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**Investigating the Teaching Techniques to Integrate Shy Students in Classroom Interaction. The Case of First Year BMD Students in the Department of English at MMUTO.**

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# *Dedications*

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*When you left, my motivation was buried with you.*

*Thinking back to all the sacrifices you made*

*I can only go forward to honour you”*

I dedicate this work to your memory my dear mother

*Louiza*

# *Dedications*

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*I dedicate this work to: To my beloved father Allah bless his soul.*

*My dear mother*

*My family members*

*All my friends and the ones I love.*

*Nadia*

# *Acknowledgments*

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# *Abstract*

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*The present study is concerned with the techniques that teachers use in order to integrate shy students in classroom interaction. It aims at checking whether there are many shy students in first year Bachelor Master Doctorate classes in the department of English at Mouloud MAMMERRI University of Tizi Ouzo. It seeks also at finding if their teachers give them opportunities for interaction in the classroom by using different techniques. To this end, our investigation is based on Mixed Methods Research. It combines two questionnaires that are addressed to a group of first year BMD students and their tutorials' teachers. For the sake of gathering more data about the issue addressed in this study, we have opted for classroom observation relying on a checklist. The outcomes are analysed using Qualitative Content Analysis and Statistical Package for the Social Sciences. On the basis of the results of the study, it is concluded that most of the students are shy during classroom interaction. Besides, teachers of the first year BMD students in the department of English at MMUTO give opportunities to all the students to speak freely and most of them develop different techniques to integrate the shy students in classroom interaction. In addition, the most effective techniques used by teachers are cooperative activities. This study brings to conclusion that the use of appropriate techniques integrates, to some extent, shy students in classroom interaction and helps them express their ideas and thoughts during class discussions. This study is conducted under the light of Haim Ginott's theory of "Congruent Communication" 1972, which is composed of different useful teaching techniques to deal with shyness.*

**Key words:** the teaching techniques, shyness, classroom interaction, congruent communication.

# *List of Abbreviations and Acronyms*

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**BMD:** Bachelor Master Doctorate

**EFL:** English as a Foreign Language

**ELL:** English Language Learning

**IRF:** Initiation Response Feedback

**L:** Learner

**L2:** Second Language

**MMUTO:** Mouloud MAAMERI University of Tizi Ouzou

**Q:** Question

**QCA:** Qualitative Content Analysis

**SLA:** Second Language Acquisition

**SPSS:** Statistical Package for the Social Sciences

**T:** Teacher

**TL:** Target Language

# *List of Tables*

---

<b>Table 1:</b> shyness' symptoms .....	10
<b>Table02:</b> The Teachers' Behavior during Classroom Interaction .....	32
<b>Table 03:</b> Frequency of the Use of the Teaching techniques .....	32
<b>Table04:</b> The Teachers' Use of Congruent Communication .....	33
<b>Table05:</b> The Efficiency of Congruent Communication.....	33
<b>Table 06:</b> The Use of "I" messages .....	44
<b>Table 07:</b> Frequency of the Use of Funny Interactive Activities .....	44
<b>Table08:</b> Teachers' Use of Praising .....	45
<b>Table 09:</b> The Type of Praise Used by Teachers .....	45

# *List of Diagrams*

---

<b>Diagram01:</b> Frequency of Shyness inside the Classroom -----	25
<b>Diagram 02:</b> Shy Students' Attitudes towards Their Classmates and Their Teachers -----	26
<b>Diagram 03:</b> Students' Feeling When Called to Interact -----	27
<b>Diagram 04:</b> Students' Behavior during Classroom Interaction -----	28
<b>Diagram 05:</b> The Frequency of Students' Free Interaction -----	28
<b>Diagram06:</b> Frequency of Students' Negotiation of Meaning -----	29
<b>Diagram 07:</b> The Students' Preferred Corrective Feedback -----	30
<b>Diagram 08:</b> The Students' Attitude towards the Types of Classroom Interaction -----	31
<b>Diagram 09:</b> The Students' Favorite Messages -----	34
<b>Diagram 10:</b> The Students' Favourite Request -----	34
<b>Diagram 11:</b> The Frequency of Use of Interactive Activities -----	35
<b>Diagram 12:</b> Students' attitude towards Praising -----	35
<b>Diagram 13:</b> The Students' Favourite Type of Praising -----	36
<b>Diagram 14:</b> The Students' Attitudes towards the Teaching Techniques -----	36
<b>Diagram 15:</b> The Frequency of Shyness according to Teachers -----	37
<b>Diagram 16:</b> Symptoms of Shyness in the Classroom -----	38
<b>Diagram 17:</b> The Influence of Shyness on Learning -----	39
<b>Diagram 18:</b> The Frequency of Interaction Given by Teachers -----	39
<b>Diagram 19:</b> Students' Behavior during Classroom Discussions -----	40
<b>Diagram20:</b> The Nature of the Corrective Feedback -----	40
<b>Diagram 21:</b> The Encouraged Type of Classroom Interaction -----	41
<b>Diagram 22:</b> Teachers' Attitude towards Classroom Interaction -----	42
<b>Diagram 23:</b> Frequency of Use of Teaching Techniques .....	42
<b>Diagram24:</b> Teachers' Use of Congruent Communication Technique.....	43
<b>Diagram25:</b> Teachers' Technique to Correct Errors.....	43
<b>Diagram 26:</b> Effective Techniques according to the Teachers -----	46

# *Table of Contents*

---

Dedications .....	I-II
Acknowledgements .....	III
Abstract .....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of List of diagrams .....	VII
<b>General Introduction</b>	
Statement of the Problem .....	01
Aims and Significance of the Study.....	02
Research Questions and Hypotheses.....	03
Research Design and Methodology .....	04
Structure of the Dissertation .....	04
<b>Chapter one: Review of the Literature</b>	
Introduction.....	06
I. Shyness .....	06
I.1. Definitions of Shyness.....	06
I.2. Shyness Versus Foreign Language Anxiety .....	08
I.3. Causes of Shyness .....	08
I.3.1. Shyness in Educational Setting.....	09
I.3.2.2. Symptoms of Shyness in the Classroom.....	09
II. Classroom Interaction.....	11
II.1. Definitions of Classroom Interaction .....	11
II.2. Aspects of Classroom Interaction .....	11
II.2.1. Negotiation of Meaning.....	11

# *Table of Contents*

---

II.2.2. Feedback .....	12
II.3. Types of Classroom Interaction .....	12
II.3.1. Teacher-Learner (s) Interaction .....	13
II.3.2. Learner-Learner (s) Interaction .....	14
II.4. Factors Influencing Classroom Interaction .....	15
II.4.1. The Impact of Students' Shyness on the Oral Interaction .....	15
III. The Teaching Techniques for Integrating Shy Students in Classroom Interaction .....	16
III.1. Theoretical Framework .....	16
III.2. Haim Ginott's theory of congruent communication .....	16
III.2. The Teaching Techniques According to Haim Ginott's Theory of "Congruent Communication" .....	16
III.2.1. The use of Congruent Communication .....	16
III.2.2. The use of I messages .....	17
III.2.3 The use of Sane messages.....	17
III.2.4. Accept and Acknowledge Students .....	17
III.2.5. Include cooperative learning .....	18
III.2.6. Evaluative Praise versus Appreciative Praise .....	18
Conclusion .....	18
<b>Chapter Two: Research Design and Methodology</b>	
Introduction.....	19
I. Procedures of data collection .....	19
I.1. Research Method .....	19
I.2. Context of Investigation & Population Sample .....	19
I.3. Data Collection .....	20
I.3.1. Description of the Students' questionnaire .....	20
I.3.2. Piloting the Students' questionnaire .....	21

# *Table of Contents*

---

I.3.3. Teachers' questionnaire .....	21
I.3.4. Classroom Observation .....	22
II. Procedures of Data Analysis .....	23
II.1. Statistical Package for the Social Sciences (SPSS).....	23
II.2 Qualitative Content Analysis .....	24
Conclusion .....	24
<b>Chapter Three: Presentation of the Findings</b>	
Introduction .....	25
I. Presentation of the Questionnaires' Results .....	25
I.1. Results of the Students' Questionnaire .....	25
I.2. Results of the Teachers' Questionnaire .....	37
II. Presentation of Classroom Observation Results .....	46
II.1. General Observation of the Classroom.....	46
II.2. Observation of the Teaching Techniques to Deal with Shyness .....	47
Conclusion .....	49
<b>Chapter Four: Discussion of the Findings</b>	
Introduction .....	50
I. Discussion of the Students' and Teachers' questionnaires .....	50
II. Discussion of the Findings of Classroom Observation .....	55
Conclusion .....	60
<b>General Conclusion</b> .....	61
<b>Bibliography</b> .....	63
<b>Appendices</b> .....	I

# General Introduction

# *General Introduction*

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## **Statement of the Problem**

Interaction in classroom is a vital process in learning languages; it involves the participation of both teachers and learners. For learners who are studying English as a foreign language, interaction is very essential to become good communicators in the target language. But, sometimes, many barriers come to prevent the smooth running of classroom interaction, according to our personal experience, shyness is one of these barriers; for that reason, it is preferable for teachers to develop techniques to overcome it and to integrate the foreign language learners in classroom interaction .

Indeed, many scholars and psychologists argue that interaction does not always take place due to many reasons; Shyness is one of these reasons. It is a psychological, emotional and behavioral trouble which blocks students from speaking, participating and showing their ideas and sometimes it makes them invisible inside the classroom. (Lund and Ingrid, 2008). Teachers in such situations are intended to use successful techniques in order to integrate shy students in classroom interaction. Since many students suffer from this phenomenon, the role of the teacher is to remedy the case and provide students with an encouraging climate that helps them to feel more comfortable and more confident to interact effectively. In addition, in order to become fluent in a foreign language, learners need to find opportunities inside the classroom to practice and use that language.

This research study is made to spotlight the main educational techniques that are used by second/ foreign language teachers to integrate their shy students in the classroom interaction. As far as this dissertation is concerned, it tries to shed light on the importance and the necessity of classroom interaction in learning English as a foreign language and making first year BMD students more confident during classroom interaction, in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUT0).

# *General Introduction*

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Furthermore; classroom interaction was an issue of investigation for many researchers, who claim its importance to SLA/FLA (krashen, 1985) and mention the different factors affecting the process of interaction, such as shyness and foreign language anxiety. The latter was the main topic of investigation in the English Department at MMUTO. It is worth to note two master dissertations of which the aim was to reduce the phenomenon of anxiety through different techniques. Ouhadji & Rezki (2016) have worked on enhancing English language students' speaking skill through overcoming anxiety. The major findings of this research reveal that anxiety is the major problem in learning FL and give some students' strategies to reduce their anxiety such as working on their self- confidence. Additionally; Ouali (2014) has investigated the issue of cooperative learning techniques to reduce anxiety in speaking. The major findings of this research have shown that cooperation can be used as a technique to reduce anxiety and asserted that its origin came from shyness. Therefore, our interest was directed at finding the teaching techniques to cope with shyness before it turns to anxiety.

## **Aims and Significance of the Study**

This dissertation is first and foremost concerned with finding the different teaching techniques that encourage shy students to interact. That is, to see the way shy students are integrated in classroom interaction. In addition, it shows to the first year BMD students the importance of interaction for their second language acquisition (SLA). This research study is conducted in the light of the 'Constructivist, Congruent Communication Model, which is suggested by Haim Ginott in 1972. Since, Ginott believes that teachers are the most important elements in classroom management and his theory consists of the teaching techniques that direct students' behaviours and feelings.

# *General Introduction*

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## **Research Questions**

In order to guide our investigation, our study is meant to answer the following questions:

1. Are there many shy students in the first year BMD classes in the department of English at MMUTO?
2. Do teachers of the first year BMD students in the department of English at MMUTO give opportunities to all the students to interact freely in the classroom?
3. Do teachers of the first year BMD students in the department of English at MMUTO use different techniques to integrate shy students in classroom interaction? If yes, what are these techniques?
4. Does the use of these techniques really help shy students during classroom interaction?

## **Research Hypotheses**

For the sake of answering the research questions and to achieve our aim the following hypotheses are advanced:

1. Most of First year BMD students in the Department of English at MMUTO are shy during classroom interaction.
2. Most of teachers of the first year BMD students in the department of English at MMUTO give opportunities to all the students to interact freely.
3. Teachers in the department of English at MMUTO use different techniques in order to integrate shy students in classroom interaction.

# *General Introduction*

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4. The techniques used are appropriate and do integrate shy first year BMD students in the English department at MMUTO in classroom interaction.

## **Research Design and Methodology**

To conduct the investigation, a Mixed Methods Research was adopted. We combined quantitative and qualitative methods for data collection and data analysis. Our procedure for collecting data is the use of two questionnaires, one addressed to a group of first year BMD students, another addressed to a group of their tutorials' teachers in the department of English at MMUTO. The sample of our study was randomly selected. In addition to the questionnaires, another research tool was chosen. The qualitative research instrument used is the classroom observation. It attempted to find the teaching techniques used during tutorial classes and to know whether students are given opportunities to interact, during these sessions. Furthermore, the classroom observation was mainly conducted for supporting the data gathered from the two questionnaires. The results of the classroom observation sessions were presented in the form of narrative account. Concerning the two questionnaires, they were analyzed in the form of tables, pie charts and bar graphs.

## **Structure of the Dissertation**

The study follows the traditional complex model. It consists of four chapters, in addition to a General Introduction and a General Conclusion. The introduction consists in presenting the topic, stating the aims and significance of the study, the research questions and hypothesis the methodology; lastly, it presents the structure of the study. The first chapter is the review of literature, in which some of the previous definitions and theoretical concepts are reviewed. The second chapter is research design and methodology. It aims at presenting the

## *General Introduction*

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procedures of data collection and data analysis. The third chapter is devoted to the presentation of the result's study collected from the questionnaires and the classroom observation. The last chapter is the discussion of the results where the results are discussed and interpreted in relation to the theoretical framework and the review of literature. Finally, the general conclusion is the last part which synthesizes the whole work. It also provides an answer to the research questions raised in the introduction and confirms or rejects the suggested hypotheses.

# chapter one

## Review of the Literature

# *Review of the Literature*

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## **Introduction**

The present chapter is a review of the literature designed to account for the major works. It reviews the previous works which are related to the issue of shyness in the classroom and its impact on classroom interaction. This chapter is composed of three main parts. The first part is entitled shyness, wherein definitions of shyness and its causes are provided, including shyness in the educational setting in general and in the classroom in particular. At the end, it sheds some light on the differences between shyness and foreign language anxiety. The second part reviews the literature related to classroom interaction, giving its definition, aspects, types, and the factors that may influence it. To finish, this chapter is concerned with reviewing the techniques used by teachers of EFL in order to integrate shy students in the classroom interaction. The third part of the review focuses on Haim Ginott's (1972) Theory of Congruent Communication. Thus, it first presents the theoretical framework, then; it extracts the main and important techniques that teachers can use to integrate their shy students in the classroom interaction.

## **I. Shyness**

### **I.1. Definitions of Shyness**

Many definitions of shyness are provided by psychologists, researchers and educationalists. According to Nugent, shyness is *“The tendency to feel awkward, worried or tense during social encounters especially with unfamiliar people, negative feelings about themselves; worries about how others view them; and a tendency to withdraw from social inventions”*(2012: 145). In other words, shyness is a negative feeling which is associated with fear and uncomfortable state when facing new social situation, meeting new or unknown people.

# *Review of the Literature*

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Moreover; People are social beings who want to talk, listen and share information and the process of communication and interaction is vital to survive. For people who experience shyness, the ability to interact with others is affected. They are worried about what others think of them and fear they are being evaluated. They experience deep self-consciousness. The fear of being watched and judged can be overwhelming and distressing and can disrupt their everyday functioning. Shyness can be presented in different social situations, starting from house to school and from university to workplace. (Kasper, Alex, 2012).

In addition, shyness is defined as a kind of anxiety, which appears in social situations. Furthermore; it goes through three main parts: first is the presence of the feeling itself that provokes some physical discomfort such as 'nausea', all these factors make shy person very silent and avoid social situations. It can also take the name of timidity. (Nugent, 2013).

