

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDLHAMID IBN BADIS –MOSTAGANEM-
FACULTY OF FOREIGN LANGUAGES
DEPARTEMENT OF ENGLISH LANGUAGE



MASTER
DIDACTIS OF FOREIGN LANGUAGES

Strategies to Integrate Shy Students in Classroom Interaction
A Case-study of EFL Teachers at Abdelhamid Ibn Badis
University of Mostaganem

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Academic Year: 2019/2020

Dedication

I dedicate this work to

*My deceased mother, her beautiful soul keeps me strong. (May Allah have mercy
on her soul)*

My father for supporting and teaching me to be an independent person

My beloved family (NEDJAR)

My best friends who push me forward, HadjCharef, Aicha, Lotfi, and Fethi.

Acknowledgements

I would like to express my most appreciation to my supervisor Mrs. Ould Si Bouziane Sabrina

I am really grateful for her guidance and patience along the work. It is an honor to have a teacher like her.

Also, I would like to thank all the teachers for collaboration. Their help really guide this research.

Finally, Big thanks goes to the members of the jury who have accepted to read and evaluate this work.

Abstract

The present research is concerned with shyness in EFL classroom and teaching strategies to integrate shy students in classroom interaction. This research aims to investigate if the teachers meet timid students in their classrooms and the effectiveness of strategies that teachers use in order to make shy students involved in classroom discussions. The researcher adopted a quantitative method in order to conduct the research and gather the needed data. A questionnaire was administered to EFL teachers of Abdelhamid Ibn Badis University in Mostaganem. Hinging on their experience and reliable data, the findings of the research illustrate that most of the teachers meet shy students in their classrooms and shyness really affects students' learning. Besides, the results reveal that the suggested strategies by the researcher are significant for the teachers which help shy students to be integrated in classroom interaction and to be active learners.

Key words: strategies, integrate, shy students, classroom interaction, EFL teachers, learners.

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General Introduction

General Introduction

Classroom interaction is a crucial aspect in teaching English language process. It increases students' involvement in the participation and enhances the speaking skills. Teachers are requested to engage all students in the interaction to improve their communicative competence in order to avoid the lack of learning. The interaction is very important in which students interchange thoughts and opinions through speaking. However, there are barriers that prevent the transmission of communication and obscure the smooth running of the classroom. One of these barriers is shyness; it is a psychological problem that describes the feeling of embarrassment and fear of talking in front of people. Students are suffering from shyness because it affects their learning achievement and communicative competence. The role of the teacher is helping students to overcome their shyness and get them more involved in speaking inside the classroom in order to increase the level of learning. EFL teachers must use different strategies to help these students to overcome their shyness and interact freely inside the classroom among their classmates and teachers.

Shyness has become a psychological learning obstacle for students who cannot express their thoughts and interact with their teachers and classmates. This research stems from knowing if there are many students in the University of Abdelhamid Ibn Badis in Mostaganem who suffer from this phenomenon and whether teachers use different strategies to help shy students interact in the classroom. Moreover, it investigates the effectiveness of the suggested strategies for teachers to reduce shyness and control the classroom interaction.

To investigate the aforementioned topic, we seek to answer the following research questions.

- 1- Do EFL teachers of Abdelhamid Ibn Badis University of Mostaganem meet shy students in their classrooms?
- 2- Do these suggested strategies really help EFL teachers of Abdelhamid Ibn Badis University of Mostaganem to integrate shy students in classroom interaction?

To answer the questions of this research, the hypotheses are put forward:

- 1- Most of EFL teachers of Abdelhamid Ibn Badis University of Mostaganem meet shy students in their classrooms.

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2- These suggested strategies really help EFL teachers of Abdelhamid Ibn Badis University of Mostaganem to integrate shy students in classroom interaction.

To conduct the research work, a quantitative method is chosen. A questionnaire is devoted to EFL teachers in order to gather reliable data. The questionnaire contains questions concerning shyness in classroom and its effect on learning and the frequency of classroom interaction. In addition it consists of questions about the effectiveness of using different strategies to shy students in the interaction. Relying on the answers and opinion of the teachers, this research can have useful results that can be taken into account.

