Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages
English Language
Applied Linguistics

Submitted and Defended by:
**MAAMOULI  Imane**

**Investigating the Impact of Shyness on EFL Learners' Speaking Skill.**

The Case of First Year Students of English at University of Mohamed Kheider-Biskra

**Board of Examiners :**

| | | | |
|---|---|---|---|
| Mr. | **Ramdane Mehiri** | **MCA Biskra University** | **Examiner** |
| Ms. | **Houda Djouama** | **MCB Biskra University** | **Superviser** |
| Ms. | **Samira Benidir** | **MCB Biskra University** | **Presedent** |

**Academic Year : 2021/2022**

# Dedication

In the name of « ALLAH » the Most Gracious the Most Merciful and the most

compassionate.

I dictate this work to:

My Mother and my Father

My Brothers and Sisters

My Nieces and Nephews

All the extended Family and Friends

# Acknowledgements

I would to express my sincere gratitude to my supervisor **Ms.HoudaDjouama** for her constant helping, precious suggestions and valuable pieces of advice.

My sincere thanks, in advance, to the jury member **Mr.Ramdane Mehiri** and **Ms. Samira Benidir** to accept to evaluate my work  and give  feedback.

 I am also grateful to all my teachers for their helping to answer the interview.

I will not forget, of course, to express my gratitude to all the students who have kindly accepted to cooperate, without whom, this work would not have been possible

I am grateful to any person who contributed to this research.

My deep appreciations go also to all those who helped me in one way or another to realize this work.

# Abstract

The present study endeavoured to investigate the impact of shyness on developing EFL learners' speaking skill. I suggest to replace some necessary strategies, through which first year English students, in the English branch Biskra University can easily reduce their shyness, get involved in classroom interaction and develop their speaking skill. Also, to identify the main causes behind EFL learners' shyness and provide teachers and students with recommendations in order to overcome shyness and achieve better results. In this research we opted for a mixed methods approach because it is seems to be dealing with this research and to collect data. To test our hypothesis; Shyness has an impact on ELF learners' speaking skill, we have designed a questionnaire for first year students and an interview for oral expression teachers as the best procedures to collect a considerable amount of data. The findings prove the hypothesis and indicate that most of EFL learners face many difficulties when they want to speak in English, mainly because of shyness and other different factors such as anxiety, the lack of self confidence, poor grammar and fear of making mistakes. The outcomes also show plenty strategies that learners and teachers can depend on to minimize shyness impact, and lead to students' better speaking performance. Therefore shyness should be prevented in order to help students enhance their speaking performance.

**Key Terms:** EFL learners, Shyness, Speaking skill, Teachers' strategy.

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**General Introduction**

Learning English language has always been associated with several psychological problems, thus, EFL learners face many problems like shyness. This latter is one of the most well known difficulties in foreign language classroom. Hence, students' speaking is heavily affected by shyness, lack of awareness. Useful strategies for overcoming shyness in classrooms have influenced the communication aims.

As a result, teachers use alternative ways to overcome language learning shyness problems in order to facilitate learner's ability to communicate without shyness. Moreover, EFL students should develop their self-confidence and esteem to enhance speaking skill. Because shy learners find difficulty to speak in front of others, share their ideas, and participate during the course, they cannot enhance their speaking skill .

**2. Statement of the Problem**

In Algeria, English is considered as the foreign language. When learning the latter, there are four skills that must be mastered by learners; listening, speaking, reading and writing. Speaking skills are important for students to be mastered. According to Thornbury, S. (2005,p.21) "Speaking is the active production skill use of oral production. Speaking skill is a crucial part of foreign language teaching and learning". This actually shows the great importance of this skill in foreign language classes. Through speaking, we can share our ideas and thoughts with other people. In that way a smooth interaction between people can take place. Students prove not to be highly motivated when dealing with the classroom speaking tasks because they encounter a lot of problems at different levels such as shyness, anxiety, fear of making mistakes, and fear of negative feedback. Thus, they should be aware of the risk of shyness because they have a negative look about themselves that will affect their motivation to speak, especially when they want to speak or answer a question in a foreign language. It seems to be important to find if shyness affects the speaking skill, and teachers should be

aware to notice shyness as an affective factor in their classes.

## 3. Significance of the study

The research focuses on the effect of shyness when speaking in a foreign language. Also, it deals with solving the problems that teachers face inside the class, and how they create useful tools to help their students to interact together. The study was designed to examine if shyness impact negatively the speaking performance of students and how they should practice more the language. It would help teachers to look for effective strategies which will make their students motivated and encouraged to participate in class.

## 4. Aims of the study

This study is meant to contribute to the improvement of learners' poor productions in English through reducing the negative impact of shyness in the EFL classroom. Thus, the main aim of the study contributes to the understanding of how and to what extent shyness impact the EFL learners' speaking skill, especially first year LMD students at Mohamed Kheider University. Biskra. In addition, to presenting new strategies and methods which would be useful for English teachers and students in Algerian classrooms.

## 5. Research questions

Throughout this research we will attempt to investigate the impact of shyness on learners speaking skill. We propose two main questions:

1- What is the impact of shyness on EFL learner' speaking skill?

2- How can teachers help the EFL learners to avoid this psychological factor in the future?

## 6. Research Hypothesis

We hypothesize that:

Shyness has an impact on ELF learner' speaking skill.

## 7. Research methodology

In fact, the type of the research methodology that will be used in this study, we opted for mixed.

methods as an appropriate one for the research

**1. Data gathering Tools**

In order to ensure the validity of the research, we will use two main tools: a questionnaire for learners and an interview with teachers. The questionnaire will be administered to 1$^{st}$ year students at the English division in order to collect their opinion towards the topic. The interview will be directed to teachers of oral expression module at the English division as they have been exposed to various strategies in order to examine their views and attitudes about the impact of shyness on the EFL students speaking.

**2. Sample and Population**

Since the aim of this study is to confirm the impact of shyness on EFL learners' speaking skill, both students and teachers of English department are concerned.

It is defined that the population will be the 1$^{st}$ year LMD students of English at Biskra University. We will deal with forty (40) students out of the total population which is about (300) we choose them randomly. This sample of study has already been introduced to the course of oral expression and has an experience with its nature. However, we will deal with the sample of four (04) teachers of oral expression.

**8. Structure of the dissertation**

The present dissertation consists of three main chapters. The first two chapters constitute the literature survey and the full explanation. Then, chapter one represents a review about shyness, its definition and signs of shyness at university, the relation between teacher and shyness and learner, in addition to the causes and effects of shyness on EFL learner speaking skill and the relation between shyness and speaking skill. Chapter two is devoted to the skill of speaking; its definition, importance, aspects of speakers' performance, difficulties and speaking activities to be practiced in the classroom. The last chapter concerns the analysis of the collected data by means of both the teachers' interview and the students' questionnaire that contain their attitude

# Chapter one: Shyness

**Introduction**

Generally, EFL students learn the foreign language to be able to communicate with others and gain knowledge that serves their need. However, in fact in the classroom they challenge different difficulties that may hinder their progression and achievement in performing the foreign language, one of these problems is the psychological factor; shyness. Hence, shyness affects negatively the students to improve their oral proficiency in general, and expands their cultural features in particular. We also believe that, the purpose of implementing different motivational strategies in learning is to determine the way we want to enhance our communication of that target language and reduce many factors like shyness. Thus, learners need to improve their oral performance which is a basic principle that learning provides.

This chapter will discuss shyness impact on EFL learners. It will start with the definition of shyness, and it will identify its signs. Moreover, we will explain the relation between children and shyness, shyness andteacher and learner. Also, it will shed light on useful strategies to challenge shyness. Also, it will discuss the impact of shyness on EFL learner' speaking skills and teachers 'role.

## 1.1. Definition of Shyness

Many EFL learners are suffering from different obstacle like shyness which prevents them from developing their speaking skill, and harms their performance and achievement. In addition «shyness can be defined as the presence of an anxious reaction and excessive self-consciousness and negative self- evaluation in the response to real or imagined social interactions to the degree that it produced discomfort interfere with inhibit one's ability to perform successfully in social situation and to the extent that it can also disrupt the fulfillment of one's personal and professional goals" (Cheek, J.M. & Melchior, L.A1990).

Thornbury (2005) argued that "psychological factors like shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking". So, it is clear that shyness is uncertainty, fear, distress, restlessness, loss of control, and a state of emotion with the fear that something bad will happen. According to Paul (2013 ) "shyness is negatively linked to English speaking scores and academic improvement".

Furthermore, shyness is defined as the tendency to feel tense, worried or awkward during social interactions, the word shyness is actually used in everyday life and should not be confused with the well-defined diagnostic terms of 'social phobia' or 'social anxiety'. Hence, the concept of shyness probably captures a more heterogenic group of people than the groups diagnosed with social phobia or social anxiety (Cheek and melchiloir &carpentieri , 1986).

According to Sian Prior shy people have quite a bit to contend with not least the word itself.It has a number of different meanings, none of which are flattering. To "shy away" from something implies avoidance; to "shy" can also mean to move suddenly in fright; to "be shy of" something can mean to come up short, or be insufficient. And to be a shy person in our extrovert-worshiping age can be seen as being inadequate for the task of relentlessly positive self-presentation

From the above point of view it is clear that, In the process of learning English as foreign languages, students can encounter a variety of difficulties especially when they speak in front of an audience. Mainly the most common difficulty is shyness that hinders them from developing their speaking proficiency and learning process. In addition, for the shy ones among us, this fear comes from our biology, specifically from the reactivity of our nervous systems.

The American psychologist Kaganhas studied the physical symptoms of so-called

"timid" and "bold" children and found in the timid ones a neural circuitry that is highly reactive to even mild stress.In short, those children were shown to sweat more and their hearts beat faster in response to new situations. Some kids grow out of shyness, but many of us carry this anxiety into adulthood, when this reactivity commonly manifests as blushing, trembling and hyperventilating.

For instance, when we were child and teenager, we found that shyness often got in the way to initiate social contact for fear of rejection. As an adult, we have grappled with social anxiety and been forced to find strategies to overcome my irrational fears, especially when we studied at university and chose the English session , we found it difficult to communicate with the professors and we were so shy when he asked about something, though the answer was in our mind, we cannot tell it. We really suffered from this psychological factor that made us afraid to speak or share our ideas.

It is clear that, shyness has great impact on learners learning career, it prevents learners to be engaged; to participate or to share their ideas. To sum up, when speaking about shyness in the classroom, we can find it a distinct complex of beliefs, feelings, and behaviours which are related to the classroom language learning arising from the uniqueness of the languagelearning process.

### 1.1.1. Shyness in specific forms

In second language learning, the EFL learners are more aware that shyness isassociated with language learning and it hinders the learning process, shyness has been neither precisely defined nor its effects on language learning specifically described.Moreover, shyness is a working definition used in many on-going studies of shyness and shyness behaviour shyness is an observable by others, reportable by person concerned, and measurable (by, for example, psycho physiological monitoring) disposition to act or respond to situations in a certain way (Amatu, 1981). It is also requires performance in a task or activity in context which shyness behaviour

could be judged. Also, because shyness is a response, it is assumed that the behaviour pattern labeled shy is considered to be consistent across similar stimulus situations and cannot be understood in a vacuum or in abstraction. In fact, shyness in related to unknown who may arouse discomfort, an element of conflict because of the novelty of uncertainty, nervousness or fear of negative evaluation. Thus, the shy person becomes self-conscious, self-distrustful, uneasy and hesitant.