Furthermore; Crozier (2000) states that:

Research into shyness has suffered in his way, shyness is not a precise term, it refers to feeling awkward or uncertain in social situation it is associated with self-consciousness, excessive monitoring of behaviour and over rehearsal of potential utterances (2000: 03).

In other words, the concept of shyness is not a simple one to define, it is related to the feeling of self awareness and it is really difficult to control. From the above definitions, it can be deduced that shyness is a psychological and uncomfortable emotional state that is present in people, when facing social situations. Shyness is a barrier that prevents them to be part of the social interaction. Besides; the definitions draw attention to the complexity of the term shyness. It lacks precise meaning, particularly in terms of what constitutes shyness and the psychological structure of a shy person.

# *Review of the Literature*

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Furthermore; Crozier.W and Lyn Alden in Coping with Shyness and Social Phobia claim: *“so far we have been using the terms shyness and anxiety as if they mean much the same thing. Many (though not all) psychologists regard shyness as a form of anxiety”* (2009:14).

## **I.2. Shyness versus Foreign Language Anxiety**

Crozier & Alden, (2009) argue that the term shyness and anxiety are the same. However; shyness differs from foreign language anxiety, since shyness occurs not only in the classroom, but also in all the social situations. While, foreign language anxiety is different, it is the anxiety that is related to the field of learning second/foreign languages. It is the uncomfortable feeling that occurs when learning; it affects the learners' skills. (Horwits,1986). Thus, shy students in contrast to anxious ones do not hold negative attitudes towards EFL, but they escape all the social contacts and shy students do not have a problem with the language itself but they feel painfully self-conscious with negative thoughts about themselves.( Zimbardo, 1977).

## **I.3. Causes of Shyness**

Zimbardo (1977) claims:

Personality-trait researchers are convinced that shyness is an inherited trait, much like intelligence or height. Behaviorists think that people who are shy just didn't learn the social skills necessary for relating effectively to others. Psychoanalytic types say that shyness is merely a symptom, a conscious manifestation of unconscious conflicts raging deep within the psyche. Sociologists and some child psychologists believe that shyness must be understood in terms of social programming— the conditions of society make many of us shy. The social psychologists suggest that shyness starts out in life with nothing more than a humble label, "shy." "I am shy because I call myself 'shy or other people label me that way (1977:40)

According to the above quotation, the personality-trait and psychoanalytic researchers claim that shyness is genetically inherited just as skin color or intelligence. In the other side

# *Review of the Literature*

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behaviorists', sociologists' and child psychologists' points of view are totally divergent, they argued that shyness is due to the fact that people don't learn the necessary social skills to interact with each others. In addition; shyness is caused by the surrounding society, that is to say the conditions in which people grow, can make them shy. Furthermore; the social psychologists suggested that shyness is just a matter of calling someone "shy person" that shyness start to appear in that person (Zimbardo, 1977).

## **I.3.1. Shyness in Educational Setting**

Crozier.W (2004) asserts that Shyness may reach different areas, such as the educational settings. (Cited in: Jon R, Judith G, et al). At university; many students suffer from shyness that prevents them from interaction. They may face difficulties to build relationship with new friends and to feel comfortable with teachers. (Ibid). The first- year students become shy because of many reasons; first, the university is primarily an unfamiliar social setting where they meet new students and teachers and have to act in large, strange groups; both kinds of situations are known to be key elicitors of shyness (Russell, Cutrona and Jones, 1986; Zimbardo, 1977). The second reason behind shyness at university is that the setting is continuously a social-evaluative one where students are evaluated for intellectual, social, and sexual attractiveness by their peers, and for intellectual competences by their teachers; social-evaluative situations are also known to be strong elicitors of shyness (Schlenker and Leary, 1982).

## **I.3.2.Symptoms of Shyness in the Classroom**

Crozier, (2002) states an example of the way shy students feel in their classroom:

I felt inadequate. I believed I was too young to say anything that would have been of the slightest interest to these people. I felt awkward as if out of place. (...) When anybody did ask me something, I would be so concerned about my reply that I could feel myself heating up and turning red.( 2002:461).

# *Review of the Literature*

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According to the example given by Crozier, shy students are characterized by a specific behaviour as being silent, trying to be invisible in the classroom. Moreover; they feel frightened and they blush when asking them to interact.

According to Zimbardo and Lynne Henderson (1998), shyness can be manifested through different levels: behavioral, cognitive, psychological and affective .The teacher may know if his/ her student is shy or not, by the observation of students' behaviors in classroom .Shy students rarely participate in the classroom, they try to be unseen .In addition; shy Students speak lower and don't raise their voice. A generalized pattern of shyness may become established and begin to include such additional symptoms as timidity about entering social situations, discomfort and inhibition in the presence of others, exaggerated self-concern, and increasingly negative social self-concepts (Honig, 1987; Thompson & Rudolph, 1992).

<b>Behavioural</b>	<b>Psychological</b>
Inhibition and passivity	Accelerated heart rate
Gaze aversion	Dry mouth
Avoidance of feared situations	Trembling or shaking
Low speaking voice	Sweating
Little body movement or expression or Excessive nodding or smiling	Feeling faint or dizzy, butterflies in stomach or nausea
Speech disfluencies	Experiencing the situation or oneself as unreal or removed

**Table 1 shyness' symptoms**

# *Review of the Literature*

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## **II. Classroom Interaction**

### **II.1. Definitions of Classroom Interaction**

*“In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about.”*(Brown, H. D. 1994:12). This quotation asserts that ‘interaction’ is a very important word for ELL. In addition, Wagner defines ‘interaction’ as *“reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events influence one another.”* (1994: 08) Therefore, interaction does not occur only from one side, but it involves a mutual exchange by sending and receiving messages for the sake of achieving communication. Ellis defines classroom interaction broadly: *“... not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the cores of formal drilling...”* (Ellis,1990:12). Classroom interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other. Rivers argues that:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges ... (1987: 4-5)

### **II.2. Aspects of Classroom Interaction**

Classroom Interaction involves two main aspects, which are negotiation of meaning and feedback. If these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction (Cited in Batite,T. 2013: 33- 35).

#### **II.2.1.Negotiation of Meaning**

Ellis and Barkhuizen, (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers try to prevent the breakdown of the communication. Ellis and

# *Review of the Literature*

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Fotos state that “*Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.*” (1999: 09). So Interaction is important for meaning negotiation where the learners can receive feedback from their interlocutors. According to Long and Robinson’s Interaction hypothesis (1998), the conditions for second language acquisition are improved when learners negotiate meaning with other speakers. Long argues that “*interaction gives learners opportunities to exchange data with their interlocutors*” (1996: 50). For example, the learners sometimes ask for clarifications, modifications in order to get comprehensible information that allows them to enhance their target language. (Ibid).

## **II.2.2. Teachers’ Feedback**

In second language learning, the most important source of interactional benefits is feedback. This latter; is defined as “*the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances*”. (Mackey, 2007: 14-15). It has a powerful influence on how students learn. This means that feedback is a way through which students can improve their L2 by giving the students opportunities to focus on their comprehension or production of SLA.

## **II.3. Types of Classroom Interaction**

Thurmond & Wambach (2004) state that, when learners are engaged either with the course content, other learners, the instructor or the technological medium used in the course, these means that they are interacting in the classroom. (Cited in MahBubur, M. 2014: 02). From this quotation, four types of classroom interaction can be distinguished: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. Van Lier (1996) has pointed out, that two types of classroom interaction present different opportunities for negotiation. Furthermore, this study focuses on

# *Review of the Literature*

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the two main types which influence the speaking skill that are: learner-teacher interaction and learner-learner(s) interaction.

## **A. Teacher- Learner(s) Interaction**

Harmer claims that the way in which the teacher interacts with his students is considered as an important skill which enhances the learning and the teaching processes. (1998: 40). According to Tuan, L & Nhu, K *“In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities. These forms are called teacher-learner interaction.”* (2010: 02). They assert that such interaction, generally, occurs between the teacher and the class and/or small groups in the class and/or individuals (Ibid). Harmer argued that unlike newer teachers who concentrate only on their students comprehension in the classroom, experienced teachers concentrate also on the way they themselves speak to their students using physical movements as: gestures, expressions, mime and so on which have become a part of language techniques used by the teacher during the teaching process, especially with the students who have lower levels (1998: 3-4). Tuan and Nhu (2010) believed that teaching is always a shared-relationship job. It involves the participation from many people. As Brown, H.D recommends: *“Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk.”* (2001: 99). According to Harmer, J. to foster learners to produce communicative outputs, learners should be engaged in communicative activities. It means the teacher’s intervention should be avoided (1991: 49).

### ***Initiation-Response-Feedback (IRF) model***

*“Initiation- response- feedback (IRF) is a pattern of discussion between the teacher and the learner.”* (British council). The IRF pattern is one of the most important features of all classroom discourse. (Walsh. 2012: 17). This three-part structure was first put forward by Sinclair and Coulthard in 1975 and is known as the IRF exchange structure and it is made up

# *Review of the Literature*

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of three moves: typically a question, a response, and then a follow-up. Wells, G.L. (1993) demonstrated that the nature of the feedback provided by the teacher in the third turn of the IRF should be to constrain or provide opportunities for further interaction. Therefore, the teacher should ask students to extend their thinking, justify, clarify their ideas or make links with their own experience. The following example which is suggested by Tuan and Nhu (2010) represents typically the pattern of interaction

*Teacher initiates the first turn*

“I” - T: What do you do when you’re under stress?

*Student responds in the second turn*

“R” - L: Go shopping

*Teacher follows up at the third turn*

“F” – T: Good. Any other one?

## **B. Learner- Learner(s) Interaction**

*“Learner-learner interaction occurs among learners. In this form of interaction, the teacher plays a role as a monitor and learners are the main participants.”* (Mackey, 2007: 30). Learner- learner interaction can occur either in groups called group works or in peer called pair work. (Ibid).

### **Pair Work and Group Work**

Lynch (1996), assumes that practice is the most beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting. Harmer (1998) claims that pair work and group work give learners opportunities to express themselves freely without the help of the instructor at each time, everything is centred on the learner.(Cited in Menad and Mellak. 2015). In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice (Ur,P. 1996 and Altay

# *Review of the Literature*

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and Ozturk, 2004). Therefore, it can be concluded that collaborative practice should facilitate language development. In addition, these types of activities are very helpful for shy students who have difficulties of interaction (Eric and Rimmer, et al. 2011).

## **II.4. Factors Affecting Oral Interaction**

There are many factors which affect classroom interaction. According to Al sayab, F the factors are divided into three categories: student factors, social factors and educational factors. (2002: 58). The present study focuses on the student factors, which contain student's perception, attitudes, language factors, learning styles, background of students and personal affective factors. The affective factors mean the learners' personality, motivation, attitude, anxiety and shyness. (Liu, S.2001:12). Mc Croskey, asserts that "*Shyness influences learners' oral interaction. Introverted learners are shy; therefore they are often quiet, unsociable, reserved and passive.*" (1991: 20).

### **II.4.1. The Effect of Students' Shyness on the Classroom Interaction**

Teachers perceive shy students as being less intelligent than non-shy students. Such notions can be harmful to these students, and thus cause more severe aversion symptoms (Hughes, K & Coplan, R.2010). Kasper, (2012) argues that Shy students generally have lower grades than other students. Besides, according to Arbeau and Coplan (2010), shy students have difficulty to interact with peers or with their teachers. This leads to a reduction in their speaking skill and a slowdown in their SLA. Teachers often believe these students do not know the answers because they do not readily participate as readily as their non-shy counterparts. Furthermore, they sometimes believe the reason they cannot provide input to classroom instructions is due to deficiencies in academic skills. However, the reason these students do not participate is often the result of their shyness not a lack of knowledge and/or ability. (Coplan, et al. 2011).

# *Review of the Literature*

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## **III. The Teaching Techniques for Integrating Shy Students in Classroom Interaction**

### **III.1. Theoretical Framework**

- **Haim Ginott's Theory of Congruent Communication**

Haim Ginott (1972) came with his theory of classroom management “congruent communication” that is founded on principles of humanistic psychology. He points out the important role of the teacher in classroom. In addition; he highlights the importance of communication as an effective technique to deal with the students’ feeling and behaviour in the classroom. It seeks to eliminate barriers to communication. Haim Ginott affirms:

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. [...]. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated. (Ginott,H. 1972: 13)

According to the theory of Haim Ginott, teachers are very influential; they direct students’ behavior and feelings inside the classroom. They are responsible for creating positive conditions to help students integrate into the classroom and feel comfortable.

### **III.2. The Teaching Techniques According to Haim Ginott’s Theory of “Congruent Communication”**

In this research the principles of “*congruent communication theory*” (1972) are applied as effective techniques to deal with shy students in the classroom. The main important techniques that Ginott proposes are:

**III.2.1. The Use of Congruent Communication:** it means to use a suitable communication in the classroom that fits the students’ feeling; it is also called a harmonious communication. (Cited in Charles 1999:57). Teachers should address the situations rather than the student’s

# *Review of the Literature*

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character or personality. Ginott (1972) explained that “*Congruent communication is a style of speaking that does not attack others, but instead remains harmonious with feelings being experienced*” (cited in Charles 1999, 59). According to Ginott teachers should not preach, moralize, impose guilt or demand promises. They should instead, confer dignity, self-confidence and self-esteem on their students. In addition, they should consider them as social equals able to make the right decisions and able to interact without barriers. (ibid)

**III.2.2. The Use of “I” Messages:** Instead of “you” messages examples “ I would hear other voices”, “I am sure you know the answer” instead of “you are shy”, “you never participate” Ginott recommends a system using mostly “I” statements such as “I feel...” or “I think...”. (Cited in Manning, M.L. & Bucher, K. 2001:80). Ginott (1972) claimed that “*you” messages are considered as an attack to students’ personalities and characters. Thus; teachers should use “I” messages which address the situation*”. (Cited in Manning, M.L. & Bucher, and K. 2001: 217).

**III.2.3. The use of Sane Messages to Students:** to guide students to move away from self-defeating behaviour towards appropriate and lasting behaviours. Teachers should address the situation rather than students’ characters. According to Haim Ginott, teachers must avoid name calling, sarcasm and other forms of put downs and avoid to put pressure on students to interact, but encourage them to do so ( Ginott, H. 1972).

**III.2.4. Accept and Acknowledge Students:** teachers should direct their attention to their students’ feelings and accept them. According to Ginott “*acknowledging feelings leads to problem solving and denying feelings make students feel denied*” (cited in Brianna). According to Ginott, teachers should accept their students both for their person and for their behavior.

# *Review of the Literature*

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**III.2.5. Include Cooperative Learning:** asking questions and listening to students, brevity, acceptance and respect. Teachers should be facilitators in conversations that include every member of the class. They must encourage group work and peer work and create funny interactive activities. Such as; role plays, charades, scatter-gories or hangman. According to Kevin, Y. funny activities inside the classroom are frequently more effective than lectures. (King, Y. 2008).

**III.2.6. Evaluative Praise VS Appreciative Praise:** according to Haim Ginott punishment should be avoided and praise should be handed out. However, he believes that evaluative praise is destructive and appreciative praise is productive.( cited in, Katherin, T. M..Lee. 2001: 218). Ginott (1965) thinks that:

Praise is like penicillin must not be administered haphazardly. There are rules and cautions that govern the handling of potent medicines-rules about timing and dosage, cautions about possible allergic reactions. There are similar regulations about the administration of emotional medicine.( cited in Lepper,R. Henderlong,J. 2002: 774)

“Evaluative Praise” is top-down, It is the teacher as a superior patting the student on the head and saying well done, you are very clever/ well behaved/ terrific.“*Appreciative Praise*” is different: It combines detailed feedback on what the student has done plus a statement of appreciation. It targets only the students’ efforts and accomplishments, not their character or personality. This then allows the student to feel good. (Cited in, Katherine, T. Lee. 2001: 218).