The present dissertation consists of three main chapters. The first chapter is called “Review of Literature”. It revolves around definition of shyness, its causes and symptoms, and its effect on learning. In addition; it reviews definition of classroom interaction, its types, and the role the teacher. Then, it presents strategies for the teachers to integrate shy students in classroom interaction. The second chapter is practical part; it deals with research methodology and data analysis. The data were collected through the use one collection tool which is the questionnaire. Teachers ‘questionnaire was analyzed in order to obtain the findings. The third chapter deals with the discussion of the findings and data extracted from the teachers’ questionnaire. The aim of the discussion is to validate the hypotheses and to improve the credibility of the research. Furthermore, it allows providing suggestions and recommendations for the teachers to reduce shyness and creates a positive atmosphere for learning.

Chapter One

Review of Literature

Chapter One: Review of Literature

I.1. Introduction

The present chapter consists of the review of literature; it reviews the previous works which are related to the issue of shyness in the classroom and its impact on classroom interaction. This chapter contains three main parts. The first part sheds light on shyness including definitions, causes, and the difference between shyness and introversion. Besides, the effect of shyness on learning. The second part reviews shyness in classroom interaction by giving a definition, types of interaction in the classroom, mentioning the role of the teacher and shy students' attitude toward their teacher in classroom.

The third part is about providing strategies to integrate shy students in classroom interaction in order to reduce shyness and to give the opportunity to interact fluently in the classroom.

I.2. Shyness (Definition)

There are many definitions provided by psychologists and researchers. (APA 2012) "Shyness is a persistent characteristic that occurs when one feels anxiety when presented in a novel social situation." Cited in (Kasper, A 2012). It is a psychological and uncomfortable emotional state that is present in people when facing social situations. Shyness is a negative feeling which is associated with anxiety and being uncomfortable when facing social situation, making new relationship or meeting new people. In addition, shyness is defined as an awkward feeling with unfamiliar people that can be noticed physically. Moreover, shy person starts making gestures such as blushing, sweating or becoming red while asking them to speak.

Shyness is characterized by a negative self evaluation and self consciousness when an individual has low expectations on his ability to deal with situations. He becomes anxious toward facing problems such as asking him personal questions and tries to escape from continuing the conversation. In addition, some of individuals who experienced shyness may have an impact on their interpersonal relationships. They become less interested to get new friends and colleagues or even let people approach to them.

On the other hand, shyness can also take the name of timidity. Yoritomo-Tashi (1916) defines it as "the fear of displeasing or for not appearing as brilliant as we would like. " (P.14). Timidity prevents showing the creativity and the real identity of the individual who can expose new ideas and efficiencies in the social state. Therefore, it reflects on having

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decisions and becoming afraid of improving the social skills with other surrounding individuals.

I.3. Causes of Shyness

Psychologists and behaviorists agreed that shyness is a psychological trait which is related to the feeling of awkwardness. Whereas; they argued about the main reason behind the shaping of shyness. Relying on this statement, shyness could be caused from:

I.3.1 Social factor

Behaviorists and psychologists believe that shyness is due to the fact that people do not have the experience in social skills to interact with each other. Carducci in an interview with Goodwin (2001), contents that “shyness seems to hold them back they don’t know what to do. For example, they don’t know how to approach individuals; they don’t know how to maintain a conversation they don’t know how to keep the conversation going on.”(P.3). It means that shyness is caused by the surrounding society; shy students do not have the awareness about the society. It may refer to the vision of the society toward shy person and how people receive the term ‘shyness’ as a serious psychological trait. Thus; the shy person will have less desire to know people or talk to them.

Another assumption is related to the social factor, parents’ behavior as well caused shyness; they protect their child from challenging and exploring the social atmosphere alone. The child may believe that the world is unsafe and it is difficult to discover without help of his parents. Undoubtedly, if parents do not encourage the child to involve socially, he will experience the feeling of anxiety whenever he faces new situation, event, or environment.

I.3.2 Inherited Factor

On the other side, psychologists claim that shyness is genetically inherited just as intelligence or skin color. Zimbardo (1977) claims: “Personality-trait researchers are convinced that shyness is an inherited trait, much like intelligence or height.” (P.40). Zimbardo claimed that shyness is related to inherited factor, something is born with the person that it cannot be taken off. Shy person should accept the fact that shyness is a part of his personality, the fact is cannot be changed. However shy person should not be disappointed or feels guilty for being shy.

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Douglas (2016) says: “Such environmental explanations are reasonable, but it is also possible that you inherited a tendency toward shyness from your parents.” (P.709). Douglas’ research supposed that children are likely to inherit shyness from parents and it could be one of their parents have experienced shyness before, which inheritably reflects on the genetic development of their children.