Although in verbal performance situations, shyness may manifest itself in hesitation, short durations of speech, few syllables and non-fluent speech, or "garrulousness" characterized by flamboyance, boastfulness, long durations of talk, large verbal output, with the speech largely non-fluent being accompanied by minimal eye contact, excessive fidgeting, and feelings of nervousness( Amatu, 1981, p. 34).

Moreover,developing shyness means fear of novelty and physical reactivity. Later developing shyness (4-6 years) is due to excessive parental evaluation of observable aspects of a child's behaviour. Selfconscious shyness seems to be higher in self-blame and shame than fearful shyness. He added self-blaming attributions as dependent variable means fearfulness, not shyness, predicts self-blaming attributions for interpersonal failure. Both fearfulness and shyness predict internal attributions and state shame in hypothetical interpersonal failure situations and both predict t shame. Shyness has still been a negative predictor of control(Buss, 2003).

## 1.1.2. Signs of shyness

In EFL classroom, the teachers can notice the shy students from different signs, first ofall , the distinction between shyness and mental health issuefor 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 more broad 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., Amin, F., & Yousaf, T., 2018, p, 83).

**1.1.2.1. Symptoms**

Feelings of shyness or discomfort in certain situations aren't necessarily signs of social anxiety disorder, particularly in children. Comfort levels in social situations vary, depending on personality traits and life experiences. Some people are naturally reserved and others are more outgoing. In contrast to everyday nervousness, social anxiety disorder includes fear, anxiety and avoidance that interfere with relationships, daily routines, work, school or other activities. Social anxiety disorder typically begins in the early to mid-teens, though it can sometimes start in younger children or in adults.( Mayo Clinic Staff)

Moreover, shyness includes facets of enduring personality disposition that appear before the first year of life such as low extraversion (see Briggs 1988; Kagan and Snidman, 1991). In addition, numerous previous studies have also indicated that shyness is associated with low extraversion (Asendorpf and Wilpers, 1998; Briggs and Smith, 1986). To support this point, "Individuals low on extraversion tends to be quiet, low-key, deliberate and disengaged from the social world. Nevertheless, their lack of social involvement should not be interpreted as shyness or depression; the introvert simply needs less stimulation than an extravert and prefers to be alone. Therefore, shyness should not merely be reflection of low extraversion. In order to explore whether shyness has a unique effect on depressive symptoms when the effect of extraversion is partial led out, extraversion was included as covariate in the present study.Shyness to be multidimensional, including affective, cognitive and behavioral components"(Heek and Melchoir 1990 ).

Since shyness is thought to involve social evaluative concerns these concerns may be reflected behaviorally in terms of social withdrawal and a lack of social interaction with peers (Asendorpf, 1991, 1993). The social failure and concomitant anxiety is likely to produce negative affect and, hence, an increase in depression. Research has also demonstrated that socially withdrawn adolescents who are socially anxious and shy are likely to suffer from depressive symptoms (Gazelle and Ladd, 2003). Additionally, previous longitudinal studies have indicated that a high frequency of non social activities predicts loneliness and depression in adolescence."Shyness was prospectively linked to depressive symptoms among undergraduates (Burgess and Younger 2006). With the exception of these studies, limited prospective data exist focusing on the association between shyness and depressive symptoms among adolescents (Joiner,1997).

### 1.1.2.2. Emotional and behavioral symptoms

There are different signs and symptoms of shyness disorder mentioned can include constant:

-Fear of situations in which you may be judged negatively

-Worry about embarrassing or humiliating yourself

-Intense fear of interacting or talking with strangers

-Fear that others will notice that you look anxious

-Fear of physical symptoms that may cause you embarrassment, such as blushing, sweating, trembling or having a shaky voice

-Avoidance of doing things or speaking to people out of fear of embarrassment

-Avoidance of situations where you might be the center of attention

-Anxiety in anticipation of a feared activity or event

-Intense fear or anxiety during social situations

-Analysis of your performance and identification of flaws in your interactions after a social situation

-Expectation of the worst possible consequences from a negative experience during a social situation.

Furthermore, the major behavioral components of excessive shyness in adolescents are as follows: difficulty talking, stammering, stuttering, blushing, shaking, sweating hands when with other people, difficulty in thinking of things to say to people, absence of outgoing mannerisms such as good eye contact or an easy smile, reluctance to play with other kids, to go to school, to visit relatives and neighbors. Psychologists have two views of shyness. The nature view is that some infants are genetically predisposed to be shy. The nurture view is that infants learn shyness from their environment (Harris, 1984)

A shy adolescent avoids social interactions, and is very uncomfortable when he inadvertently finds himself in one. He doesn't say much, and has a very weak presentation. He doesn't handle any form of criticism very well, and does very little to defend himself.

In the same context, in unfamiliar situations or when interacting with others; a shy child is most likely to be nervously constrained if they feel they are 'on show', such as when meeting someone new or having to speak in front of others. A shy child is much more comfortable to watch the action from the sidelines rather than join in. Most children feel shyness involves an inhibited and withdrawn style in unfamiliar social situations (Kagan et al. 1989).

Also, the shy children are expected to show avoidant or passive behavior in stressful situations, because of their propensity for high reactivity, shy children are likely to become over-aroused easily and may experience difficulty in planning and executing complex and socially constructive behavior and only have a narrow range of regulation strategies at their disposal(Eisenberg et al. 1998; Fox 1994). Consistent with these expectations, inhibited toddlers have demonstrated high frequencies of self-soothing and proximity seeking with their mothers in response to a stranger or unfamiliar objects (Mangelsdorf et al. 1995),and shy preschoolers have shown more passive regulation behaviors as observed by teachers and observers(Blair et al. 2004; Feng et al. 2008a).

This study contributes to the understanding of the links between shyness and symptoms and showing its behavioral components. Owing to the prospective design, to test the effects of these constructs in predicting both concurrent and future levels of depressive symptoms.

**1.2. Children and shyness**

A shy child is anxious or inhibited shy from time to time but the lives of some are severely curtailed by their shyness. Children who suffer from extreme shyness may grow out of it as they mature or they may grow up to be shy adults. Parents can help their children to overcome mild shyness. In several cases, professional help may be advisable:

### 1.2.1. Shyness and shy children

Generally, shy behavior is normal in babies and children, For example, babies might cling to their parents, cry in social situations, or physically try to avoid social interaction by hiding their heads, moving or turning away, or shutting her eyes. Preschoolers might not want to talk when unfamiliar people speak to them. They might hide behind parents or avoid joining in game school-age children might avoid answering questions in class, have trouble making friends, and prefer to sit back and watch others play, or avoid new activities.

### 1.2.2. The influence of shyness

A shy child behavior might be a problem if it's causing lot of distress and/or getting in the way of daily life. For example, shyness might be a problem if the child:

-Can't go places because of their shyness or their shyness stops you from going places

-Shows signs of anxiety in social situations like parties or school

-Says they feel lonely but don't know how to join in with other children

-Feels they can't answer or ask questions in class

To sum up, some children who are shy go on to develop anxiety. So if shy child behavior is significant and hard to change, it could help to talk to a professional like pediatricians or a psychologist.

### 1.2.3. Complications of shyness

Constant and severe shyness can reduce the quality of a child's life in many ways, including:

**-**Reduced opportunities to develop or practice social skills.

**-**Reduced participation in fun and rewarding activities that require interaction with others, such as sport, dance, drama or music.

**-**Increased feelings of loneliness, unimportance and reduced self-esteem.

**-**Reduced ability to reach full potential because of their fear of being judged.

**-**High anxiety.

**-**Embarrassing physical effects such as blushing, stammering and trembling.

### 1.2.4. The positive side of shyness

Shybehavior is associated with a number of positive behaviors including:

-Doing well at school.

-Behaving and not getting into trouble.

-Listening attentively to others.

-Being easy to look after(Horwitz,2001,p36).

### 1.3. Solutions to prevent shyness

As an EFL teacher, shy students can present a real challenge, thus , EFL teachers want to support every child in the classroom, but he know he have to walk a fine line when attempting to draw them out and encouraging participation. One shy student's gentle encouragement to come out of the shell may end up being another shy student's worst nightmare. So teachers should support shy students in a manner that builds their confidence

and helps them join the classroom fun, there are several ways to get some tips to help you help the shy students in your classroom.

In addition, teachers should encourage and support shy students in the classroom, because, shy students may come off as insubordinate, shy child is being naughty can only exacerbate the symptoms "Too much anxiety doesn't allow our brains to appropriately process or recall information," (Lacherza-Drew, cited in Manzoor , 2016 , p21). In fact, shy students who are afraid to ask questions can easily fall behind, and if they're frequently anxious about having to participate in class, they may start engaging in school refusal, this goes back to getting at the root cause of the behavior and meeting students where they are .According to Manzoor(2016, p 30-31-32) suggests different strategies which support the encouragement of shy learners in EFL classroom:

**a.Start with Non-Verbal Communication**: Plenty of elementary students love to talk. How many times have you had to say "save it for after class"? But for shy students who don't tend to speak up, you'll want to start with non-verbal ways that they can communicate with you so that you can begin to build that all-important teacher-student relationship.

**-**Allow students to put a sticky note or other silent indicator on their desk to let you know when they need help.

-Encourage the entire class to take part in non-verbal responses to questions such as holding up cards with answers or doing something else with their body (e.g. any student who thinks the answer is A should put their head down)

**b.Let them move at their own pace:** Adults have good intentions, but oftentimes they have their own set of expectations from how they were raised or how they parent, licensed clinical social worker and CEO of Simply Bee Counseling. It is not fair to place those personal expectations on a student." Instead, she suggests taking cues from your student and following

their lead as to how quickly they can move along the path in developing social skills( Audrey Grunst).

**c. Use Positive Reinforcement: "**Punishment is not effective in changing behavior" Lacherza-Drew reminds teachers. On the other hand, positive reinforcement can go a long way in helping shy kids slowly modify their behavior.At the beginning, the smallest change in behavior for a shy student, such as using that sticky note or going up to the teacher to ask a question. Show the student that you are noticing what they are doing; you appreciate the effort and want them to continue the behavior rewards can be as simple as a few stickers or a special badge.

**d. Learn Their Triggers:** Are there specific things that cause your shy students to retreat and become more introverted? You can talk to the student, their parents, the guidance department, or past teachers to find out what their triggers are, Lacherza-Drew says , next? Talk to the student and work together to problem-solve."You might be surprised by what they come up with!" she says.

**e.  Avoid Labeling Them:** Comments like 'why are you so shy' or 'don't be shy' are not helpful. The student has most likely heard them from others and this may only further embarrass them.

**f. Create safe spaces with friends:** The shy student have a pal they're comfortable with, assigning the two children to work together or setting their assigned seats next to one another can help your shy student feel more comfortable**.**

**g: Give them a job:** When handing out jobs in the classroom, opt to make assignments instead of (or in addition to!) letting children volunteer. This way a shy student gets a job too, and you can pick something that is in their wheelhouse.Are they responsible? See if they

will run teacher errands outside of the class, this pulls on their strength but also encourages socialization.