## **Conclusion**

This chapter dealt with the review of literature in which we have shed some light on the phenomenon of shyness and its relation to classroom interaction. In addition, we reviewed the teaching techniques that can help shy student to feel comfortable, confident and to be integrated freely in the classroom.



# Chapter Two

# Research Design

# *Research Design*

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## **Introduction**

This chapter is methodological. It describes the techniques and the procedures of data collection and data analysis. It is divided into two sections. The first section is entitled ‘**Procedures of Data Collection**’. It includes the research method, the context of investigation and sample population. Moreover, it depicts the two research techniques (questionnaire and classroom observation) used to carry out our research. The second section is entitled ‘**Procedures of Data Analysis**’. It is devoted to the description of the means through which the collected data are analyzed.

## **I. Procedures of Data Collection**

### **I.1. Research Method**

To conduct our investigation, the mixed methods approach has been adopted. It combines quantitative and qualitative research instruments for both data collection and analysis. Johnson claims that “*mixed method research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative viewpoints ,data collection ,analysis, inference techniques for the purpose of breadth and depth of understanding and corroboration*” (2007:112).

As it is stated above, multiple procedures are used for data collection .Thus, the quantitative data are gathered from the close- ended questions of the questionnaires which seek for Statistical Analysis that should be presented statistically using tables and diagrams; however, the qualitative data which are collected through classroom observation should be analyzed and interpreted through Qualitative Content Analysis (QCA).

### **I.2Context of Investigation and the Population Sample**

This research is conducted in the department of English at MMUTO, and the target populations under the investigation are the first year BMD students and their tutorials’

# *Research Design*

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teachers. The whole number of students is six hundred and thirty (630), divided into three sections ,each section contains six groups .Due to the impossibility of dealing with all the students we have chosen randomly a sample of 150 students that represent 23.80% . Zimbardo, (1977) explained that first year students are shy than the students of the other levels, because university is primarily an unfamiliar social setting where they meet new students and teachers. For this reason; we suppose that our target population is more appropriate for our study, in addition to ten teachers of tutorials' sessions. Furthermore, three teachers took part in this study. They have been observed during classroom observation period.

## **I.3 Data Collection Tools**

For collecting data, we have relied on two main instruments, namely: The questionnaire and classroom observation.

### **I.3.1 Description of the Students' Questionnaire**

During our research we have opted for one of the main important data collection instrument which is the questionnaire. It is used to collect demographic data (gender, age, etc.) and to report different attitudes and facts related to the issue of investigation. It is a research technique that is used in any investigation to collect both quantitative and qualitative data. (Nunan, 1986). Moreover; the collection of data takes short period of time with a great amount of information (Brown 1988:3) From distributed questionnaires, our main goal is to determine if teachers use different techniques to cope with shy students to interact easily in the classroom.

The students' questionnaire contains nineteen questions, that are divided into three sections in addition to the general questions. First; “**general questions**” aims at discovering the students profile, it contains two questions. The second section is “**shyness/shyness in classroom**” it aims at showing the presence of shyness in foreign language classes more

# *Research Design*

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precisely during classroom interactions. The third section entitled “**classroom interaction**” aims at identifying the shy students’ attitude towards classroom interaction and whether they are given opportunities to interact or not. The last section is “**The teaching techniques**”, its main purpose is to explore the main techniques used by English language teachers. Besides; it reveals the effectiveness of using these techniques to help shy students to interact in the classroom easily.

## **I.3.2. Piloting the Students’ Questionnaire**

The pilot work has been done in order to pretest our questionnaire. The pretest was done on a group of students in the department of English at MMUTTO. The main purpose of this step was to check if the questionnaire did not contain any ambiguity or questions that lead to a wrong interpretation on the part of students. In addition; it aims to ensure that all the questions can be answered. Our pilot work was in form of questionnaire. After distributing the questionnaire to seventeen (17) students, we asked them to inform us if they met difficulties to answer or to interpret the questions. After doing this study, we realized that we needed to make some modifications, at the level of vocabulary and content. At the end; we have obtained the questionnaire which is composed of nineteen questions. Therefore the piloting stage allowed us to make an understandable questionnaire and easy to answer by the first year BMD students.

## **I.3.3 Teachers’ Questionnaire**

In addition to the students’ questionnaire, we have also designed another one to their teachers, in order to collect more reliable information. The questionnaire was distributed to 10 tutorials’ teachers; it contains four sections that are as follow: “**Background Information**” that aims at collecting information about the teachers’ experience. The second section deals with “**shyness/shyness in classroom**” it is concerned with the presence of shyness in classroom. Then “**classroom interaction**”, it seeks to show how shyness prevents students

# *Research Design*

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from interacting in the classroom and if teachers give opportunity for those shy students to interact. The last section “**The Teaching Technique to Integrate Shy Students in Classroom Interaction**” aims at answering the main question of our investigation, which is “*Does the use of the appropriate techniques really integrate shy students in classroom interaction?*”.

## **I.3.4. Classroom Observation**

In order to collect more data about the issue and to support the earlier findings of the questionnaires, we have opted for the classroom observation. During the classroom observation our main aim was to check whether teachers use different technique to deal with shy student to make them interact easily. Classroom observation is defined as “*a technique that can reveal characteristics of groups or individuals which would have been impossible to discover by other means*” (Bell, J.2005:184). From the definition, we can understand the importance of classroom observation.

Classroom observation is conducted using a checklist which we divide into two sections. The first section is “**General Observation of Interaction inside the Classroom**”, it aims at checking whether first year BMD students are shy during classroom interaction and whether they are given opportunities to interact freely or not. The second section is “**The Teaching Technique to Integrate Shy Students in Classroom Interaction**”, it contains seven items based on the techniques proposed by Haim Ginott’s theory of Congruent Communication (1972). This section seeks to check the efficiency of using those teaching techniques in integrating shy students in classroom interaction. The classroom observation has taken place during tutorial classes (phonetics, grammar and oral). It has started from May 15th, 2018 until May 28<sup>th</sup>, 2018. We have attended Six (6) sessions. The observations spend

# *Research Design*

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over ten hours. We have faced some challenges like teachers' refusal to allow us to attend the classes saying that the students will take a test.

## **II. Procedures of Data Analysis**

Data analysis is a process of transforming the collected data in useful information that helps the researcher to reach the main objectives of the study. For this reason, two different techniques are used for the analysis of our results: statistical and qualitative content analysis. We have chosen these two procedures because of the fact that our research findings are both qualitative and quantitative.

### **II.1. Statistical Package for the Social Sciences (SPSS)**

Our questionnaires contain open-ended and close-ended questions. The results obtained from the close-ended questions are numerical data. For this reason, we used a computer program (SPSS) to calculate the gathered data. According to Landau and Everitt (2004:12) SPSS is "*The "Statistical Package for the Social Sciences" (SPSS) is a package of programs for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences*". Our results are presented in tables and diagrams. This first step was the design of the questionnaire. The questions of the questionnaire were codified into variables in the variable viewer window. Each variable was labeled according to the data it is designed to collect. The second step was Data input. The data obtained from the questionnaires was converted into numbers that are entered to the SPSS data viewer window. After the entering of all the data of all the questionnaires, we moved to the third step which was transforming Data. Here, we could easily transform the input data into visible and statistical data.

# *Research Design*

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## **II.2 Qualitative Content Analysis**

In order to analyse the open-ended questions of the questionnaires and classroom observation data, we have used the Qualitative Content Analysis as the suitable data analysis tool. Hsieh and Shannon define QCA as a method that tends to interpret the collected data, such as text, paragraphs and sentences about the opinions and attitudes of the participants (2005:12-78). Moreover, Down-Wamboldt says that the main goal of this tool is *'to provide knowledge and understanding of the phenomenon under study'*. (Quoted in Hsieh and Shannon, 2005:1278) That is, it is useful for a better understanding of the issue.

## **Conclusion**

In this chapter, we have explained the process of collecting and analysing data. We have chosen a questionnaire as a research tool for both teachers and first year BMD students in the department of English at MMUTO. In addition, we have designed classroom observations for the oral sessions. We have opted for two main techniques in analysing our findings: Statistical analysis and Qualitative Content Analysis. At the end, we have explained about the manner in which the analyzed data will be presented.

# Chapter Three

## Presentation of the Findings

# *Presentation of the Findings*

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## **Introduction**

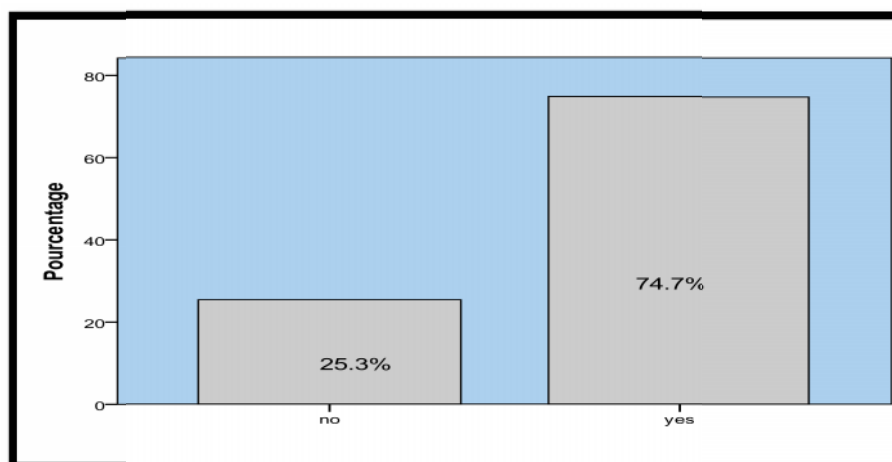
This chapter is about the findings of our study. It presents the results obtained from the questionnaires we administered to first year students, (150) students; and their teachers, (10) teachers. In addition to these questionnaires, we carried out an observation to explore what goes on inside the classroom, either between the teachers and the learners or among the learners themselves. Our observation was conducted with ten first year BMD tutorial classes, in the department of English, at the MMUTO. The aim of this chapter is to shed some lights on the teaching techniques used to integrate shy students in classroom interaction and to show the existence of shyness during EFL classes. The findings are presented in percentages, showed in tables, pie charts and histograms. This chapter is divided into two parts. The first part is devoted to the presentation of the findings of the questionnaires. The second part represents the findings of the classroom observations.

## **I. Presentation of the Questionnaires' Results**

### **I.1 Results of the Students' Questionnaire**

#### **Section One: Shyness / Shyness in the Classroom**

**Q 01. Do you feel shy during the classroom interaction?**

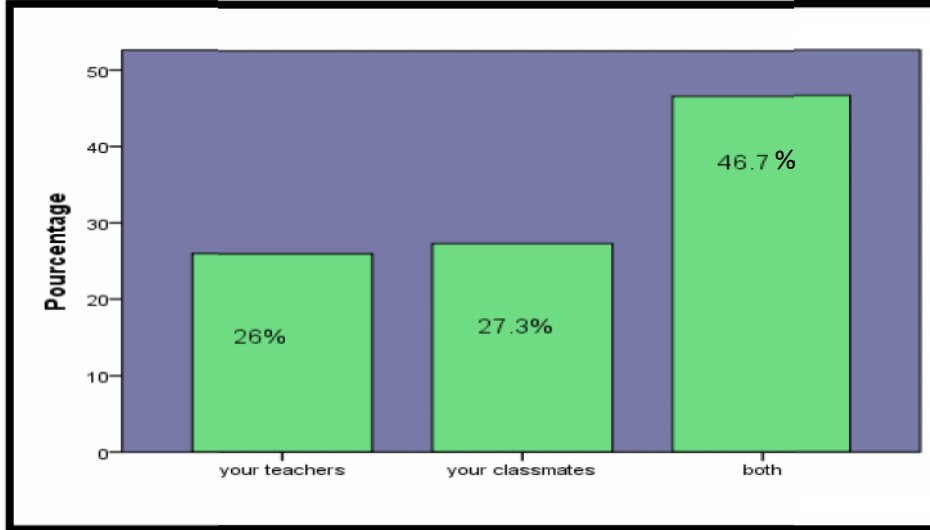


**Diagram01: Frequency of Shyness inside the Classroom**

# Presentation of the Findings

The diagram shows that the majority of students (74.7%) are shy inside the classroom, but only a minority (25.3%) assert that they are not shy.

- **If yes, then with whom you feel more shy?**



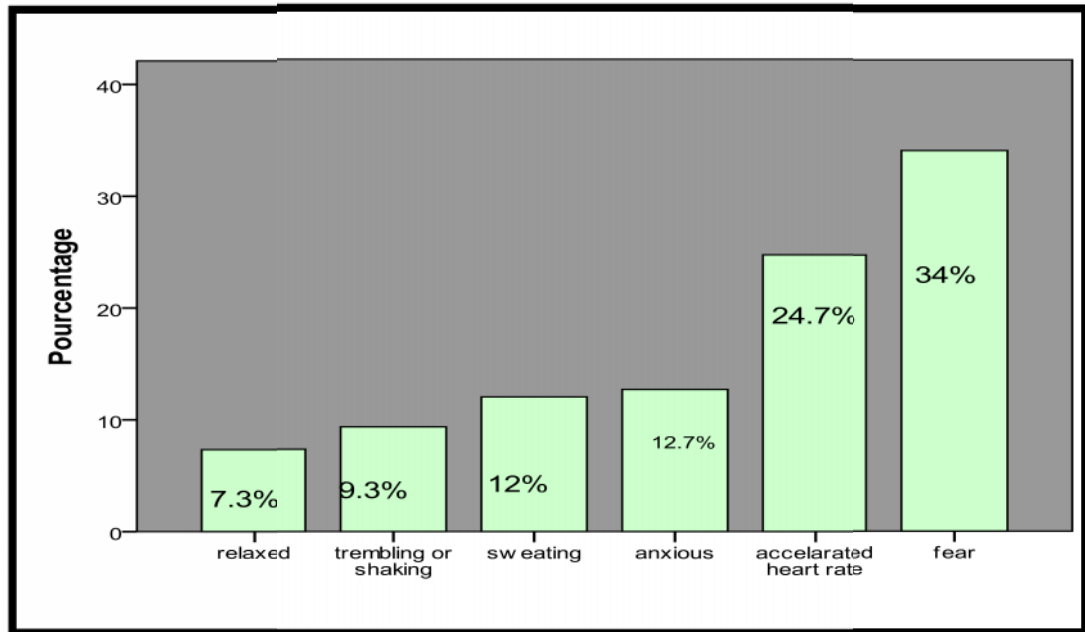
**Diagram 02: Students' Shyness towards Their Classmates and Their Teachers**

As shown in the above histogram, the majority of the students (46.7%) feel shy with both teachers and classmates. They justify their answer by stating that they are afraid of being judged or made fun of if they make mistakes. However, twenty seven point three percent (27.3%) say that they are shy with their classmates asserting that they don't want to be stupid in front of their comrades. Twenty six percent (26%) of the population asserts that they feel more shy with their teachers, because they are frightened of being evaluated.