I.4. Shyness and Introversion

According to psychologists and behaviorists’ researches, there is a quite difference between shyness and introversion. It may get confused, because they both are related to the social state. Blaine. M (1993) claims:” Contrary to entrenched of belief, introversion and shyness are not synonyms. I am introverted, but I am not shy. Introversion is bent toward our inner world, while shyness derives more from social anxiety” (P.59). Shyness is a state of anxiety when a person is afraid of rejection, judgment, or embarrassment. Shy person have less experience on social life and he is anxious to interact with other people. While introversion; it is a personal characteristic when a person likes solitude and not sharing his privacy with the social environment.

Introverted person enjoys spending time alone and lives in his own world. Melanie (2018) “Introverts can choose to be social and interact with others; they often just don’t want to. Shy people—depending on the level of shyness can’t make the same without a high cost.” Cited in (Melanie. C 2018). Shy people want to be social, to interact with others, but they just are afraid of get judged and being under spotlight. Unlike introverted people, they can be social and interact with other people freely. However; they often do that, simply; they do not want to be a part of social environment, they prefer to be isolated.

Moreover, introversion is not a fear of judgment or afraid of people reaction, but psychological trait when a person likes to be alone and he is satisfied with that situation. On the other hand, shyness is considered being uncomfortable with new situation when a person dislikes to meet people and interchange speaking with them.

I.5. Foreign Language Anxiety

Horwitz et al (1986) assert that foreign language anxiety “Focuses on a person’s level of anxiety in communication with others, and it frequently associated with those who anticipate troubles in communication with others.” (P.128). Cited in (keyuan. H 2018). In other words, foreign language anxiety refers to the competence level of student when learning a foreign

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language as a second language, the student is anxious to perform the language in correct way or afraid of not interpreting his ideas with correct meaning.

The student's anxiety toward the performance of foreign language may lead to the inhibition in talking. Anxiety affects students' language performance and their subjective experience when speaking the target language. Monika (2009) "Classroom anxiety has a significant negative effect on foreign language test performance and affects performance in all language skills. (p151). This quotation shows the negative effect of anxiety on language skills including speaking and this may produce shyness, because shy student depends on his psychological statement when he attempts to speak in the classroom, and anxiety prevents him from achieving the high level of foreign language performance.

I.6. Symptoms of Shyness

Earlier studies have shown that shyness is one of the obstacles that prevent the progress of learning in classroom, specifically interaction. Teacher can notice shy students by observing their behaviors and how they react during interaction. Sven (2008) "A painfully shy students may or may not exhibit hiding behaviors: a student does not want to be seen in class, or does not want to be considered a part of the class." (P.80). shy student would prefer to be a silent rather than getting involved in the classroom and pretending to be invisible in the classroom to avoid participation. Sometimes, they sit at the back of the classroom or hide behind their classmates. They seem to be afraid of talking to other students. Whenever someone goes to talk to them, they become red, playing with their fingers or respond with short answers.

Apparently; this leads to the misunderstanding between the teacher and the shy student. Even worse, the shy student will escape from attending oral classes or avoid meeting their teachers. So, the student will be afraid of receiving negative evaluation or low grades by the teacher. Probably, it can be a disorder on the level of social life as well. Shy person will be less interacted to the surrounding people or spending time with them.

I.7. Shyness Affects Learning

Shy learners are exposed to different situations during oral session in the classroom. They try to be invisible, He/she rarely participate and are passive although they have the answer, but they prefer to keep silent. Here problems begin; they built a lack of self

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confidence and the ability to access the classroom interaction and they eventually avoid sharing ideas among their classmates and teachers. Georg Stockli said: “shyness is particularly likely to have an effect when learning involves proactive behavior in a classroom or group. Because they lack self confidence, shy students are frequently reluctant to ask questions when they don’t understand something, and they avoid sharing their ideas and opinions.” Cited in (Eveline. 2018). Shyness also affects the way students speak; they have speech disfluencies, and it can be noticed when they are stuttering and saying some incomprehensible words because they are not able to express what is really want to say.

I.8. Shyness in Classroom Interaction

I.8.1 Classroom Interaction

Wagner (1994) defined interaction as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events influence one another.”(P.8). Hence, 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.