**h. Don't force it:** If they can't stand up in front of the class or read aloud, don't make them. Just as all kids learn differently, all kids interact differently.

**I: Bemindful of how their shyness affects their learning:** In general, shyness itself will not affect a student's learning, Grunst says, but if a student's shyness is causing them to be worried or preoccupied for the majority of the day, or if it is causing school-refusal related issues, then it is a sign that a student's shyness is impeding on their education.

**1.4. The main Causes behind shyness**

Shyness can have many different causes. There may be a specific cause for shyness in some adolescents, while in others it may occur for a number of different reasons. Here are some of the reasons why adolescents become shymentioned(Carducci, & Marion, 1997)

**1.4.1. Lack of Experiences in Social Situations:** Adolescents may have problem to participate in social activities. They do not learn how to socialize with others. How to make friends and how to express emotions and feelings in any social setup? As friendship is a very important part of socialization. If child do not make friends he/she will remain alone and isolated. Many shy adolescents hesitate to talk with others because they are weak in social skills. As they have a fear of shame, embarrassment, rejection and humiliation, so they prefer to avoid others and happy to live alone and isolated.

**1.4.2. Difficulties with Effective Communication:** As shy adolescents are reluctant to interact with others so they do not learn effective communication skills. They have problem in speaking freely and in expressing their views. They do not answer any question and remain quite due to lack of confidence. Even they have problem in writing skills because they use limited words to describe any question and situation.

**1.4.3. Difficulty Expressing Emotions:** Shy adolescents have problem in expressing feelings and emotions. They try to repress emotions which later on create psychological distress i.e. depression, anxiety and stress. In adolescents it may arises from different biological and environmental factors(Carducci, & Marion, 1997). Majority of causes are related to how these adolescents are nurtured while growing up. Adolescent learn everything through imitation(Carducci, 2005). If parents themselves are not that outgoing and shy by nature, then shyness in their adolescents is highly apparent. That is because parents are role models. Adolescents who have abusive parents tend to be insecure and shy by nature(Carducci, Marion, Lynch, Dosch, & Boley, 1997).

Another type is over critical and dominating parents because they criticize to their child a lot and always controlling them. So adolescents are pushed into a shell when they are criticized so much, that they fear making mistakes which leads to shyness(McCroskey, 1977). An overall low confidence in personality can be the reason for shyness in adolescents. This low confidence may have been induced by peer pressure, comparison with siblings or even bullying in school (Malouff, 1998).

With regard to the cause of shyness, some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, most of English students feel shy when they speak the language because they think they will make mistakes when they talk ( Bowen and Robby  2005 2010).

**1.5. Suggestions and solutions to prevent the shyness negative impact**

Shyness can have a negative impact on social, interpersonal and work relationships. It is important to realize that shyness is not the problem. It is actually also afraid of being laughed at by their peers(Saurik  2011). This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed

at by their friends due to their low ability in speaking English a symptom. Overcoming shyness is all about addressing the underlying issues at the root of the problem. Shyness is often a symptom of problems related to feelings of inadequacy, low self confidence and negative self evaluation.

**1.5.1. Build Confidence:** The first step in overcoming shyness is building self confidence. A confident man or woman is seldom very shy. There is a reason for that. Confidence leads to increased social and work interactions. Addressing feelings of inadequacy is critical in this stage of confidence building. It is necessary to understand why one feels inadequate (Saurik 2011). Equally important, people need to realize that those feelings are typically irrational. Self confidence comes from concentrated efforts and behaviors.

**1.5.2. Avoid Negative Self Evaluation:** Many shy people will often negatively evaluate themselves. They may even compare themselves to others at study and in social situations. This is a terrible idea, because there will always be somebody who just seems to have it all together. He or she may seem smarter, stronger or better looking, but that person may have a variety of shortcomings that nobody even knows about.(Saurik 2011). It is so important to avoid comparing one's self to others. It is an unfair and unrealistic practice.

**1.5.3. Engage in Exciting or Demanding New Hobbies:** Participating in new hobbies is a great way to build self confidence and overcome shyness. Throwing one's self into a new skill is a great way to stop self evaluating too. Learning a new language is perfect for people who want to meet new people. Finally mastering a new song on a musical instrument will do wonders for self confidence(Saurik 2011).Setting and achieving small goals with a new hobby is also a perfect way to stop thinking about what other people are thinking, and it is a great way to make new friends.

**1.5.4. Make a Conscious Effort:** The most important part of overcoming shyness is deciding to put forth the effort. Anybody can wish to have more confidence and less shyness, but it

takes real effort to make those things happen. People who are shy need to make a pronounced effort to stop comparing themselves to others too. It isn't enough to just sign up for classes at the community center (Saurik 2011).Classes should be attended regularly. It is going to be hard at first, but failure isn't an option. Overcoming shyness comes gradually when self confidence begins to strengthen.

Furthermore, the possible solutions to overcome Shyness In terms of possible solution to overcome shyness, it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar(Pesce 2011). As a result, they dare to speak in their speaking class. Solving the shyness problem, in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success(Chinmoy 2007). In addition, the above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from their teachers.

## 1.6. The impact of shyness on EFL learners speaking skill

In the process of foreign language, shyness may occur in the main skills ofthe foreign language learning, and the most observed that, shyness is more related to thespeaking skill. For that, communication apprehension, fear of negativeevaluation, and test anxiety are all important elements which constitute the construct of foreign language anxiety (Elden 2013, p. 159). That means the main shyness impact the foreign language communication.

The Factors that affecting on students' speaking skill are the socio-psychological factors are in the huge number that obstructs the learners from speaking English skillfully. The above-mentioned factors do not work in segregation, but they are knotted with one another.

There is a concise but precise summary of only some among the several uncultivated sources and reasons that lead to the unenthusiastic, hesitant, reluctant, inadequate or unwilling contribution of the learners in learning speaking activities in the foreign language classroom.

Linguistic factors are the combination of a number of language features such as pronunciation, grammar and vocabulary. Utmost certainty that the knowledge of grammar could help L2 learners to relate and distinguish the construction and arrangement of English language appropriately and that structure will lead the learners to their fluency and accuracy(Latha 2012). 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, the direction towards pronunciation, and he is of the thought that pronunciation occupies the key role in a speaking activity(Larsen-Freeman 2001).

Moreover, the wrong pronouncing a single sound, word or wrong use of stresses and intonations can cause a big misunderstanding among the speakers. Similarly, Nation (2001) opines that the proper exposure to a variety of words or vocabulary is indispensable for enhancing speaking skills. Non-native students often have to face a number of barriers in searching for a 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.

The affective factors are related to all those psychological issues and matters such as shyness, anxiety, and lack of confidence, hesitation, and lack of motivation, lack of interest and fear of making mistakes. Anxiety is that type of affective factors that most persistently hampers the learning of L2 learning (Arnold & Brown1999). In this periphery Brown (2001) named this process as nerve-wracking about being mistaken, incorrect, wrong, stupid, or incomprehensible. It completely ruins students' communicative performance. Most of the L2 learners remain anxious and embarrassed in the L2 classroom (Liu, 2006), particularly when

they are demanded by the teacher to express their views in L2 class without any beforehand preparation. Shumin (2002) asserts that when nervousness exceeds beyond its limits, it makes the students feel as tongue-tied, and this completely affects their success in the foreign language classroom.

Furthermore, to promote this idea Middleton (2009) thinks that students feel that they are shy of the reflection that their communication demands. They are also much apprehensive about the criticism, disapproval from the classmates and the English language teachers and the result of all this is that they either make a lot of mistakes in spite of securing enough knowledge of the topic, lesson or they totally remain silent. L2 learners should be encouraged and motivated to communicate courageously in order to develop their communicative competence since motivation is undoubtedly the most significant factor that the teachers can make their target in order to improve their students' learning.(Arnold, 1999).While discussing the motivational factor DuBrin (2008) relates that motivation is one of the factors that impact success or failure in learning a language, mainly a foreign language.

In the same context, Oxford, R. L. (1990) maintained that if students are unwilling to learn, their learning competence will be slow, and it can happen that they may learn practically nothing. It is a natural process to make mistakes in learning any language, but it causes an impending threat to the students' ego. These pressures in learning L2 frustrate the learners to talk in the target language. In this way, students make their minds that it is impossible for them to achieve fluency and accuracy of the target language. Correspondingly, the 'lack of confidence' also averts the learners from improving their speaking skill and ultimately, they lose interest and give up getting communicative competence in the target language. All the aforementioned factors indicate that they are the main cause of hampering the speaking skill and the core tenacity of the current study is to investigate and examine only two of them

such as shyness and lack of confidence as psychological barriers for the learners' speaking skill.

**1.7. The role of teachers in preventing shyness impact**

EFL Teachers have a significant roles to promote students learning process by encouraging students with hands on learning and motivate them for the best conditions for learning successful, all those tasks related to teachers responsibility . Thus teachers need to play a numbers of different roles during lecture to help students in learning process mentioned by Harmer. (2001,pp 60-62) , teachers as a controller is to take the care about of their students and the classroom materials in teaching and learning process .Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So teachers are most responsible in giving decision about all the things that happen inside the classroom.

In addition, teachers as an organizer have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact in order to have desired success and involves students in the activity. Teachers as a resource should answer all the student's questions and facilitate their ambiguity in order to rise hands on learning in the classroom for example in any activity students may not understand how to work , or answer  , the teachers play the role of source  to avoid misunderstanding and encourage shy learners to speak.

Another path ,Spartt et al (2005,p.145) see   that  when the  teachers make an observation method , they do not focus only on  observing  the students progression but they  also the focus on observing the validity of the equipments that have been used in supporting the course.As Spelleri(2000, p.  47), claims that, the teacher should perform the following roles:

**-Filter**: Teachers present the language in suit ways, to meet learners" level, needs, and interest.

**-A culture guide**: teachers should provide their classrooms as well as, learners with all

information of culture that is available in authentic materials.

**-An objective chairperson**: In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener.

Generally, teacher has to create appropriately activities that meet the needs of their learners, and motivate them for practicing the speaking skill.

**Conclusion**

This chapter provided a main element in language teaching and learning that had been studied for recent years which was shyness problem. Thus, teachers can use many strategies to reduce this psychological problem and designing effective learning activities which help their shy learners to perform better among the active one. The present study suggested that reducing shyness and motivating students to learn might raise students' awareness towards oral performance in classroom.

# Chapter two: Speaking skill

## Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. Speaking skill is considered to be one major skill to be developed by FL learners because it is necessary for displaying the language proficiency.

In this chapter, we will deal with general issues about speaking; its definitions, speaking skill and interaction among students. Then, we will follow mentioning the relationship between speaking and the other skills. Also, we will discuss the reasons of students" inability to speak in English and some techniques for teaching speaking. The roles of the teacher in the process of teaching and assessing speaking are also considered.

## 2.1. Speaking skill nature and meaning

Most second language learners' speech is characterized by a number of errors and mistakes Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004 ,p.1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005). That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

In the same context McCarthy (1972,p.9) states that, "When people are learning to speak a language, they are concerned  mainly with two things, first knowing what to say; what words

and phrases to use at any moment… and second being able to say it-able to perform the required actions, the movement necessary, for saying those words and phrases along".

