of shyness and therefore avoid participating in verbal discussions. In this regard, (Xiuqin, 2006, p. 35) explained Students often feel frightened at the idea of making mistakes and receiving negative evaluations from their peers. They avoid this by reticence and they think they can practice the language themselves outside the classroom by speaking English until it is perfect. In English classrooms, making mistakes is unavoidable. These statements indicate that for learners, committing mistakes inside classrooms is forbidden, and that why they feel frightened from the idea of making mistakes, they assume that they will be

negatively evaluated and being misjudged by others.

1.9.1.4. Lack of practice

As is presently known, speaking ability needs a notable amount of exercise with a purpose to be a well-rounded communicator. Practice enables the student to be competent; in addition, it enables him to gain his aim by imparting him enough revel in the goal language; therefore, the shortage of training can improve communicative apprehension within the classroom. (Tsou, 2005, p. 46) asserts that students who take part actively in class have a better academic success in comparison to individuals who are passive in class. In different phrases, training is characteristic of higher activeness in the gaining knowledge of outcomes. As a result, teachers should provide their students with sufficient time to prepare themselves.

1.9.1.5. Fear of being the center of attention

Shy learners are unwilling to interact due to the concern of being the center of others' attention. In line with this, (Liu, 2007) claims that the bulk of learners experience shyness and terrified of being the center of attention; consequently, they grow to find it disturbing to speak English alone in the classroom. One of his students claimed that he felt frightened while speaking English in front of others; as he stated, he thought that many eyes had been looking at him (Liu, 2007). This indicates how nervous and frightening the idea of being the center of attention and focus for others would be for learners.

1.9.1.6. Lack of preparation

Poor lesson or speech preparation makes students hesitate. Participate in oral discussions. On the contrary, students' good preparation will help them prepare well the path to greater success; (Liu, 2007, p. 129) explicitly acknowledges that preparation contributes to student assessment. Speak English confidently. In other words, preparing for speech makes learners more comfortable expressing themselves in the target language. In one study

conducted by (Liu, 2007), most students said that a lack of preparation made them shy; they claimed that they would feel less shy and would be more confident when speaking English with preparation, as reported by some participants « I never want to speak English without preparation. But if I am well prepared, I will not be nervous, and I can speak clearly » (Liu, 2007). The other one states « I am often nervous if I'm asked to speak English without preparation, and it is much better if I am prepared » (Ibid.).

1.9.2. Interpersonal causes

Interpersonal elements may be described as the specific characteristics held with the aid of using the surrounding variables which include situations, others` behavior, or the character of the environment. In the EFL context, the interpersonal causes that have a huge effect on the emergence of shyness are classmates' behaviors, teachers' behaviors, and the lecture room, which causes students' communication apprehension. Therefore, persons can experience audience shyness as noted by (Wernch, 2012, p. 61).

These elements are defined as follows:

1.9.2.1. Bullying

Critiques, commentaries, and making fun of peers are regularly the motives behind the avoidance of energetic involvement within the lesson or giving up the learning (Paniel, 2006). Laughing at college students` ideas, pronunciations, and errors makes them extra reserved for interaction in oral tasks; they keep away from persevering with the speech to break out of humiliation and criticism. (Liu, 2007) asserts that giggling at students' errors made them very hectic when talking English to others within the class. Another student said that as soon as learners answer incorrectly or make mistakes in front of classmates, they worry and feel frightened to look like idiots (Young, 1991, p. 429). This genuinely clarifies that giggling at college students may be a source that contributes to conversation reluctance and the arousal of the sensation of shyness since they're related principles as well.

1.9.2.2. Teacher’s role

Teachers` roles and attitudes toward the teaching system play a prime role in newcomers' productivity because they no longer observe the same manner of teaching even under the same conditions. In this respect, a few teachers' attitudes about education have additionally been found to be a source of shyness. Severe behaviors of instructors while teaching or correcting learners' errors can increase the degree of shyness since learners will maintain the sensation of worry and embarrassment in front of their friends, specifically while handling hard tasks. In this sense, most teachers don't forget their position as authoritarian and much less pal than being authoritative and friendlier with their students. (Brandl, 1987,1991, p. 428). Those teachers accept as true that their position is to control, provide orders, and accurately correct the wrong utterances in guides only. (Young, 1991) claimed that numerous teachers as they have been defined refuse to make their newcomers paint in pairs or groups because of the concern that the classroom can be much less ordered; additionally, they don't forget that the teacher must be the center of the class and that their position is more like a guard than a facilitator. As a result, a non-pleasant ecosystem constructed by instructors or peers in the classroom can provide a beginning to shyness, and learners can be blocked, dropping the preference to try their chance of involvement in the educational setting.

1.10. Classroom Interaction

Since interaction gives students the chance to practice their speaking skills in the classroom, Hedge claims that it is crucial for the learners to produce understandable output. Additionally, classroom contact provides students with chances to develop their language skills. According to Hedge, speaking in class helps students deal with their limited language proficiency. For instance, students who speak slowly, repeat, or clarify what they mean when they speak together are engaging in meaning negotiation a process that involves discussion

and agreement to produce more understandable work. This indicates that when students are working in groups or pairs in practice, interaction forces them to develop language that is appropriate because when they do so, other students will use that language as input. As a result, group work plays a crucial role in language learning because it explores how language input and output vary in the classroom (Hedge, 2000, p. 13).

1.11. Types of Classroom Interaction

Classroom interaction is seen as a critical component of second language learning in the communicative approach to language instruction since it happens individually or collectively among students, depending on the communicative context, and can take place between the teacher and the students as well.

1.11.1. Teacher-Learner Interaction

(Harmer, 1998, pp. 3-4) asserts that one of the most crucial abilities a teacher uses in the teaching and learning process is how he interacts with his students. According to him, language is a skill that teachers and students share as teachers rely on students' comprehension of the material in a way that is appropriate for them in a classroom setting. The instructor concentrates on the kind of information he should give his students since they respond to and interact with their teachers when they receive relevant and intelligible information. Furthermore, Harmer argued that experienced teachers focus on how they speak to their students using body language such as gestures, expressions, performance, and so on, which have become part of the language techniques used by the teacher during the teaching process, especially with the students who have lower levels, in contrast to newer teachers who only focus on their student's comprehension in the classroom. In the classroom, the teacher poses questions to the students, who then respond to them. Occasionally, the students ask questions or seek clarification, to which the instructor answers. The instructor is regarded as a key participant in classroom interactions because he is the one who speaks

most of the time, as stated by (Kundu, 1993) As quoted in (Lynch, 1996, p. 109) states:

Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive (P. 13).

(Lynch, 1996) asserts that students are the ones that initiate questioning their teachers and are actively engaged in meaning negotiation with them and with one other in the classroom.

1.11.2. Learner- Learner Interaction

Interaction between learners occurs between learners. Since students must communicate with one another to acquire meaning through speaking tasks, learners are the primary participants in this type of interaction. Peer interaction and learner-to-learner contact are two different ways that student-to-student engagement can happen, while the phrases can be used interchangeably. Learner-to-learner interaction can happen in groups.

In general, learner-teacher contact gives students lots of chances to practice speaking in class and get feedback in the target language by answering questions or correcting each other's mistakes while they're working in groups (Mackey, 2007). In this regard, (Lynch, 1996, p. 111) states that "In learners rarely pick up each other's errors, even in the short term […] group work is more likely to lead to negotiation of meaning than interaction with the teacher". This point of view holds that practice is most effective when it is planned with peers or small groups rather than a teacher or the entire class since group work enables students to obtain feedback by helping one another rectify mistakes.

1.12. Strategies for integrating shy learners in the classroom

Many students are afraid to participate in the classroom and speak up because they are afraid of what others might think or say about them. Researchers suggest that instructors

must work on reducing shyness in their classrooms by using useful strategies in line with this some strategies are proposed to teachers as follows:

1.12.1. Whole class teaching (lockstep method)

According to (Richards, 1999) whole-class teaching is the most commonly used model in public school teaching. The teacher leads the whole class through a learning task. For instance, the teacher conducts a class discussion of an article from a newspaper, asking questions about it and eliciting comments around the class.

(Harmer, 1999) in addition to Richards and Lockhart, provide another name for the whole class work, which is the Lockstep method. Lockstep is the grouping where all the students are working with the teacher where all the students are locked into the same rhythm and pace, the same activity …where a teacher-controlled session is taking place. (Harmer, 1992) Richard and Lockhart agree with Harmer's suggestions and add that is possible that teachers include whole-class activities to encourage more student participation and reduce the obstacle of shyness.

1.12.2. Pair works

"In pair work, the teacher divides the whole class into pairs. Every student works with his or her partner and all the pairs work at the same time" (Byrne, 1991, p. 137) (it is sometimes called simultaneous work).

Pair work is implementing as the teaching technique in teaching speaking. (Harmer, 2001) stated that in pair work, students can practice language together, study a text, research language or take part in information-gap. it means that pair work can be as a good reference for teaching language skill, in this case teaching and learning speaking skill. Pair work is a classroom exercise where students are split up into groups of two; in actuality, it's a sort of group work. This means that the teacher must divide the class into two groups when using pair work in the classroom for teaching and learning. They both will work together in

understanding lesson and do activities in the classroom. From above definitions, it can be concluded that pair work is grouping students into two participants in order to collaborate in the process of teaching and learning in the classroom, sharing and doing activities together to reach better understanding of learning materials.

1.12.3. Group work

(Harmer) has observed that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Group work usually implies “small” group work, that is, students in groups of perhaps six or fewer to give students more opportunities to speak. Harmer also stated group work students can write a group story or role-play a situation that involves five people who can prepare a presentation or discuss an issue and come to a group decision. Through group work, about five people or more in a group talking about their assignment, discuss it together, and exchange their ideas among the others. Unknowingly, some activities have benefits for the students who learn through them, for examples, the students can develop social skills, build a sense of community, support, and depend on each other for their learning experiences.

According to (Lawson, 2005), group work can be especially beneficial for large classes. It helped students feel that the class was smaller and encouraged them to come to class more often. They felt more invested in the course and in the class material, which promoted active learning in a large class environment.

1.13. Activities that enhance student’s interaction

Classroom interaction occurs in academic contexts and settings. EFL teachers should implement a wide range of activities in the classroom to support learner interaction. The most common interaction activities are: oral presentations, discussion, and role play, problem solving activity, communication games and storytelling. According to (UR, 1991)

“classroom activities that develop learner’s ability to express themselves through speech would therefore seem an important components of language course” In other words communicative activities have a positive contribution towards the development of student’s participation.

1.13.1. Oral presentations

The Oral presentation is an extension of oral communication skills. It is where the presenter shows their knowledge on a particular subject According to (Baker, 2000) “oral presentation is like a formal conversation, speaking to a group as a natural activity». This activity considered a part of spoken language that learners present in classroom settings and it can be supported by visual aids like pictures, projector, videos Etc... The purpose of this practice is to communicate its aim to persuade or inform. According to (King, 2002, p. 401) argue that making an oral presentation in front of the class is one of the activities that learners have to do to improve their language proficiency level. Use this activity the best way that helps students to fight their fear of public speaking. Oral presentations are an opportunity for students to show their knowledge and practice speaking a foreign language in front of an audience.

1.13.2. Discussion

Discussion is the most common activity to develop the students’ communicative abilities and to practice the language in different situations ,discussion activities allow the learners to discuss some topics and allow them to express themselves give their opinions, express their thoughts , and emotions and practice language . (Thorunbry, 2005, p. 73) Declares that most of the teachers agree that the best discussions are those raised naturally students speak either about something personal or about the topic of the course book to raise discussion. Furthermore, a discussion should be used in EFL classrooms because it helps them to use the language (Littlewood, 1981, p. 47) states that “It (discussion) provides

learners with opportunities to express their personality and experience through the foreign language" It means that Discussion is considered the most effective activity for developing communication skills and fluency in a foreign language.

1.13.3. Role play

The term 'role play 'refers to a set of activities that is to perform the role of a character as if s/he is the main person or predicting to be another person. (Ur, 1996) Defined role play as "Role play is giving students a suitable topic provides interest and subject matter for discussion dividing them into groups improves the amount and quality of the verbal interaction"

Role-play is a popular strategy in oral expression classes, enhancing interaction and enhancing communicative competence among EFL learners by providing real-life language practice in the classroom. Also (Ur, 1996, p. 133) mentioned "Factors that can contribute to a role play's success are: making sure that the language demanded is well within the learners' capacity; your own enthusiasm; careful and clear presentation and instructions". In other words, Students must be proficient in language and possess strong presentation skills in order to complete the role-playing activity.

1.13.4. Problem solving activity

There are many ways to get learners engaged to speak. One of them is a problem-solving activity. It involves discussing, analyzing, and resolving issues to find solutions, and engaging students in collaborative efforts. Students are supposed to work together collaboratively and share different information to get complete and correct results. This activity provides opportunities for using language to communicate. According to (Barker & Gaut, 2002, p. 160)"problem-solving is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information and making a decision based on their findings." In problem-solving exercises, students enhance

their understanding of how to deal with the problem and how to interact with others.

1 .13.5. Communication games

Is a set of fun-design activities that can stimulate students' interaction in the classroom, these games require them to take part actively in the classroom by speaking to give their information or point of view. According to (Rixon, 1981), games can be carried out in two ways, compete with each other or cooperate to achieve the goal based on the limited rules. Therefore, communication games are a type of classroom activities that allow students to communicate orally using the target language, helping them practice language functions and interact with one another Examples of communication games can be ''Call My Bluff'' in this game, a group of students is divided into two teams. Team 'A' gives the word and reads the three definitions of that word in which only one is true and team 'B' has to choose and say the correct definition of the word.

1.13.6. Storytelling

Storytelling is a great way to teach language functions and motivate students to express their ideas clearly to their classmates. For that (Harmer, 2007, p. 129)suggests that "it is a universal function of language and one of the main ingredients of casual conversation –narration- that has always been one of the main means of practicing speaking. Students need to tell stories in English as a beneficial way to develop their speaking." The activity is helpful for teaching EFL oral classes because the major goal of storytelling is to help students uncover their imaginations. It also encourages students to engage fluently in the classroom.

1.14. Haim Ginott's Theory of Congruent Communication

Haim Ginott presented his theory of classroom management in 1972; "Congruent communication" which is designed to create a positive learning environment by eliminating barriers that can prevent people from learning. It focuses on the student's feelings and the teacher plays a very large role in this theory. (Ginott, 1972, p. 13)Affirms: "I have come to

a frightening conclusion. I am the decisive element in the classroom. It is my approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. «It means that the teacher is a decisive element in the classroom, which can shape students in any way depending on the teacher's behavior.

According to Haim Ginott's Theory of «Congruent Communication," there are some effective techniques for dealing with shy students in the classroom. Ginott suggests that the key techniques involve:

1.14.1. The Use of Congruent Communication

According to (Ginott H. , 1972) Congruent communication is the most essential in the classroom .It's the use of suitable communication in the classroom that fits the students' feelings, it is also called harmonious communication. (Ginott, 1972) Believed that "Congruent communication is a style of speaking that does not attack others, but instead remains harmonious with feelings being experienced"

1.14.2. The use of the "I" message

"I" messages are most simply explained as a way of expressing our thoughts and emotions about a specific experience or interaction using a soft voice and a statement that often begins with, "I feel…" Other examples include: "I'm upset because..." "I get angry because…" "I am excited that…" This style of communication tells the listener that what is being said about the situation is based on personal experience and is not necessarily objective fact. When used, "I" messages can be an effective tool in de-escalating defensiveness and improving communication within relationships. In contrast, statements that begin with "you" tend to evoke defensiveness and an escalation of emotions rather than a desire to compromise

and problem-solve (Miller, 1997). By using “I” statements, we take responsibility for our thoughts and feelings rather than blaming them on our partner. According to Ginott encourages teachers to avoid using personal identification by removing the "you" and replacing them with "I" for instance it is better to use "I want to hear your answer" or "I am sure you know the answer" instead of «you are shy,« "you never participate in the class ".

If you say "you are lazy, irresponsible and sloppy»." you will never amount to anything if you do not change", your students will start to think about themselves and live up to negative self-image.

Examples of how to translate a heated remark into an “I” message

1. "You never listen to anyone, and you’re not listening to me now"

"I don't think my worries are being taken seriously."

2."I hate when you yell at the kids".

"When you yell at the kids, I feel angry because I need the kids to be treated with respect. I would prefer that you not raise your voice or curse in their presence."

3. "It’s rude of you to be late all the time. You screw up everyone’s schedule."

"When you are scheduled to be at your desk at 8:30 but you don’t come in until 9:00, I feel disrespected because you're being late means we can’t start our meetings on time. I would prefer that you arrive to work at the agreed-upon time."

4. "The salaries in this department are inequitable and discriminatory."

"I feel angry by the salary structure in this department. I am among the lowest-paid teachers here and that makes me feel underappreciated. I would like to understand more about how salaries are calculated, and I would like to talk to you about whether raising my salary is possible in the next budget cycle."

1.14.3. The use of sane messages

To guide students to move away from self-defeating behavior towards appropriate

and lasting behaviors. Teachers should address the situation rather than students' characters. Teachers should address the situation rather than students' characters. According to (Ginott H.), teachers must avoid name-calling, sarcasm, and other forms of put-downs and avoid to putting pressure on students to interact, but encourage them to do so (Ginott, 1972).

1.14.4. Accept and Acknowledge Students

Creating a positive and supportive learning environment hinge on ensuring that learners not only feel accepted but also valued within the classroom setting. This involves educators actively acknowledging students and placing a heightened focus on understanding and addressing their emotional states. By recognizing the individual needs and emotional well-being of students, tutors can foster a sense of belonging and security. This approach goes beyond mere academic recognition, extending to a genuine appreciation for each learner's unique qualities, experiences, and feelings. Attending to the emotional aspect of students' experiences in the classroom contributes to a more holistic and inclusive educational environment where learners are not only academically engaged but also emotionally supported in their educational journey. According to (Ginott, 1972)," acknowledging feelings leads to problem-solving and denying feeling makes students feel denied." (Cited in Brianna).