Therefore interaction is very important in classroom to achieve progressive language learning to the learners. Rives (1987) argued: “Why is interaction so important in language-learning situation? Through interaction, students can increase their language store as they listen to or read authentic material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journals.” (P.4) .Through interaction students can solve communication problems and exchange new methods of interaction in order to transmit their discussion correctly.

I.8.2 Types of Classroom Interaction

Classroom interaction is a practice that allows learners develop their communicative competence in order to share their views and ideas with each other or with their teachers.

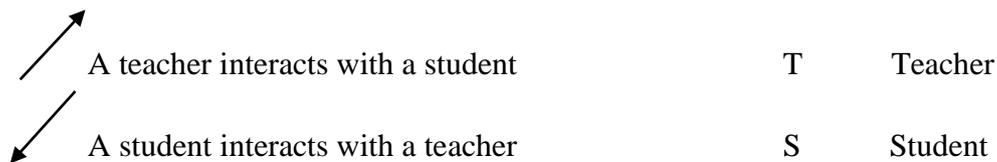
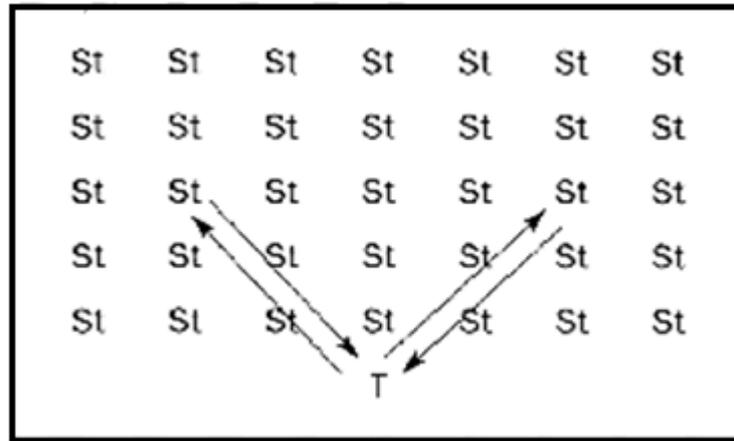
To access the objective of improving communication in classroom and the effectiveness of speaking, it depends on the types of interaction. In this study, it focuses on two types, which are: Teacher- Learner interaction and Learner- Learner interaction.

I.8.2.1 Teacher-Learner Interaction

In this type of interaction, the teacher is the controller of the classroom who has the power to make decisions and to select which types of activities are going to be applied. And

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explains lectures to his learners. He asks question and waits for the answers then he gives feedback. The following diagram is a model suggested by Scrivener (2005) about how interaction takes place in classroom.



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results also exposed that this 'tool' was one of the most under-utilized motivational resources in the teacher's classroom practice." (P.31) Therefore the participation in the classroom interaction will be increased and built a pleasant atmosphere where understanding the context of the lesson will be occurred in better conditions.

I.10. Shy Students' Attitude toward Their Teachers in Classroom

Aiken (1997) defines attitude as "a learned to predisposition respond positively or negatively to a specific object, situation, institution, or person."(P.251).This shows that attitude can be positive or negative toward an object, position, or person. Probably; shy students may have a negative state toward their teachers. The reason behind this is the negative impressions of the student that he will get rejected or being exposed to negative remarks by the teacher and the wrong image by his classmates.

More importantly, Terry (2011) "shy students are afraid that their questions will sound stupid, and they don't want to bother anyone. While there are stupid questions, most supervisors, and professors would rather have people asking some questions rather than sitting there silently" (P.48). Shy students will be afraid of asking questions or being asked. It is physically appeared when shy student avoids eye contact or being less attentive to the teacher. Or even when the teacher asks him questions; he responds with short answers such as "yes", "no", "perhaps". Whereby these gestures and less interaction with the teacher, he is trying to escape from any interaction or asking him questions.

I.11. Strategies to Integrate Shy Students in Classroom Interaction

Paolo and Chris (2004) defined strategy as:"systematic, well-planned series of actions, combining different methods, techniques and tools, to achieve an intended change or objective utilizing the available resources within a specific time frame."(p.8). Strategy is a set of planned methods for a specific purpose to achieve successful results and gather the control of complicated situation. Brown (2000) defines strategies as "Specific methods of approaching a problem or a task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information."(P.119). In other words strategies are specific techniques used by the teacher to find solutions of any giving problems. The teacher selects suitable methods including tasks, activities or lesson plan according to the students' need.