**Q 02. How do you feel when teachers call your name in the classroom? (You can choose more than one answer)**

1. Frightened
2. Anxious
3. Relaxed
4. Trembling or shaking
5. Sweating
6. Accelerated heart rate

## *Presentation of the Findings*



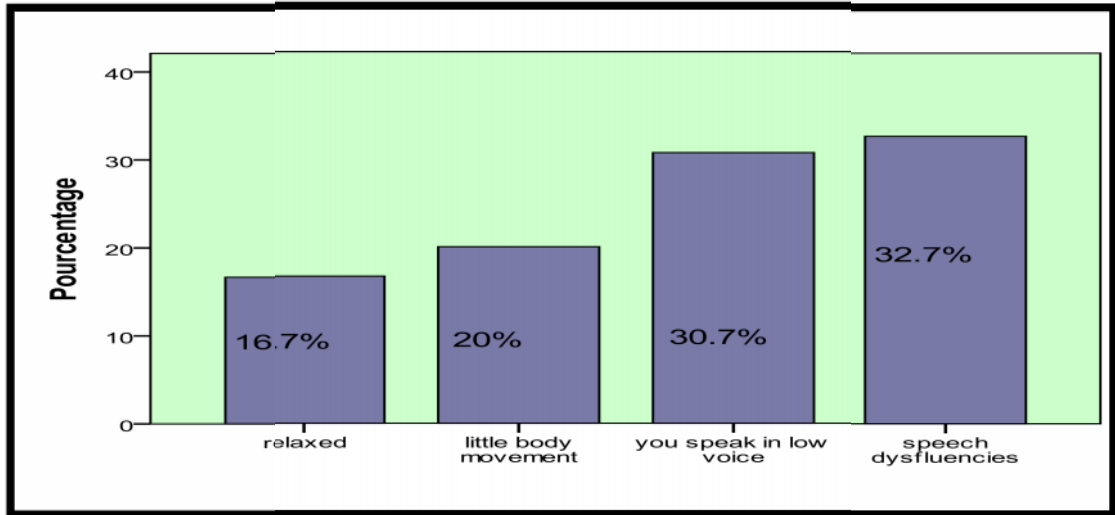
**Diagram 03: Students Feeling When Called to Interact**

**Diagram 03** represents the students' feeling when they are called for interaction in the classroom. Thus, thirty four percent (34%) feel fear, twenty four point seven percent (24.7%) feel accelerated heart rate, twelve point seven percent (12.7%) feel anxious, twelve percent (12%) feel sweating and nine point three percent (9.3%) feel trembling or shaking. However, only seven point three percent (7.3%) feel relaxed.

**Q03. How do you behave when your teachers ask you to interact or communicate in the classroom?**

1. Relaxed
2. You speak in a low voice
3. Little body movement
4. Speech dysfluencies

# Presentation of the Findings

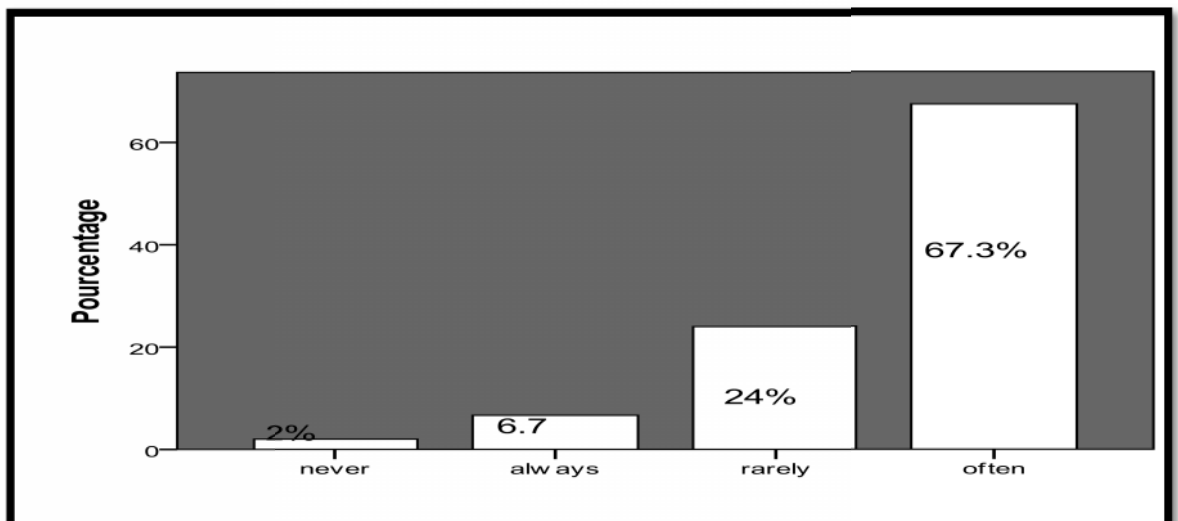


**Diagram 04: Students' Behavior during Classroom Interaction**

As highlighted in the above diagram, thirty two point seven percent (32.7%) of the students have speech disfluencies during their interventions; thirty point seven percent (30.7%) speak in low voice and twenty percent (20%) have a little body movement. However, only sixteen point seven percent (16.7%) are relaxed during their interaction.

## **Section two: Classroom Interaction**

**Q04. How often do your teachers give you opportunities to speak in the classroom freely?**



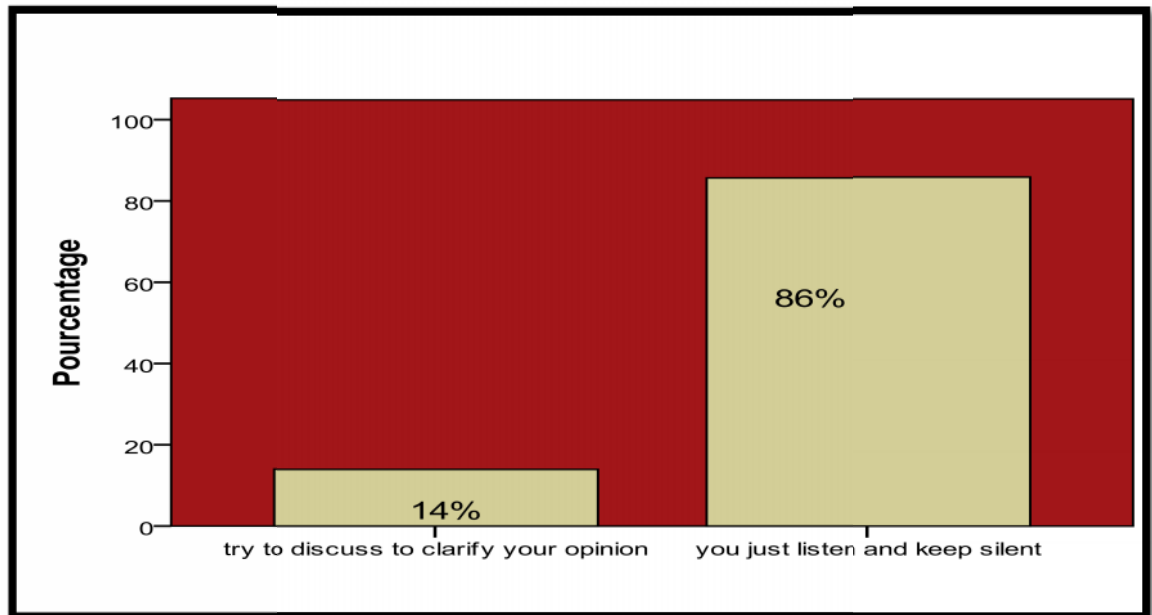
**Diagram 05: The Frequency of Students' Free Interaction**

## *Presentation of the Findings*

From **diagram 05**, it appears that the amount of opportunity given by teachers to students in order to interact freely in the classroom is not fairly equal among participants. Therefore, sixty seven point three percent (67.3%) say that teachers “often” give them the chance to interact, twenty four percent (24%) “rarely”, six point seven percent (6.7%) always and only two percent (2%) say that teachers “never” give them the opportunity to interact freely in the classroom.

### **Q05. When you don't agree with your teacher's opinion or point of view, do you?**

1. Try to discuss in order to clarify your opinion
2. You just listen and keep silent



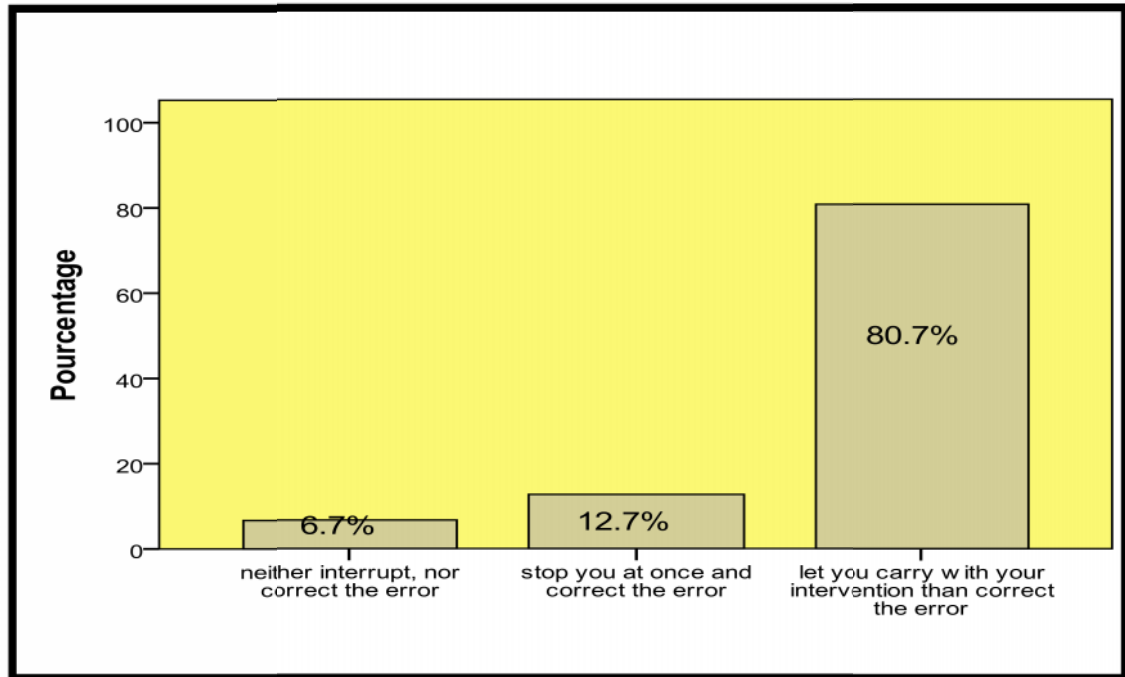
**Diagram06: Frequency of Students' Negotiation of Meaning**

As it is shown in **diagram 06**, eighty six percent (86%) of the participants just listen and keep silent during classroom interaction. While, a minority (14%) claim that they try to discuss and to clarify their opinions.

# Presentation of the Findings

**Q06. Which type of corrective feedback do you prefer? Justify, please.**

1. Stop you at once and correct the error
2. Let you carry with your intervention than correct the error
3. Neither interrupt, nor correct the error



**Diagram 07: The Students' Preferred Corrective Feedback**

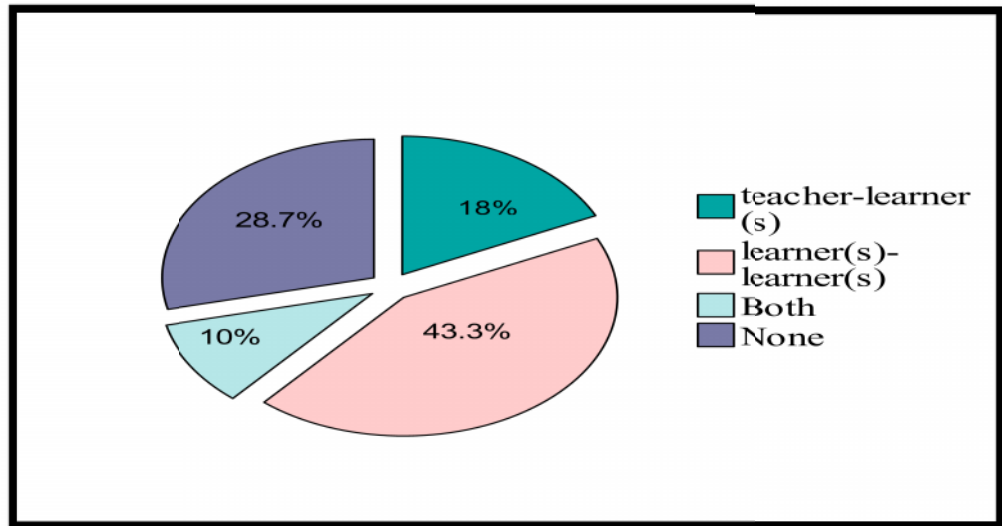
As it is highlighted in the above diagram, the majority of the students (80.7%) say that they prefer when teachers let them carry with their intervention, than correct the error. Asserting that they lose their ideas; when they are interrupted and sometimes they are demotivated. Twelve point seven percent (12.7%) claim that they prefer when teachers stop them at once and correct their errors. Saying that teachers' interruption allows them to continue their intervention correctly. However, a minority (6.7%) say that they prefer when teachers neither interrupt them, nor correct the error; without giving any justification.

## *Presentation of the Findings*

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**Q 07. Which type of classroom interaction do you prefer? Justify, please.**

1. Teacher- Learner(s) interactions
2. Learner(s)- Learner(s) interactions
3. Both
4. None



**Diagram 08: The Students' Attitude towards the Types of Classroom Interaction**

As shown in the pie chart above, it is clear that forty three point three percent (43.3%) prefer the learner(s) - learner(s) interaction; claiming that they feel more at ease when discussing with their mates; they think that it is easier because they have about the same level. Twenty eight point seven percent (28.7 %) state that they prefer none of the two types; by saying that they feel shy with both teachers and learners. Eighteen percent (18%) prefer teacher- learner(s) interaction asserting that when interacting with teachers make them uncomfortable and frightened of being evaluated. Meanwhile, only a few (10%) claim that they prefer both types of interaction, saying that they feel shy with both teachers and learners.

## *Presentation of the Findings*

### Q08. How do your teachers behave during interactions?

1. They are very active and they speak more than you
2. They are very cooperative and invite all the students to participate

Behaviour	participants	Percentages
1. They are very active and speak more than you	20	13.3%
2. They are very cooperative; they invite all the students to interact	130	86.7%
3.Total	150	100%

**Table02:**  
**The Teachers , Behavior**

#### during Classroom Interaction

The table above shows the teachers behavior during classroom interaction. The majority of students (86.7%) assert that their teachers are very cooperative and invite all the students to interact. While, the minority (13.3%) claim that their teachers are the most active in the classroom; they speak more than the students.

### **Section three: The Teaching Techniques to Integrate Shy Students in Classroom Interaction**

### Q09. How often do your teachers use any technique to reduce shyness during classroom interaction?

Frequencies	Participants	Percentage
Always	17	11.3%
Sometimes	105	70%
Rarely	19	12.7%
Never	9	6%
Total	150	100%

**Table 03: Frequency of the Use of the Teaching techniques**

It is shown in the table above that most of students (70%) affirm that their teachers use “sometimes” techniques to reduce shyness and integrate them in the classroom interaction.

## *Presentation of the Findings*

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Seventeen percent (17%) claim that their teachers use “always” techniques, while nineteen (19%) state that they “rarely” do. However, a minority of six percent (6%) say that their teachers “never” use techniques to overcome shyness.

**Q10. Do your teachers use a suitable communication that fits your character and feelings?**

<b>Frequency</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	115	76.7%
<b>No</b>	35	23.3%
<b>Total</b>	150	100%

**Table04: The Teachers’ Use of Congruent Communication**

From the gathered data, it has been noticed that the great majority of the teachers (76.7%) use a suitable communication that fits the students’ feelings. Meanwhile, a few minorities (23.3%) assert that their teachers do not use a harmonious communication during classroom interaction.

- **If yes, then does it make you more comfortable during classroom discussions?**

<b>frequency</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	150	100%

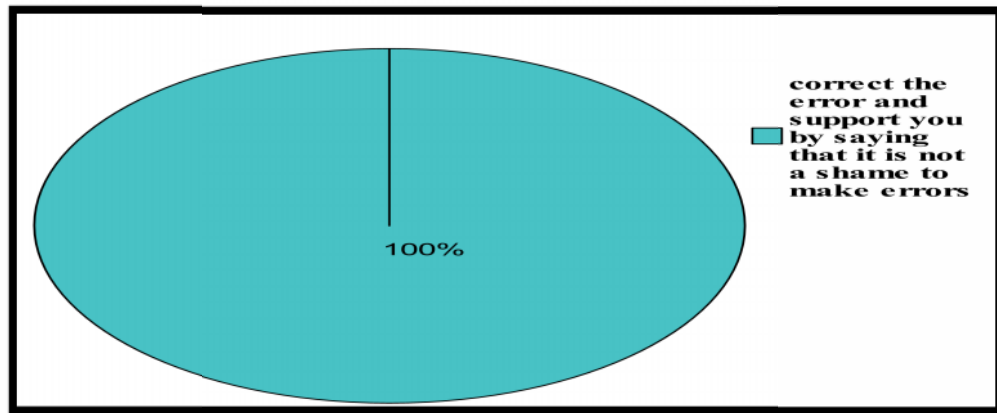
**Table05: The Efficiency of Congruent Communication**

The **table 05** shows that all the participants (100%) feel comfortable; when teachers use a suitable communication that fits their characters, during classroom interaction.