1.14.5. Evaluative Praise VS Appreciative Praise

By using discipline and praise, individuals responsible for overseeing behavior can create an environment that promotes learning, personal growth, and the cultivation of positive habits, ultimately contributing to a more supportive and conducive setting for development. However, (Ginott, 1972) believes that evaluative praise is destructive and appreciative praise is productive. (Katherine, 2001, p. 218). (Ginott, 1972) thinks that «evaluative praise» is top-down communication in the educational context that involves a hierarchical approach where the teacher, as an authority figure, offers praise to the student

by acknowledging their intelligence, good behavior, or commendable qualities. This could manifest as the teacher expressing approval or admiration, creating a dynamic where guidance and acknowledgment flow from the teacher to the student in a hierarchical manner. «Appreciative Praise» differs from the first method by incorporating specific feedback on the student's actions along with expressions of gratitude. This approach exclusively focuses on acknowledging the student's hard work and achievements, steering clear of making judgments about their character or personality. This, in turn, enables the student to experience a sense of well-being, as the feedback centers on their efforts and accomplishments rather than their intrinsic qualities. Emphasizing effort and achievement in this manner creates a positive and affirming environment, fostering a sense of satisfaction and positivity for the student.

1.15. The impact of shyness on EFL learners speaking skills

Shyness can arise in the main language-learning skills, and it is most commonly observed that shyness is more closely associated with speaking skills. To accomplish this, test anxiety, fear of negative evaluation and communication apprehension are all significant components that make up the construct of foreign language anxiety (Elden, 2013, p. 159). This means that the main source of shyness impacts foreign language communication. The socio-psychological factors that impede students from speaking English fluently are numerous and do not operate in isolation; rather, they are intertwined with one another.

A succinct but accurate review of a few of the numerous uncultivated sources and causes of learners' lackluster, hesitant, reluctant, insufficient, or unwilling participation in speaking activities in foreign language classrooms is provided. The amalgamation of several linguistic elements, including pronunciation, grammar, and vocabulary, is known as linguistic factors. There is absolute confidence that understanding grammar can aid second language learners in relating to and differentiating the proper construction and organization

of the English language, and that structure will assist the learners in becoming more accurate and fluent (LATHA, 2012). It has also been observed that students struggle to apply proper grammar to their speaking abilities at the same time. Conversely, his approach to pronouncing words is and he believes that in a speaking activity, pronunciation is crucial (Larsen f. , 2001). Furthermore, mispronouncing a word or a single sound, or misusing accents and intonations, can lead to serious miscommunication between speakers. Likewise, (Nation, 2001) believes that adequate exposure to a wide range of terms or vocabulary is essential for improving communication abilities. Students who are not native speakers frequently encounter several obstacles while trying to choose a term that suits the given context or circumstance. Students will rarely be able to use their receptive vocabulary for useful purposes if it is restricted. Psychological problems and challenges like shyness, anxiety, lack of confidence, hesitancy, lack of motivation, lack of interest, and fear of making mistakes are all tied to the affective aspects.

One of the affective elements that most consistently exists is anxiety. Interferes with L2 learning (Arnold B., 1999). (Brown, 2001) described this process as nerve-wracking due to the possibility of making a mistake, being wrong, foolish, or incoherent. It utterly destroys the communication skills of the students. Within the first-year classroom, the majority of students still experience anxiety and embarrassment (Liu, 2006), especially when the teacher asks them to voice their opinions without providing any prior preparation. According to (Shumin, 2002), students who experience excessive anxiety become tongue-tied, which has a negative impact on their performance in the classroom. Additionally, to advance this notion, according to (Middleton, 2009), kids fear the introspection that comes with the reflection that comes with effective communication. They also worry a lot about being judged negatively by their peers, English language teachers, and as a result of everything, either they completely shut up or they make a lot of blunders even though they know enough

about the subject or lesson.

Since motivation is unquestionably the most important factor that teachers can make their objective to improve their students' learning, L2 learners should be supported and motivated to communicate boldly in order to develop their communicative competence. (Arnold, 1999). When talking about the motivating element, (DuBrin, 2008)notes that motivation is one of the elements that affects whether learning a language—mostly a foreign language—is successful or unsuccessful. (Oxford, 1990) asserted in the same context that students' learning competence will lag and that they may learn almost nothing if they are unwilling to study. Making mistakes is a normal part of learning any language, but it can lead to an imminent danger to the pupils' self-esteem. The demands placed on L2 learners impede their ability to converse in the target language. Students develop the mentality that they will never be able to speak the target language accurately and fluently in this way. In turn, this "lack of confidence" prevents the students from developing their speaking abilities, which leads to a loss of motivation and eventual failure to acquire communicative competence in the target language.

All the aforementioned factors indicate that they are the main cause of hampering the speaking skills, and the core tenacity of the current study is to explore and examine shyness as a psychological barrier that affects learners' speaking skills.

Conclusion

In this chapter, we highlight the theoretical aspect of language learning and attempt to briefly describe speaking skills and shyness in EFL contexts. It is divided into two main parts. The first part reviews the literature on speaking skills in EFL classrooms, giving its definition, importance, types, psychological and linguistic barriers faced by first-year students at Medea University. The second part of the chapter tries to clarify the issues related to shyness, its definition, and its causes. additionally, it is concerned with classroom

interaction with the methods and strategies used by teachers to integrate shy students into the classroom and provide a suitable environment for them. According to the research, motivating students to improve their communication skills and gain confidence in speaking will help them understand the importance of their participation in the classroom. The last part deals with the theory of speaking skills related to communication and the impact of shyness on the acquisition of speaking skills.

Chapter Two

Research Methodology

Introduction

Chapter two deals with the research methodology used to explore how shyness impacts the acquisition of speaking skills among first-year English students at Yahia Fares University of Medea. Hence, this chapter describes the research design, which involves a mixed-methods approach whereby both quantitative and qualitative techniques are utilized to have a holistic standpoint. We explain the data-collection process, with emphasis on the use of questionnaires as a data-collection process tool. The sampling strategy, which is meant to achieve an accurate selection of representative participants, and the description of the demographics of the students and teachers are given as well.

Structured questionnaires are administered to obtain quantitative information using the quantitative method and the qualitative method is a tool that invites participants to provide detailed feedback so that their experiences and perceptions can be truly understood. Through this mixed method, a more comprehensive understanding of how shyness impacts the acquisition of speaking skills is provided. The chapter continues with how the questionnaire to be used in the data collection was designed. It describes how the questions were formulated taking into consideration research objectives and what themes have been included in the questionnaire. Both student and teacher questionnaires are addressed in detail, showing how the data was gathered and how it helps the whole analysis. The detailed methodological design serves as a base upon which examination of the results will be built and it offers clarity on the research process, preparing the ground for an intensive review of the impact of shyness on speaking skills acquisition.

2.1. Research design

Choosing a research method is one of the main stages in conducting any research work. According to (Selltiz et al, 2012) “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research

purpose with economy in procedure". So, the research design summarizes the systematic and analytic procedures carried out to conduct the research. Moreover, A research design has been defined as a plan to accomplish a study. (Parahoo, 1997, p. 142) describes a research design as "a plan that describes how, when, and where data are to be collected and analyzed". (Polit, 2001, p. 167) define a research design as "the researcher's overall for answering the research question or testing the research hypothesis". The present research is a case study of first-year EFL students in the Department of English at Yahia Fares University of Medea to investigate the impact of shyness on the acquisition of speaking skill. A mixed method is used to fulfill this study, including a main research tool which is a student's questionnaire. The sample of this study is "70" First year EFL students in the Department of English at Yahia Fares University of Medea. The reason behind choosing first- year students as a sample is that they are more motivated to speak and use the language also, they are shyer comparing them to students from the other levels since the university is considered as a first and foremost new social environment where they meet new students and teachers as thought by (Zimbardo, 1977).

2.1.1. Case study

According to (Yin, 2009, p. 18) **''a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and with its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and multiple sources of evidence are used''**. This means that the case study is the examination of the target situation were conducting research. A case study is a type of research methodology where a particular phenomenon is carefully investigated in the context of a real-world setting. Researchers collect and analyze data, whether qualitative or quantitative to deeply understand the subject. thus, this research takes First- year License students of English as a case study at Medea University.

2.2. Methodology

Research methodology is a way of collecting answers to a particular question. The choice of the method is determined by the nature of the issue. According to (Kothari, 2009) Research methodology is the organized way of solving the research problem. It refers to the various procedures that are generally adopted by a researcher in studying his research problem along with the logic behind them. A mixed method is an appropriate procedure to use in this research. (, Burke Johnson et al, 2007, p. 123)"… the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration."

2.3. Research approach

In this investigation, the researchers used a mixed method approach (quantitative and qualitative approaches); since these two approaches combine one another In other words, quantitative and qualitative approaches combine each other in the purpose of offering strength for the study's process.

The research methodologies can be classified into two paradigms: interpretive and positivist. Consequently, quantitative and qualitative approaches must be treated separately to emphasize the strengths of each.

2.3.1. Quantitative approach

The positivist paradigm is associated with quantitative research. It is empirical research in which the data are numerical, and then it is concerned with the collection and analysis of numerical data. As (Khan, 1989) stated **"**Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers… is based more directly on its original plans and its results are more readily analyzed and interpreted "

In a similar vein, according to (Creswell, 1994), a quantitative approach is one that is

based on checking objective theories between variables. This can be measured numerically and analyzed statistically to generalize the findings. Quantitative research is based more directly on its original plans and its results are more readily analyzed and interpreted.

2.3.2. Qualitative approach

Unlike quantitative research, qualitative research is more challenging, stressful, and time-consuming. It's linked to the interpretive paradigm. According to (Hoepfl, 1997)qualitative research aimed lighting, comprehension, and extrapolation to familiar circumstances rather than extrapolation, and they are more open and responsive to their subject. According to (Creswell, 1994), the qualitative approach is associated with human problems, and data is gathered from real-world settings. as well as examined inductively, allowing the researcher to collect reliable data to aid in a better understanding of this study and providing more opportunities for better intervention of the situation. (Patton, 2002) states **"**Qualitative designs are naturalistic to extent that the research takes place in the real world setting and the researcher does not attempt to manipulate the phenomenon of interest."

Since each sort of research serves a distinct purpose, the researcher is obligated to employ both to provide strengths for the current study. As a result, the research questions will be addressed both qualitatively and quantitatively. According to (Best & Khan, 1989) "Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods".

2.4. Data gathering tools:

The study focuses on the impact of shyness on first-year English as a Foreign Language (EFL) students' speaking skills in Yahia Fares University Medea. To collect all-embracing information, the research uses online-submitted questionnaires focused on first-year EFL students and their teachers. These questionnaires are structured to gather both qualitative and quantitative information so that a comprehensive picture of the issue is created. The questionnaires comprise both closed-ended questions to facilitate easy

statistical analysis and open-ended questions for all the qualitative insights. This allows us to discover both measurable data and personal perspectives on shyness's function in the language learning process. closed-ended questions target background information about the participants, which includes demographic data and background in education, On the other hand, the open-ended questions are crafted to encourage students and the teachers to talk about their attitudes and ideas towards shyness in the overall learning atmosphere. Different types of questions will be integrated into the study to produce a data set that is comprehensive enough and has taken the research topics from multiple points of view. In this methodological way, we can determine the relationship between shyness and the development of speaking skills among first-year EFL students as well as observe any red threads that could be a backdrop of some teaching strategies or interventions.

2.4.1. Population

The population for this study will involve first-year English as a Foreign Language (EFL) students at Yahia Fares University of Medea, as well as teachers in this field. This varied group gives a limited background where we can study shyness in speaking skills acquisition. The students that have diverse cultural backgrounds and different English proficiency levels are the pool from which to study the effect of shyness on classroom participation and learning language. Teacher representation among the research population allows us to gain qualitative data about the dynamics of the classroom and instruction. Formulating the population this way ensures a strong framework for data analysis and collection. It makes sure that the study outcomes are tailored to the particular context while also giving an overall understanding of EFL teaching. Through this research approach, getting to know students' and teachers' perspectives, the patterns can be identified, and strategies proposed to counter the shyness impacts on language learning, particularly speaking skills.

2.4.2. Sampling

The sampling of the study was to choose first-year students of the English Department of Yahia Fares University for the academic year 2023/2024. Through the sample of the student population of seventy learners, the students' participation in the language learning process provided the basis for the investigation of student's experiences and the effects of shyness on their development of speaking skills. Besides the student sample, there were interviewed (9) teachers from the department to find out their views on the problems that students of English face in getting the required level of speaking skills. This mixture of students and teachers through questionnaires brought an all-encompassing study of the English language class environment. It opened the space to see not only the students' experience but also the teaching strategies and methods that are useful to students in overcoming shyness and improving their speaking. Through the representation of both populations, the sampling method implicated a complete view of the determinants of speaking skills in the University of Yahia Fares.

2.4.3. Participants

First-year university students of Yahia Fares University were the target participants for this study because they are passing through a very transitional stage characterized by social and academic hurdles. They get to step from a structured high school system to a more independent university world and this opens up experiences, due to the demands of communication and speaking; This includes creating friendships, and communicating with teachers, besides group activities. Academically, first-year students have classwork that involves participation, presentations, and collaborative projects, which can be daunting for shy people and more stressful. Such a distinct landscape becomes a perfect environment for studying the impact of shyness on the acquirement of speaking skills, the study aims at establishing the influence of shyness on the ability of the students to engage in speaking activities. Then seeks to identify how shyness can be countered to help those students

academically.

2.4.3.1. Teacher's profile

Participants of the survey are teachers of English as a Foreign Language (EFL) from Yahia Fares University who differ in terms of their educational backgrounds and teaching experiences. The term of their appointment is between three and twelve years. Two of them are holders of PhD, while one is a magister and there are six who have master's degrees. By mixing different backgrounds and this kind of experience, we get the possibility to see EFL teaching methods, classroom management, and communication from various points of view. The collective wealth of knowledge of these instructors reinforces the study, thus a careful and comprehensive analysis of the factors that influence speaking skill acquisition in freshmen EFL students is possible.

2.4.3.2. Students profile

The seventy participants of the research have a membership to the university's Facebook group, and they are first-year students at Yahia Fares University of Medea. The participants' ages ranged from 18 years to 27 years old, at which the age group was quite different. Females were over-represented in the study, as eighty percent of the participants and only twenty percent were male. the demographic information puts the study's findings into perspective, letting us understand the different impacts shyness could have on the acquisition of speaking skills by various groups.

2.5. Questionnaire

A questionnaire saves time and effort during data collection because it is effective in gathering a large amount of data rapidly. One of the most popular methods for gathering data used in research projects, according to (Kothari, 2004), is the use of questionnaires. According to (Orodho, 2008), questionnaires are frequently used to gather information on current circumstances, opinions, and attitudes clearly and concisely. Moreover, the questionnaire is a research tool that has a series of questions or cues written to collect

information from respondents about their opinions, behaviors, or facts (Gillham, 2008). Questionnaires are widely used in exploratory research because they are versatile and they can be used for collecting data from large groups of people in a short time by conducting the research in varieties of formats such as paper- based, online, or telephone (Bryman, 2016).

Usually, questionnaires consist of mixed types of questions. For instance, closed-ended questions give defined responses for easier analysis, and open-ended questions enable the researcher to further describe something, thus collecting rich qualitative data (Creswell, 2014). For this, the research question choice depends on the research goals and the type of data analysis approach.

2.5.1. Questionnaire characteristics

The questionnaire which has been well designed has several features that make them up. It should be clear and simple and must not worsen the comprehension of the respondents (Fowler, 2014). The questions should be in line with the research objectives, paying attention to selecting techniques that are needed to achieve the aims of the study (Oppenheim, 1992). The structure needs to be more organized with the questions being classified under themes to simplify navigation (Dillman, 2014). Combining open-ended and closed-ended questions creates a hybrid of both qualitative and quantitative data and to yields insights into the matter (Bryman, 2016).

It is important to be neutral, avoiding any bias in the wording of questions so they are neither directive nor in any way influencing responses (Groves , 2009). Appropriate answer scales, for instance, Likert scales or numeric scores, should be used depending on the kind of data collected (Krosnick, 2010). Confidentiality and anonymity are among the factors that can help to create a safe environment and ensure honest answers (Dillman, 2014). The clear task description and practice examples program the desired path for respondents (Fowler, 2014).

The pre-testing and pilot testing enables the researchers to identify and resolve the

issues before the real implementation of the questionnaire to ensure the validity and success (Presser et al, 2004)(Fink, 2003). Adhering to these principles will help researchers develop a survey that produces valid, reliable, and relevant information for their research.

There are three types of questions that are generally used in questionnaires: questions which are open-ended or closed-ended. closed-ended questions and multiple-choice questions: closed-ended questions and multiple-choice questions:

2.5.1.1. Opened-Ended Questions

Open-ended queries benefit the audience to liberally speak up for themselves by yielding a certain type of data qualitatively. They give the respondent a chance to tell their opinion and thoughts freely. In other words, they enable the respondent to give their views indirectly. For example:

How would you describe your current level of proficiency in English? please provide a brief overview of your comfort and ability in using the language.

2.5.1.2. Closed-Ended Questions

Closed-ended questions aim to retrieve quantitative data i.e. numbers, percentages, and measurable data. Accordingly, they invoke responses that include a single-piece of information or either 'yes' or 'no' types of response. They have a format that makes it possible for the viewers to pick either/or options provided on the screen. They entail that the questions tend to be straightforward and, in a sense, demand less effort and thought when interpreting them. For example:

Does your teacher encourage you to speak?

A/ Yes

B/ No

2.5.1.3. Multiple-choice questions (MCQs)

Questions that begin with 'please rate’ are one type of questions that people see in surveys. It is a type of questionnaire that allows respondents to select the statement or idea, that reflects their views most accurately. In this case, a common way of receiving

information either by a person or in an automatic manner is achieved in an initial step by the given form. All the questions usually comprise many options from which the respondents can only identify the ones which are suitable in representing their views, opinions or, knowledge. Such as:

How do you react when your teacher invites you to interact with your classmates?