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The teacher depends on the strategies to integrate shy students in the classroom interaction in order to push them to speak without being frightened or hesitated. Those strategies help to increase the interaction and the communicative competence of these shy students to be autonomous and to reduce anxiety and lack of participation during speaking.

I.11.1 Humor of the Teacher in Classroom Interaction

Humor keeps the classroom active and makes students engaged in the interaction. It is considered as a medium that inhibits shy student feeling of discouragement and disappointment. Teacher should have a positive humor toward shy learners to avoid any negative reaction that may lead to breakdown the communication and the relationship between teacher and student. Chris (1998) asserts that “Humour can also be used to reassure a pupil who is anxious or in difficulties, or in defuse a potential conflict with a pupil about misbehavior. You convey that you have a sense of humour by the way you respond to events that occur with good humour or share with pupils some amusement which they see in situation.” (P.71). Sometimes; the teacher needs to be little tolerant and less committed to some negative reactions of shy students so they can take opportunity to reconsider their errors and correct them.

Furthermore; Danny (2012) said:” Start you day off with love and joy. Greet students at your classroom door and give them high-fives. You can squat your classroom door and greet students individually by name and ask them if they are going to have a great day.” In other words; Danny advises teachers to promote joy and lovely climate in the classroom from the beginning as the opening of the session which eventually increases the level of the interaction and enhances the relationship between the teachers and their students.

I.11.2 The Use ‘I’ Messages

SiriNam (2007) “‘I’ messages can raise the expectations that a student will listen to your concerns and do what you ask.” (P.17) ‘I’ messages can be effective way to construct positive conversation and attract student’s desire to speak. For example; teacher uses statement “I think you have something to say just do not be afraid of spelling it...” Here, shy student adapts and starts proving his ability in speaking. Meanwhile; the misunderstanding between the teacher and the students will disappear.

In addition, ‘I’ messages reduce anxiety and increase self-confidence when shy students engage in interacting with teacher and students. SriNam (2007) also distinguished between “I”

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messages and “You” messages. He said: “The opposite of an “I” message is a “You” message. “I” messages often lead to understanding, while “You” messages suggest blame and result in arguments, resentment, and retaliation.” (P.18). For instance; instead of saying “You are shy!” it’s better to say “I would like to hear your voice! You can share it with us, go ahead ...” In the first statement, shy students may still keep silence because of the negative reaction of the teacher, while in the second statement the expectations of the students will change. Thus; he often will take a step forward to interact and respond to the teacher.

I.11.3 Collaborative work

Walsh and Peter (2010) wrote: “At its most basic level, collaborating activity can be considered to take place where two or more parties work together to achieve a common goal, whether those parties involve individuals, groups or institutions.” (P.3), students have the same objectives when going to school. Teachers engage shy students in collaborative work either in pairs or groups to create a pleasure in learning, at the same time; shy student will get involved indirectly in the classroom interaction. Working in group can create a sense of challenge in each student to improve their learning skills. According to the content of the session, the teacher design group or pairs and gives a period of time to the students to interact with each other. Students exchange, discuss, debate, and find answers without the instruction of the teacher. When the conversation starts between the teacher and the students, the interaction becomes more effective in the whole classroom.

Van den Bossche (2006) claimed that: “From the social viewpoint, learners in the process of working in groups or collaborative activities would also develop their interpersonal, oral communication and social skills.” Cited in (Teo & Loh 2016). In other words; through collaborative activity, shy students enhance their communicative competence, participation, and speaking skills. On the other hand; shy students improve their social skills when integration in relationships with new environment and new people.

I.12. Conclusion

Shyness phenomenon has become serious impact on students’ engagement in classroom interaction. In this chapter; I have shed some light on shyness and its main causes, and the difference between shyness and introversion. Besides; the effect of shyness on students’ learning skills and the attitude of shy students toward their teachers.

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In addition I have provided some strategies can help teachers to reduce shyness in order to integrate students in speaking in the classroom which allows students to be more confident, motivated, and productive in the interaction.

The next chapter will be an identification of the methodology that is used to conduct this research project and analyze the data of the efficiency of these suggested strategies in the classroom.