The main objective behind learning a foreign language is to speak and communicate in that language .In other words, the speaking skill has to do with transmission of information; therefore, we speak for many reasons, to send messages, to respond to someone else, to be sociable, to exchange information or to express our feeling and thoughts

## 2.2. Speaking rises interactions among learners

The interactional nature of language was examined by Baygate (1987,p. 5-6) distinguished between Motor- perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills

Classroom communication based on involving interaction .For that classroom interaction is important in building knowledge and improving speaking skill Interaction in the classroom plays a significant role in developing and acquiring the learned language. Thus, the main role of interaction in the classroom is to push   learners to speak and communicate effectively; therefore; learners will listen and understand to each other and help them to produce the second language. According to Thurmond(2010,p. 4)defines interaction as

> "Thelearners 'engagement with the course contents other learners, the
>
> instruction and the technological medium used in the course. True interaction
>
> with other learners, the instructor and technology results in a reciprocal
>
> exchange of information intended to enhance knowledge development in the
>
> learning environment." (Cited in Parker, A, and Parker, S, 2013,p.5)

Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output."  So it's clear that through interaction students could learn

more, know new vocabulary, exchange ideas and show your view with others .it helps students to learn and facilitate difficulties of speaking in front of people, and enhancing your oral production.(Ellis and Fotos ,1999,p.55)

## 2.3. The importance of speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, according to Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

The objective of speaking is more revealed with the integration of the other language skills.For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language.

In the same context, Baker and Westrup (2003, p. 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion, "speaking is very important outside the classroom as well many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

## 2.4. The productive skills and receptive skills relationship

The main objective of language teaching is to promote learners needs, thus EFL teachers use the four skills depending on the type of tasks in order to enhance student's communication .Thus in one lesson special attention is on speaking, in another is on writing and so on. The four skills speaking, listening, reading and writing are related to each other, from that Byrne

(1976,p.87) presents a diagram shows how all the four skills are related:
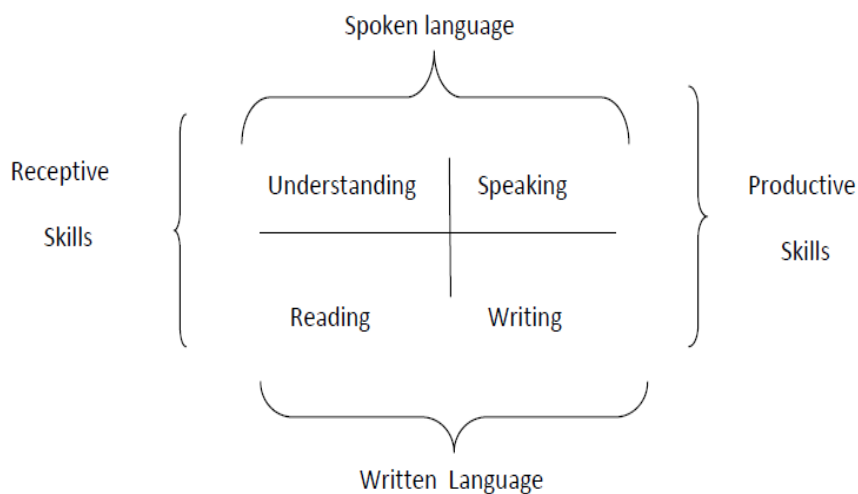


**Figure 01: Inter-relationship of the four skills Byrne (1976,p.87)**

From what the figure shows we can see that the four skills are divided into two categories the receptive skills which consist of listening and reading, while the other type is productive one which consist of speaking and writing.

**1.4.1. Speaking and listening**

In fact, both speaking and listening are essential skills to communicate in language learning .So, in order to become a proficient speaker you need to listen to oral language and understand what is said, in this light Redmond and Vrchota (2007,p.120) see that 'speakers are at the mercy of listeners.' Therefore, it can be said that the tow skills strengthen one another. Moreover listening is the right input for enhancing speaking ,in the same context Harmer (2007,p.133,134) point out that 'one of the main reasons for getting students to listen to the spoken language is to help them acquire language spontaneously; so that students get vital information about grammar, vocabulary, pronunciation, rhythm, intonation, pith and stress.' For that, both a speaker and a listen have to take part through interacting.

In many cases, listening should lead naturally into speaking; there is "a natural link between speaking and listening" (Brown, 2000,p.275). That teacher should pay attention to and not

hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling**,** and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

### 2.4.2.Speaking and writing

When it comes to productive and receptive skills we can see that are totally different , each one of them have its role .receptive skills include skills that the learners acquiring knowledge ( input) through them , however productive one include learners output. Moreover, productive skills are speaking and writing; Brown (2001,p.303) states that 'speaking and writing are different in various ways". So speaking is different from writing for that each one is specific from the other, the spoken language is dealing with performance using simple vocabulary and it disappears when the conversation is ended .however; in written language, writers have to use complex vocabulary, well organized sentences and paragraphs, Also speaking deal with real audience and real listeners, but in writing, the writer does not know his/her audience; he/she just deal with the paper he/she writes on'.

As Johnson (1995) declares, in speaking and listening we tend to be getting something done, explore ideas, working out some aspect of the world, or simply, being together. In writing, we may be creating a record, committing events or moments to paper.(Cited in Richards 2008,p.19)

The oral production is ephemeral; it disappears as one finishes speaking. However the written

language is enduring, one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and "verbal cues" Whereas; writing contains only graphemes.

At the same path Harmer (2005) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader cannot stop and ask a question to make things clearer, whereas in speaking, we have the advantage of interacting with "co-participants", whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

There are also similarities between writing and speaking. Lindsay and Knight (2006,p. 60) state that we speak differently depending on whom we are speaking to and for what reason. Similarly with written language, the type of writing varies depending on whom it is written for and why.

Furthermore, in spoken language learners have the ability to change the subject that they discuss in one conversation, so you can talk in different topics but in the written language you have to write one subject of the context and rules.

**2.5. Students speaking difficulties**

In learning any language, students need to develop speaking skills to enhance their studies; however, theEFL students face many difficulties within the classroom, those difficulties summarized into three difficulties as following:

**2.5.1 Linguistic difficulties**

Is the ability to communicate correctly in English is the main goal of any speaker , and it has to elements , firstly , fluency which the ability to produce speech without hesitation. According to Hedge (2000,p.261),Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation. Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury(2005,p.93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

Secondly, Accuracy which is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner needs to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter needs time. Researchers suggest that learners are more accurate the more time they have available (Trunbury , 2002, p.93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002,p 27).so intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication.

## 2.5.2. Psychological difficulties

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (1991,p 121) who claims that " sometimes learners in speaking are often inhibited when they want to express their thoughts and ideas in foreign language in the classroom , they feel fear of errors or being criticism by the teacher or their classmates ". We can claim that inhibition is a bridge to the psychology of the students to be shy.In EFL classes, anxiety is very famous and familiar as Brown (2001,p.51) suggests that there are: "trait anxiety" which is permanent feeling; so students always feel anxious about anything in life and "state anxiety" that is not temporary according to such situation and circumstances. We can say that anxiety is when the students are not satisfied about her/ his self or her/his work. Nascente (2001) sees that among other affective variables, anxiety becomes one of the main blocking factors that prevent learners to have effective language learning. Academically, shyness is a major problem the most EFL learners suffer from during the oral expression module, therefore, it makes students be reluctance to speak in the foreign language, and shyness is very famous and familiar among students.

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express themselves because of shyness. According to Baldwin (2011) reported that speaking in front of people is as a kind of phobias, that student's shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say". In this case shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feelings that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

However, the main objective of teaching EFL oral skill is to enhance communicative efficiency but, this psychological side learner may feel board during oral presentation, so it influences their emotions which may hinder their progression in speaking. The students who suffer from the impact of shyness will prefer to keep their thoughts and ideas to themselves, so students hesitate to participate in speaking during the session because they are not sure about their capacities to show their abilities in the classroom. To sum up, shyness has a great impact on students speaking performance; therefore, teachers should implement an effective strategies and approach that may help the students to reduce this psychological problem that will affect their progression in learning generally and speaking particularly.

### 2.5.3. Cultural difficulties

Speaking over laps with other areas which control and determine our structure of the conversation, According to Harmer (2001) speakers from the same cultural background know how to speak with each other, and kind of language they can use. Such cultural habits that are shared by all people determine behaviours in such conversation situation. It also determines how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Sociocultural rules and habits change overtime but at any a given moment they exist in the public conscious. Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

### 2.6. Practising the speaking skill in classroom

Practising the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard.

Progressively, they will come at a stage where they can speak like people around them.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'Mlley and Pierce (1996 ,p. 59) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that "different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency." So, learners should be given sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. Richards's and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber (1985,p.289) add that "the use of variety of different tasks in language teaching is said to make language teaching more communicative[…]since it provides a purpose for classroom activity" (cited in Lee, 2000 ,p.31). Tasks, then, are also used to achieve communication beyond that of practising the language itself.

**2.7. Language Methods and speaking skill**

The significant methods which help teachers to enhance the oral skill of their student are: the grammar translation method (G.T.M), the direct method (D.M), the audio-lingual method (A.L.M) and (A.V.A) The audio-visual method. The aim behind presenting those methods is to show the importance given of speaking skill in each one of them.

**2.7.1. The grammar translation method**

During the nineteenth century the grammar transition method was used in teaching the classical method of Greek and Latin, also it  is the global way of teaching a foreign language.

Richard and Rodgers (2001,p.3) see that 'Grammar-Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the

target language.' In other words Richard and Rodgers (2001 ,pp5-6) point out The main characteristics of the grammar translation method are as follows:

-Reading and writing are the major focus.

-Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated.

-The sentence is the basic unit of language teaching and practice; accuracy is emphasized.

-Little or no attention is given to speaking and listening; much importance was given to memorization of the vocabulary in the form of lists of isolated words.

-Grammar is taught deductively, that is, by presentation and the study of grammar rules which are practiced through translation exercises.

## 2.7.2. The direct method

The biggest problem that has faced the GTM gave birth to a new method which called the direct method, it became quiet widely known and practiced at the mid of twentieth century. So second language should be learned without translation but focusing more on the direct use of that language, more precise , it should learned  with the use of intensive oral interaction. For that teaching and learning speaking begin with a systematic attention to pronunciation. In the same path Richards and Rodgers (2001,p.12) claim that the direct method should be based on the following principles and procedures:

-Oral communication skills were built up through question and answer exchanges

-Only everyday vocabulary and sentences were taught.

-Concrete pronunciation was emphasized

-Classroom instruction was conducted exclusively in the target language. Grammar was taught inductively; i.e. indirectly.

-Concrete vocabulary was taught through demonstration, objects, pictures and abstract vocabulary association of ideas.

-Both speech and listening comprehension were taught.

### 2.7.3. The audio-lingual method

This method was based on the spoken language, according to Hall Haley and Austin (2004,p. 39) 'this method adopts what is called a "natural" order to second language acquisition: listening, speaking, reading, and writing.' In other words, the audio-lingual method followed in acquiring the L2/ FL in the same order like in L1 acquisition which starts by listening, speaking, reading then writing. Also this method followed in learning speaking a bottom-up order, i.e., it started with learning discourse before analyzing grammatical structures. The main characteristics of the audio- lingual method presented by Richard and Rodgers (2001,p. 56, 57):

-Foreign language learning is basically a process of mechanical formation habit. Vocabulary is limited and learned in context.