A- You speak in a low voice

B- You hesitate when speaking

C- You forget what you want to say

2.6. Description of the students' Questionnaire

The student questionnaire was designed on Google Forms, and distributed among seventy (70) students online via « Facebook » in the group of first-year students. The questionnaire applied in this study has twenty-two questions that aim to collect information from first-year students at Yahia Fares University of Medea. These queries are direct and narrow down the maximum to options that students can respond by giving a brief "yes" or "no" as a blank, or multiple options from which they can select the most appropriate answers, or answer by giving their level of agreement on the scale. But the questionnaire consists of some open-ended questions beside these as well, so that students can demonstrate their opinions or express their choices exactly.

The questionnaire that is divided into three sections. The first section, "Background Information," consists of six questions requiring students to indicate their demographic, educational background. For instance, age, gender, their native language, their interaction with the language, their application in real world settings and their level of proficiency in English.

The next section of the questionnaire "Shyness and Speaking Skills" is directed towards exploring connections between shyness and students' capability to deal with language learning in English and speaking skills in particular. It covers a wide range of question types, such as multiple choice, scale ratings and open-ended questions, which aim at obtaining data related to student's experiences and feelings with regard to shyness.

To begin with, the first question (Q1) deals with the level of inclusion in expressive classes will be assessed as a starting point in getting the baseline measure of engagement. then continued by question two (Q2) inquiring about the primary problem students encounter when they are studying English as a Foreign Language providing the outlook into specific difficulties that can arise in the learning process.

Question three (Q3) includes a shyness scale where 1 indicates "not at all shy" and 5 is "very shy" This scale serves for estimating the degree of shyness among participants. Question four (Q4) inquires if shyness is taken as a high barrier to learning and in question five (Q5) to which extent it can damage speaking skills these questions to show the interconnection between shyness and language development.

Teachers do not only impart students the knowledge but also make them confident enough to participate in the discussion, therefore, it is necessary to know if they feel their teachers encouraged to speak, this was question six (Q6) and how frequent they are talking in class is question seven (Q7). This is an indicator of the classroom environment and students' comfort level. In addition to that we are looking more deeply on the impact of shyness on emotions. We ask question eight (Q8) on whether students feel embarrassed or angry when teacher correct them and question ten (Q10) on how they react when they are asked to speak in class.

The open-ended questions encourage to describe motivation factors behind their shyness during oral expression classes in question nine (Q9) and to express highest levels of shyness situations in question eleven (Q11). This flexibility gives respondents a chance to talk about their individual experiences and triggers them.

The rest of the questions cover the impact of shyness on learning, including the issue of avoiding language-related activities in question twelve (Q12), reactions when they are called to give their answer in the class in question thirteen (Q13), and if they are inhibited

mentally by the influence of shyness in question fourteen (Q14). The survey additionally investigates social dynamics, like participants' reactions after being asked to interact with their classmates in question fifteen (Q15), and their view of the connection between shyness and the process of learning a second language in question sixteen (Q16). Lastly, it arranges students' level of comfort with inquiring from teachers in question seventeen (Q17), pinpointing what could possibly prevent them from getting assistance. Finally, such questions aim to provide a whole picture of the relationship between shyness, the acquisition of speaking skills and classroom dynamics.

The Questionnaire's last section, "Overcoming Shyness in Speaking Skills," will explore, among ways of reducing shyness and uncover the main reasons for its existence. This is the part where students openly express how they overcame shyness and by sharing what helped them increase their speaking skill. This part intends to reveal particular factors such as the academic environment and in-class activities that may either intensify or ease shyness in speaking.

Question eighteen (Q 18) in that section will check whether the students believe that studying at Yahia Fares University provides ideal space for the growth of presentation skills for shy students. The aim of this question is to determine the general atmosphere and help-system availability that propel participation and cultivate confidence.

The following is the questionnaire that the students fill to reflect on their progress in question nineteen (Q19). To facilitate this, they are requested to evaluate if they encounter any difficulties or improvements, they have seen in their oral skills starting from the first year. This reflection will hopefully serve to understand how students where shy/quiet and didn’t speak much at the beginning and how their literacy and speaking skills slowly improved, and what factors might have influenced these changes.

The questionnaire will also help in assessing the effectiveness of the classroom

activities in promoting speaking skills. Question twenty (Q20) is addressed whether students are helped enough in class with speaking activities, and if not, gives a chance for them to provide an answer by naming which types of activities they think would be more useful. These feedbacks can become information for teachers on how they can adapt their lectures to better help tranquil learners.

Question twenty-one (Q21) investigates if students took part in actions that were performed in pairs or groups, emphasis on the fact that group activities play a big role in breaking barriers, such as shyness, communicative barriers by creating a more collaborative environment. Thereby, the question highlights the classroom work process, interactions between students, and the teaching experience.

The final question twenty-two (Q22) asks for activities that student enjoy doing in the classroom, which allows student to express their preferences for specific activities that may help them overcome the shyness. The open-ended character of the question aims to help the teachers determine the most suitable activity engagement and promotion of students speaking skills development. In sum, this portion reveals the strategies and classroom approaches that will facilitate the overcoming of shyness. It provides students with an occasion to share their experience and offer practical resolutions, which contributes to a wide understanding of a way of creating an engaging learning environment characterized by self-esteem and active participation in speaking activities.

In general, structure of this questionnaire aims to cover a broad view of what roles shyness plays in speaking skills and what methods will be helpful in suppressing or dealing this issue. The mixed question style (closed-ended and open-ended) makes sure the data is both quantitative and qualitative.

2.7. Description of the Teachers' questionnaire

The teacher's questionnaire was designed on Google Forms, and distributed among nine (9) teachers online via « E-mail » The respondents who participated in this study have vast experience in the field of education. The importance of their opinions emanates from their years of practice in education. Through this, they can be well assured to be credible and worth heeding. In order to collect their thoughts, the questionnaire is made up of five parts which have a total of 15 questions designed to reflect different areas of classroom dynamics and teaching strategies to overcome shyness.

Section one "Background Information," is designed to collect the background teaching experience of teachers and his/her credentials. This section is an introduction to the teachers' professional experience, creating an appropriate background for the insights and suggestions they offer in the next sections.

The first inquiry focuses on the number of years the teachers spent in their present roles. Addressing this type of question signifies the extent of individual's college experience, which is essential in understanding vividness of the points presented.

The second question requires to know teachers' educational background. This reveals whether they have a master's degree, a doctorate degree, or some other qualification. such a question could be used to see whether the level of expertise among the teaching staff is high enough. How high a degree a teacher holds can be important in their methods of teaching and the ways they perceive the classroom dynamics.

The third question will be used to find out the teachers' particular teaching experience of speaking skills. While oral expression has a huge impact on language learning, this question helps to measure the ability of teachers in teaching speaking skills.

These three questions in "Background Information" section create an outline of the teachers who are giving information for the questionnaire. The level of understanding of the

research becomes more contextualized and credible when this is done in the light of teachers' time on the job, academic qualification and proficiency in language expression. Moreover, it will be used for information and layer work together to illustrate the situational understanding of the specialists which has is a product of experience and recognition.

The second section, "Shyness in the classroom" introducing shyness as a presence in the classroom and its impact on students. Through identifying this issue, the section would aim to figure out if and how shyness originates in students and how it influences their classroom participation.

The first question is designed to discover how frequently the instructors face timidness among their students. However, this may suggest that shyness is common among students. This can be a very important fact for us to take into account while trying to understand the nature of classroom dynamics and the ways to help the shy.

The second question asks teachers as to what are those signs including behavioral or character signs that tell that a student is a shy one. This query helps to know if the participants show shyness signs like being unwilling to join the meeting, afraid to make eye contact, or just timid to take part in group experiences. Such responses to be a starting point in revealing the noticeable features of shyness, that can open the eyes of teachers to the problems of shyness in the classroom.

The Third question is relative to understand teachers' opinion about whether being shy leads to the drop in academic performance. It delves into whether shyness actually has a real impact on learning achievement indicator or not. Teachers' behavior may guide that in some cases shyness inhibits participation, reduces interaction and, therefore, can have a negative impact on language development. These three questions help to understand that shyness is among the first-year students in different ways and the extent to which it has influence on the acquisition of speaking skills.

The third section, "Classroom Interaction," looks for how the level of engagement between the students occurs, focusing on how students interact with both their peers and their teachers. This section is meant to evaluate the efficacy of worked out teaching methods in the classroom and give reasons of their influencing impact on student engagement.

Question seven is for the purpose of identifying the major forms of interaction teachers utilized. This question involves a varied selection of interaction styles, teacher led discussions, student to student group work or individual presentation. The teachers' response identifies the most popular teaching techniques by which teachers can efficiently involve students' participation in the class.

Question eight goes further and asks teachers about particular strategies and techniques they employ to back up shy students. This is definitely one of the important aspects of the study since; by asking this question, we can find out what kind of techniques are employed by teachers to make the learning environment accessible to all the students. Through these methods, it will illustrate the means of motivating the shy students, as for example, by offering helpful remarks, creating small groups or providing extra support.

Question nine deals with the problem when teachers are faced with mistakes made by shy students during speaking. This question normally aims at getting students engaged in the different ways that the mistakes can be corrected through gentle feedback, encouragement, or a focus on positives. It helps examine how these correction techniques are able to influence alienating the shy students from participating in oral activities and the overall classroom environment.

Question ten goes in line with finding out the balance between teacher talk time and student talk time during classroom activities. These leads instructors determine whether they are the ones who mostly dominate classroom discussions or they give students more space in the talks and share of their ideas. These three questions in the "Classroom Interaction"

section are all intended to shed light on the facilitating teaching strategies as well as the crucial barriers shy students may come across in the process and how the teachers deal with them. Therefore, helping to bring out the clarity of how students' engagement in the class can be designed keeping in mind the shy students and to build a more suitable learning atmosphere.

This part, "Strategies to Integrate Shy Students into Classroom Interaction," seeks to find out teaching strategies and techniques that effectively involve shy students. This part is key for the understanding of the best practices as well as the determination of strategies associated with the creation of a more inclusive learning environment.

Question eleven pertains to humoristic interaction between students and teachers. It may be implied that humor is used by teachers as a tool of creating a comfortable environment, and encouraging shy students for participation. The frequency of humor illustrates whether a teacher tries to establish a closer connection with students to create a friendly atmosphere in class.

Question twelve serves the purpose of determining with which type of interaction layout the shy students feel comfortable. By providing alternative choices, the question reveals if a shy student feels more supported participating in teamwork or in solo work. This, in turn, determines if shy students should be allowed in group work as an option.

Question thirteen identifies the differences between 'I' and 'You' messages. 'I' messages are often seen as more helpful and less confrontational. 'You' messages can come across as critical or accusatory. This question looks at the tone and approach teachers use to encourage shy students to speak up.

Question fourteen talks about strategies teachers find most effective in getting shy students to freely participate and integrate, for instance, teamwork, appreciative praise, positive reinforcement, and humor in classroom activities.

The last section asks the teachers for feedback and suggestions on the issue. Since this part offers a more open-ended space, respondents get a chance to express themselves freely, therefore giving additional insights and inputs on how shyness can be dealt with in a classroom.

In conclusion, this questionnaire is an integral part to complete this picture of education in classroom and effective teaching strategies. The knowledge gained from the qualified teachers will help us outline the reasons of a certain shyness in the educational environment and construct strategies of the improved participation and involvement of students.

Conclusion

To sum up, chapter two describes the methodology used to study the impact of shyness on speaking skills among first-year students at Yahia Fares University. It relies on a mixed-method design, which combines both quantitative and qualitative approaches, to obtain a holistic view. The section presents structured questionnaires as the primary tool to be used and gather information from seventy first-year students and nine teachers during the sampling process. The sampling method implies getting a representative sample group from various points of consideration such as key demographic factors. The questionnaires contain a mix of close-ended and open-ended questions, hence ensuring the reliability of the data and also facilitating in-depth understanding. the backgrounds of students and teachers are sketched out to provide insight into their reality. Moreover, it describes the student questionnaire centers on shyness, classroom interaction, and way of getting rid of shyness, on the other hand, the teacher inquiry is more about classroom dynamics and strategies on how to address shyness in the classroom. In a nutshell, it is the overall framework that guides the collection and analyzing of data, aiming at achieving the purpose of the study to sniff out effective strategies that would support a more inclusive learning environment.

Chapter Three
Data Analysis

Introduction

The current Chapter focuses on analyzing the data obtained from the students and teachers of a study on the impact of shyness on speaking skills among first-year students at Yahia Fares University of Medea. The first part includes the data analysis as well as the identification of patterns related to being shy that are based on the information obtained in the questionnaires. The second part deals with the discussion of the research findings and their implications follows, and, thereafter, the collected data is interpreted and the limitations of the research are discussed. The chapter has a complete analysis of the research data that shows the relationship between the data and the practical framework. Therefore, this chapter gives directions for future studies and drive to reliable conclusions.

Part one: Data analysis

3.1. Data Analysis for Student s' Questionnaire

3.1.1. Section one: background information

Table 3. 1: *Student's age*

Age	18-23	23-27	27-30	Total
Number of students	61	9	0	70
Percentage	87.1%	12.9%	0%	100%

The results from the table above show diversity in the ages of the students in our sample; but there is a dominance of those aged between 18 and 23. so the participants are young students whose ages range between 18 and 23 years. out of the total number of our sample (70 students), only 9 students are between 23 and 27 years old, and 0 students are between 27 and 30 years old.

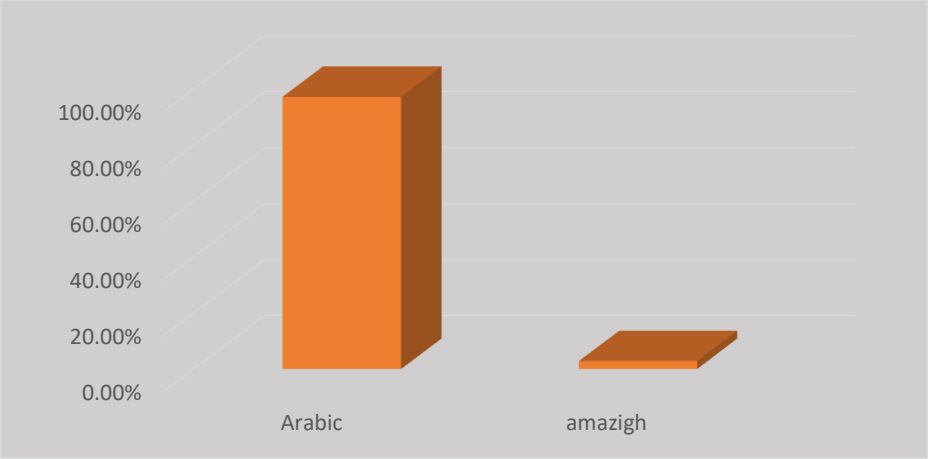
Table3. 2: *Student's gender*

Option	Number	Percentage %
Male	14	20%
Female	56	80%
Total	70	100%

Statistics of table 3.2, show that 20% of the participants are males, whereas 80% are females. this means that females from the majority of the first-year students at Yahia Fares University, Medea. This may because females are more interested in speaking skills.

3/ What is your native language?

Figure3. 1:*Student's native language*



It appears that the majority of respondents (97,2%) indicated Arabic as their native language. additionally, (2,8%) of respondents, Amazigh is their native language. This analysis suggests that Arabic speakers constitute the largest proportion of the respondents, followed by smaller percentages.

4/ How long have you been learning English?

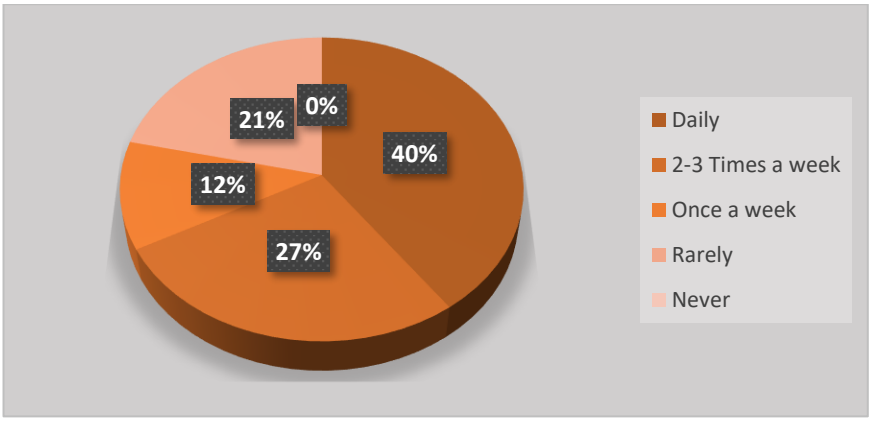
Table3. 3:*Student's year of studying English*

Option	Participants	Percentages
8 years	40	80%
9 years	20	12.72%
10 years	4	2.72%
Since childhood	6	4.54%
Total	70	100%

In this table the majority of students (80%) stated that they have been studying English for 8 years. it means that this the normal number to reach out to their academic years. those who claimed that they have been studying English for 9 years (12.72%) and 10 years (2.72%) may have repeated one level or more several times. (4.54%) of students claimed that they have studying English since their childhood.

5/ How often do you practice speaking English outside the classroom?

Figure3. 2:*Frequency of participation outside the class*



Based on the collected data, it can be observed that, (40.6%) of respondents reported practicing speaking English outside the classroom daily. This suggests a proactive approach to language improvement and frequent engagement with English-speaking activities. (27.5%) of respondents indicated practicing English two times a week. This indicates a regular commitment to practicing English. Around (11.6%) of respondents practice English

once a week, and (21.7%) of respondents stated that they rarely practice speaking English outside the classroom. This group may have occasional or infrequent opportunities to engage in English-speaking activities. Interestingly, none of the respondents stated never practicing English outside the classroom. This suggested that even those who practice less frequently still engage with English-speaking activities to some extent.

6/ How would you describe your current level of proficiency in English? please provide a brief overview of your comfort and ability in using the language.

Table3. 4:*Student's level of English*

Option	Number of students	Percentage
Good	40	40.4.%
Average	21	21.21%
Poor	9	9.9%
Total	70	100%

The table shows that 40.4% of students assume that they have a good level of speaking in English.21.21% believe that they are average. Moreover, only 9.9% declare that they are poor in speaking proficiency. The results show that the majority of participants are pleased with their level and they see themselves competent in speaking the language.

3.2.2. Section two: Shyness and speaking skill.

Question 1: How often, do you participate in the oral expression class?