Chapter Two

Research Methodology and Data analysis

Chapter Two: Research Methodology and Data Analysis

II.1. Introduction

The present chapter deals with the research method of the study and how data are collected. It investigates the phenomenon of shyness in English Foreign Language classrooms and what are the appropriate strategies that make shy students interact in the classroom. The current chapter provides an overview of the research method and the tool is used to obtain the answers. In addition it describes the design of the questionnaire and brief analysis of the collected data.

II.2. Research method

The selection of the method to collect data is determined by the nature of the study. This work adapted the quantitative method (questionnaire). This method gives a real fact about the present situation (Are these suggested strategies effective that help shy students integrate in classroom interaction?). The methodology research guarantees the credibility of this study in reporting the finding to taking them into account.

II.3. Collecting Data

To conduct this research, the questionnaire was addressed to the teachers of English at the University of Abdelhamid Ibn Badis in Mostaganem. The purpose of choosing the teachers is to give fruitful information that it can be relying on them to reach the needed results.

Laura and James (2014) assert that “Individuals conducting quantitative research aim for scientific independence, detachment, and objectivity when they state their research questions and hypotheses, select the participants for their studies, collect data to address the research questions, conduct their analyses, and finally draw their conclusion.” (p.47). Quantitative research is used to gather a quantity of data, different opinion, suggestions, and results that clearly guide the individual to reach the needed outcomes for his research and find the answers for his questions.

II.3.1 Questionnaire

Teacher’s questionnaire was designed to collect more reliable data for useful results by relying on the experience of the teachers of how to deal with shy students in the classroom interaction. The questionnaire was distributed to (10) teachers of English language, and took a place at the University of Abdelhamid Ibn Badis in Mostaganem. The questionnaire contains

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twelve (12) questions, including multiple options and suggestions other options. It was divided to four sections. The first section is “Background Information”; the aim to gather information about the degree and the experience in teaching English language. The second section is “Shyness in Classroom”; which is concerned the existence of shyness in English classrooms and its effect on students’ learning. The third section states “Classroom interaction”. It shows how teachers deal with shy students in the classroom and get them involved in the interaction. The last section is called: “Strategies to Integrate Shy Students in Classroom Interaction”. The purpose of this section is to investigate about the effectiveness of the suggested strategies and if these strategies really are helpful to reduce shyness in English classrooms and get the shy student integrated in the classroom interaction with comfortable state.

II.3.2 Teacher’s Profile

The population consists of the teachers of English Foreign language. The teacher’s profile provides information about the degree and the experience in the field of teaching EFL. The study conducted the questionnaire with their useful answers. Their experience in teaching English at the university served the objective of this study.

II.4. Data Analysis

Michael. A (2006) “A more representative definition of data analysis is the process of systematically collecting, transforming, and analyzing data in order to present meaningful conclusions.” (P.19). in other word the analysis of data is an operation helps the researcher to collect information in order explore different answers and hypothesis. On the other hand, it analyses the finding answers to reach the conclusion that gives credibility of the research. Hence, the analysis of the questionnaire has concluded different answers and suggestions that guide this study to find the conclusion and the objectives of the research.

II.4.1 Teachers’ Questionnaire

II.4.1.1 Background Information

Q 01: How long have been teaching English?