**Q11. When you make errors during your interventions, do your teachers do? Justify, please.**

# Presentation of the Findings

- Correct the error and support you saying “it is not a shame to make errors, you are here to learn”
- Correct the error by making you feel guilty using sarcasm or other form of put-downs

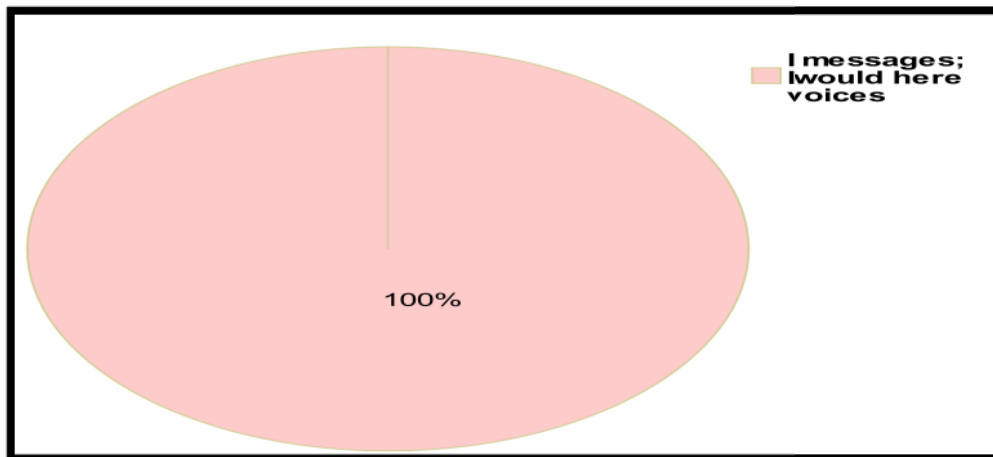


**Diagram 09: The Students' Favorite Messages**

The pie chart above shows that all participants (100%) prefer when teachers correct them by saying that “it is not a shame to make errors”. They claimed that this kind of statements encourages them to interact freely.

## Q12. Which expression do you prefer when teachers ask for interaction?

- “I” messages,
- “You” messages

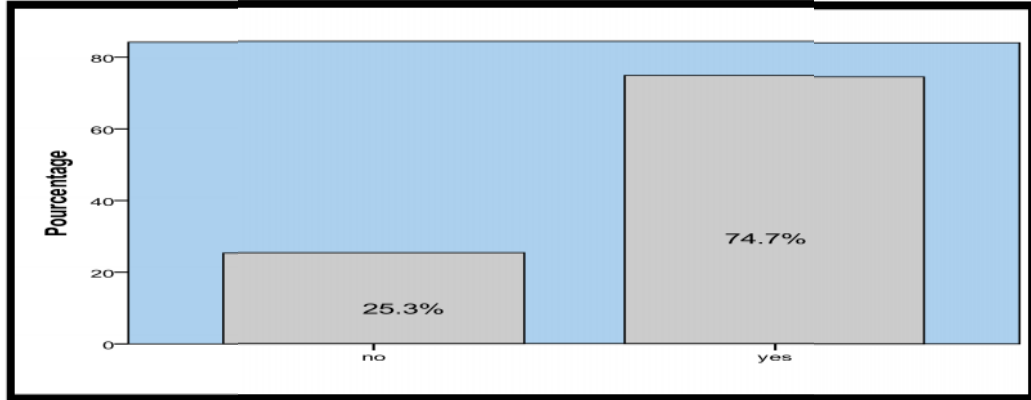


**Diagram 10: The Students' Favourite Request**

The **diagram 10** clearly shows that all the participants prefer “I” messages, when teachers ask them for interaction.

# Presentation of the Findings

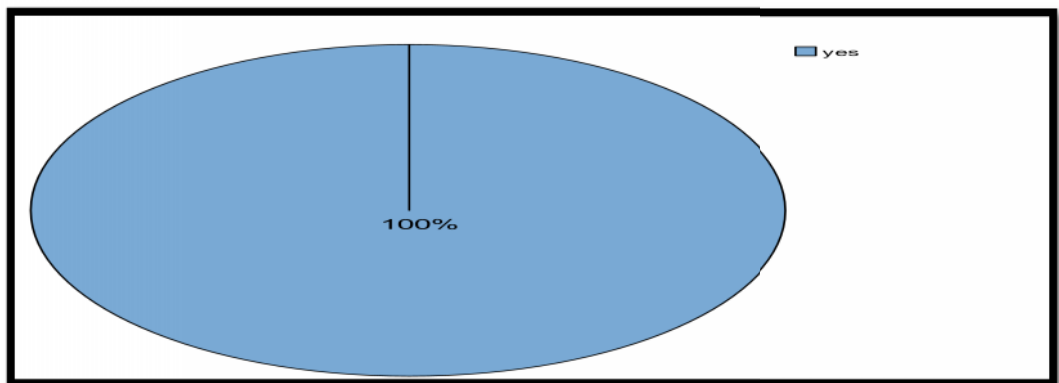
**Q13. Do your teachers include funny interactive activities (role play, games, and charades) during classes?**



**Diagram 11: The Frequency of Use of Interactive Activities**

From the results obtained, it is clearly seen that seventy four point seven percent (74.7%) of the students say that their teachers use interactive activities, while twenty five point three percent (25.3%) claim that their teachers don't use interactive activities.

**Q14. Do you like when teachers praise you for the efforts you make to interact?**



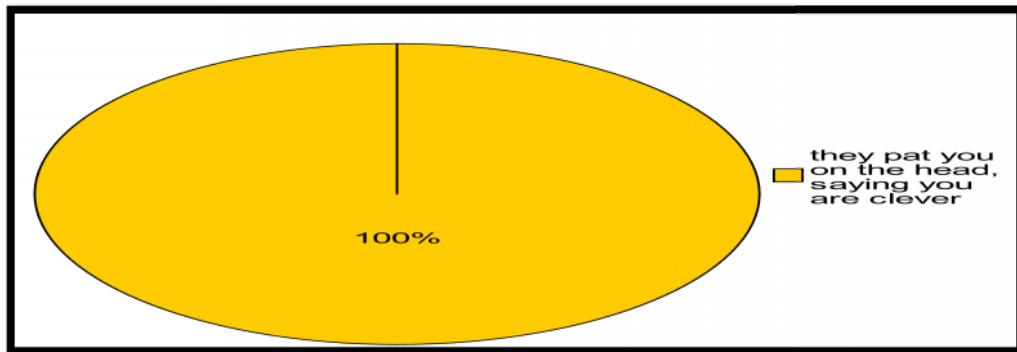
**Diagram 12: Students' attitude towards Praising**

The pie chart above shows that all the students (100%) like when teachers praise them.

## *Presentation of the Findings*

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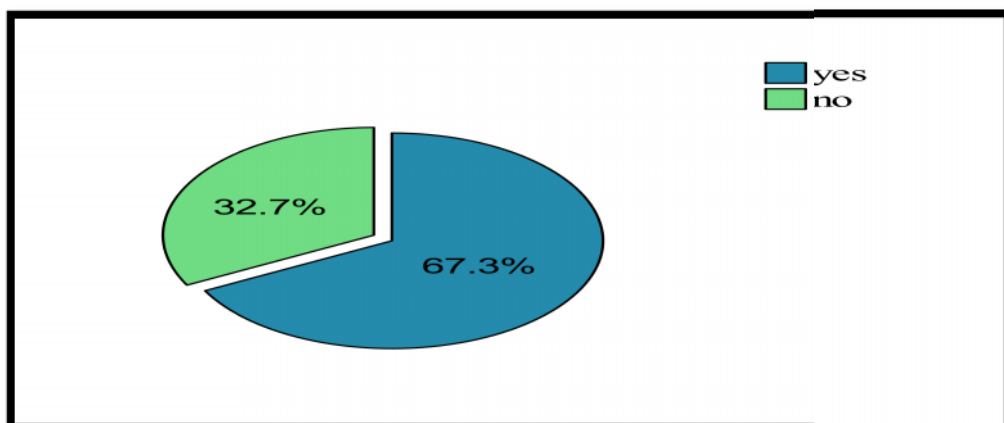
- **When teachers praise you, do you prefer when:**
  - They pat you on the head , saying well done, you are very clever
  - They provide detailed feedback on what you have done plus a statement of appreciation. For instance: “ you have put all the prepositions in their right places, I appreciate your efforts”



**Diagram 13: The Students' Favourite Type of Praising**

The diagram above represents the students' favourite type of praising. It is clearly seen that all the participants (100%) prefer the appreciative praising. Where teachers provide detailed feedback on what they have done plus a statement of appreciation.

**Q15. Do you think that the teaching techniques are efficient to help shy students interact freely in the classroom?**



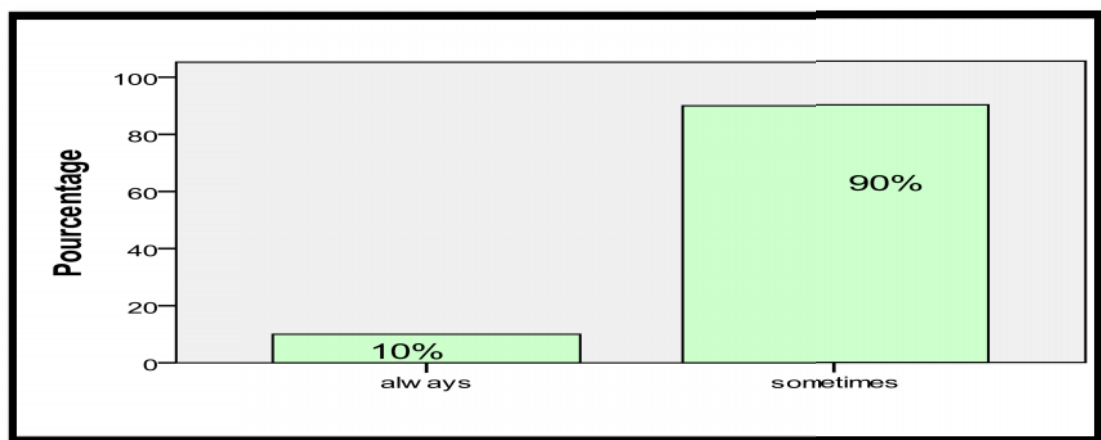
**Diagram 14: The Students' Attitudes towards the Teaching Techniques**

# Presentation of the Findings

It is shown from the above pie chart that a large percentage of students (67.3%) have a positive attitude towards the teaching techniques. Meanwhile, the minority which represents 32.7% of the participants claim that the teaching techniques are not useful to help shy students integrate the classroom interaction.

## I.2. Results of the Teachers' Questionnaire

### Q01. How often do you meet shy students in your classroom?



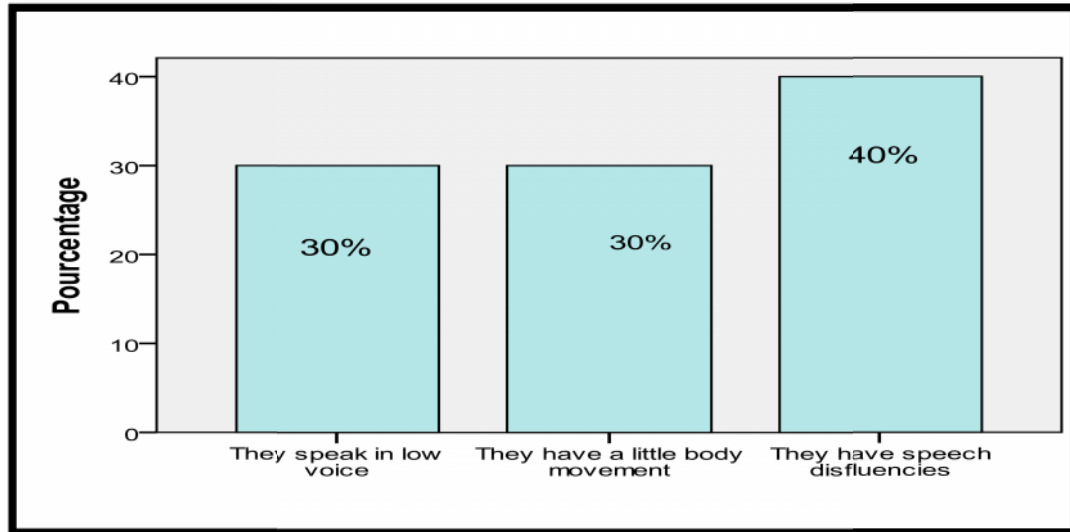
**Diagram 15: The Frequency of Shyness according to Teachers**

The results above show that the majority of teachers (90%) “Sometimes” meet shy students; Ten percent (10%) affirm that they “always” meet shy students in the classroom.

### Q2. How do you recognize shy students?

- They speak in low voice
- They have a little body movement
- They have speech disfluencies.

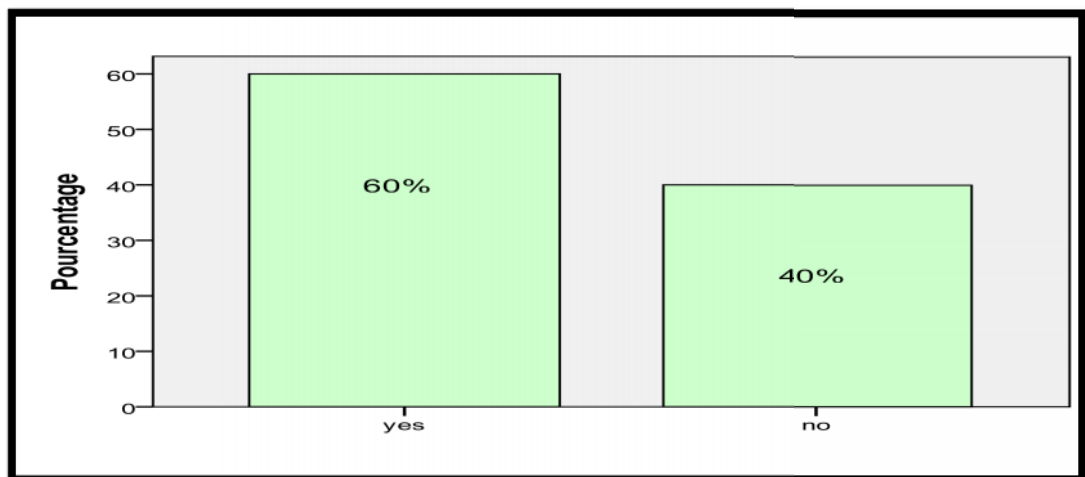
## *Presentation of the Findings*



**Diagram 16: Symptoms of Shyness in the Classroom**

As it is highlighted in the above diagram, forty percent (40%) of the teachers state that they recognize shy students by their speech disfluencies. Thirty percent (30%) claim that shy students either have a little body movement or speak in low voice.