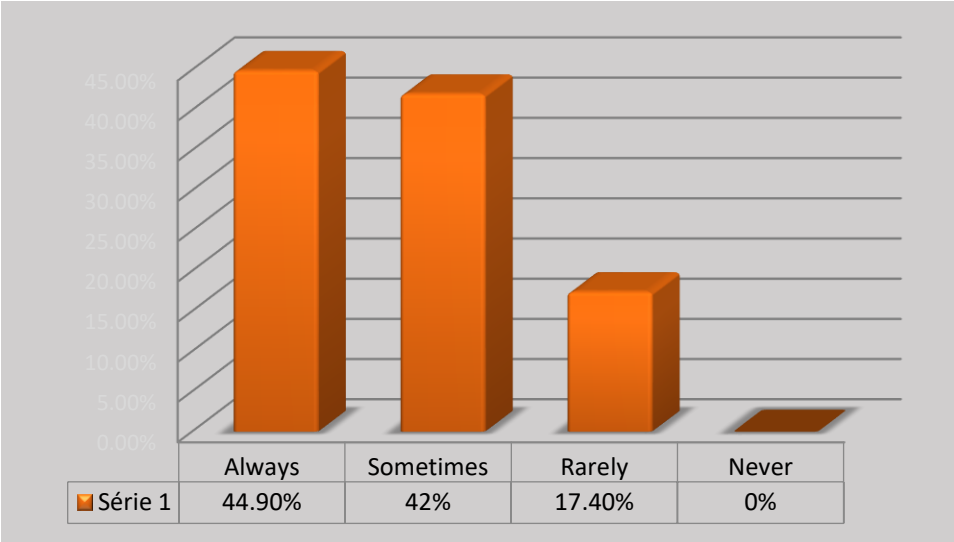
A- Always

B- Sometimes

C- Rarely

D- Never

Figure 3.3. *Frequency of participation in oral expression class.*



As highlighted above (44.9%) of respondents reported always practicing in the oral expression class. This suggests a high level of engagement and participation in oral expression activities during class sessions. around (42%) of respondents indicated that they sometimes practice in the oral expression class. In addition (17.4%) of respondents stated that they rarely practice in the oral expression class, this group may have limited participation or engagement during class sessions. however, (0%) of respondents reported never practicing in the oral expression class.

Question2: According to you what is the most difficult to study EFL?

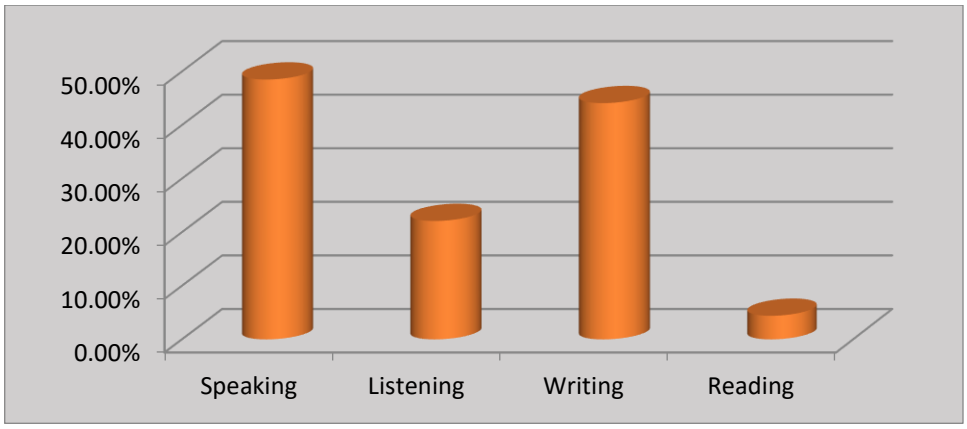
A- Speaking

B- Listening

C- Writing

D- Reading

Figure 3.4*The most difficult to study EFL*

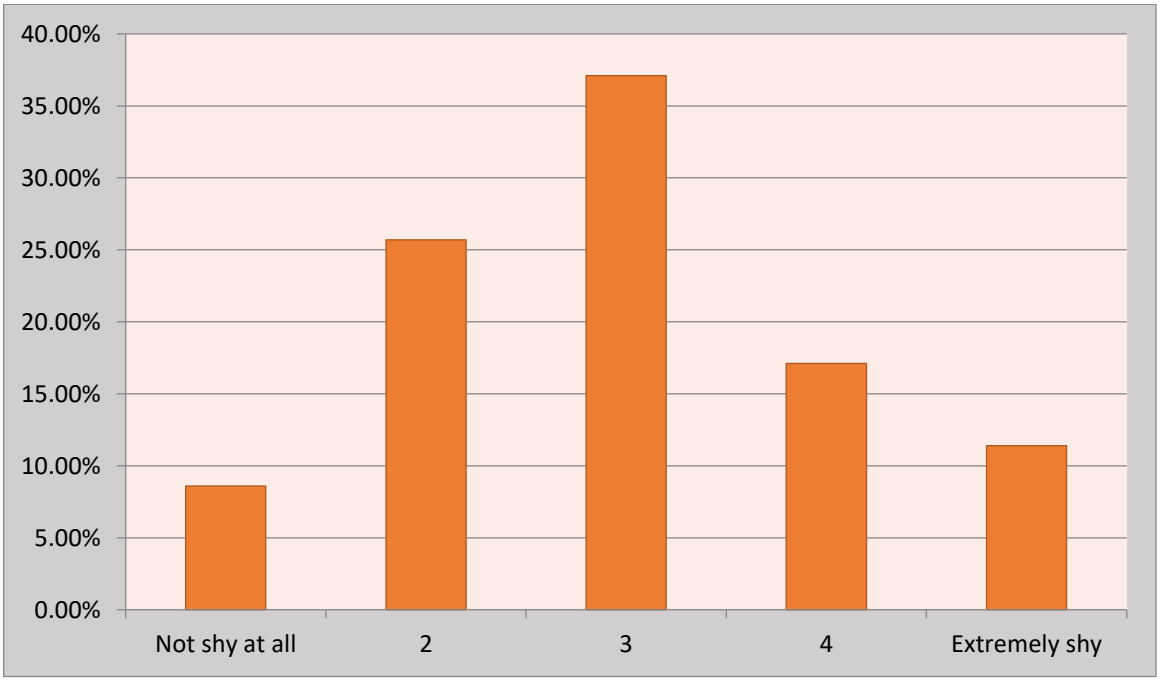


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This diagram shows that most of respondents (48.5%) identified speaking as the most difficult aspect of studying EFL. A smaller percentage (22.1%) indicated listening as the most difficult aspect. (44.1%) identified writing as the most challenging aspect .and the minority (4.4%) selected reading as the most difficult task.

Question 3: On a scale of 1 to 5, with 1 being Not shy at all and 5 Extremely shy how would you rate your level of shyness in general?

Figure3. 4 *Student's level of shyness.*

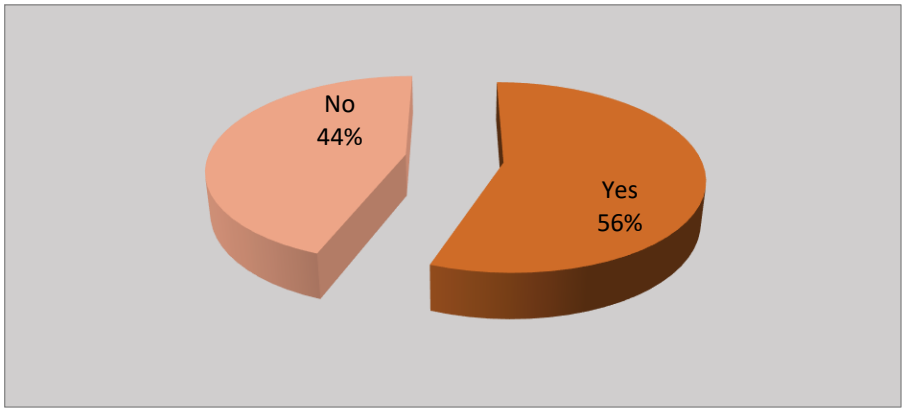


According to the above diagram (17.1%) of respondents rated themselves as not shy at all. (25.7%) rated themselves at level 2. The most of the respondents (37.1%) rated

themselves at level 3, suggesting a moderate level of shyness. (8.6%) of the respondents rated themselves at level 4, indicating a significant level of shyness. And (11.4%) of respondents rated themselves as extremely shy.

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

Figure3. 5: *Percentage of shyness considered as the main difficulty.*



(55.7%) of respondents indicated that they consider shyness as one of their English language learning difficulties. However, (44.3%) of respondents stated that they do not consider shyness as one of their English language learning difficulties. so, the majority of the respondents acknowledge shyness as a challenge in their English language learning journey.

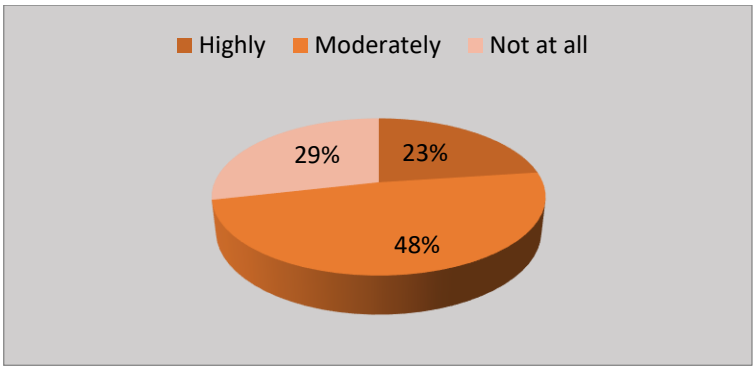
Question5: To what extent does shyness affect your speaking skill?

A/ Highly

B/ Moderately

C/ Not at all

Figure3. 6*The extent of shyness affecting English Language Learning*



This question was answered by a sample of 70 first-year students out of 48.6 % of them who considered that shyness affects their speaking skills moderately, meaning that for half of the participants, shyness has some noticeable impact on their ability to speak efficiently. On the other hand, 28.6% of the respondents selected the "Not at all "option, indicating that shyness does not affect their speaking skills at all. However, only 22.9% are highly affected by shyness. Indicating that they struggle with speaking due to shyness. Overall based on these results we can conclude that the first-year student 's impact of shyness on speaking skills is moderately.

Question 6: Does your teacher encourage you to speak?

A/Yes

B/No

Table3. 5 Teacher's encouragement

Option	Number	Percentage
yes	57	81.4%
No	13	18.6%
Total	70	100%

This question strives to know whether the teacher encourages his students to speak or not. The table above shows that 81.4% of the participants are motivated by their teachers while 18.6% of students declare that their teachers do not motivate them.

Question 7: How often do you participate/ talk in the classroom?

A/Frequently

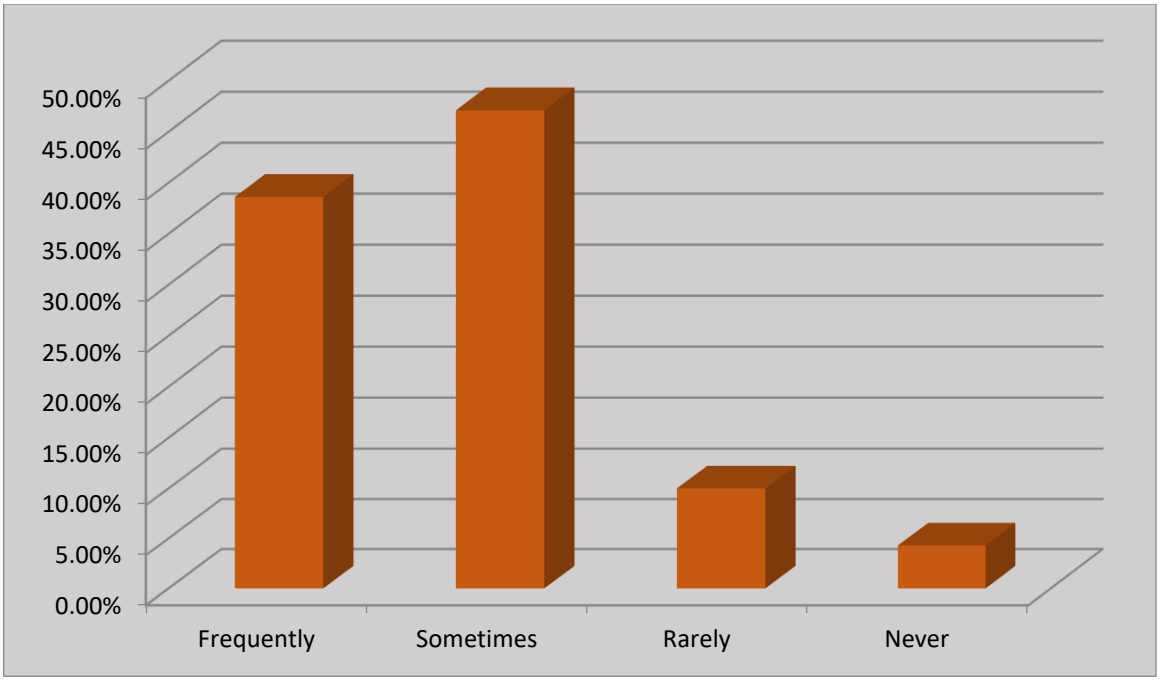
B/ Sometimes

C/Rarely

D/Never

E/ other:

Figure3. 7 Frequency of student's participation/talking in class



This question is put to see whether the students participate/talk in the classroom or not. In fact, 38.6% of respondents claimed that they participate frequently inside classroom. While, 47.1%asserted that their participation inside classroom is sometimes. Moreover, seven students (10%) said that rarely talk in class. Finally, 4.3% who represent the lower part answer, they did not participate, that is to say never.

Question 8: Do you feel embarrassed when the teacher corrects your mistakes?

A/ yes

B/ No

Table3. 6 *Student's Embarrassment while the teacher corrects their mistakes*

Option	**Number**	**percentage**
Yes	51	72.8%
No	19	27.2%

A quick glance at the table above shows that 51 participants, representing the majority of the students of our sample 72.8% feel embarrassed when the teacher correct their mistakes. However, the rest of the participants 19 student, representing 27 % of the respondent answered "No" to the question, indicating that they do not feel embarrassed when the teacher corrects their mistakes. Overall, the responses suggest that the majority of students feel embarrassed when their mistakes are corrected by their teacher, in another hand a small percentage do not.

3.2.3. Section three: strategies to overcome shyness in speaking.

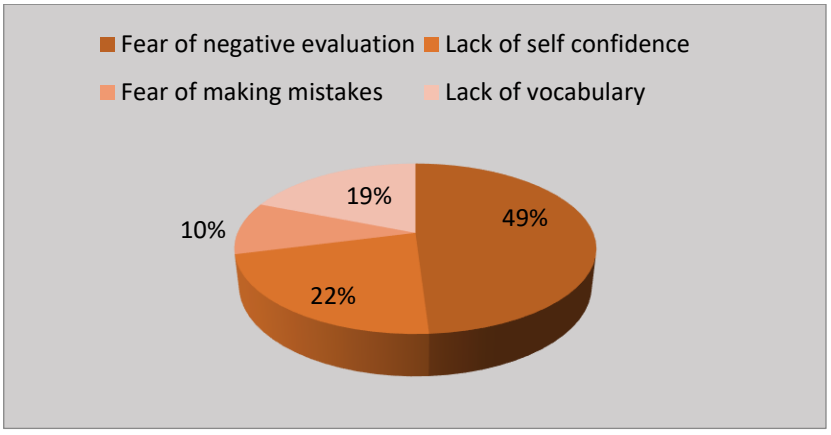
Question 9: why do you feel shy during oral class?

A/ lack of self-confidence

B/fear of negative evaluation

C/other:

Figure3. 8 *Causes of shyness during oral class*



The purpose of this question is to know the causes of shyness during oral class. Based on the results in the graph above, it appears that a significant proportion of respondents (49.2%) stated that fear of negative evaluation is the cause of shyness in class. This suggests that these learners associate their shyness with a fear of being negatively evaluated or judged by others. Lack of self-confidence was chosen by 22% as their main cause of shyness during oral class. While 18.8% of the learners link it to a lack of vocabulary. This suggests that

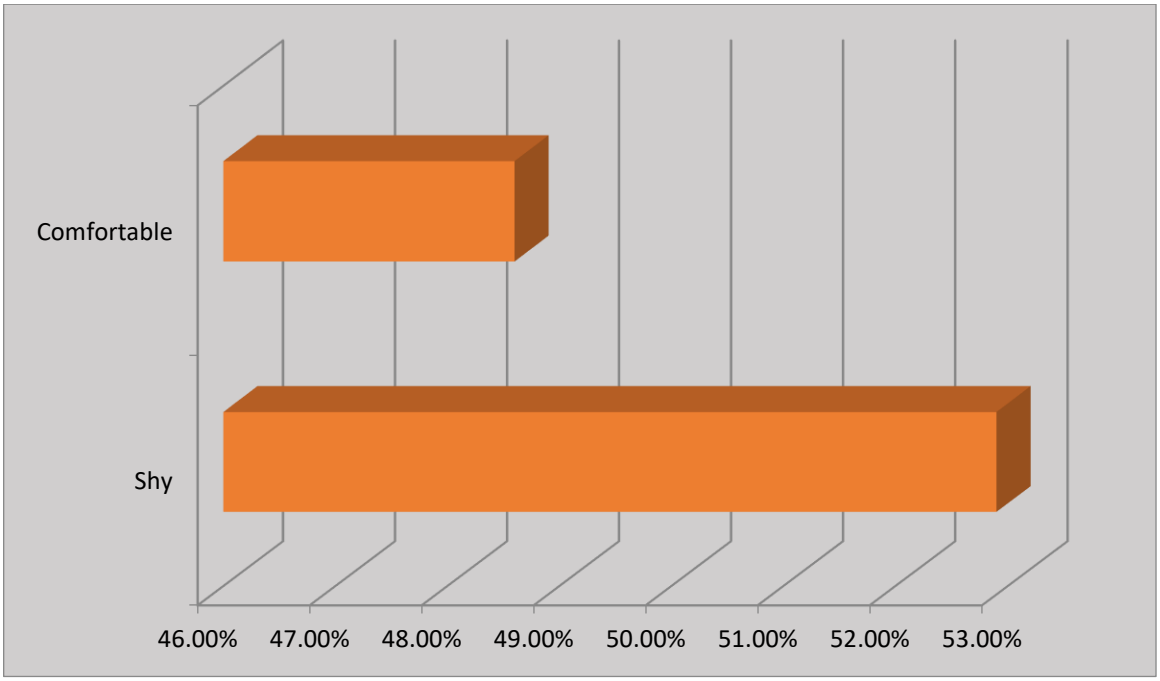
these students may feel self-conscious about their language skills and they struggling with their limited words and this limitation affects their participation in class. Additionally, 10% of respondents identified fear of making mistakes as their main issue; they believe that other students may criticize their speaking abilities; therefore, they are afraid to talk in front of them and make mistakes. The results of the ninth question imply that shyness during oral class can arise from a combination of causes, including external factors (such as fear of negative evaluation) and internal factors (such as lack of self-confidence or fear of making mistakes).