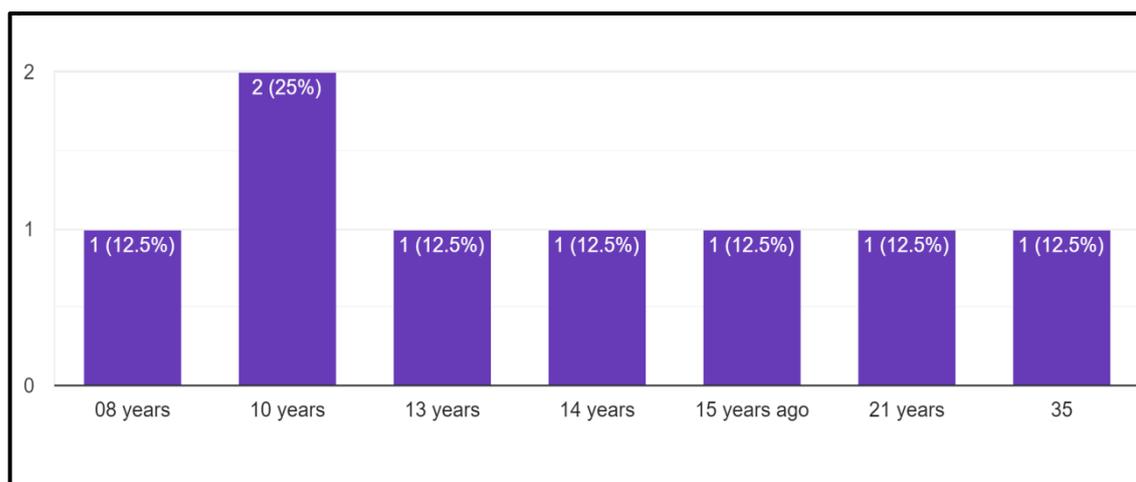


Figure 03: The Teachers' Years of Teaching

From the figure 01, it viewed that the teachers have experienced the teaching of English from 08 years to 35years.

Q 02: What is the degree you currently held?

- BA (License)
- MA (Mater/ Magister)
- PhD (Doctorate)

Degree	Participants	Percentage
BA (License)	0	00%
MA (Master/Magister)	6	60%
PhD (Doctorate)	4	40%
Total	10	100%

Table 01: The Teachers' Degree in Teaching English

The table above shows that the majority of the teachers (60%) carried the (Master/ Magister) degree. While, forty (40%) of them carried the (PhD) degree in teaching English.

II.4.1.2 Shyness in Classroom

Q03: Do you often meet shy students in classroom?

- Yes
- No

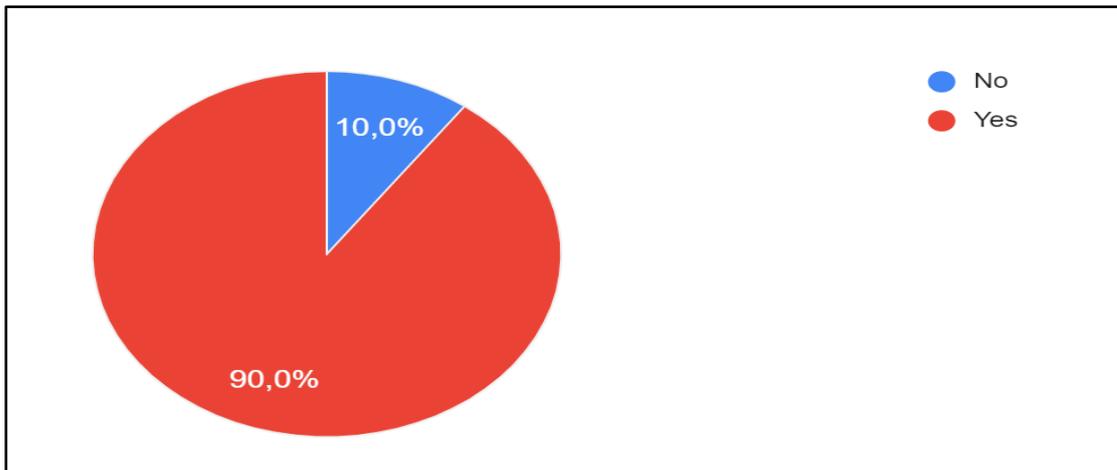


Figure 04: The Frequency of Shy Students According to Teachers

According to the figure above, the results show that the majority of the teachers (90%) often meet shy students. Ten percent claim they do not meet shy students in their classroom.

Q04: How do you notice shy students in your class session?

- They are anxious when speaking.
- They do weird gestures like blushing, stuttering...
- They have speech problems.
- Other