### **Q03. Do you think that shyness affects learning?**



**Diagram 17: The Influence of Shyness on Learning**

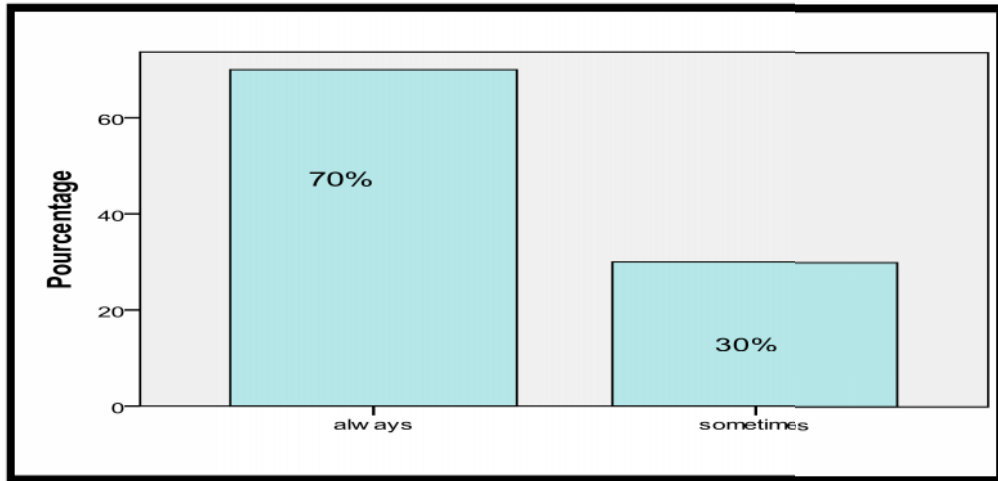
As shown in the **diagram 17**, the majority of teachers think that shyness influences learning; stating that it can isolate them from the learning environment out of fear that they are judged or ridiculed, meanwhile, forty percent (40%) assert that shyness do not affect

## *Presentation of the Findings*

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learning; saying that there are some students who are shy during classroom interaction but very brilliant and clever.

**Q03. How often do you give opportunities to your students to speak in the classroom?**



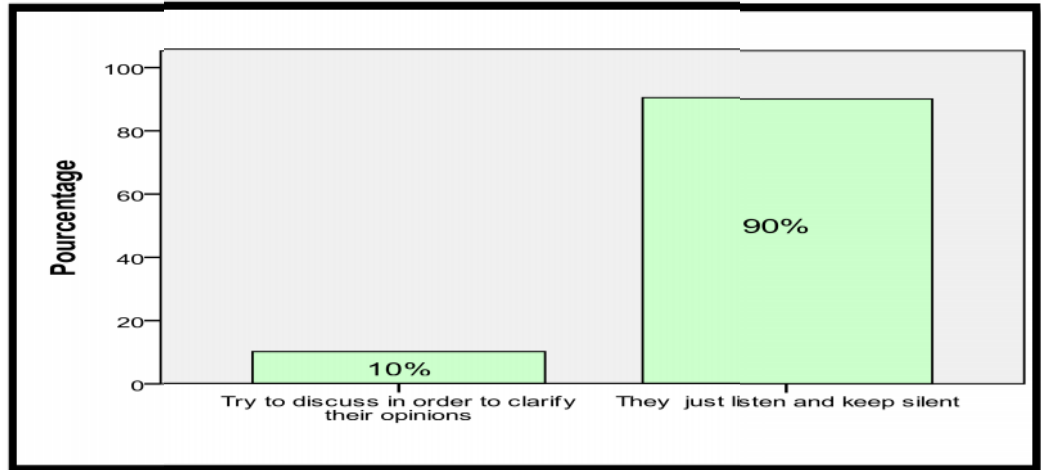
**Diagram 18: The Frequency of Interaction Given by Teachers**

It is clearly seen in the above diagram that seventy percent (70%) of the participants “always” give the opportunity of interaction to their students. While only few (30%) state that they “sometimes” do.

**Q04. When you propose a topic to debate and discuss, how do the shy students behave?**

- Try to discuss in order to clarify their opinions
- They just listen and keep silent

# Presentation of the Findings

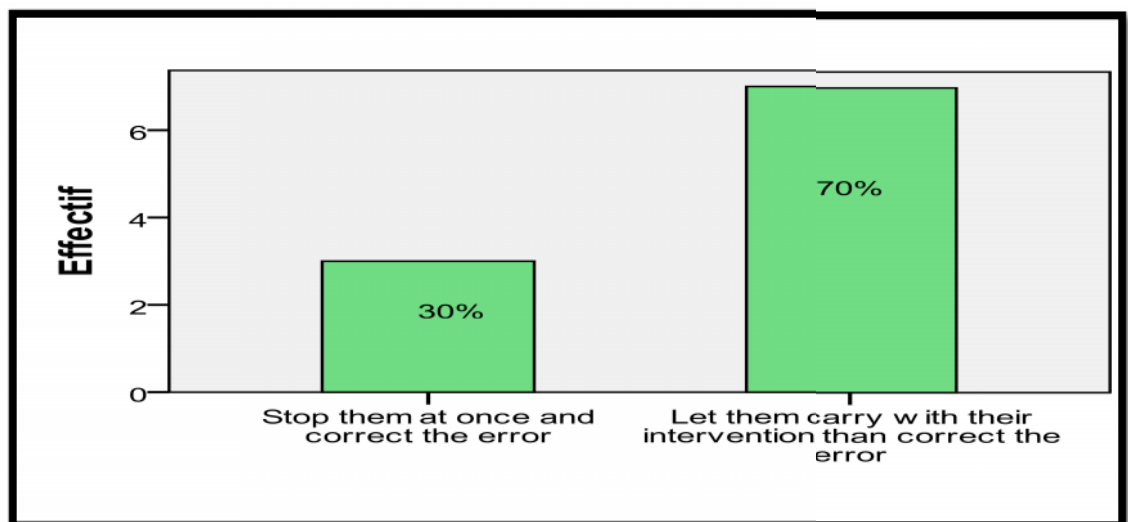


**Diagram 19: Students' Behavior during Classroom Discussions**

From the results above, it can be noticed that the large majority of students (90%) just listen and keep silent; while ten percent (10%) try to discuss in order to clarify their opinions.

**Q06. When shy students make errors during classroom interaction, do you?**

- Stop them at once and correct the error
- Let them carry with their intervention than correct the error
- Neither interrupt, nor correct the error



**Diagram20: The Nature of the Corrective Feedback**

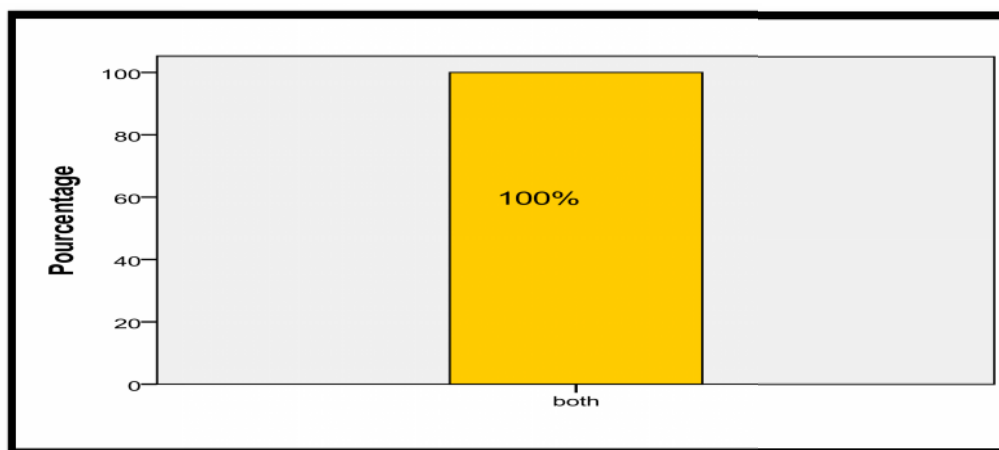
## *Presentation of the Findings*

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From the gathered data, it can be seen that most of teachers (70%) let their students carry with their interventions than correct the error. However some of them (30%) affirm stopping the students at once, and then correct their error.

### **Q07. Which type of classroom interaction do you encourage during your classes?**

- Teacher- Learner(s) interactions
- Learner(s)- Learner(s) interactions
- Both
- None



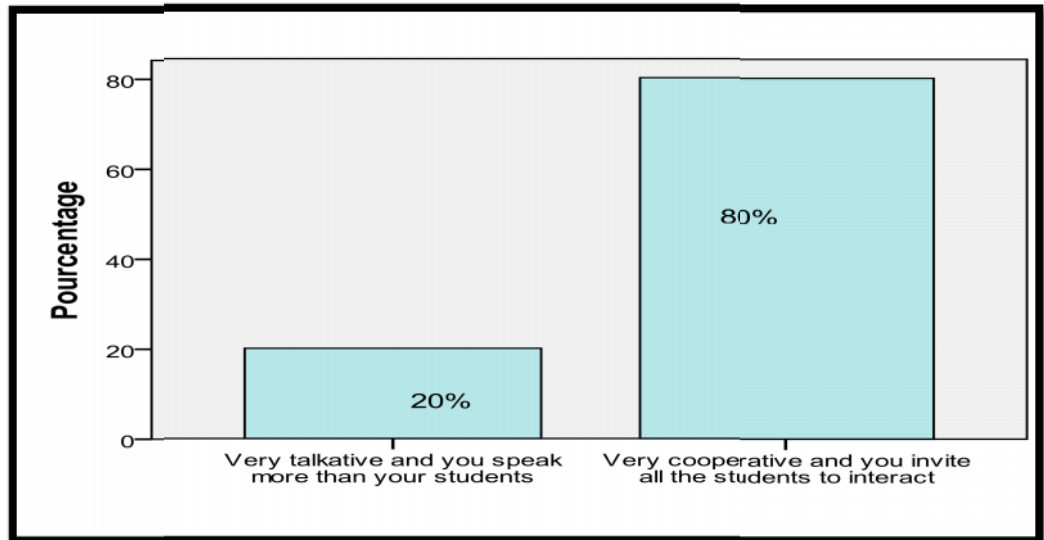
**Diagram 21: The Encouraged Type of Classroom Interaction**

From the **diagram 21**, it is clearly shown that all the teachers encourage classroom interaction both with teacher- learner(s) and learner– learner(s).

### **Q08. During speaking classes, you are:**

- Very talkative and you speak more than your students
- Very cooperative and you invite all the students to interact

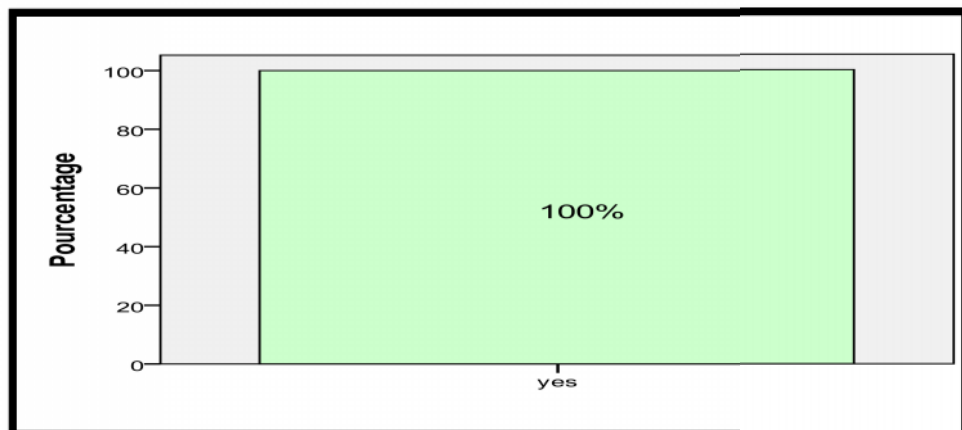
## Presentation of the Findings



**Diagram 22: teachers' Attitude during Classroom Interaction**

The histogram above shows that eighty percent of the teachers (80%) are very cooperative and invite all their students to interact. However, twenty percent (20%) admit that they are very talkative and speak more than the students.

**Q09. Do you use different techniques to integrate shy students to classroom interaction?**

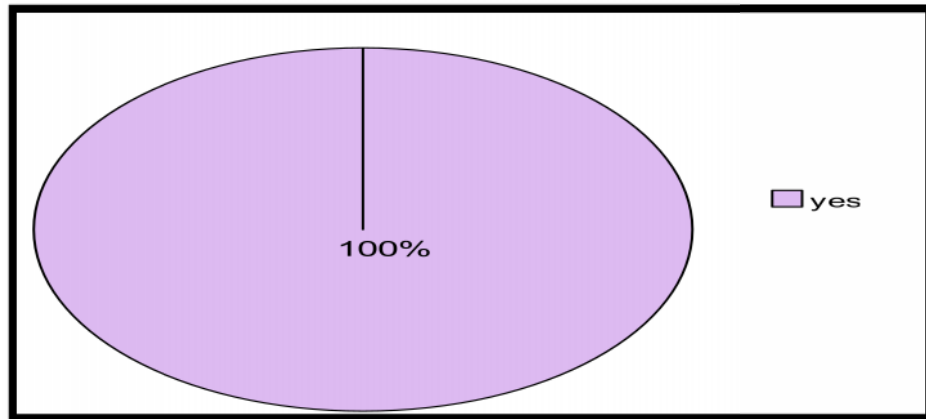


**Diagram 23: Frequency of Use of Teaching Techniques**

The **diagram 23** shows that teachers unanimously (100%) assert that they use techniques to integrate shy students in the classroom interaction.

# Presentation of the Findings

**Q10. Do you pay attention to the way you communicate in the classroom, so as you make all your students feel comfortable?**

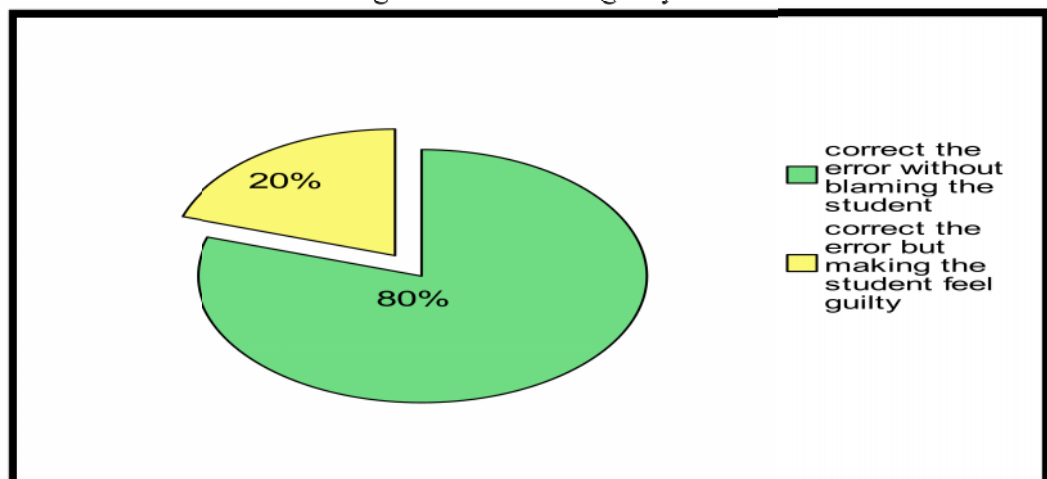


**Diagram 24: Teachers' Use of Congruent Communication**

The pie chart above reveals that one hundred (100%) of the participants use a congruent communication; in order to make all the students feel comfortable in the classroom.

**Q11. When your students make errors during their interventions, do you?**

- correct the error without blaming the student
- correct the error but making the student feel guilty



**Diagram25: Teachers' Technique to Correct Errors**

It is clearly shown that the majority of teachers correct the students' errors without blaming them, asserting that students can learn by errors. Meanwhile, twenty percent (20%)

## *Presentation of the Findings*

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affirm that they correct the error; but they make the student feel guilty. The teachers claim that the students would better memorize the corrected information.

**Q12. When you ask shy student to speak in classroom, do you use?**

- “I” messages
- “You” messages

<b>The Technique</b>	<b>Participants</b>	<b>Pourcentage</b>
“I” messages	7	70%
“You” messages	3	30%
<b>Total</b>	10	100%

**Table 06: The Use of “I” messages**

The **table 06** reveals that seventy percent (70%) of the teachers use “I” messages; while thirty percent (30%) use “you” messages inside the classroom interaction.

**Q13. How often do you include funny interactive activities during classes?**

<b>Frequency</b>	<b>Participants</b>	<b>Percentage</b>
Always	4	40%
Sometimes	6	60%
<b>Total</b>	10	100%

**Table 07: Frequency of the Use of Funny Interactive Activities**

The results above show that sixty percent (60%) of the participants “sometimes” use funny interactive activities; when, forty percent (40%) state that they use “always” these activities.