Question 10: How do you feel when you are asked to speak in the class?

A/ shy

B/ comfortable

Figure3. 9 *Felling of learners when being asked to speak*



The obtained results indicate that 52.9%% of participants replied that they feel shy when they are asked to speak in class. This means that a significant portion of students may struggle with social anxiety or discomfort in some speaking situations, confirming that speaking in front of a class is considered a challenging task for a considerable number of

respondents. Nevertheless, 48.6% of the participants feel comfortable when asked to speak in class. This suggests that those learners are accustomed to public speaking or have developed strategies to manage any anxiety that many experience in these situations. This result for this question indicates that there is a need for teachers to provide students with some strategies to avoid shyness.

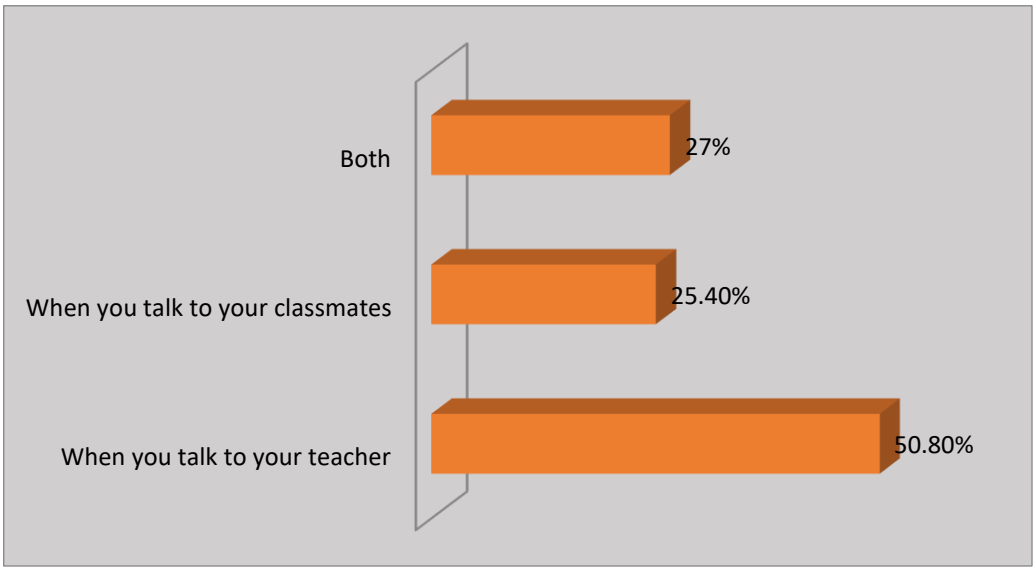
Question 11: When do you experience greater levels of shyness?

A/ when you talk to your teacher

B/ when you talk to your classmates

C/ Both

Figure 3. 10 *Student's shyness towards their classmates and their teachers*



As shown in the results above, the majority of students 50.8% feel shy when they interact with their teachers this means that those participants may feel shy because they are frightened of being evaluated. However, 25.4% say that they are shy with their classmates confirming that they don't want to be stupid in front of them or made fun of if they make mistakes. 17 participants 27%asserted that they feel shy when talking to both teachers and classmates.

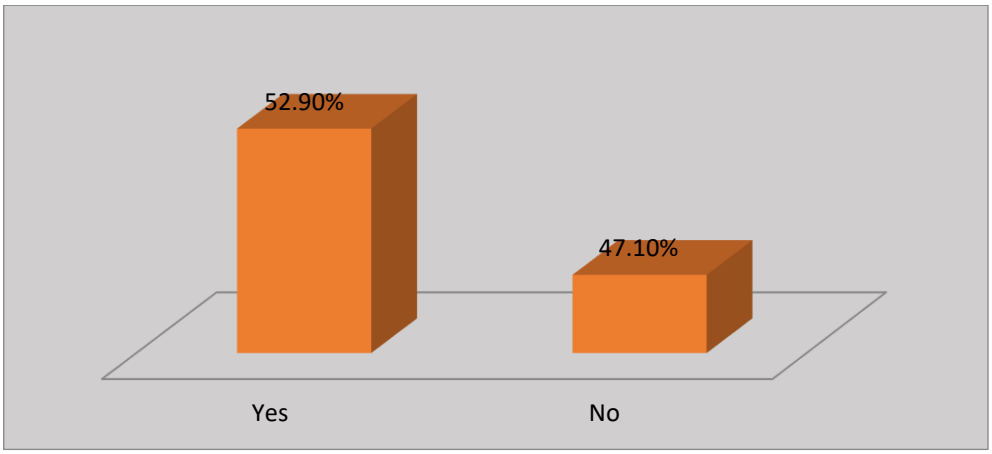
Question12: Have you ever avoided participating in language _related activities (e.g., oral

presentations, discussions) due to shyness?

A/ Yes

B/ No

Figure3. 11 *Frequency of avoidance of Language-related activities due to shyness.*



The data presented in the above figure shows that half participants, that is 52.9% have avoided participating in language-related activities due to shyness this suggests that this is a common issue faced by many learners. Similarly, 47.1% which is 33 students, have not avoided these activities due to shyness. this implies that a slightly smaller portion of the population is comfortable or less affected by shyness when it comes to these types of activities.

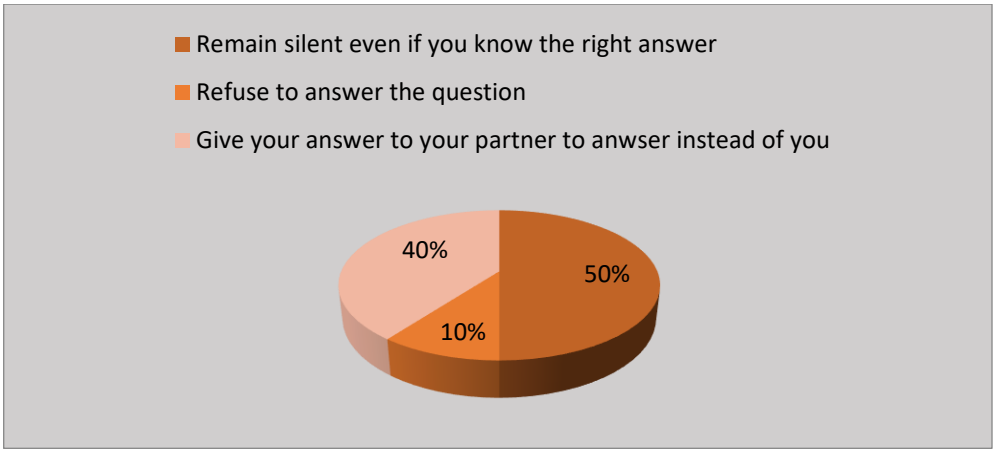
Question 13: When your name is called to respond to a question in class, how do you react?

A/ Remain silent even if you know the right answer.

B/ Refuse to answer the question

C/ Give your answer to your partner to answer instead of you.

Figure 3. 12 *The student's attitudes when called to respond a question*



This question seeks to know the students' attitudes when their names are called to answer a question in class.50% of participants claimed that they remain silent even if they know the answer, this suggests a lack of confidence or fear of speaking in class, also it may indicate shyness or anxiety. Whereas 39.7% of participants opted to give their answer to their partner to answer instead of them. However,10.3% said that they refused to answer the question.

Question14: Have you ever felt that your shyness has influenced your willingness to participate in language learning activities? If yes please provide examples.

A/ Yes

B/ No

C/ Other

Table3.7 *The influence of shyness in the willingness to participate in language learning activities*

We asked this question to know to what extent shyness affects the willingness to participate in language learning activities

Question 14	**a**	**b**	**c**
Frequencies %	42.6%	54.4%	3%

According to the responses provided, it appears that a substantial majority of respondents (42.6%) believed that their shyness had an impact on their willingness to engage

in language-learning activities. The responses are analyzed as follows:

Yes, 29 respondents, or 42.6%, agree that their shyness has hindered their ability to participate in language learning activities. Among the examples given are:

feeling too shy to speak effectively in class, even when they know what to say. Having practiced public speaking more than before, I no longer feel bashful, which was impeding my language acquisition. Being bashful and keeping excellent arguments and responses to discussions to oneself.

unable to communicate while preserving language harmony. being too nervous or reluctant to interact with others and speak in a foreign language in front of them to take part in a language cafe. being too shy to interact with other students and the professor during oral expression exercises. feeling blocked from expressing thoughts and occasionally holding back from criticizing anything incorrect.

No, 37 replies, or 54.4%, said:

This group says that their willingness to take part in language learning activities hasn't been impacted by their shyness.

Other feedback:

Some participants offered more information or justifications than a simple affirmative or negative response. Losing +1 was the consequence of refusing to respond. explaining how more practice public speaking might help one overcome shyness. Particular situations when shyness prevented participation, like in vocal expression exercises or language cafes.

In general, the analysis indicates that shyness is an influence for a significant number of respondents when it comes to their involvement in language learning activities. This may have an impact on teachers and language-learning initiatives in terms of fostering welcoming and encouraging environments that promote involvement from all students, even those who might be shy.

Question15: How do you react when your teacher invites you to interact with your classmates?

A- You speak in a low voice

B- You hesitate when speaking

C- You forget what you want to say

D- Other.

Table3. 8 *Learner's reaction when teacher invites them to interact with classmates*

We asked this question in order to know how students react when interacting with classmates.

Question 15	**a**	**b**	**c**	**d**
Frequencies%	22.4%	28.4%	38.8%	10.4%

Based on the provided responses to the question we found that:

Option A: You speak in a low voice (15 responses, 22.4%): This response indicates that a substantial percentage of students speak softly when their teacher urges them to communicate with classmates. Speaking in a low voice may imply a lack of confidence or uncomfortable being vocal in a group context.

Option B: You hesitate when speaking (19 responses, 28.4%): Approximately one-third of respondents said they hesitate to speak when their teacher asks them to engage with their peers. A person may hesitate for a number of reasons, such as shyness, anxiety, uncertainty, or the desire to gather their thoughts before speaking.

Option C: You forget what you want to say (26 responses, 38.8%):

The majority of respondents (almost 40%) reported having difficulty recalling what they wanted to say when prompted to interact with classmates. Anxiety, cognitive stress, or a lack of preparation for social engagement may all contribute to forgetting what to say.

Option D: Different answers (7 responses, 10.4%):

Responses in this category show a variety of reactions to teacher-initiated interactions with classmates, such as speaking loudly, feeling comfortable with interaction, speaking freely, not being shy, or speaking boldly. These comments indicate a more positive approach to social contact than alternatives A, B, and C.

Question16: How do you perceive the relationship between your shyness and your ability to learn a second language?

A/ strongly negatively impacting

B/ moderately negatively impacting

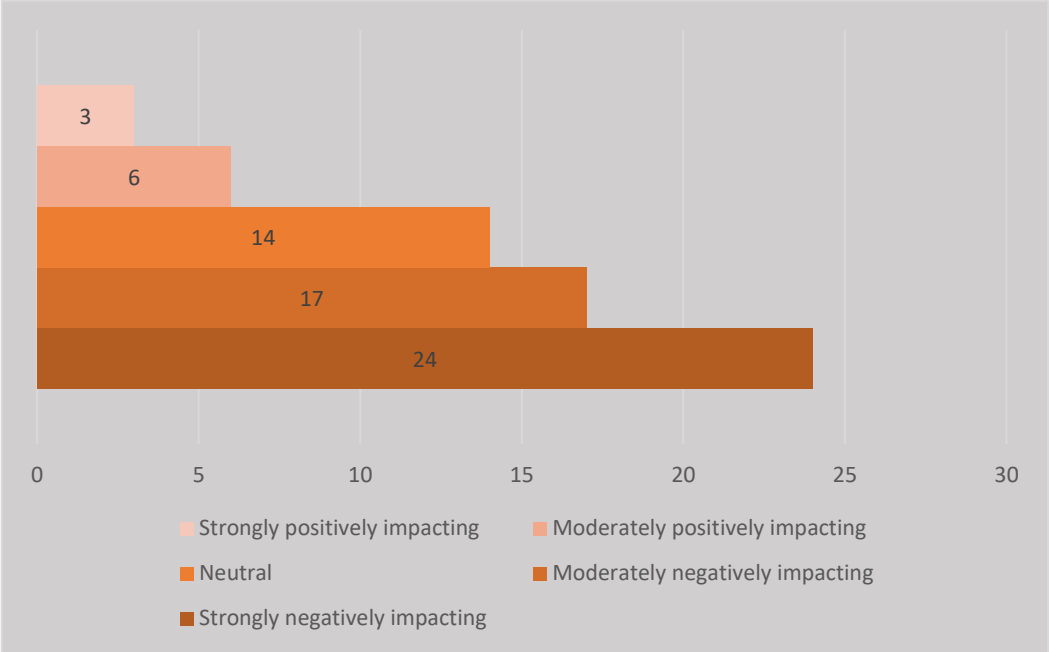
C/ Neutral

D/Moderately positively impacting

E/ strongly positively impacting

We asked this question to know the relationship and how much shyness impact the ability to learn a second language.

Figure3. 13The relationship between shyness and the ability to learn a second language



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The figure shows that there is a wide range of opinions on the relationship between shyness and the ability to learn a second language, with differing numbers of respondents from different perspectives. Out of all the responses, 24 (38.1%) strongly believe that their shyness considerably impedes their language learning progress; while another 17 (27%)

consider it a moderate barrier. A sizable 14 (22.2%) have a neutral opinion on the issue, expressing doubt regarding the influence of shyness. Interestingly, a lesser proportion of respondents, six (9.5%) and three (4.8%), believe their shyness has a moderately or substantially favorable impact on their ability to acquire a second language, respectively. These figures highlight the complexities of the relationship between personality qualities and language learning outcomes, underlining the necessity for individualized support to accommodate learners with various perspectives.

Question17: If you had a problem understanding class assignment or doing your work in class, would you just go ask the teacher for help? If your answer negative, what prevents you from directly asking teacher's help?

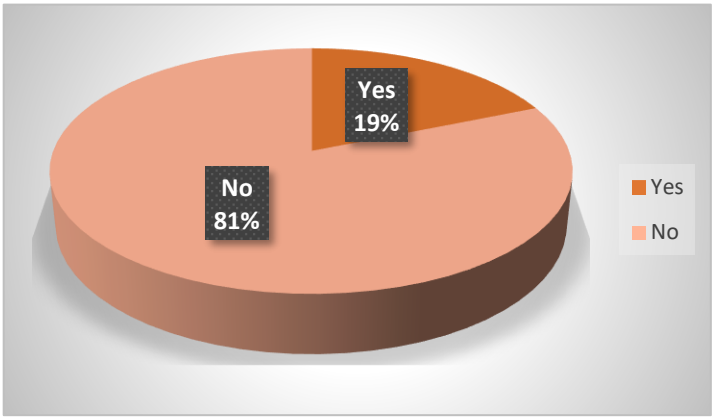
A/Yes

B/No

C/Other**...**

We asked this question to explore students' attitudes and behaviors around seeking assistance from teachers while struggling with class assignments or coursework.

Figure3. 14 *Student's attitudes around seeking help from teachers.*



The data presented in the above figure shows that a minority of respondents (13 responses, 18.8%) said they would ask the teacher for help if they were having trouble comprehending a class assignment or finishing their work in class. This indicates a proactive approach to seeking help and a readiness to work with teachers when necessary. The majority of respondents (56 responses, 81.2%) stated that they would not seek assistance from their

teacher if they were having difficulty comprehending assignments or finishing classwork. This suggests that a large proportion of students are hesitant or unwilling to seek direct assistance from their teachers. other respondents shared additional insights into the reasons why they were hesitant to seek the teacher for help: Feeling anxious and uncomfortable when talking to teachers: This answer identifies social anxiety or discomfort as a barrier to getting help. Shyness when speaking in front of teachers: Similarly, shyness tends to prevent certain students from interacting directly with professors. Fear of embarrassment: Some students are concerned about being embarrassed or judged by their teachers, which inhibits them from seeking help. The hesitation to disturb teachers: A few respondents said they did not seek for help because they did not want to disrupt the teacher's attention or time. In its overall form, the analysis reveals that, while just a few percent of students actively seek assistance from professors, the majority are hesitant or skeptical to do so. Shyness, discomfort, fear of shame, and hesitation to interrupt may all serve as barriers to direct involvement with teachers for academic support.

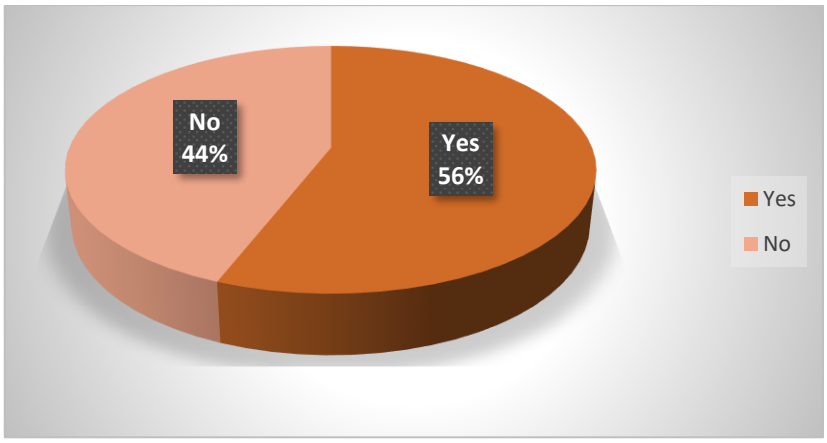
Question18: Do you feel that the academic environment at your institution supports the development of speaking skill for shy students?