-Reinforcement is a vital element in the learning process.

-Language skills are learned more effectively if the items to be learned in the target Language are presented in broken form before they are seen in written form.

-Tape records and audiovisual equipment have central roles in an audio-lingual Course.

### 2.7.4. The Audio-Visual Approach

This approach focus on the significant role of both the visual side and the audio side in teaching listening and speaking skills .So, Rivers (1981,p. 175) claims that the Audio-Visual Approach puts many reasons to emphasize the importance of adding the visual element in teaching both listening and speaking. These reasons are summarized in the following issues:

1. The elimination of the interference of the MT by adding the picture to the voice. Learners will understand the FL by both the meaning that is gained from the image and the FL utterance.

2. The elimination of the script because the spoken language will be understood by the use of the picture stimulus.

3. The increase of learners' motivation. Modern learners find it interesting when well-drawn

pictures are added.

**2.8. Aspects of speaking skill**

**2.8.1. Speaking is face to face:** Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Brown 2001 ,p. 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (cited in Hughes,2002,p.76).

**2.8.2. Speaking is interactive:** Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gasper everyone talking over each other (Bygate, 1998: 30 and Cornbleet& Carter, 2001,p.27),Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signalled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages ( cited in Hughes,2002,p.76)

**2.8.3. Speaking happens in real time :** During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this.  Foster et al., 2000 ,p. 368), These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (cited in Hughes,2002,p.76).).

This implies that the production of speech in real time imposes pressures, but also allows

freedoms in terms of compensating for these difficulties**.** The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Hughes,2002,p.76).Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

**2.9. Types of speaking skill activities**

In the EFL classroom, teachers apply various tasks which can be motivational and encourage EFL learners to show their abilities and for well performance. According to Platt and Weber (1985, p. 289) add that 'the use of variety of different tasks in language teaching is said to make language teaching more communicative […] since it provides a purpose for classroom activity' (cited in Lee, 2000,p. 31). We can say that, speaking activities used by the teacher in order to achieve EFL learners' communication beyond that of practicing the language itself.The following activities used as an effective strategy to practice the target language in the session:

**2.9.1. Role -play activities**

This type of activity is important technique to animate the learning climate, in addition through using this activity learners can focus more and can acquire language easily. Implementing role-play into the classroom also can give a chance to students showing their opportunities for a lot of language performance and also a lot of fun because it involves real interactive contexts to enhance speaking skill. According to Revel (1979, p.16) sees role-play as: "an individual's spontaneous behaviour reacting to other in a hypothetical situation" role-play is challenging task which allows learners to talk and present their views and emotion with each other . Also role-play help students to promote their oral proficiency, Scrivener (2005, p.159) defines it as 'a large scale role-play, role cards are normally used, but there is often quite a lot of other

printed and recorded background information'.

**2.9.2. Classroom discussion activities**

This kind of activity can be useful tool for improving speaking skill through exchanging ideas and thoughts among students , According to Hedge (2000,p.277), when it comes to discussion activities it makes students require interpersonal communication strategies such as how to take and hold turns, introducing a topic or shifting to a new topic, and encouraging responses and other contributions".  It is clear that discussion is one of the most important activities in language teaching which can lean pronunciation and vocabulary within a context of a group.

**2.9.3. Story telling activities**

Story telling is an effective in teaching language function; this type can encourage learners to state a clear idea which they want to address 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 main purpose of storytelling is discover learners' own imagination, also it lead students to interact fluently in the classroom, so this activity is useful for teaching EFL oral classes.

**2.9.4. Information gap activities**

This other kind of effective activity that concern on grouping students into groups and give them information about any topic, then students have to find the gap between the data presented by the teacher to them and complete the story or the event in order to get the whole information. According O'Malley and Pierce (1996) define information gap activity as 'the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.' (Cited in Kouicem,  2010,p. 40), in this activity teachers use interesting materials that can raise the EFL learner's imagination and creation of their own thoughts.

**2.9.5.Drama and simulations**

Both of them is strongly related to oral activities, they are essential in language teaching and learning, thus simulation is a stronger step for learners to show their scenes in real life situation. According to Bygate (1987,p.81) says that' they are not performed for audiences, the participants work together within an imaginary setting ,therefore Students often engage in another identity like drama and simulations activities, where their anxiety is reduced and their motivation will be increased", so EFL learners speaking skill will be enhanced.'

**2.9.6. Problem solving activities**

This kind play a major role in teaching speaking skill, it leads learners to engage directly during an oral expression course, moreover problem solving can help EFL learners to reduce their problems. Thus, it involved them to speak fluently the language, also it demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others. Barker and Gout (2002,p.160) defined problem solving as follow "a problem-solving group 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"

**2.9.7. Dialogues activities**

Using dialogues to improve oral communication is very helpful technique especially in presentation task, thus, practicing this kind of activity help students to know the grammar structure or lexical area that are characterized in dialogues, in this point Thornburg (2005, p.72) sees that "dialogue practice can be a helpful way to show the rest of the class; how subsequent students' pair-work is to be performed. The teacher may, for instance, ask a student to read aloud one of the roles of a dialogue".

**2.9.8. Students' presentation activities**

Presentation is effective in enhancing oral skill, it make students communicate effectively and produce speech correctly through practicing the language in natural place , presentation task allow the learner to speak in front of their colleagues during an oral expression course for authentic speaking this can rise their confidence and motivation for better performance, Thornburg (2005,p. 71) ' presentation activities is considered as a sign to open a huge interaction during the course through asking questions for more information or suggesting new thoughts."

Further, these activities are very important for improving EFL students speaking skill, presentation, dialogue, storytelling, and information gap activities train the learners to engage with different speaking test , as a result , learners can improve their speaking performance.

**Conclusion**

We have attempted through this chapter to shed some light on the speaking skill. As a productive skill, speaking is a very important skill that helps to evaluate students' proficiency in the foreign language. Teachers have to follow certain aspects to teach speaking for the students, since it is the skill through which people evaluate your levelling the English language. Oral expression course is an important module because it aims to provide students the best space to practice and develop their speaking abilities. In fact, the students have to participate and speak in order to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of problems such as linguistic barriers, psychological barriers, and others.

# Chapter Three: Fieldwork and Data Analysis

**Introduction**

So far, we have presented in the theoretical part investigate the impact of shyness on EFL Learners' speaking skill in depth. The next step of any research design is the practical part. In this research we have used the questionnaire and interview as data tools for students and teachers, to see students' and teachers' opinions and attitudes towards shyness problem inside the classroom. In addition, its negative influence on the speaking improvement. The students' questionnaire aimed to find out the students' interest, value and attitude toward shyness and speaking and the teachers' interview is intended to investigate the teachers' opinions and experiences about shyness, and their concern about motivating students to reduce shyness and enhance their speaking. Also, teachers' methods of teaching speaking at Mohamed Kheider University of Biskra, our aim from conducting this study is to test the validity of our hypothesis and answer the research questions, these results are going to be presented in the form of tables and graphs to give more organization to the present chapter and to facilitate the reading process of it. Thus, the obtained results will be discussed and presented in the following analysis.

**3.1. Research Methodology**

In order to undertake this study, we believe that mixed methods is the most convenient method according to nature of the investigation of our research. For that Singh and bajpai (2008,p. 203) claim that "a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist". Furthermore we choose descriptive method because it serves our main purpose which is to describe the obtained results aboutthe impact of shyness on EFL Learners' speaking skill.

**3.2. Research Approach**

**3.2.1. Research Approach for this Study**

In this research, we used qualitative approach as a suitable way to explore our hypothesis. We have chosen this method to investigate our topic, which is the impact of shyness on EFL Learners' speaking skill .At the same time we target to discover reasons behind learners paucity in speaking and teachers' strategies in reducing learners' shyness.

**3.3. Sampling and Population**

**-Teachers**

Four (04) teachers of oral expression module provide as with information concerning the impact of shyness on EFL Learners' speaking skill.

**-Students**

From a population of 200 students, a sample of forty (40) students from first year students at the division of English at Mohamed Kheider University of Biskrawho represent 30 % of the whole population for the academic year 2021-2022 is randomly selected in order to conduct our research through administrating a questionnaire with them. In addition, the selection of such sample was based on the consideration that first year students are in a deer need to be experienced in speaking very well in order to improve their language in general, and doing well in oral expression courses (prepare their performances with their teachers). Also they are considered to be beginners, in other words; they should develop their language proficiency. First year students should be aware about the impact of shyness in hindering their oral performance.

**3.4. Data Collection Methods**
**-Interview**

The first research tools used in this study is an interview as a suitable way to explore our

hypothesis. We have chosen this kind to understand the psychological problem of shyness on first year students, thus they rely to use effective method to reduce it. The interview done with teachers in the division of English to provide us with full explanation how they help learners to reduce shyness problem and enhance EFL learners' speaking skill.

**-Questionnaire**

The second research tool used in this study is a semi-structured question. It has been handed for first year English students at University of Biskra in order to collect their opinions and attitudes about our research topic and. The questionnaire is useful method to investigate the topic under investigation.

**3.5. Data Analysis Procedures**

In this research, we used questionnaire and interview as a suitable way to investigate the impact of shyness on EFL Learners' speaking skill

**1. The interview**

**1.1. Description of the Interview**

The teacher's interview distributed to four (04) teachers. The questions were divided into two types either closed questions, requiring teachers to say "yes" or "no"  answers and open questions where teachers are requested to give explanation to their answers. The teachers interview consists of (8) questions.

**1.2. Aim of the Interview**

The teachers' interview is intended to investigate the teachers' opinions aboutthe impact shyness in foreign language classroom to hinder students speaking skill. It also aims at investigating the teachers thought of how speaking is being taught and the problems being encountered with teachers in their teaching career

**1.3. Piloting and Validation**

It should be noted that the interview was piloted before to its administration with three teachers, all the teachers did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

**1.4. Administering of the Interview**

The interview was done with (4) teachers who teach oral expression module, they were in different places such as teachers room, EFL classrooms , in the faculty ……, all the teachers were very cooperative in that some of them handed back the answered copies in three days and others they answer the interview directly.

**1.5. Analysis and Interpretation of Teachers' Interview**

**Q1. What degree do you hold?**

Concerning this question, the teachers have been asked about their highest degree they hold. Three teachers claim that they have Magister degree in Applied Linguistics, and one teacher hold Doctorate degree in the same specialty.

**Q2. How long have you been teaching oral expression moduleat Mohamed Kheider University of Biskra?**

The aim of this question is to elicit the teacher's teaching experience in teaching oral expression module at Mohamed Kheider University of Biskra. The three first teachers claim that they have been teaching oral expression module for ten years and from this we can notice that they are experienced teachers. While one teacher affirms that he teaches English since five years, so he is a novice teacher.

**Q3. Do your students face difficulties in speaking English language? If yes, identify some of them.**

The aim of this question is to ask teachers about the difficulties that students face in English language. All the interviewees answered that the majority of students face many difficulties that may hinder their progression in speaking tasks such as pronouncing difficult words, spelling, lack of vocabulary knowledge,grammatical difficulties, shyness, inhabitation, lack of self confidence, and un-motivation. Thus they need more practice on group work and peers for achieving oral production.