## *Presentation of the Findings*

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**Q14. Do you praise shy students for their efforts?**

<b>Frequency</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	10	100%

**Table08: Teachers' Use of Praising**

The results displayed in the table show that all the participants praise their students for their efforts.

**If yes, than which type of praise do you adopt?**

- Appreciative praise
- Evaluative praise

<b>Type of Praise</b>	<b>Effectifs</b>	<b>Pourcentage</b>
<b>Evaluative praise</b>	3	30%
<b>Appreciative praise</b>	7	70%
<b>Total</b>	10	100%

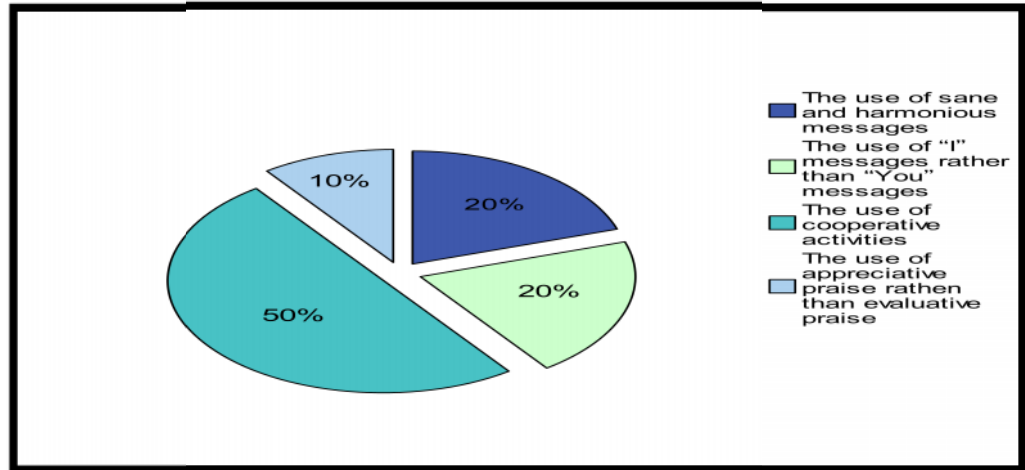
**Table 09: The Type of Praise Used by Teachers**

**Table 09** demonstrates that the majority of teachers (70%) use appreciative praise. Meanwhile, only a few (30%) use the evaluative praise.

**Q15. According to your experience, which technique do you think is the most effective to help shy student interact freely in the classroom?**

- The use of sane and harmonious messages
- The use of “I” messages rather than “You” messages
- The use of cooperative activities
- The use of appreciative praise rather than evaluative praise

# Presentation of the Findings



**Diagram 26: The Effective Techniques according to the Teachers**

The diagram above shows that half of the participants (50%) claim that the cooperative activities are efficient to integrate shy students in the classroom interaction. Forty percent are divided between the use of harmonious communication and sane messages (20%) and the use of "I" messages rather than "you" messages (20%). However, only ten percent of the participants (10%) think that praising is an effective technique to integrate shy students in the classroom interaction.

## II. Presentation of Classroom Observation

As mentioned in the research design; classroom observation is used as a research tool for gathering qualitative data .During the observation process we have attended six tutorial classes in a period of two weeks. (03 oral classes, 02 phonetics, 01 grammar classes); the choice of these modules was in relation to the content of the lessons and activities proposed by teacher. We find that during these tutorials; students are called to interact more than during lectures.

### II.1. General Observations about Classroom Interaction

From our observations, we have noticed that there are just few students who always speak (the same students each time) and some do not speak at all. They give neither their

# *Presentation of the Findings*

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opinions nor suggestions and they rarely interact; only if they are obliged, for instance during oral assessments. In addition; teachers always give the students the opportunity to speak and interact freely .In the majority of sessions, we found that the students hesitate and find difficulties to express themselves, not all of them interact easily and many are passive. Some of them are active students they do not face difficulties, they speak easily and never hesitate when teachers ask them to answer, they raise their hands. Great members of participants hesitate in taking part in classroom interaction and this is due to the fact that they are shy. We noticed their shyness according to the symptoms cited in our review of literature (**table01**). For instance, some students when asked to interact, they speak in low voice and most of the time they have speech disfluencies. We have also noticed that some students do little body movements, either by playing with their hands or shaking their feet during their interference.

## **II.2. Observation of the Teaching Techniques**

In the attended sessions, we found that students are more motivated and ready to work in peer groups and group woks rather than individually. For example; in one of the attended sessions the teacher asks them to speak about their favourite writer, only few members spoke. After the teacher asked the students to write a short story, they were divided into groups of four students. We noticed that all the groups had written one and expose it in front of their teacher.

Moreover; we observed that most of teachers use a suitable communication that fits the learners feeling. They always invite students to interact for example “*the task is easy try, we do it together*”. Despite the fact that at the beginning of the sessions, some students did not interact due to their shyness, thanks to the use of suitable communication they reacted positively and they took part easily.

# *Presentation of the Findings*

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In addition; we have noticed the presence of sane messages in some classes where the teachers' messages focused calmly on what needs to be corrected or the situation itself without attacking the student's character or personality. In one of the attended classes, we have noticed that the teacher labelled students using expressions like "hey veiled girl can you answer", hey! Ginger boy", we noticed that the teacher used them for fun, but the students received them negatively, since they did not interact. Additionally, when calling the students; two teachers used students' names, while others did not; they just called them "sir, miss". In this case we noticed that the learners feel more at ease when they were called with their names.

From our watchful observation, we noted that most of teachers always motivate shy students; we remarked that the majority of teachers accept and tolerate the students' personalities and treat them as social equals. During the observed classes, teachers did not give remark about students' shyness, except one teacher who called the students' participation by: "you never participate, you are shy students and you are silent" which made them uncomfortable. In this class, we observed that most of them did not interact. However, during another observed class, we noticed that the teacher used I messages rather than you messages. Indeed, most of the students were active and they interacted better.

Furthermore, we have noticed that only few teachers who used praising during classroom interaction. In one of the observed sessions we have noticed that the teachers' praise was limited to "good" when students give a suitable answer ,while he contributed "no, other answers" for the wrong ones .

## **Conclusion**

## *Presentation of the Findings*

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This chapter showed the results obtained from the data collection tools (questionnaires and classroom observations). From the obtained results, it is clear that the majority of first year BMD Students in the department of English at MMUTO suffer from shyness during classroom interaction. Moreover; the majority of teachers use different techniques to cope with shy students. We noticed that cooperative activities (group work and peer work) are a technique used by all the teachers and it really succeeded in integrating shy students in the classroom interaction. However, in all the classes we have attended, teachers' feedback was limited to "good! It's correct", when the answer was correct. And "no, other answers?", when the answer was wrong.

# Chapter Four

## Discussion of the Findings

# *Discussion of the Findings*

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## **Introduction**

The present chapter is devoted to the discussion of the results gathered from the questionnaires handed to first year students BMD in the department of English at the MMUTO and their teachers; as well as classroom observations. The results are going to be interpreted according to Haim Ginott's Theory of Congruent Communication (1971) and will be discussed and analysed in response to the research questions and hypotheses advanced in the general introduction. This chapter is divided into two parts; the first part is devoted to the discussion of the questionnaires' results; whereas, the second part is devoted to the discussion of the results obtained from classroom observation sessions.

## **I. Discussion of the Students' and Teachers' questionnaires**

### **I.1. Shyness/ Shyness in the Classroom**

From the results displayed in the previous chapter; it appears that the majority of students feel shy during classroom interaction. This result is not only confirmed by the teachers' answers that represent 90% of the population; but also by the students' assertion (74.7%). The teachers claim that they always involve shy students in classroom interaction. These presented data affirm Zimbardo's claim that the first- year students become shy because of many reasons; first, the university is primarily an unfamiliar social setting where they meet new students and teachers and have to act in large, strange group (1999).

For further investigation about the existence of shyness in the classroom, we asked a question for both teachers and learners about the students' behaviour during classroom interaction. They both claimed that speech disfluencies is the most apparent symptom that shows the students' shyness. In addition, the teachers and the students have stated other symptoms that appeared during classroom interaction; such as, little body movement and

## *Discussion of the Findings*

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speaking in low voice. Moreover, in order to figure out the students feeling when they are asked to interact, we asked them and the great majority (34%) claimed that they feel “*fear*”, while the others’ answers were shared between “*Anxious, relaxed ,trembling or shaking, sweating and accelerated heart rate*”. (See diagram 02). This means that shyness is manifested through different behaviours (see table 01); which allows the teachers to recognize them easily and to find solutions to remedy the problem.

These results support the advanced hypothesis cited in the General Introduction; that most first year BMD students in the department of English at MMUTO are shy during classroom interaction.

### **I.2. Classroom Interaction**

It is stated in the previous chapter that the majority (67.3%) of students are given the opportunities to interact freely in the classroom. This is affirmed by teachers’ response (70%). Which means that teachers encourage interaction and motivate the students’ performance inside the classroom. It is clear that teachers are aware of the importance of interaction to language learning. As cited in Brown’s quotation “*Interaction is, in fact, the heart of communication; it is what communication is all about.*”(1994:12).

As displayed in the earlier chapter, when the students were asked about the way they react when they disagree with their teachers’ opinion, the great majority (68%) said that they just listen and keep silent. It was confirmed by 90% of their teachers; who claimed that their students do not try to clarify their opinions. If we link the present findings to Robinson’s Interaction hypothesis (1998), which states that “*the conditions for second language acquisition are improved when learners negotiate meaning with other speakers*”. We can

## *Discussion of the Findings*

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easily conclude that by keeping silent; the students reduce their chances for acquiring the language.

Another important result obtained from the questionnaires demonstrated that a great number of teachers (70%) let their students carry with their interventions; than correct the errors. It is positively regarded by most of students (80.7%); who assert that they prefer this type of corrective feedback. Students' opinions were divergent when justifying their choices. One of them said: *"I don't like when teachers interrupt me; because it makes me anxious"*. Another claimed: *"when teachers interrupt me, I lose my ideas and makes me uncomfortable"*. To sum up, students have a negative attitude towards this type of corrective feedback; most of them assert that interrupting during their interaction create a disturbed atmosphere; thus, foreign language anxiety.

It was mentioned in the previous chapter that many students (43.3%) prefer learner-learner(s) interaction; claiming that they feel more at ease when discussing with their mates; they think that it is easier because they have about the same level. This supports Harmer's (1998) claim that pair work and group work , that are two forms of learner- learner(s) interaction, give learners opportunities to express themselves freely without the help of the instructor at each time, everything is centred on the learner. However; the whole number of teachers motivates students to interact both with them and their classmates. By the use of the two types; students double their chance to perform their L2. On the one hand, interacting with their teachers is beneficial for having a corrective feedback. On the other hand, interfering with their mates allows them sharing different opinions. As argued by Tuan and Nhu (2010) teaching is always a shared-relationship job. It involves the participation from many people.

Another important result, concerning teachers' behaviour during classroom interaction, shows that most teachers are very cooperative.(See diagram 08) This was

## *Discussion of the Findings*

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supported by the majority(86.7%) of the students' answers, As Brown recommends: "*Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk*" (2001:99). All these results confirm the hypothesis advanced in the General Introduction; most of teachers of the first year BMD students in the department of English at MMUTO give opportunities to all the students to interact freely.

### **I.3.The Teaching Techniques to Integrate Shy Students in Classroom Interaction**

As far as our investigation is concerned, we have asked both the students and their teachers' questions about the use of teaching techniques that encourage interaction in the classroom. The outcomes reported that the great number of students (70%) think that their teachers use different techniques to overcome shyness; which is confirmed by all teachers. Thus; teachers are aware of the importance of using these techniques in order to integrate shy students in classroom interaction. In addition, they direct the students' behaviour and feelings inside the classroom. They are responsible of creating positive conditions to help students integrate into the classroom interaction and feel comfortable.

Moreover; it is clearly shown in the previous chapter (see table 04) that the great number of students stated that their teachers use a suitable communication which fits their feelings. This result goes hand in hand with teachers answers. These findings confirm Haim Ginott's statement "*Congruent communication is a style of speaking that does not attack others, but instead remains harmonious with feelings being experienced*". Furthermore; all the students argued the effectiveness of this style of speaking. It means that the use of this technique (congruent communication) helps shy students feel at ease during their interaction.

## *Discussion of the Findings*

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As displayed in the previous chapter, despite the fact that the whole number of students asserts that they prefer when teachers correct them by saying *“it is not a shame to make errors”*; there were 20% of teachers who confirm the use of blaming messages. Justifying that it is the best way to make students memorize the corrected answers. But teachers should address the situation rather than students’ characters. One teacher claimed: *“I use blaming messages spontaneously; not for the sake of belittling them. It is part of my personality”*. Meanwhile; 80% of the Teachers use sane messages as a technique to integrate shy students in classroom interaction. This confirms Haim Ginott’s (1972) statement *“teachers must avoid name calling, sarcasm and other forms of put downs and avoid putting pressure on students to interact, but encourage them to do so.”*

Besides; the findings shown in the earlier chapter reveals that the majority of teachers (70%) use “I” messages which is the preferred type of all students.( see diagram 09). It means that the teachers pay attention to the students’ feelings; which affirms Ginott recommendation “you” messages are considered as an attack to students’ personalities and characters. Thus; teachers should use “I” messages which address the situation.

Beyond; more than half of teachers (60%) asserted using funny interactive activities; which goes hand in hand with the majority of students’ responses (74.7%). These findings reveal that teachers are aware of the importance of cooperative activities; for this reason; they create funny interactive activities that facilitate the integration of shy students in classroom interaction. This affirms King’s statement *“funny activities inside the classroom are frequently more effective than lectures”*(2008: 01).

Furthermore; all the teachers asserted that they praise the shy students’ efforts; this arranges 100% of the students who hold a positive attitude towards praising. It means that teachers are aware of the importance of praising and acknowledging shy students for their

## *Discussion of the Findings*

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efforts. Most of teachers (70%) affirm that they use appreciative praise; which arranges all the students who showed their preference to this type of praise. These findings show that the use of appreciative praise is a technique that fits shy students. Because; it does neither attack the students' character nor their level; rather it targets the students' efforts. According to Haim Ginott "*evaluative praise is destructive and appreciative praise is productive*" (1972: 2018) Although Ginott recommends the use of appreciative praise; some teachers (30%) assert their use of the evaluative praise.

The last point to discuss is the efficiency of the teaching techniques. It is revealed from the students' answers that the majority of the participants have a positive attitude towards the different techniques that teachers use. These findings show that the techniques help the students, particularly shy ones, to be integrated in the classroom interaction. Furthermore; all teachers assert the effectiveness of these techniques; half of them claimed that the most persuasive technique is the cooperative activities. While others shared their answers between: the use congruent communication and sane messages, the use of appreciative praise and the use of "I" messages. These results confirm our research hypothesis; the techniques used are appropriate and they integrate shy first year BMD students in the English department at MMUTO in classroom interaction.

## **II. Discussion of the Findings of Classroom Observation**

Our classroom observation was divided into two main sections. At first, we observed the classroom in general and then we specified our observation to the teaching techniques used during the observed classes in order to integrate shy students to interact.

# *Discussion of the Findings*

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## **II.1 Discussing General Observations of Classroom Interaction**

The outcomes of classroom observation demonstrate that the students who interact are always the same. We have noticed that the others isolate themselves from the classroom discussions. When they were asked to speak; we noticed that some students had little body movement and speech disfluencies during their interaction. While others prefer keeping silent without saying any single word. For instance; in one of the observed classes, the teacher prepared an oral test to his students, asking to speak about their favourite writer in front of their mates. Once one of the students (a boy) is on the board, he immediately turned red and started shaking his feet and stressing. As soon as he started speaking, we remarked that he spoke in a low voice and sometimes stuttering. In this case; we noticed that the teacher tried to help him by asking some questions about the author being spoken about; rather than letting the learner speak alone. Thus, the teacher used a cooperative activity (teacher-learner interaction) which made the interaction easy. The observed classes revealed that most of teachers give the same chance for all the students to participate or express themselves in L2. However; the behaviour of some learners shows that there are many shy students in the first year classes and the majority of teachers try to cope with this dilemma in order to encourage interaction.