A/Yes

B/No

We asked this question in order to know the students' impressions of the support provided by their educational institution for the development of speaking skills, particularly among shy students.

Figure3. 15 *The support provided by educational institution for the development of speaking skills for shy students*



The results demonstrate that the majority of respondents (38 responses, 55.9%) said they believe their institution's academic environment encourages shy students to strengthen their speaking skills. This shows that a large proportion of students believe their institution provides appropriate help and chances for shy students to enhance their speaking skills. A small percentage of respondents (30 responses, 44.1%) disagreed, indicating that they do not believe the academic environment effectively encourages the development of speaking skills among shy students. This shows that there is a significant minority of students who see flaws or inadequacies in the help provided to shy students at the institution they attend. In general, the analysis shows a reasonably balanced distribution of responses, with a slight majority of students supporting timid students in developing speaking skills, while a sizable minority believes otherwise. These replies provide useful information on students' perceptions of the academic environment's inclusivity and effectiveness in assisting shy students with language development.

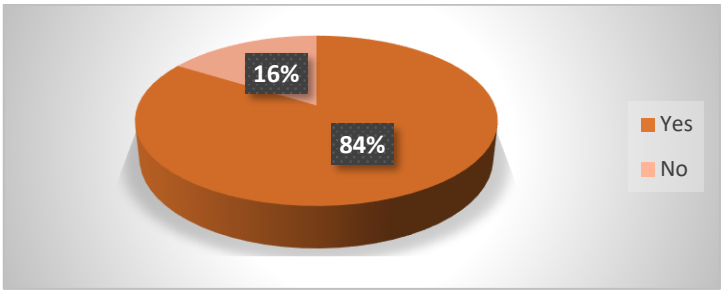
Question19: Have you noticed any challenges or improvements in your speaking skill since the beginning of first year?

A/Yes

B/No

This question was asked to know the students' self-perceived development of speaking skills over the course of their academic journey, specifically since the beginning of the first year.

Figure3. 16 *The challenges and improvements in speaking skills since the beginning of first-year*



Based on the collected data, the majority of respondents (57, or 83.8%) said they had observed either obstacles or improvements in their speaking skills since the start of their first year. This implies that a sizable proportion of students actively reflect on their language learning progress and are aware of changes in their speaking ability over time

A smaller minority of respondents (11, 16.2%) said they have not observed any obstacles or improvements in their speaking skills since the start of their first year. This shows that some students either believe their speaking skills are generally stable or have not engaged in self-reflection about their language learning progress. In general, the analysis shows that the majority of students have seen improvements in their speaking abilities since the start of their first year, while a smaller minority has not. These responses provide useful insights into students' self-awareness and perceptions of their language learning journey, which can help teachers assist and improve students' speaking skills more effectively. Furthermore, understanding the elements that influence students' perceptions of obstacles or progress in speaking skills can help teachers customize instructional approaches to specific areas of need and support continuous language progression.

Question20: Do you think that the speaking activities practiced in the classroom help to enhance the speaking skill? If no, specify which type of activities you need more?

A/Yes

B/No

C/Other **...**

We asked this question to know students' perceptions of the effectiveness of speaking activities conducted in the classroom for enhancing speaking skills.

Table3. 9 *The effectiveness of speaking activities conducted in the classroom to enhance speaking skills***.**

Question 20	**a**	**b**	**c**
Frequency %	86.6%	11.9%	1.5%

The table detects that the most (58 responses, 86.6%) agree that speaking activities conducted in the classroom help them improve their speaking skills. This shows that most students believe classroom speaking activities are useful at increasing speaking competency. A minority of respondents (8 responses, 11.9%) said they don't believe classroom speaking exercises help them improve their speaking skills. This shows that a small number of students see limitations or shortcomings in the current speaking exercises. A handful of respondents suggested alternate activities that they believe would be more beneficial to enhancing their speaking skills. These options include extra listening activities, speaking workshops, and opportunities for students to practice speaking outside of the classroom, such as at home or with friends. This suggests that some students see the need for a more diverse and comprehensive approach to speaking skill development. In general, the analysis shows that, while the majority of students believe that the speaking activities conducted in the classroom help to improve speaking skills, there is a significant minority who disagree or recommend other activities for growth. These responses provide useful information on students' perceptions of the efficacy of present instructional methods, as well as their desires for customized approaches to speaking skill development.

Question 21: Have you ever been asked by your teacher to practice activities in pairs or groups?

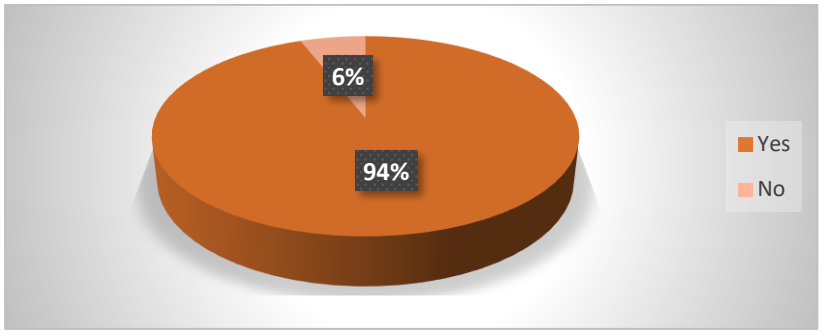
A- Yes

B- No

We asked this question to know Students' experiences with collaborative learning

activities in the classroom, specifically whether their teachers have directed them to participate in activities with classmates in pairs or groups.

Figure3. 17 *Collaborative learning activities in classroom*



.

The figure3.18 is concerned with, the majority of respondents (64 responses, 94.1%) stated that their teachers had asked them to practice activities in pairs or groups. This shows that collaborative learning activities are a prevalent instructional strategy within the academic program, with a sizable proportion of students consistently participating in activities with their peers. A minority of respondents (4, 5.9%) claimed that their teachers had not asked them to practice activities in pairs or groups. This shows that a minority of students have not had collaborative learning opportunities in the classroom, possibly due to differences in teaching styles or instructional techniques among teachers. In general, the analysis shows that collaborative learning activities, such as practicing activities in pairs or groups, are common in the academic program, with the vast majority of students having participated. These findings indicate that collaborative learning approaches are frequently employed to encourage students' active participation, peer interaction, and cooperative problem-solving abilities. Furthermore, the tiny number of respondents who reported not participating in such activities may urge additional research into the factors impacting instructional methods and possibilities for collaborative learning in the classroom.

Question 22: What are the activities you prefer to practice most in the classroom?

A/Discussions

B/Role play

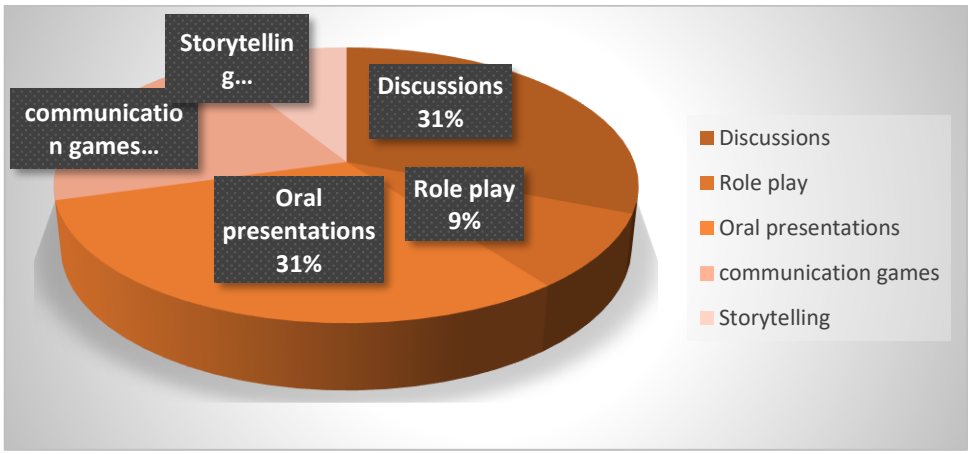
C/Oral presentations

D/Communication games

E/Storytelling

We asked this question to know Students preferences for instructional activities in the classroom setting.

Figure3. 18 *The activities that are preferred in the classroom*



The outcomes show that a large number of respondents (30.9%) chose discussions as their preferred classroom activity. Discussions allow students to voice their perspectives, participate in critical thinking, and communicate with their peers, which promotes collaborative learning and communication skills development. A smaller minority of respondents (8.8%) indicated a preference for role-playing sessions. Role plays enable students to imitate real-life circumstances, practice language skills in context, and develop empathy and perspective-taking skills. Similar to discussions, a significant number of respondents (30.9%) chose oral presentations as their preferred classroom activity. Oral presentations enable students to improve their public speaking skills, gain confidence, and demonstrate their knowledge and creativity to their peers. A considerable percentage of respondents (20.6%) expressed a preference for communication games. These games provide interactive and engaging opportunities for children to develop language skills, increase communication abilities, and improve teamwork and problem-solving skills. A small number of respondents (8.8%) expressed a preference for storytelling activities.

Storytelling strategies help pupils to artistically express themselves, build narrative abilities, and practice language. In general, the findings show that respondents favor discussions and oral presentations as classroom activities, followed by communication games, role play, and storytelling. These preferences reflect students' need for interactive, collaborative, and communicative learning experiences in which they may actively engage with course content and build essential abilities for academic and personal development.

3.2. Data analysis for Teacher's Questionnaire

3.2.1. Section One: Background information

Question 1: How long have you been teaching English at the University?

Table3. 10 *Teaching Experience*

1_5 years	6_10years	+10	Total
5	2	2	9
56%	22%	22%	100%

This question aims to assess teachers' experience in the field of teaching. Fifty-six percent of teachers report having between 1 and 5 years of teaching experience, while 22% have more than ten years of teaching experience. Additionally, 22% of teachers stated that they have been teaching at the University for 6 to 10 years. Consequently, the data suggests that a significant portion of teachers are experienced in the field.

Question 2: What is the degree you currently hold?

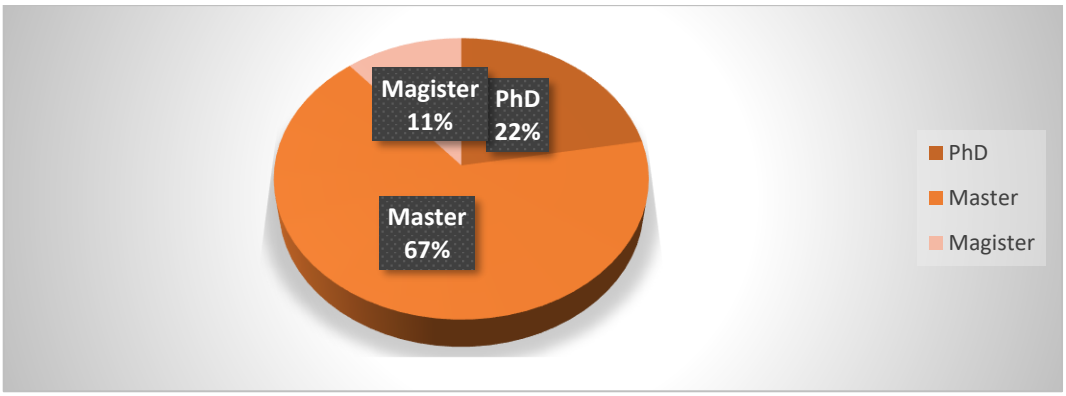
A/Magister

B/Master (MA)

C/PhD

D/Professor

Figure3. 19*The degree archived by the teacher*



This question was an attempt to know the degree teachers hold. According to the figure above, six of the respondents, 66.7% have a Ph.D. degree, which is the highest degree in the Algerian system, while 22.2% of them have a master's degree. Whereas, the rest 11.1% held a Magister degree and none of the teachers held a professor degree.

Question 3: How long have you been teaching oral Expression?

Table3. 11*Teacher's Experience in teaching oral Expression*

Years of teaching	**Number**	**Percentages**
1_5 years	6	66.6%
6_10 years	1	11.11%
+10 years	0	0%
Never taught it	2	22.2 %

The teachers were asked about their years of experience in teaching oral expression. 66.6% of teachers said that their teaching experience ranged between 1 to 5 years, and 11.1% of teachers reported having experience teaching oral expression for 6 to 10 years. Additionally, two teachers stated that they had never taught it before. We can conclude that there are advanced teachers who have more experience.

3.2.2. Section two: Shyness in classroom

Question 4: Do you often meet shy students in your class?

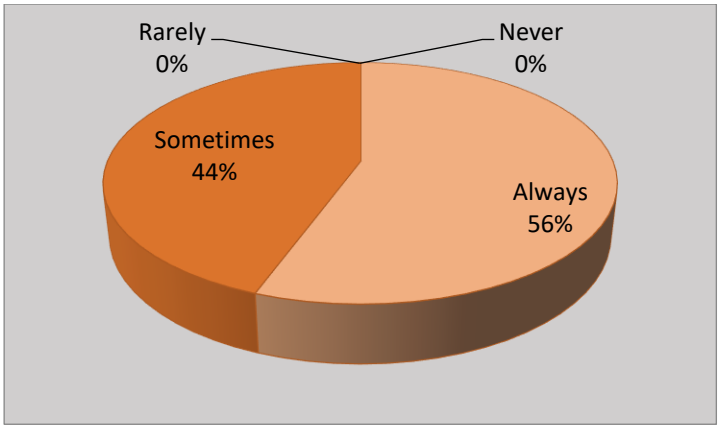
A/ Always

B/ Sometimes

C/Rarely

D/Never

Figure3. 20*The frequency of shyness's existence according to teachers*



The above figure depicts the existence of shyness according to teachers. The results showed that 55.6% of the respondents stated that sometimes-meet shy students.44.4 % of them chose always, indicating that they often encounter shy students in class.

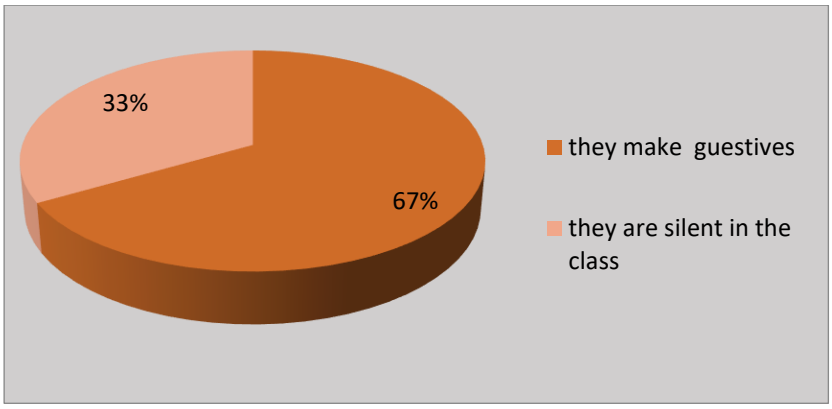
Question 5: How can you tell a student is shy?

A. They make gestures such as: blushing, sweating, stuttering.

B. They are silent in class.

C. they usually sit in the back of the class

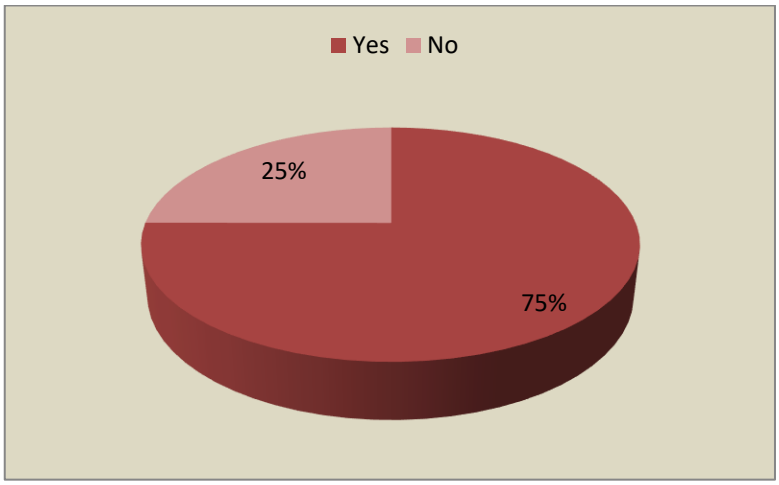
Figure3. 21 *Signs of shyness in class*



This question tries to know the characteristics that indicate a student is shy. the findings reveal that 66.7%of teachers recognized shy students through gestures such as: blushing, sweating, and stuttering, while,33.3% showed that shy students are silent in class. None of them chose the third option, which is that shy students usually sit in the back of the class.

Question 6: Do you think shyness affects student learning?

Figure3. 22 *Teacher's opinion*

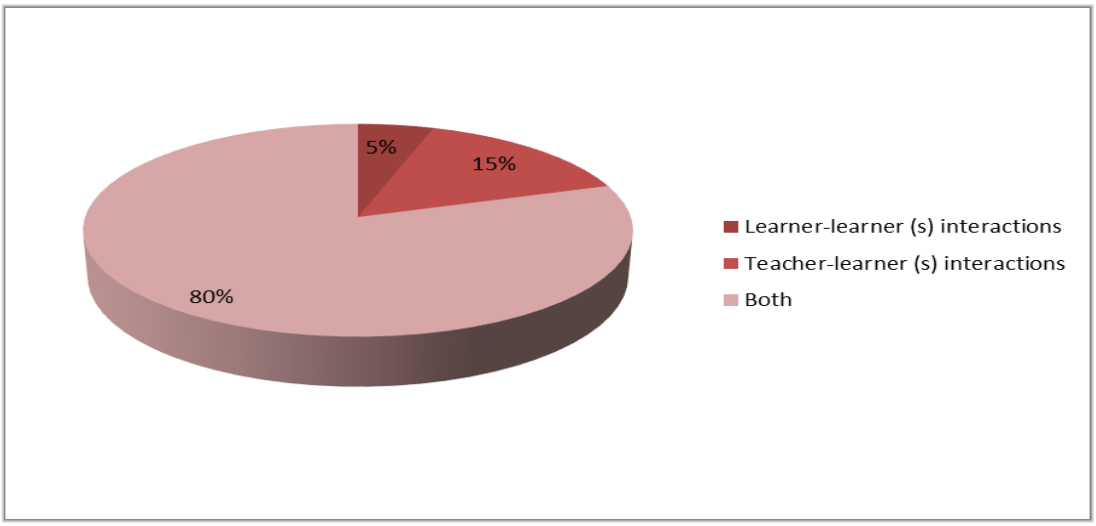


The results show that the majority of respondents (66.7%) selected yes as shyness effects students learning. (22.2%) they selected no. Moreover, (11.1%) claimed that shyness has a major influence on students' performance.