**Q4. Do you have shy students in oral expression class?**

The four teachers stated thatthey have shy students and they always motivate their students to engage with the speaking activities, and show their ideas, their point of view, express themselves through designing effective group work or peers speaking activities, that take the attention and be attractive for the learners to have high level in motivation and reduce shyness problem.

**Q5. Does shyness impact the students to participate?**

The interviewees answered that most of students who feel shy in speaking activities, they are not comfortable ,relaxed, or self confident, to participate and speak. In addition, shyness problem is impacting the competition climate of specific oral activities, we can notice just the active learners who participate as well as shy or reluctant students become de- motivated because they keep their ideas and thoughts for themselves.

**Q6. When you notice shy students while teaching, do you encourage them to speak?**

This question is designed to ask the teachers if they encourage shy students to speak. All the interviewed teachers claim that they always encourage the entire student to participate and speak in oral expression module, in which they enhance their speaking skill in particular and language proficiency in general, in addition, students are in a dire wish to improve their level in speaking. So, our duty is facilitate for them speaking and taught them sufficient quantity of words through various activities and making assessments that support group work. Also , teachers claim that encouraging students to speak is a useful step in order to succeed in learning

.

**Q7. Does the variety of activities contribute to the improvement of students' speaking skill?**

In this question the teachers varying in answering this question, the three first teachers claim that the variety of oral activities contribute the students progress in speaking thus they prefer

using presentations and role play in order to train their learners to practice the language and to build their confidence. On the Other hand one teacher claim that activities like the classroom discussion will solve the learners speaking difficulties and reduce students' shyness also story-telling, simulation, dialogues, interview, and debates, all these activities help the learner to reduce shyness.

**Q8. According to your experience, can you suggest how can you prevent the negative effect of shyness on students' oral performance?**

This question asks teachers how can prevent the negative effect of shyness on students' oral performance. The four teachers gave us different answers it is summarised as following : using cooperative learning is useful in enhancing students speaking skill it help them to be motivated and encouraged to speak in front of their classmates this can prevent shyness effect , and reduce many other psychological problems such as lack of confidence , anxiety . So, group work and peers are essential elements in oral expression module for the progression of students' level in speaking performance. In addition, using attractive materials like audiovisual aids which motivate students to speak fluency and improve their oral performance because it will create an interactional atmosphere among learners. Also, changing the arrangement of students in oral class , all the teachers give different seating arrangement we summarise them as following :

-Semi-circle or U shape which helps students to make eye contact and communicate with each other.

-Tipped U which helps student to feel more informal, yet still provide desk space.

-One large table putting tables together to form a large table, And learners sit around it, So it increase learners feeling to cooperate together on a single task.

-Zones: this type works well in large classes, so you can arrange different areas within the room alone of seats up front , facing the board , others around tables at the back , a share open discussion /mingling area in the middle  in certain stages of a lesson , students are able to move

from zone to zone depending on what they need to do .

-Full circle, this kind is very democratic arrangement it allow students to see each other, notice the learners expectation that you will sit in the front most seat .it lead student to interact and discuss together in cooperation.

## 1.6. Discussion and Interpretation of the findings

Based on the analysis of the teacher's interview, we obtained data about their attitudes towards the relationship between shyness impact on speaking skill, throughout these results of data collection tools, we find answers of our research questions.

This study indicates that shyness impact strongly students speaking skill. The EFL teachers claim that most EFL students suffer from shyness problem. As a result , it affect negatively students performance in speaking and learning English as a foreign language, especially for first year students at Biskra university. These students are in a dire need to enhance their speaking proficiency, and construct a strong base in English as much as they can in order to speak effectively and communicate appropriately.  For that, teachers should employ skilful strategies to prevent shyness impact to enable students for valuable speaking lead to fruitful oral performance.

## 2. The Questionnaires

## 2.1. Description of the questionnaire

The questionnaire is one of the most widely used data collecting tool from some target informants relative to their goals, attitudes and backgrounds. In this study, we introduced a questionnaires first year students' which designed to contribute information on their actual state of learning. When the questionnaire is well prepared, it enables the researcher to achieve a more reliable and comprehensive picture. This chapter clarifies the research design in terms of the aim, the administration, and the description.

This questionnaire is consisted of fifteen (15) questions which are ordered in a logical way.

The questions are either closed questions requiring from the students to choose "yes or no" answers, or to put a cross ($\times$) in the box that matches with the appropriate answer. The questions are divided into three sections. And or open questions demand the students to give their personal opinions about the subject or to explain their choices.

## 2.2. Aim of the Questionnaire

The students' questionnaire is mainly designed to find out whether shyness impacts the EFL students speaking skill or not. Second, it also attempts to investigate the actual state of learning in relation to speaking in Algerian education.

## 2.3. Piloting and Validation

It should be noted that the questionnaire was piloted before to its administration with five students, all the students answered the questions without any ambiguities or misunderstanding.

## 2.4. Administering of the Questionnaire

This questionnaire was posted on line on first year students Facebook group, in addition we received a good amount of participation with the questionnaires.

## 2.5. Analysis and Interpretation of Students'Questionnaire

The procedure of analyzing data from the questionnaire is as follows:

-Statement of the questionnaires as they appear.

-The results of the questions are presented in the form of tables and figures.

## Section one:  Background Information

**Q1.Gender?**

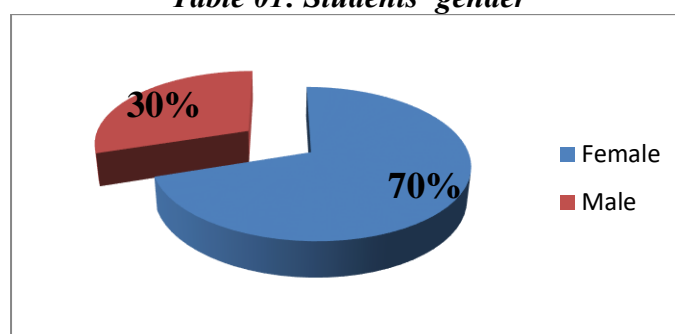| Gender | Number | Percentage |
|--------|--------|------------|
| Male   | 12     | 30%        |
| Female | 28     | 70%        |
| Total  | 40     | 100%       |

*Table 01: Students' gender*



*Figure 01: Students' gender*

The results displayed in the table above show that the majority of students are girls (70%) who study English as a foreign Language in the second year LMD, and only (30%) that represent boys from the rest. Also as shown in the table, females (28) are about three times the number of males (12).

**Q2. Age**

As it shows in the results obtained students' age are varying from 20 to 24 and more years old. It shows that the majority (57%) is 22 years old. The second part (25%) represents the students at the age 20 .the third one (13%) shows the learners who might repeat one or two years, they are 24 years old. Finally (5%) represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on or they study English as additional diploma (24 and more).

**Q3. Was the choice to study English your own choice?**

| Options | Number | Percentage |
|---|---|---|
| Yes | 29 | 73% |
| No | 11 | 27% |
| Total | 40 | 100% |

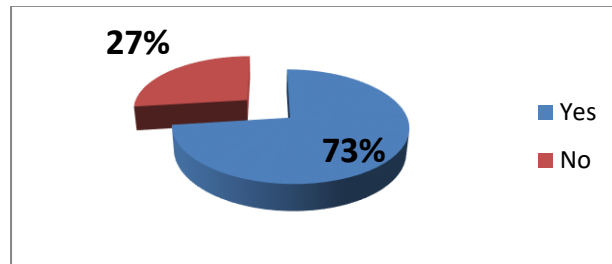*Table 02: Students' Choices for studying English*



*Figure 02: Students' Choices for studying English*

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) making up (73%) say that it's their own choice. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

**Q4.How would you assess your present level at English?**

| Option | Number | Percentage |
|---|---|---|
| Average | 8 | 20% |
| Good | 20 | 50% |
| Exellent | 07 | 17% |
| Ido not know | 5 | 13% |
| Total | 40 | 100% |

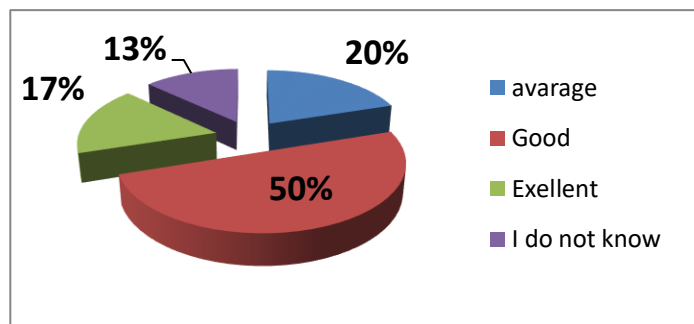*Table 03: The  Students' consideration of their level in English*

*Figure 03: The Students' consideration of their level in English*

We can notice from the table above that half of students (50%) claim that their level in English is good. Others (20%) show that they are very good in English. Some of them (17%) say that they are average in English. The least percentage (13%) of students shows that they have a poor level in English.

**Q5. How do you find speaking English?**

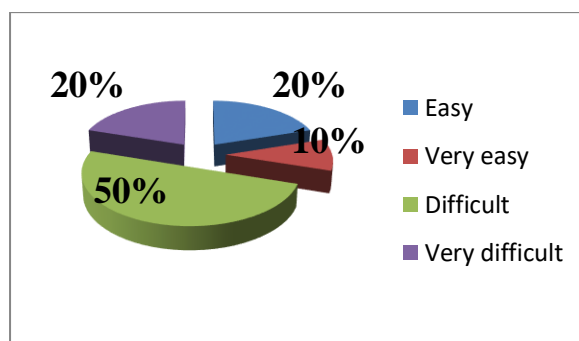| Options | Numbers | Percentage |
|---|---|---|
| Easy | 8 | 20% |
| Very easy | 4 | 10% |
| Difficult | 20 | 50% |
| Very difficult | 8 | 20% |
| Total | 40 | 100% |

*Table 04: students' attitude towards speaking*



*Figure 04: students' attitude towards speaking*

These results represent the evaluation of the level of students in English .Half of students (50%) found speaking in English is very difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the

English fluently because they found it very easy .

**Section two: Students attitudes about shyness**

**Q6. Have you ever heard about the concept shyness?**

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 33 | 82% |
| No | 7 | 18% |
| Total | 40 | 100% |

*Table 05: Students opinion about shyness*
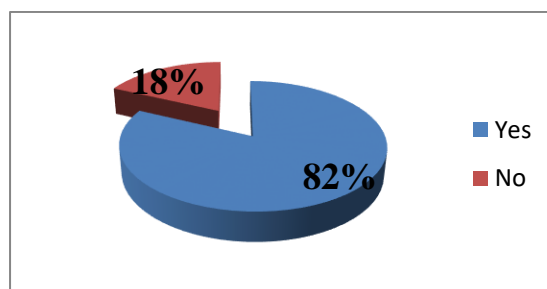


*Figure 05: Students opinion about shyness*

It can be seen from the table above that (82%) from the EFL students know what is meant by shyness i.e. they know that it's a psychological problem which may hinder their learning process, However; about (18%) from the rest of the respondents believe that they do not know.