## **II.2 Discussing Observation of the Teaching Techniques to Integrate Shy Students in Classroom Interaction**

As far as our study is concerned; Ginott's theory of congruent communication, as a theoretical framework of our research, helped us to identify the different teaching techniques used by teachers, during our observations, to integrate shy students in the classroom interaction.

# *Discussion of the Findings*

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## **II.2.1. The Use of Congruent Communication:**

According to Haim Ginott (1972) congruent communication is the most important in the classroom. He claimed that congruent communication is a style of speaking that does not attack others, but instead remains harmonious with the students' feelings. In the majority of our observed classes; teachers, most of the time, paid attention to the way they communicate. None of them put pressure on their students in order to participate. Rather; we noticed that they motivated them by proposing interesting topics that caught their attention like speaking about movies, games or social networks; one of teachers said to his learners *"do not be afraid of speaking, just behave as if you are with your family"*. In these classes we have noticed that even if at the beginning of the discussion some students felt shy, they made the effort of speaking, because the atmosphere created by the teacher was harmonious. Thus; using a suitable communication with shy students can motivate them to interact freely; while attacking their character make them more shy and may create on them foreign language anxiety.

## **II.2.2. The use of "I" messages**

We have perceived that the use of messages differs from one teacher to another and from one class to another. As an instance to that; with one teacher of phonetics who has been observed twice with two different classes; we noticed that the teacher uses frequently "you" statements when calling to interaction, such as: "you never participate, you are shy students and you are silent". The students' attitude was negative and none volunteered to answer. From this, we confirm Zimbardo's claim: *"The social psychologists suggest that shyness starts out in life with nothing more than a humble label, "shy." "I am shy because I call myself 'shy or other people label me that way"* (1977:40). In contrast; we have noticed in the other observed tutorials that most of students interact easily, when their teachers use "I" messages, such as: "I will be

## *Discussion of the Findings*

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delighted to hear your answers”. Along these lines; we came to a conclusion that the use of “I” messages encourages much more the students to participate than the use of “you” messages. This result goes hand in hand with Ginott’s claim cited in the earlier chapter one (see page 16).

### **II.2.3. The Use of Sane Messages**

From our cautious observation; we have noticed that most of the teachers send sane messages to their learners. As mentioned in the previous chapter; most of teachers’ messages focus calmly on what needs to be corrected or the situation itself without attacking the student’s character or personality. We take as an example of the grammar class that we observed three times. In this class; we noticed a dynamic interactive atmosphere between teachers and learners. The teacher did not put pressure on students to answer, did not blame students for their errors and did not use labels to call the learners’ participation. In contrast, in one of the observed classes, the teacher used labelling such as: “*hey! Ginger boy*”, this statement made the students embarrassed and prevented them from interaction. In conclusion; it can be asserted that the use of sane messages as a teaching technique plays a crucial role in helping shy students interact in the classroom.

### **II.2.4. Accept and Acknowledge Students**

Through classroom interaction; we have noticed that the majority of the teachers accept their students’ feelings, opinions and characters. By way of illustration; one of the oral teachers being observed asked his students to come to the board and speak about a book they have already read. One of the students volunteered but stated that he prefers staying in his place in order to speak. The teacher has understood that his student may become shy in front of his mates so the teacher respected the choice of the learner and his character. The

## *Discussion of the Findings*

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classroom observation results imply that most of the observed teachers in the department of English at MMUTO accept and acknowledge their students which help shy students to be integrated in the classroom interaction easily. Thus; we can affirm Ginott's statement "*acknowledging feelings leads to problem solving and denying feelings make students feel denied*".

### **II.2.5. The Use of Cooperative Learning**

It was asserted by the majority of teachers that cooperative activities are very effective in making all the students interact in the class. Indeed; this assertion was affirmed in the majority of the observed classes. As an instance; in one of the oral sessions, the teacher has divided the students into two groups and told them that they are going to play 'truth or dare'. We immediately noticed a joyful atmosphere, full of fun and all the students were motivated. We observed that all the students participated in the game; later on they invited their teacher to take part of the game and she accepted. We noticed in this class that the teacher succeeded in integrating all the students; especially shy ones, in the classroom interaction. Thus, the use of cooperative activities is effective.

### **II.2.6. Evaluative Praise VS Appreciative Praise**

During the sessions that we have observed; we noticed that teachers' use of praise varied between the evaluative and the appreciative type of praising. Meanwhile; we also noticed that the most used is the appreciative praise. For instance; after explaining the content of the lesson, one of the grammar teachers invited the students to tell a short personal story they already experienced using past tense. While telling their stories, some students made errors in the use of the past tense, all the students managed to use the verbs correctly. Then the teacher praised them by saying: "*your answers show that you make the difference between regular and irregular verbs, this means that you have understood the lesson and I appreciate it*". In this class we noticed that all the students participate and interact freely, because they are not

## *Discussion of the Findings*

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constantly evaluated about their answers; these observations shows the efficiency of appreciative praise rather than the evaluative one. The later result goes hand in hand with Ginott's recommendation cited in the review of literature (see page 18).

### **Conclusion**

The discussion of the findings answered the research questions and confirmed the hypotheses cited in the General Introduction. On the hand; the results have confirmed that the majority of first year students are shy during classroom interaction. On the other hand; they have proved that teachers are aware of the importance of classroom interaction for learning EFL. In addition; it is clearly shown that the majority of teachers use different techniques to deal with shy students. However, not all the shy students receive positively these techniques, because, we have observed that despite the teachers use of these techniques, some students did not interact. Meanwhile, it was observed that a minority of teachers use destructive techniques that increase students' shyness, finally; the study proves that the majority of students feel less shy and interacts easily when their teachers integrate the suitable techniques during classes, especially; when they incorporate funny interactive and cooperative activities. Therefore; we can conclude that the teaching techniques proposed by Haim Ginott (1972) are effective, to some extent, to integrate shy students in classroom interaction.

# General Conclusion

# *General Conclusion*

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This study has investigated the teaching techniques to integrate shy students in classroom interaction. The Case study is first year BMD students in the department of English at MMUTO. The objective of the study was to find the way shy students are integrated in classroom interaction. Moreover; the study has attempted to shed light on the existence of shyness in first year BMD classes and the effectiveness of the techniques used by teachers to help those shy students interact freely.

For the sake of answering the advanced research questions and confirming or refuting the suggested hypotheses in the General Introduction, a mixed methods was used. Thus, qualitative and quantitative methods are joined together in order to analyze the data. Indeed, the data are gathered from two research instruments. We have administered a questionnaire to 150 of first year BMD students and 10 of their tutorial teachers who were selected randomly. Besides, a classroom observation is conducted in order to support the findings of the questionnaires. For the sake of analyzing the quantitative data, a software package known as SPSS is used. In addition to the statistical analysis, Qualitative Content Analysis is used for analyzing and explaining the qualitative data obtained from the open-ended questions of the questionnaires and classroom observation.

The discussion of both the results of the questionnaires and the classroom observation has provided answers to the research questions. They have shown that there are many shy students inside the first year BMD classes; especially during classroom interaction. Then, the findings show that most of teachers of the first year BMD students in the department of English at MMUTO give opportunities to their students to interact freely. Therefore, the majority of teachers develop different techniques in order to cope with shyness and help the students who suffer from it to interact at ease. But some other teachers do not use techniques

## *General Conclusion*

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for helping their students overcome shyness and interact. Finally, the use of teaching techniques integrates shy students, but not all, in classroom interaction. Since classroom observation revealed that some students still shy even with the implementation of the teaching techniques. Based on our research findings and evidence from the students', the teachers' questionnaires and the classroom observation, the present study offers some psycho-pedagogical implications for teachers. First, teachers should build a close relationship with shy students; sometimes, teachers' behaviours can help the student to cope with shyness. Such as, smiling, voice tone, physical proximity and avoid intimidating them. Moreover; a good communication is most of the time the remedy of shyness. Teachers should always encourage shy students to speak more often and always tell them that shyness is something that they can overcome by interacting.

In addition to the psycho-pedagogical implications, the study offers some suggestions for further research. Our dissertation dealt with the issue of the teaching techniques that help shy students interacting in the classroom. Yet, our case study is only limited to the first year level in the department of English at MMUTO. So, the same issue can be conducted with different contexts and populations. For example, first year pupils in the secondary schools. Besides, two other topics of investigation can be conducted either "the students' strategies for coping with shyness during oral tests" or "shy students' attitudes towards cooperative learning".

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# Appendices

# Appendices

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## Appendix 01: Students' Questionnaire

**Dear Students,**

This questionnaire aims at collecting information about the teaching techniques used to integrate shy students in the classroom interaction. We would be grateful if you could answer these questions and provide us with the best insights concerning our research study. Your answers and opinions will remain anonymous. Thank you in advance for your collaboration.

**Guideline:** for each question, please tick the right box or fill in the space provided with the required information.

### **General Question**

**1. Specify your gender**

Male  female

**2. What do you think is your English level?**

Good  average  bad  I don't know

### **Section one:** Shyness/ Shyness in the Classroom

**3. Do you feel shy inside the classroom interaction?**

Yes  no

**If yes, then with whom your feel more shy? Justify, please.**

- Your teachers
- Your classmates
- Both

Justify.....  
.....

## Appendices

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### 4. How do you feel when teachers call your name in classroom?

- Frightened
- Anxious
- Relaxed
- Trembling or shaking
- Sweating
- Accelerated heart rate

### 5. How do you behave when teachers ask you to interact and communicate in the classroom?

- Relaxed
- You speak in a low voice
- Little body movement
- Speech disfluencies

### Section two : Classroom Interaction

### 6. How often do your teachers give you the opportunities to speak in the classroom freely?

Always                      often                      sometimes                      never

### 7. When you don't agree with your teacher's opinion or point of view, do you?

- Try to discuss in order to clarify your opinion
- You just listen and keep silent

### 8. When you / mates make errors during your interaction, what do your teachers do?

- Stop you at once and correct the error
- Let you carry with your intervention than correct the error
- Neither interrupt, nor correct the error

## Appendices

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### 9. How do you consider your participation and communication during classes?

- Beneficial, it enhances your self-confidence
- Not necessary
- Develops your proficiency in using English language

### 10. Which type of classroom interaction do you prefer?

- Teacher- Learner(s) interactions
- Learner(s)- Learner(s) interactions
- Both
- None

Justify.....

### 11. How do your teachers deal during interactions?

- They are very active and they speak more than you
- They are very cooperative and invite all the students to participate

### Section three: The Teaching Technique to Integrate Shy Students in Classroom Interaction

### 12. How often do your teachers use any technique integrate you in a classroom interaction?

Always  sometimes  rarely  never

### 13. Do your teachers use a suitable communication that fits your character and feelings?

Yes  No

- If yes, then does it make you more comfortable during classroom discussions?

# Appendices

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Yes

No

**14. When you make errors during your interventions, do your teachers?**

• Correct the error and support you saying *“it is not a shame to make errors, you are here to learn”*

• Correct the error by making you feel guilty using sarcasm or other form of put-downs

**15. Which expression do you prefer when teachers ask for interaction?**

• **“I” messages**, such as, “I would hear other voices” or “I am sure you know the answer”.

• **“You” messages**, such as, “ you are shy” or “ you never participate”.

**16. Do your teachers include funny interactive activities (role play, games, charades) during classes?**

Yes

No

**17. Do you like when teachers praise you for the efforts you make to interact?**

Yes

No

**18. When teachers praise you, do you prefer when:**

• They pat you on the head , saying well done, you are very clever

• They provide detailed feedback on what you have done plus a statement of appreciation. For instance: “ you have put all the prepositions in their right places, I appreciate your efforts”

**19. Do you think that the teaching techniques are efficient to help shy students interact freely in the classroom?**

Yes

No

• **Justify**.....

.....

**Thank you for your collaboration**

# Appendices

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## Appendix 02: Teachers' questionnaire

Dear teachers,

This questionnaire is a research tool for a master dissertation which investigates the teaching Techniques used to Integrate Shy Students in Classroom Interaction. We rely on your experience, attitudes and opinions to elaborate a case study and attempt to find some suggestions. Your answers will be of a great help but will remain anonymous. Will you, please, put a tick in the small box that corresponds the appropriate answer or fill in the space when needed? Thank you in advance for your help.

### Section One: Background Information

1. What is the degree you currently held?

- BA (Licence)
- MA (Master/ Magister)
- PHD (Doctorate)

### 1. Section Two: Shyness/Shyness in Classroom

2. How often do you meet shy student in your classroom?

Always  Sometimes  Rarely  Never

3. How do you recognize shy students? They speak in low voice

- They have a little body movement
- They have speech disfluencies
- **Others?**

(explain, please).....  
.....  
.....

## Appendices

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### 4. Do you think that shyness affects learning?

Yes

No

Justify please .....

.....

### Section three: Classroom Interaction

### 5. How often do you give opportunities to your students to speak in the classroom?

Always  sometimes  rarely  never

### 6. When you propose a topic to debate and discuss, how do the shy students behave?

- Try to discuss in order to clarify their opinions
- They just listen and keep silent

### 7. When shy students make errors during classroom interaction, do you?

- Stop them at once and correct the error
- Let them carry with their intervention than correct the error
- Neither interrupt, nor correct the error

### 8. Which type of classroom interaction do you encourage during your classes?

- Teacher- Learner(s) interactions
- Learner(s)- Learner(s) interactions
- Both
- None

Justify .....

### 9. During speaking classes, you are:

- Very talkative and you speak more than your students
- Very cooperative and you invite all the students to interact

# Appendices

## Section Four: The Teaching Technique to Integrate Shy Students in Classroom

### Interaction

10. Do you use different techniques to integrate shy students to classroom interaction?

Yes

No

11. Do you pay attention to the way you communicate in the classroom, so as you make all your students feel comfortable?

Yes

No

12. When your students make errors during their interventions, do you?

• correct the error without blaming the student

• correct the error but making the student feel guilty

Justify.....

.....

13. When you ask shy student to speak in classroom, do you use?

• “I” messages, such as, “*I would hear other voices*” or “*I am sure you know the answer*”.

• “You” messages, such as, “*you are shy*” or “*you never participate*”.

14. How often do you include funny interactive activities (role play, games, charades) during classes?

Always

Sometime

rarely

never

15. Do you praise shy students for their efforts?

Yes

No

If yes, than which type of praise do you adopt?

## Appendices

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• Evaluative praise; you pat your shy student on the head, saying well done, you are very clever.

• Appreciative praise; you provide detailed feedback on what your student has done plus a statement of appreciation.

**16. According to your experience, which technique do you think is the most effective to help shy student interact freely in the classroom?**

- The use of sane and harmonious messages
- The use of “I” messages rather than “You” messages
- The use of cooperative activities
- The use of appreciative praise rather than evaluative praise
- Others?.....  
.....

**Thank you for your collaboration!**

## Appendices

### Appendix 03: A checklist to Classroom Observation

Items to be observed in the Classroom	T1	T2	T3	T4	T5	T6
<p><b>Section one: General Observation of Interaction Inside the Classroom</b></p> <ol style="list-style-type: none"> <li>1. Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with other classmates.</li> <li>2. Learners hesitate and express themselves in a difficult way in the classroom.</li> <li>3. Learners show readiness and motivation to work with peers and feel comfortable within the group.</li> <li>4. The teacher gives opportunities for the students to interact with him during the classroom oral tasks.</li> </ol>						
<p><b>Section two: The Teaching Technique to Integrate Shy Students in Classroom Interaction</b></p> <ol style="list-style-type: none"> <li>1. The teacher uses a congruent communication that suits the learners' feelings and character.</li> <li>2. The teacher uses sane messages that target the situation, rather than the students' personality.</li> <li>3. The teacher uses "I" messages, rather than "you" messages.</li> <li>4. The teacher incorporates cooperative activities during classroom interaction.</li> <li>5. The teacher praises his students after their interactions</li> <li>6. The teacher uses evaluative praise.</li> <li>7. The teacher uses appreciative praise.</li> </ol>						