3.2.3. Section three: Classroom interaction

Question7: Which type of interaction you initiate more in your classroom?

Figure 3. 23 *Types of classroom interaction used by teachers*

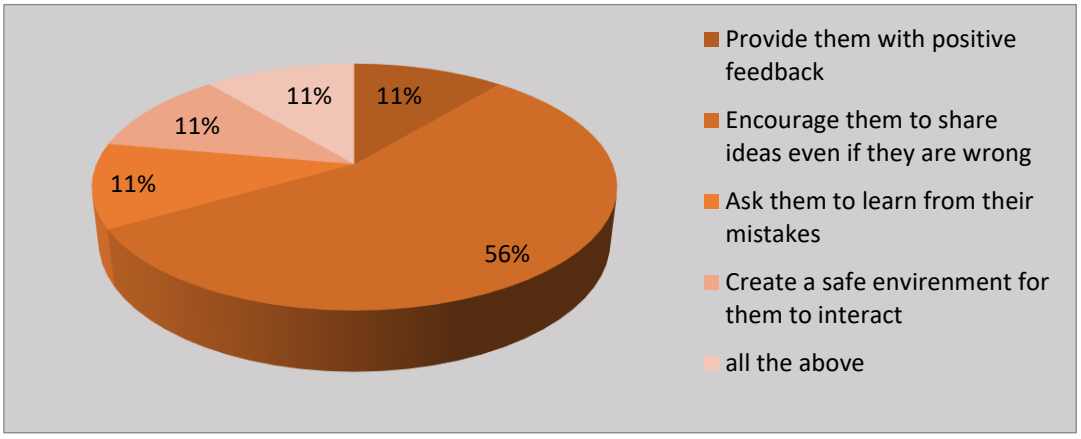


The findings confirmed that 80% of teachers use both types of interaction. teacher-learner (s) and learner-learner's interaction. 15% of them seek more teacher-learner(s) interaction, so it is clearly that the most of teachers promote both forms of classroom interaction.

Through interaction, students will be able to practice their language in a simple way in the classroom. In addition, ((Brown, 2015), stated that interaction is the core of L2 learning, through which learners are engaged in enhancing their own communicative abilities and capabilities in society building their identities through collaboration and negotiation.

Question8: How do you help shy students to reduce their shyness during classroom interaction?

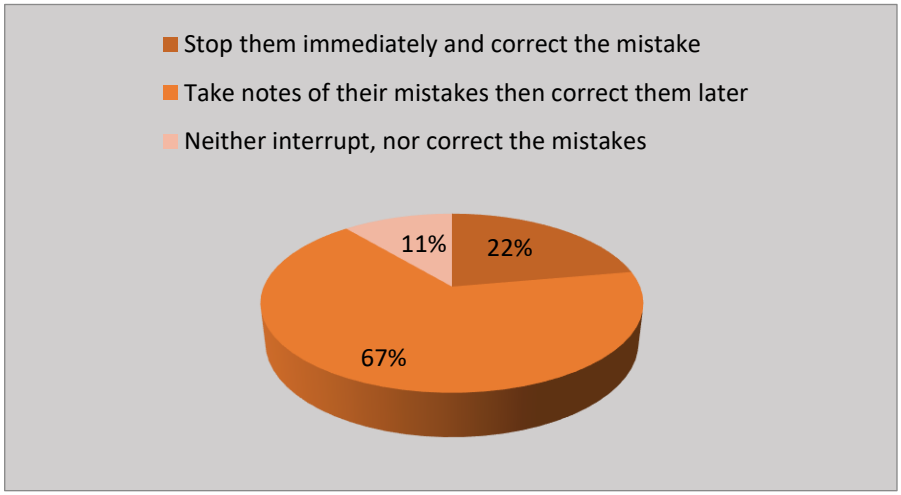
Figure 3 24 *The method of helping shy students*



The findings show that (55.6%) of respondents have claimed that encouraging them to share ideas even if they are wrong. (22.2%) claimed that creating a safe environment for them to interact. (11.1%) of respondents go for asking them to learn from their mistakes. Also (11.1%) they claimed that providing them with positive feedback.

Question9: When shy students make mistakes during oral production, do you?

Figure 3 25 *Teacher's strategies to reduce shyness during oral production***.**



According to the result above the majority of respondents (66.7%) take notes of their mistakes then correct them later. 22.2% stated that neither interrupt, nor correct the mistakes .and a few of respondents (11.1%) claimed them stopping them immediately and correct the mistake.

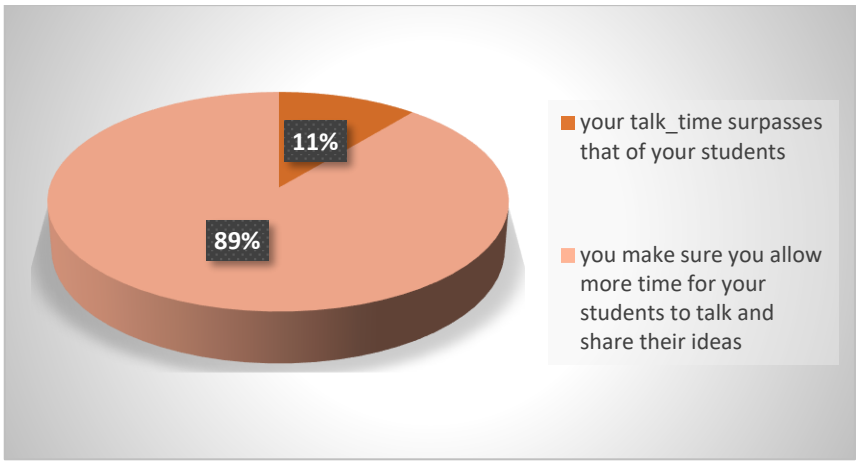
Question10: During classroom interaction

A- Your talk _time surpasses that of your students.

B- You make sure you allow more time for your students to talk and share their ideas.

We asked this question in order to know the teacher's attitude during classroom interactions in terms of talk time allocation between the teacher and students.

Figure 3 26 *Classroom Interaction.*



The overwhelming majority of respondents (88.9%), according to the responses, agreed or strongly agreed that teachers talk more than students do. This implies that the teacher frequently speaks more than the students during class discussions. However, only a small minority of respondents (11.1%), agreed that students should be given more time to discuss and share their thoughts, as well as plenty of opportunity to do so during classroom interactions. In general, From the responses received, it seems that most respondents are of the opinion that the teacher dominates talk time in the classroom, while fewer respondents said that the teacher gives students more opportunity to discuss and express their thoughts.

Delving to section four that deals with Strategies to integrate shy students in classroom interaction

Question11: How often do you use sense of humor with students to increase interaction?

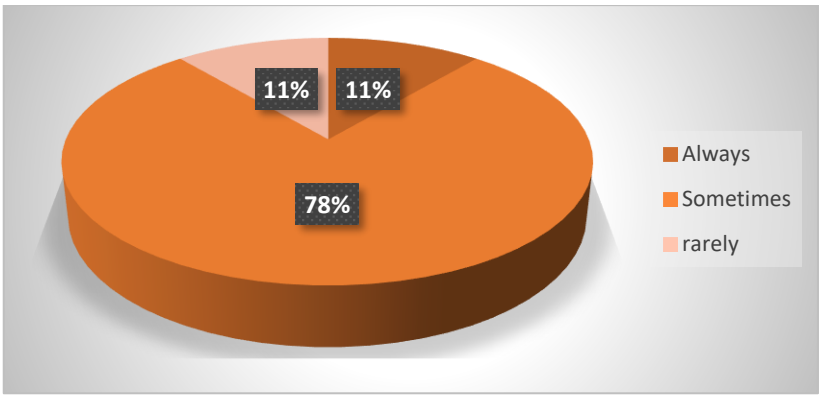
A- Always

B- Sometimes

C- Raray

We asked this question to know the teacher-student relationship.

Figure 3. 27 *Teacher-student Relationship*



The findings above show that the teacher regularly uses humor to encourage student participation in their interactions. Only a small minority of respondents (11.1%), however, speculate that the teachers questioned might not always use humor. Most respondents (77.8%) said that they occasionally use humor to improve connection with students. This implies that even if they use humor in the classroom, it might not always be present. A minority of respondents (11.1%) said they rarely ever utilize humor to get students more involved. This implies that humor may not be a regularly used teaching tool for certain teachers. In general, responses indicate that most teachers use humor with students to some level, although not in every interaction.

Question12: Do your shy students enjoy working in:

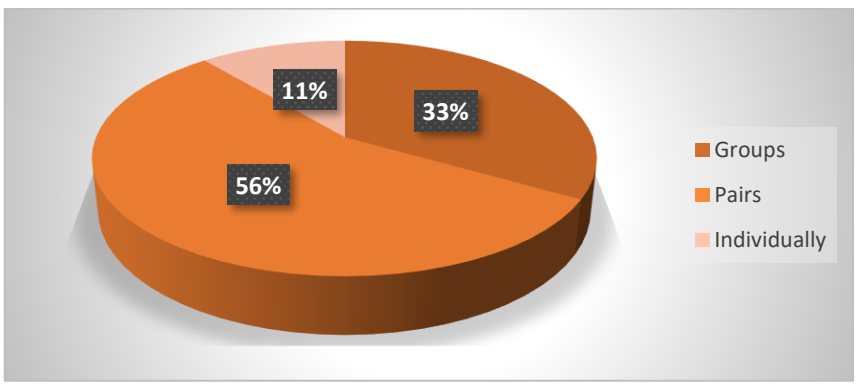
A- Groups

B- Pairs

C- Individually

We asked this question to recognize a suitable learning atmosphere for students that are shy.

Figure 3. 28 *Shy student's interaction in the classroom.*



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As it is showed above, the minority of responders (33.3%) said that their shy students like working in groups. This implies that the majority of shy students in the surveyed group might not appreciate working in groups.

Pairs were chosen by the majority of respondents (55.6%) as the ideal working setting for students who are shy. This suggests that working with a single peer instead of in bigger groups may make a considerable percentage of the surveyed group of shy students feel more secure and include

A minority of respondents (11.1%) said that shy students prefer working on their own. This shows that although working alone is the least popular option among the options offered, there may be shy students who prefer it. In general, it appears that shy students prefer working in pairs, with groups and solo work coming in second and third, correspondingly.

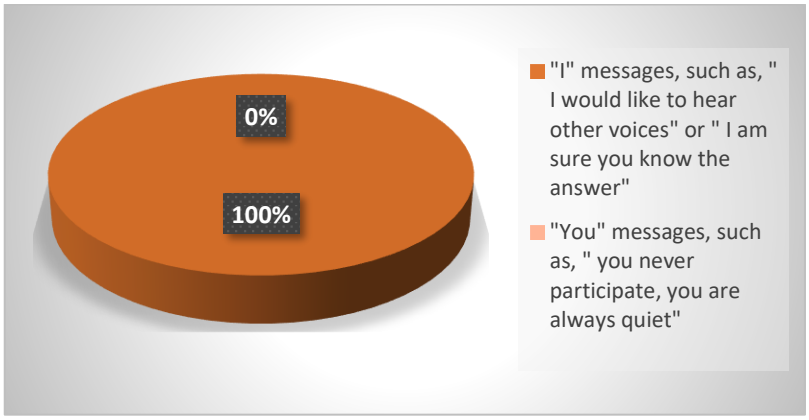
Question 13: When you ask shy students to speak in classroom do you use:

A- “I” messages, such as, "I Would like to hear other voices "Or" I am sure you know the answer"

B- "«You»" messages, such as," you never participate, you are always quiet"

We asked this question to know teachers’ attitude in the classroom

Figure 3. 29 *Teachers Attitude with shy students*



According to our researches, "I" messages: When encouraging shy students to participate in conversations, the vast majority of participants (100%) said they employ "I" messages. These statements that emphasize the teacher's point of view and have an upbeat,

welcoming tone, include "I am sure you know the answer" and "I would like to hear other voices." Teachers can encourage hesitant students to participate by gently encouraging them to do so by using "I" statements, which also show that they are open to hearing from all of their students. This strategy is probably going to work better at creating a welcoming and inclusive learning atmosphere in the classroom. Whereas, "You" messages: No participant chose a "You" message, indicating that teachers do not frequently employ this communication method while working with shy students. "«You» " statements, like "You never participate, you are always quiet," can come across as judgmental or reproaching, which could make shy students feel embarrassed or hesitant to participate. Preventing these kinds of messages is essential to preserving a supportive and upbeat environment in the classroom. In general, the outcomes show that teachers are highly attentive to the communication needs of shy students since they mostly utilize "I" signals to encourage shy students to talk. Teachers can foster an environment where shy students feel valued, and motivated to participate in class discussions by implementing a supportive and affirming communication style.

Question 14: Which method do you believe is the most effective in helping timid students engage freely in the classroom, based on your experience?

A- The use of cooperative techniques

B- The use of appreciative praise rather than evaluative praise

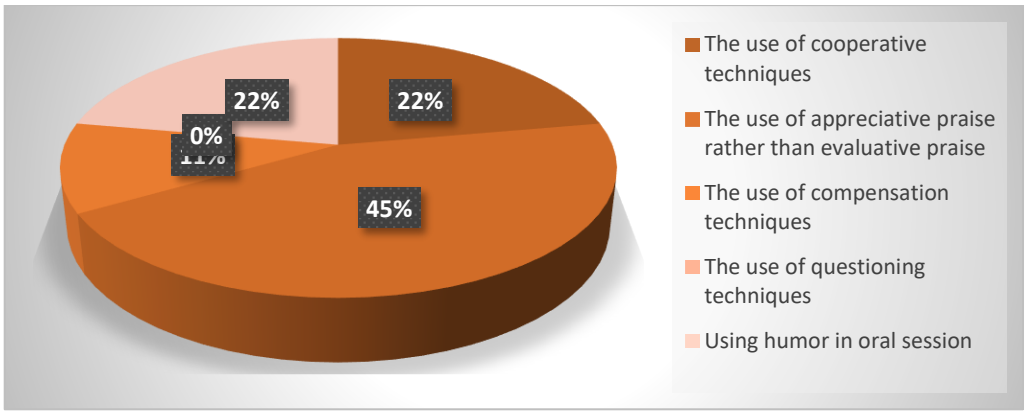
C- The use of compensation techniques

D- The use of questioning techniques

E- Using Humor in oral session

We asked this question to gain insight from teachers what strategies work best for encouraging shy students to participate openly in class.

Figure 3. 30 *Strategies for encouraging shy students to participate in class*



The participants reported that the cooperative learning strategies are those in which students cooperate to accomplish shared objectives. according to 2(22.2%) of respondents, it's important to note that it didn't obtain the largest percentage of responses. By fostering a supportive environment through cooperative tactics, students with shyness can collaborate with their peers, which may lessen anxiety and boost involvement. The application of appreciative rather than evaluative praise: This approach places an emphasis on praising students for their contributions and efforts without passing judgment or drawing comparisons. The vast majority of participant 4 (44.4%) believe that this strategy is the most successful. By highlighting their accomplishments and promoting continued involvement without placing them under pressure or putting them on the spot, encouraging praise can help shy students become more confident. The application of compensating techniques: These strategies entail offering extra assistance or modifications to students who are hesitant to participate in order to help them get over their shyness. Only 1 (11.1%) of participants consider this approach is the most successful. Compensation strategies are useful in some circumstances, but they might not address the underlying causes of timidity and might unintentionally single out shy individuals, making them feel even more uncomfortable. Using questioning techniques: This strategy was not chosen by any participant. Using humor in oral sessions: Much to cooperative learning strategies, humor in oral sessions is seen by 2 (22.2%) of respondents as a helpful way to encourage shy students to participate in class.

It can be less complicated for shy students to participate without fear of shame or criticism when there is an informal and encouraging environment.

In general, the responses indicate that teachers believe that offering genuine praise and using humor in oral sessions are the best ways to encourage shy students to participate freely in class. These strategies concentrate on boosting self-assurance, fostering a supportive learning atmosphere, and relieving shy students of performance pressure in order to promote their involvement and engagement.

The final section contains further comments and suggestions from our esteemed professors.

Question15: Do you have any comments or suggestions regarding the topic of this research?

Teachers' responses are displayed below:

No
Teachers play an important role in helping their students to overcome their problems and perform well in the oral class. They should encourage, motivate, and provide their students with the effective strategies that help them develop their language.
The topic is quite interesting because we as teachers encounter this type of students in every class. Interaction is a language classroom is a key for developing student's language ability.
Well. I think your topic is interesting one because I noticed in all the classes that most students suffer from this issue.
I just wanted to share that I was really shy as a student, but that didn't stop me from excelling academically. Despite my shyness, I was one of the top students, perhaps even the shyest among them... Good Luck!
It would be better if you provide respondents with open- question where they can explain their teaching method regarding shyness in class in details
Teachers play an important role in the class to overcome their problems. They should encourage, motivate and provide their students with the effective strategies to help them develop their language

To sum up, the analysis of questionnaires from both students and professors provides useful

insights on how shyness impacts the acquisition of speaking skills among first-year English students at Yahia Fares University in Medea. Students highlighted fear of making mistakes and a lack of confidence as major barriers, underlining the value of supportive learning environments. Teachers use a variety of measures, including cooperative techniques and appreciative praise, to encourage shy students to participate and gain confidence. Moving forward, students and teachers must work together to effectively reduce shyness and promote speaking skills development. We sincerely thank all participants for their valuable contributions to this study.