**if yes , please explain** : No explain

**Q7. Do you feel shy when you decide to participate in oral expression session?**

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 36 | 90% |
| No | 4 | 10% |
| Total | 40 | 100% |

*Table 06: Students shyness towards participation in speaking*
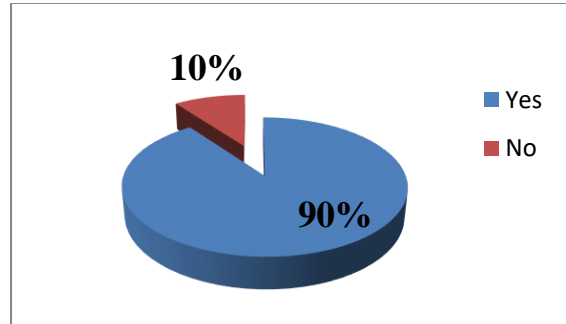


*Figure 06:Students shyness towards participation in speaking*

The results obtained from the above question show that (90%) of students state that they feel shy when they want to participate in oral expression course, because they are not confident towards their abilities and they fear from criticism .On the other hand, (10) students say that they do not feel shy when they want to participate.

**Q8.Do you face problems while learning?**

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 23 | 58% |
| No | 17 | 42% |
| Total | 40 | 100% |

*Table 07: Students problems*



*Figure07: Students problems*

It can be seen from the table above that (58%) of students argue that they face many problems in learning process, but the rest (42%) opted for' no'.
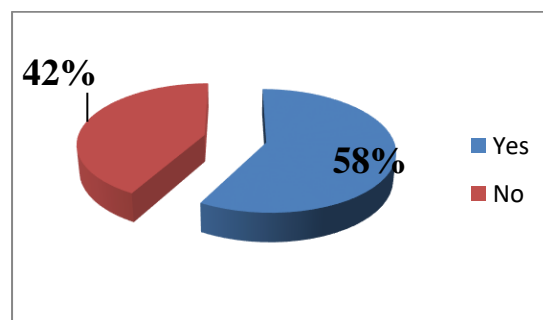
**Q9. Which of the following psychological difficulties do you suffer from?**

| Option | Number | Percentage |
|---|---|---|
| Anxiety | 5 | 14% |
| Inhibition | 3 | 8% |
| Shyness | 20 | 50% |
| Fear of making mistakes | 8 | 20% |
| Lack of self confidence | 1 | 3% |
| De –motivation | 2 | 5% |
| Total | 40 | 100% |

*Table08: Students psychological difficulties*
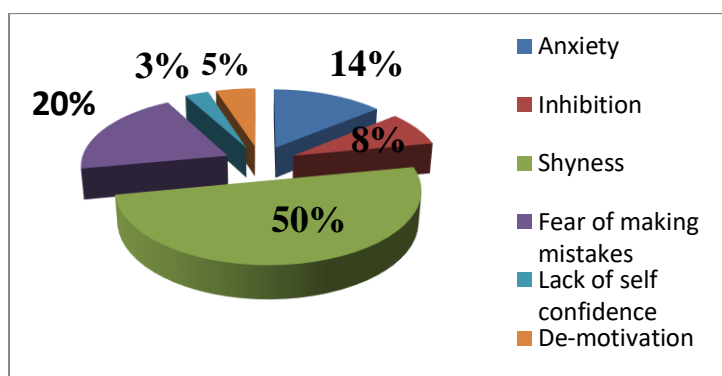


*Figure08: Students psychological difficulties*

The choices come to discuss the learners'difficulties in learning , and here the majority of the students (50%) who are suffering from the shyness that takes the first place among psychological difficulties ,in addition to that about (20% ) from the students who suffering from fear of making mistakes , they are not comfortable when they want to say something, also (14% ) represents students who feel anxiety during their oral classes and here it could be as reason from the teacher method of presenting his /her oral courses to the students.  In addition, (8%) Who are suffering from their inhibition, finally (5%) EFL learners suffer from de-motivation and (3%) who feellack of self confidence.

**Q10. Does your teacher strategy help you to reduce shyness?**

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 23 | 58% |
| No | 17 | 42% |
| Total | 40 | 100% |

***Table09: Teachers' techniques that help student to reduce shyness***
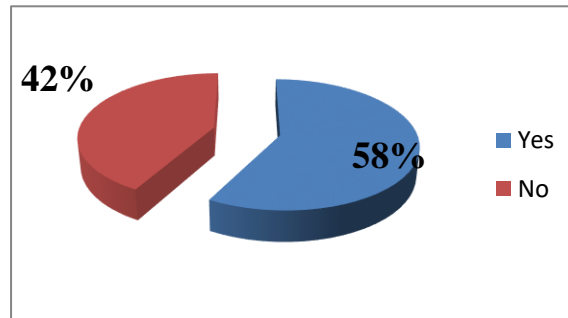


***Figure 09: Teachers' techniques that help student to reduce shyness***

It can be seen from the table above that (58%) of students argue that their teachers' techniques help them to achieve their learning process and reduce shyness , but the rest (42%) opted for' no', and this because of the poor techniques used by the teachers. In addition the answer of this correlation revealed that teachers should use different techniques that reduce students shyness such as:

-Using pictures to describe what was shown

-Using songs and filing in the gaps the missing words

-Using videos

-Using games, cross words

**Section three: Speaking Skill**

**Q11. Do you think that shyness affect the achievement of your speaking skill?**

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 40 | 100% |
| No | 0 | 0% |
| Total | 40 | 100% |

*Table 10: The effect of shyness on students' speaking skill*
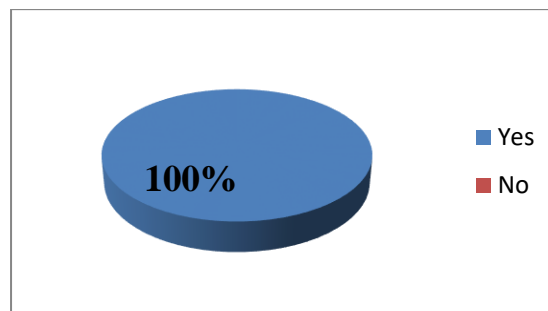


*Figure 10: The effect of shyness on students' speaking skill*

We can notice that all students (100%) claim that shyness affect strongly the achievement of speaking skill because they notice that shyness is a psychological factors that students cannot progress in their speaking skill.

**Q12. Which of the four skills would you consider the most important?**

| Option | Number | Percentage |
|--------|--------|------------|
| Listening | 7 | 18% |
| Speaking | 30 | 75% |
| Reading | 1 | 2% |
| Writing | 2 | 5% |
| Total | 40 | 100% |

*Table 11: Emphasis in learning the skills*
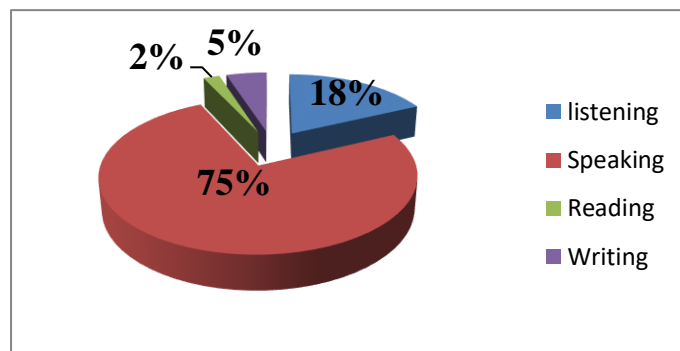
*Figure 11: Emphasis in learning the skills*

The table above indicates that (30) respondents (75%) prefer the speaking skill that is most

important skill because if you want to learn a language you have to speak it, other (7)

respondents (18%) state that the listening skill is the important one; while some others (2)

respondents (5%) wish to master the writing skill. The remaining (1) respondents (2%) like to

master the skill of reading.

**Q13. What is your favourite activity that helps you to improve your speaking in oral classes?**

| Option | Number | Percentage |
|---|---|---|
| Classroom discussion | 6 | 15% |
| Role-play | 8 | 20% |
| Student presentation | 14 | 35% |
| Story-telling | 5 | 12% |
| Information gap activities | 7 | 18% |
| Total | 40 | 100% |

*Table 12: Activities students prefer more to use*
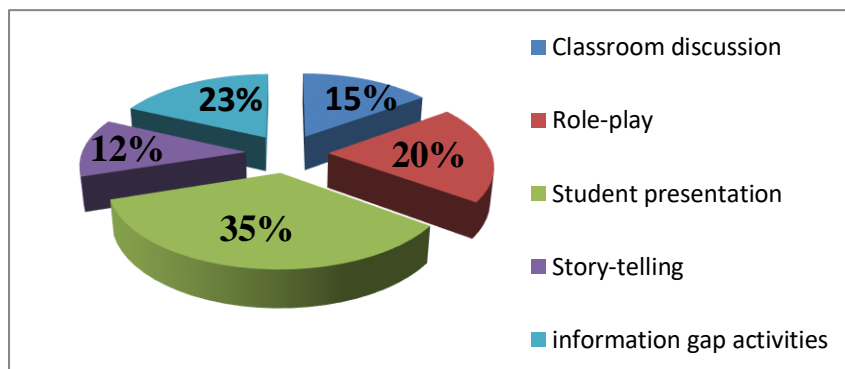
*Figure 12: Activities students prefer more to use*

The table above summarizes the choices of student's activities that teachers can use oral presentation course. It is noticed that, (35 %) of students who prefer the use of presentations in the sense that they feel comfortable when they present their works , also (17%) is given to the information gap activities that will help them to reach their vocabulary by getting new words , the (20%) represents they use of role play and only (12%) from students who prefer to tell stories, this latter enhance their speaking English, and (15%) is given only for classroom discussion and this type of activities will help them to improve their daily oral performances and reduce shyness among learners.

**Q14. How often does your teacher give you the turn to speak?**

| Option | Number | Percentage |
|--------|--------|------------|
| Always | 11 | 27% |
| Often | 12 | 30% |
| Sometimes | 8 | 20% |
| Rarely | 8 | 20% |
| Never | 1 | 3% |
| Total | 40 | 100% |

*Table13: The Students and the teachers' amount of speaking*
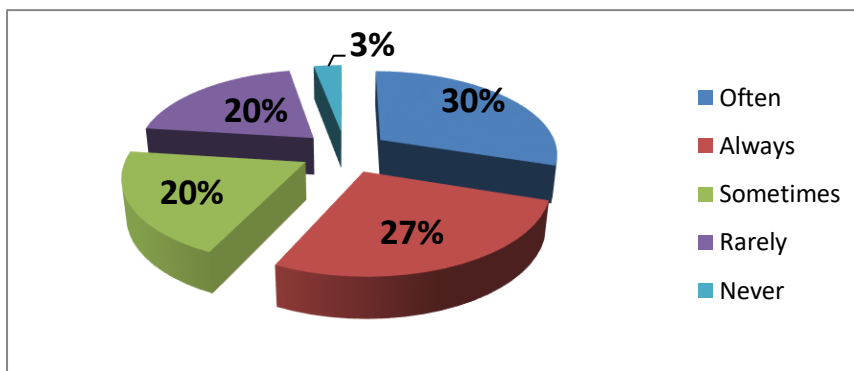
*Figure13: The Students and the teachers' amount of speaking*

The results as shown in the table above reveal that (30%) of the respondents claim that they are often encouraged to speak by their teachers. (27%) opted for 'always'; (20%) is the percentage obtained by the participants who opted for 'sometimes' and 'rarely'. However, the rest of the students (3%) opted for 'never', because the teachers always guide the learners.

**Q15. Do you think that your weaknesses in speaking are dueto?**

| Option | Number | Percentage |
|---|---|---|
| The lack of practice | 31 | 78% |
| The poor listening | 4 | 10% |
| The methods used by the teachers | 5 | 12% |
| Total | 40 | 100% |

*Table 14: The causes behind the students' difficulties in speaking*

*Table 14:The causes behind the students' difficulties in speaking*

As we notice in the table, (78%) of the students declare that their difficulties are due to the lack of practice, because their teachers did not give them much activities in order to fulfill the answers, others (12%) found that the methods used by the teachers is the most weak point. the least point (10%) it represents students said that their weaknesses due to the poor listening.
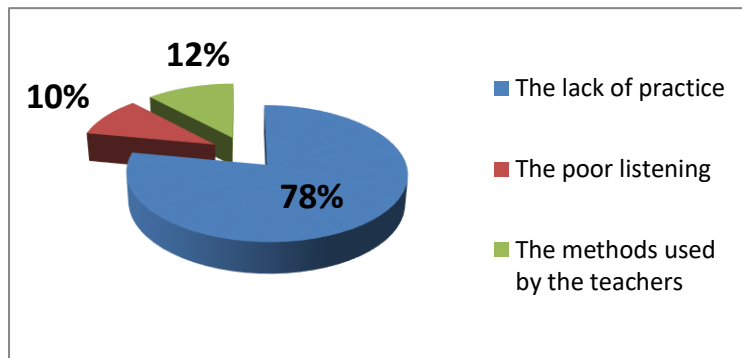
## 2.6. Discussion and Interpretation of the findings

Based on the analysis of student's questionnaire, the finding about students' attitudes towards the impact of shyness on learning process in general and on speaking skill in particular, throughout these results of data collection tools; we find answers of our research questions and test the validity of the stated hypothesis.

This study indicates that the relationship between the two variables is strong, shyness affect negatively the speaking skill. As the finding displayed that student's claim that shyness problem hinders their progression in performing speaking skill. Also, students affirm that speaking skill is significance should be highlighted in the case of learning English as a foreign language. In fact, we observed from the finding that first year students have a serious lack of speaking because of shyness impact. At the end, we expect to have a clear and comprehensive view about the negative effect of shyness on speaking English language proficiency.

**3.6. Summary of the Qualitative results (both the interview and the questionnaire)**

The present study discussed the students' psychological problem which named "shyness" and its great impact on the oral performance during the course; in addition it aims at knowing the main weaknesses of students in speaking skill. This study indicates that the relationship between the two variables is strong, shyness affect negatively the speaking skill. The results obtained from the analysis of the teachers interview and students questionnaire show that shyness has a wide influence when students want to show their abilities in speaking , also , the shy learners especially first year students at Biskra university because they are novice learners in English in a dire need to reduce shyness impact in order to enhance their speaking proficiency, and construct a strong base in English as much as they can in order to speak effectively and communicate appropriately.  For that, teachers should employ skilful activities to increase speaking instruction and create and interactional climate that push the shy students to speak because, the use of effective strategies for valuable speaking lead to fruitful oral performance. In fact, we observed that first year students have a serious lack of speaking because of shyness effect however the learner provide a positive attitude towards speaking in which that large exposure of speaking materials in a long duration will certainly improve students' learning. At the end of the research, we expect to have a clear and comprehensive view about the negative impact of shyness in learning speaking English language proficiency which the finding shows.

**Recommendations**

According to the present study which discusses the impact of shyness on EFL learners speaking skill, we recommend the following:

☐      They must be aware of shyness negative impact on students speaking.

☐      Teachers should include authentic materials in their classroom which create a motivational and interactional atmosphere

☐      Teacher should help their students to use the different speaking strategies of the

foreign language by presenting different activities and teaching them how to speak fluently.

☐    Students should practice more the speaking skill which helps them to communicate effectively.

☐    Students should be aware about the shyness influence that may hinder their progression, so they must participate and be more encourages, self confidence, and relaxed.

**Conclusion**

From the analysis of the teachers' interview and learners' questionnaire, EFL students and teachers show a high agreement about the effect of shyness that leads the learner to be de-motivated in  practicing the speaking skill .So, through the interpretation of the results ,we conclude that the teacher use several methods and procedures in oral expression module that suits students' needs such as activities , audio equipment, interactive climate , changing the seating arrangement  that help students to speak , show their ideas , interact , participate and solve most difficulties in speaking performance. Thus, teachers encourage them to speak in order to be engaged and participate effectively in the session.

**General Conclusion**

Enhancing speaking skill in the foreign language is a difficult task in teaching and learning process .It requires directing the teachers' attention to the impact of shyness on learning and its influence on students to practice the speaking skill. The present study has dealt with the strong relationship that exists between shyness impact and students 'speaking skill proficiency.

The main concern in our research was investigating whether shyness impact students to develop their speaking skill in English or not. In addition, developing the EFL learners' speaking skill has always been of a great interest for the majority of foreign language teachers and researchers.

This research consists of three chapters, we devoted the first chapter of this study to define shyness, and we have mentioned the various functions of this problem and its great impact on students speaking. The second chapter shed light on speaking skill, its definition, objective, and the speaking activities that should reduce shyness impact. Also, it highlights some speaking difficulties and methods. Then it focuses on the difficulties of teaching speaking skill. Finally the third chapter is devoted for the analysis of the data obtained from the teachers' interview and students' questionnaire.

Consequently, in the third chapter of field work we have answered the suggested research questions and tested the validity of our hypothesis, where the majority of teachers and students have confirmed that shyness become a serious problem for many EFL learners, its negative impact which hinder the speaking performance of them, hence, findings show that teachers use various strategies to fight students' disinclination and hesitation to speak in the foreign language.

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**Appendices**

**Appendix I:** Students' Questionnaire

**The Students' Questionnaire**

**Dear students,**

I will be very grateful if you take a few minutes to complete this questionnaireabout the impact of shyness on EFL Learners' speaking skill , the case of first year students at Mohamed Kheider University of Biskra".Your answers will help us to accomplish this research project.

**N.B**: We rely on your collaboration as far as your honesty.For each item, tick the right box or write in the space provided.

**Maamouli imane**

**Thank you for your cooperation**

**Q2. Age ?………………………………………………………………………..**

**Q3. Was the choice to study English your own choice?**

a. Yes☐b. No☐

**Q4.How would you assess your present level at English?**

a. Average ☐b. Good☐   c. Excellent☐d. I do not know☐

**Q5.  How do you find speaking English?**

a. easy☐        b. very easy☐        c. difficult☐      d. very difficult☐

**Section two: Students attitudes about shyness**

**Q6. Have you ever heard about the concept shyness?**

a. Yes ☐b. No☐

**if yes , please explain** ……………………………………………………………

**Q7. Do you feel shy when you decide to participate in oral expression session?**

a. Yes☐ b.No☐

**Q8.Do you face problems while learning?**

a. Yes☐                b. No☐

**Q9. Which of the following psychological difficulties do you suffer from?**

a. Anxiety☐ b. Inhibition ☐c. Shyness ☐d. Fear of making mistakes☐

e. Lack of self confidence ☐F. De-motivation ☐

**Q10. Does your teacher strategy help you to reduce shyness?**

a. Yes☐b. No☐

**Section three: Speaking Skill**

**Q11. Do you think that shyness affect the achievement of your speaking skill?**

a. Yes ☐b. No ☐

If no because of:

………………………………………………………………………………………………

………………………………………………………………………………………………

**Q12. Which of the four skills would you consider the most important?**

a. Listening☐        b. Speaking☐  c. Reading☐        d. Writing☐

**Q13. What is your favorite activity that helps you to improve your speaking in oral classes?**

a. Classroom discussion?☐b. Role play?☐c.Studentpresentation?☐

d. Story-telling?☐e. Information gag activities?☐

**Q14. How often does your teacher give you the turn to speak?**

a. Always☐c. Sometimes☐d.Rarely☐f. Never☐

**Q15. Do you think that your weaknesses in speaking are dueto?**

a. The lack of practice☐b. Poor listening c. The methods used by your teacher ☐

**Thank you for your collaboration**

**A Teachers' interview**

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about the impact of shyness on EFL Learners' speaking skill , the case of first year students at Mohamed Kheider University of Biskra". Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time and cooperation**

<div align="right">

**Maamouli imane**

</div>

Q1. What degree do you hold?

Q2. How long have you been teaching oral expression moduleat Mohamed Kheider University of Biskra?

Q3. Do your students face difficulties in speaking English language? If yes, identify some of them.

4. Do you have shy students in oral expression class?

Q4. Does shyness impact the students to participate?

Q5. When you notice shy students while teaching, do you encourage them to speak?

Q6. Does the variety of activities contribute to the improvement of students' speaking skill?

Q7. According to your experience, can you suggest how can you prevent the negative effect of shyness on students oral performance ?

<div align="right">

**Thank you for cooperation**

</div>

# الملخص

سعت هذه الدراسة للتحقيق في تأثير الخجل على تطوير مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. حاولت التحقق من المتعلمين الذين يعانون من مشكلة بالغة الأهمية تسمى "الخجل". تهدف الدراسة الحالية إلى اقتراح الاستراتيجيات اللازمة ، والتي من خلالها يمكن لطلاب السنة الأولى في اللغة الإنجليزية في فرع اللغة الإنجليزية بجامعة بسكرة تقليل خجلهم والمشاركة في التفاعل الصفي وتطوير مهارة التحدث لديهم. أيضًا ، لتحديد الأسباب الرئيسية وراء خجل متعلمي اللغة الإنجليزية كلغة أجنبية ، وتزويد المعلمين والطلاب بالتوصيات من أجل التغلب على الخجل وتحقيق نتائج أفضل. لقد اتبع هذا البحث المنهج الوصفي ، لأنه من بين جميع الأساليب العلمية للبحث هو الأنسب للتعامل مع هذا البحث ، وتأكيد فرضيتنا أو رفضها. علاوة على ذلك ، قمنا بتصميم استبيانات الطلاب لطلاب السنة الأولى ومقابلة المعلمين لمعلمي التعبير الشفهي باعتبارها أفضل الإجراءات لجمع قدر كبير من البيانات. تشير النتائج التي تم الحصول عليها إلى أن معظم متعلمي اللغة الإنجليزية كلغة أجنبية يشعرون بالخجل عندما يأتون للتحدث باللغة الإنجليزية ، ويرجع ذلك أساسًا إلى الخجل وعوامل مختلفة مثل القلق ، وقلة الثقة بالنفس ، وضعف القواعد ، والخوف من ارتكاب الأخطاء. تُظهر النتائج أيضًا الكثير من الاستراتيجيات المتنوعة التي يمكن للمتعلمين والمعلمين الاعتماد عليها لتقليل تأثير الخجل وتقليل أداء الطلاب في التحدث بشكل أفضل. تثبت النتائج الفرضية ، التي تنص أن الخجل له تأثير على مهارة التحدث لدى متعلم. وبالتالي ، إذا بحثنا عن إجراءات عاطفية لتقليلها ، فقد نساعد المتعلمين على تحسين أداء التحدث لديهم وتعزيزه.

**المصطلحات الأساسية:** الخجل ، مهارة التحدث ، المشكلة النفسية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، استراتيجيات المعلمين.