Part two: Discussion of research findings and Implications, Limitations of the study

3.3. Discussion of Student's Questionnaire

the study has highly been informative as it has demonstrated the influence of shyness as well as difficulties faced by first year English students especially in the speaking department. Participants were requested to fill the questionnaire with multiples questions that gave answers to the research questions. Three sections were dedicated to find the students' opinions about these barriers.

Collecting of data on the personal traits of the participants was the main purpose in the first section, which indicated that most of them were female. Nevertheless, the results demonstrate that there was no significant difference between males and females regarding the kind of challenges they faced. Consequently, the difficulties encountered in the speaking sessions are not gender-related.

Setting the relativity between the speaking skills and shyness by finishing the second portion of the student answers was the key purpose of this part of the questionnaire. The findings revealed a common pattern: students manifested very much shyness along with fair speaking ability. Besides, very few respondents complained about access to reading, writing, and listening difficulties. students pinpointed shyness as the single largest obstacle in the process of their English second language acquisition. As a whole, the results indicated that

there is a complicated relationship between shyness and language proficiency.

Overcoming shyness in speaking skills is the last part of the questionnaire. Personality, in particular can play a significant role in learning to speak, including shyness. The outcomes of the detailed survey states that shyness not only impacts the language learners but also their resistance and discomfort when participating in speaking classes shows that all kinds of participants are being affected in some or the other way. The deeper of the obstacles are in this sort of reticence as students who struggle with feelings of self-consciousness, fear of criticized, and the terrifying concept of making the first move say so. These barriers hamper a mindless conversation and classroom interaction, as well as influence motivation and self-esteem. Even though the problem of shyness could appear insurmountable, students show their bravery when defining their strategies to overcome their shyness and participate fully.

3.4. Discussion of Teacher's Questionnaire

A questionnaire was provided to teachers at the University of Medea who have experience teaching English and speaking skill in order to assess the study's hypothesis. The questionnaire has five sections devoted to gathering data regarding the barriers that students encounter when speaking.

Collecting personal information of teachers formed the main purpose of the first part. All the teachers there had their previous teaching background with the majority having a year or maximum 5 years of teaching experience as the participants indicated. This shows that the University of Medea contains teachers of diverse age groups from different generations. Apart from the teachers having the experience, others had master's and a magister degree while the rest of the teachers held a Ph.D. It follows that the teachers' efficacy in communicating with the students may have an influence on the overall quality of the process to learn.

Furthermore, section two in the questionnaire designed for the teacher

examines the problem of being shy in the classroom. Identifying shyness issue in the classroom through questionnaire for teachers is fundamental because it can significantly contribute into students' learning and teaching environments. Since students with shyness characteristics is specific, noticing students who are struggling or develop slow learning habits is easy. A shy student often fails to be as engaging due to which the learning process is hampered and so is a positive interaction between their classmates. However, not only does this assumption apply to shy students, but it is also true that they would find it difficult to ask for help or ask if any unclear issues they encounter in the class are clarified. They may lack the skills for making friends, and, hence, might feel isolated. On the other hand, in case of shyness, the teachers could use cognitive tactics, for example, making the classroom environment more welcoming, letting the students share their work gradually, and interact with the classmates' bit by bit which could build up their confidence. Together, teachers and students can work with the encouragement they need to take on more challenges. Finally, there are possibilities whereby teachers can have an impact to the shyness problems and the academic performance among shy students by encouraging a wider awareness and using the suitable solutions in the classrooms.

The third section is classroom interaction. from the feedback of the teachers, they pointed out classroom interaction dynamics. It is a detailed study of the main ways of interaction; This was emphasized by most participants, who gave the ideas of the teacher-learner and learner-learner involvement in a look at the balanced role in the collaborative learning environment. other Techniques that can be used to initiate shy students in class discussions are also discussed, besides giving positives supports, and making the learning environment a comfortable place for expression. How to deal with shy students' mistakes while maintaining your approach at a sophisticated level could require different things, including brief correction, subtle takes for later feedback, and among other things, a balance

between the corrective measures and student confidence. In addition, this section deals with the distribution of talk time, which argues that students should be given a student-centered approach in which they get enough time to state their views and engage actively in learning. Apart from just the teachers and students; issues such as classroom climate, student engagement and interaction should also be taken into consideration in order to have an inclusive classroom which stimulates the students to work as a team and be confident.

The fourth section will elaborate on techniques to make shy students included in classroom engagement. Per the teacher's feedback, there is an opportunity for the First Strategies workshop to develop in light of the responses obtained for involving shy or silent students in the classroom. Even though teachers do not go out of their way to use humor in their classes, they will resort to using it to create interaction with the students from time-to-time. In the focus group of eight participants only seven of them occasionally use this strategy of interaction with the students. What is interesting is that the shy pupils respond positively to productive working pairs, that is to say, they nurse the illusion that they are comfortable with the close collaboration with only one partner rather than with a larger group or independently. Similarly, the teachers, the majority of them, mostly the use of "I" language to make the non-participative students feel regarded and also welcome. As a result, the climate becomes encouraging rather than pressurizing them. Besides that, it worth mentioning that recipients evaluate appreciative praise over evaluative praise and 80% of teachers support that it is efficient. This clearly shows the significance in the use of positive reinforcements when it comes to boosting the confidence of shy students and therefore creating a suitable environment for their involvement in the classes. these results demonstrate the essence of having a warm classroom atmosphere, using humor sometimes, promoting pair work, and providing praise to make shy ones more interactive.

The last section contains additional comments and recommendations from the teachers. Feedback provided reminds of the role that teachers play in endeavor to develop students' language skills and overcome shyness level. By their words teachers are more appraised the significance of providing the students with the unique, inspiring, motivating, encouraging and useful tactics adaptations to their individual features. Everyone agrees that stimulating conversation in language classes is an important factor for developing students' ability. Moreover, it is recommended to design open-ended questions for such researches in the future. Through providing teachers with space to describe their techniques and share their experiences, researchers get the chance to get to the bottom of what works in the classroom. Through this technique we will get a deeper understanding of what exactly a teacher does to support learning of the timid students which will help in improving teaching strategies and student performance in the future.

3.5. Recommendations

- ❖ Using gestures with sticky notes or gesture-based responses to effectively communicate. Instead of relying on words, you may develop a student-teacher relationship.
- ❖ Appreciative praise could be very beneficial for a shy student. It can increase their confidence, and this would lead to them getting more actively involved in speaking activities.
- ❖ Strategies involved, like role plays, group discussions, and presentations, should be used to increase the confidence and speech abilities of timid students.
- ❖ Suggest methods for shy students to overcome their communication barriers. This can be done by having presentations and debates and by putting on contests and quizzes. Providing helpful pointers and strategies that are related to public speaking could also be of significance.

- ❖ Students should practice speaking in the classroom, at home, or when visiting friends. The practice is what leads to improvements in speaking skills.
- ❖ Students can help themselves overcome shyness with particular techniques, for instance, breathing exercises, positive self-talk, and visualization. These strategies reduce anxiety and help you gain confidence when speaking.

3.6. Implications and Limitations of the Study

3.6.1. Implications

The implications of the research include identifying the specific challenges that students face in developing their speaking skill. This can include factors such as lack of confidence, fear of making mistakes and shyness. It emphasizes the need for teachers to tailor their instructional approaches and teaching strategies to the needs of shy learners. Another implication includes the potential for improved speaking proficiency among EFL students. In order to motivate shy learners' teachers should create a supportive classroom atmosphere where mistakes are viewed as natural.

Additionally, shy learners can increase their speaking ability and build confidence by implementing techniques like positive reinforcement, pair and group work, and gradual exposure to speaking tasks.

Overall, the results of this research emphasize the importance of establishing a supportive and inclusive atmosphere for learning. Where all students even the more timid or hesitant ones have equal access to opportunities for speaking development.

3.6.2. Limitations

The present study aimed at investigating the impact of shyness on the acquisition of speaking skills. It's important that every research study has its limitations. Accordingly, like any research, the study faces some obstacles and challenges. Among these difficulties, we encountered some problems during the experiment, particularly in the month of Ramadan. The sample was limited to only 10 teachers because the number of teachers who specialized

in the speaking module was very small, which in fact did not allow us to go more deeply into the investigation of the topic. Moreover, most students did not give justifications for open-ended questions.

To add more, during our data collection process, we encountered challenges with the tools we used, namely email and Google Forms, to distribute the questionnaires. While these methods are popular for convenience, they also have drawbacks. For example, participation emails may encounter challenges such as being marked as spam filters or missed by recipients, which could result in a lower response rate. Also, accessibility problems could occur with platforms like Google Forms for people with disabilities or those facing limited technology or internet access.

In summary, limitations are a natural part of the research process, and a few studies can possibly cover every challenge associated with a particular subject. Nevertheless, we may improve the validity and applicability of our findings by freely recognizing these limitations and making a concerted effort to reduce them. This methodology not only advances our understanding of the world but also empowers us to effect significant change in it.

Conclusion

In conclusion, this chapter sets up an important analysis into the relationship between shyness and Second language learning, focusing in particular on the speaking skills of Yahia Fares University of Medea first-year students. the goal of the analysis is to provide subtle insights that will improve the practical framework and obtain a better understanding of the problems that shy students encounter when developing their speaking skills, as well as the strategies that can help them on their language learning journey. The findings of analyzing both students and teachers' questionnaires revealed that shyness can be an important obstacle to speaking skill development, with many respondents noting that it impacts their willingness to participate in language learning activities. However, it is reassuring to notice that a

significant percentage of participants have discussed solutions for overcoming shyness and actively engaged in speaking practice, demonstrating language learners' perseverance and determination in traversing these barriers.

General Conclusion

GENERAL CONCLUSION

In conclusion, speaking skills should be emphasized and prioritized by all learners of English as a foreign language. Speaking in a foreign language is one of the most complex skills for language learners, requiring considerable awareness and practice both inside and outside the classroom to reach proficiency.

This research study seeks to uncover the challenges and difficulties associated with learning English speaking skills, particularly focusing on the impact of shyness among first-year students at Medea University. It also explores strategies to help students overcome shyness and reduce the psychological factors that negatively affect their oral performance.

The research work is divided into three main chapters. The first chapter defines key theoretical concepts related to communication and speaking skills, as well as the impact of shyness and other psychological factors such as lack of confidence, anxiety, and fear of making mistakes on EFL students' speaking abilities. It also discusses techniques that teachers can implement to mitigate these psychological barriers and strategies for students to practice to improve participation in oral activities.

The second chapter describes the methodology, research design, and case study employed in this work. It introduces the sample population and the research instruments used.

The third chapter presents the data analysis and interpretation of the fieldwork findings. It also offers recommendations that could be beneficial for both English teachers and language students and potentially improve the Algerian educational system.

According to the findings of the research, students are hesitant to speak English due to shyness and other psychological factors such as fear of mistakes, anxiety, and lack of confidence. The teachers' methodologies demonstrated various approaches and techniques for dealing with shyness and enhancing communicative competencies. Through collaborative strategies, positive reinforcement, the integration of humor, and effective questioning methods, teachers created inclusive and interactive learning environments where students felt more confident and involved.

The study concludes that shyness significantly impacts the acquisition of speaking skills, leading to various issues that hinder students' oral performance development. However, collaborative efforts between students and teachers can lead to effective techniques for overcoming these difficulties. Additionally, speaking English with friends outside the classroom, using dictionaries, connecting with different people through social media, and watching English-language media are simple methods that can improve students' speaking skills and help them overcome shyness.

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Appendices

Appendices

Appendix I

Student's questionnaire

Dear students

This questionnaire aims to investigate the impact of shyness on the development of speaking skills. Therefore, as first-year students at the University of Yahia Fares Medea, you are kindly requested to fill out this questionnaire to express your views on the phenomenon mentioned above. your answers are very important for the validity of our research Thus, we hope that you will give us your full attention and interest. This questionnaire is anonymous. the information provided will be treated confidentially.

Thank you for your collaboration.

1.Background information:

- 18-23
- 23-27
- 2
-
- 7-30

2.Gender:

- Male
- Female

3.What is your native language?

……

4. How long have you been learning English?

……

5. How often do you practice speaking English outside the classroom?

- Daily
- 2-3 times a week
- Once a week
- Rarely
- Never

6.How would you describe your current level of proficiency in English? Please provide a brief overview of your comfort and ability in using the language.

……

……

……

Q1. How often do you participate in the oral expression class?

- Always
- Sometimes
- Rarely
- Never

Q2. According to you what is the most difficult to study EFL?

- Speaking
- Listening
- Writing
- Reading

Q3. On a scale of 1to 5, with 1 being "Not shy at all" and 5 being "Extremely shy", how would you rate your level of shyness in general?

- Not shy at all
- 2
- 3
- 4
- Extremely shy

Q4. Do you consider shyness as one of your English language learning difficulties?

- Yes
- No

Q5. To what extent does shyness affect your speaking skill?

- Highly
- Moderately
- Not at all

Q6. Does your teacher encourage you to speak?

- Yes
- No

Q7. How often do you participate/ talk in the classroom?

- Frequently

- Sometimes
- Rarely
- Never
- Whatever your answer, say why?

  ……

  ……

Q8. Do you feel embarrassed when the teacher corrects your mistakes?

- Yes
- No

Q9. Why do you feel shy during oral class?

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

Q10. How do you feel when you are asked to speak in the class?

- Shy
- Comfortable

Q11.When do you experience greater levels of shyness?

- When you talk to your teacher
- When you talk to your classmates
- Both

Q12. Have you ever avoided participating in language-related activities (e.g., oral presentations, discussions) due to shyness?

- Yes
- No

Q13. When your name is called to respond to a question in class, how do you react?

- Remain silent even if you know the right answer
- Refuse to answer the question
- Give your answer to your partner to answer instead of you

Q14. Have you ever felt that your shyness has influenced your willingness to participate in language learning activities? If yes please provide examples.

- Yes
- No

Q15. How do you react when your teacher invites you to interact with your

classmates?

- You speak in a low voice
- You hesitate when speaking
- You forget what you want to say

Q16. How do you perceive the relationship between your shyness and your ability to learn a second language?

- Strongly negatively impacting
- Moderately negatively impacting
- Neutral
- Moderately positively impacting
- Strongly positively impacting

Q17. If you had a problem understanding class assignment or doing your work in class, would you just go ask the teacher for help? If your answer negative, what prevents you from directly asking teacher's help?

- Yes
- No

Q18. Do you feel that the academic environment at your institution supports the development of speaking skill for shy students?

- Yes
- No

Q19. Have you noticed any challenges or improvements in your speaking skill since the beginning of first year?

- Yes
- No

Q20. Do you think that the speaking activities practiced in the classroom help to enhance the speaking skill? If No, specify which type of activities you need more.

- Yes
- No

Q21. Have you ever been asked by your teacher to practice activities in pairs or groups?

- Yes
- No

Q22. What are the activities you prefer to practice most in the classroom?

- Discussion
- Role play
- Oral presentations
- Communication games
- Storytelling

Appendix II

Teacher's questionnaire

Esteemed professor

We humbly ask your esteemed assistance in completing the attached questionnaire, which forms an integral part of our master dissertation. This research endeavors to explore the impact of shyness on the acquisition of speaking skills among first-year students of English at Yahia Fares University, Medea.

Your profound expertise and guidance are highly sought after, as they will greatly enrich the depth and breadth of this study, enabling us to draw insightful conclusions and provide valuable recommendations.

Rest assured, your responses will be treated with the utmost confidentiality, ensuring anonymity and privacy.

Your gracious cooperation in marking (√) the appropriate choices or furnishing the requisite information in the provided spaces would be deeply appreciated.

With sincere gratitude for your unwavering support and mentorship throughout my academic journey Section one background information

1-How long have You been teaching English at the university?

……

……

……....

2-What is the degree you currently hold?

- ☐ Magister
- ☐ Master (MA)
- ☐ Doctorate

Section two: Shyness in the classroom

3-How long have you been teaching oral expression?

……

……

……

4- Do you often meet shy students in your class?

- ☐ Always

- ☐ Sometimes
- ☐ Rarely
- ☐ Never

5- How can you tell a student is shy?

- ☐ They make gestures such as: blushing, sweating, stuttering
- ☐ They are silent in class
- ☐ they usually sit in the back of the class
- ☐ others (specify, please)

6- Do you think shyness affects student learning?

- ☐ Yes
- ☐ No

Would you justify your answer, please?

……

……

……

Section three: Classroom interaction

7-Which type of interaction you initiate more in your classroom?

- ☐ Teacher _Lerner (s) interactions
- ☐ Lerner (s) _ Lerner (s) interactions
- ☐ Both
- ☐ None
- ☐ Would you justify your answer please?

8- How do you help shy students to reduce their shyness during classroom interaction?

- ☐ Provide them with positive feedback
- ☐ Encourage them to share ideas even if they are wrong
- ☐ Ask them to learn from their mistakes
- ☐ Use a positive reinforcement
- ☐ Create a safe environment for them to interact (you make sure they won 't receive any negative comments or face embarrassment if they answer incorrectly

9-When shy students make mistakes during oral production, do you?

- ☐ Stop them immediately and correct the mistake
- ☐ Take notes of their mistakes then correct them later
- ☐ Neither interrupt, nor correct the mistakes

10- During classroom interaction

- ☐ Your talk _time surpasses that of your students
- ☐ You make sure you allow more time for your students to talk and share their ideas

Section four: Strategies to integrate shy students in classroom interaction

11-How often do you use sense of humor with students to increase interaction?

- ☐ Always
- ☐ Sometimes
- ☐ Rarely

12- Do your shy students enjoy working in:

- ☐ Groups
- ☐ pairs
- ☐ individually

13- When you ask shy students to speak in classroom do you use:

- ☐ “I” messages, such as, "I Would like to hear other voices». Or» am sure you know the answer"
- ☐ "You" messages, such as," you never participate, you are always quiet"

14- Which method do you believe is the most effective in helping timid students engage freely in the classroom, based on your experience?

- ☐ The use of cooperative techniques
- ☐ The use of appreciative praise rather than evaluative praise
- ☐ The use of compensation techniques
- ☐ The use of questioning techniques
- ☐ Using Humor in oral session

Section five: Further comments and suggestions

15- Do you have any comments or suggestions regarding the topic of this research?

……

……