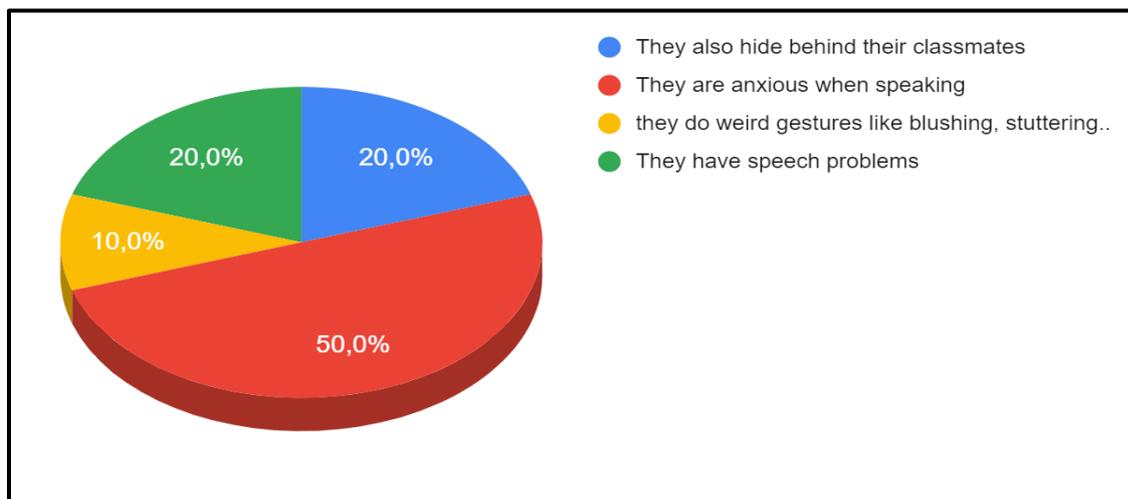


Figure 05: Symptoms of Shy Students in Classroom

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The results above show that (50%) of the teachers notice shy students are anxious when they speak or interact with them. (20%) recognize that shy students have speech problems and spelling. Other (20%) claims that they notice the shy students when they hide behind their classmates to avoid participation or speaking with them. While, ten percent of the teachers think that shy students make weird gestures such as blushing, stuttering, or becoming red.

Q 05: Do you think shyness is due to:

- Inherited factor.
- Genetic factor.
- Other

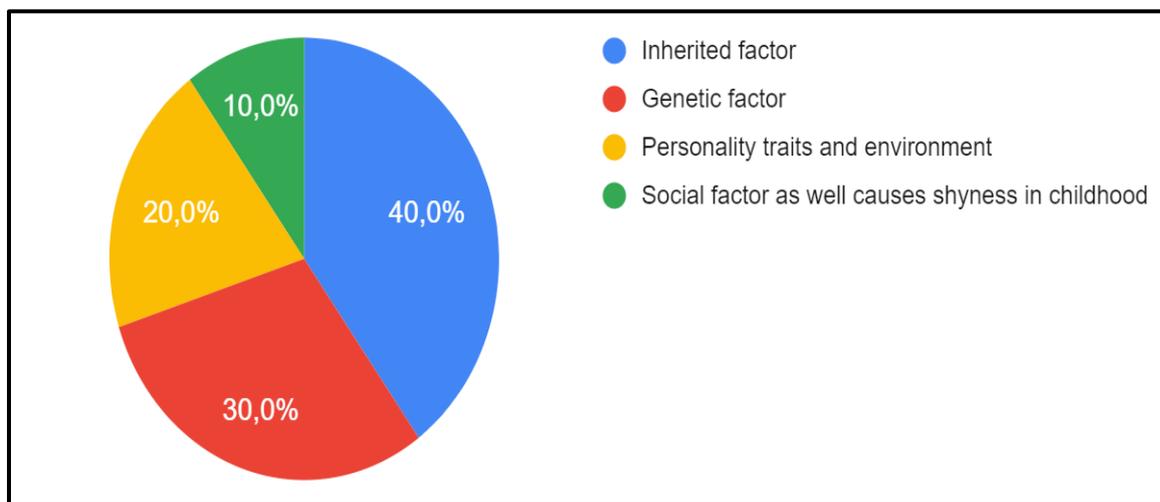


Figure 06: Factors are Responsible on Causing Shyness

As it is highlighted in the diagram above, forty percent (40%) of the teachers affirm shy is due to the inherited factor. Children inherit shyness from their parents. Thirty percent (30%) claim that the genetic factor is the main reason that causes shyness, and twenty percent (20%) state that shyness is due to the environment and the personal trait toward shy person while (10%) of teacher claim that shyness has to do with the social factor which causes shyness in childhood.

Q 06: Do you think shyness affects students' learning?

- Yes.
- No.
- Not really.

Frequency	Participants	Percentage
Yes	7	70%
No	0	00%
Not really	3	30%
Total	10	100%

Table 02: The Effect of Shyness on Students’ Learning Progress

The question aims to know whether shyness has an effect on the students’ outcomes or not. It is clearly seen in the table above (70%) of the teachers affirm that shyness affects students learning and prevents the progressive education. While, (30%) find that shyness does not really affect students’ learning progress.

II.4.1.3 Classroom Interaction

Q 07: Which type of interaction you apply in your classroom Interaction?

- Teacher- Learner interaction.
- Learner- Learner interaction.
- Both.

Justify

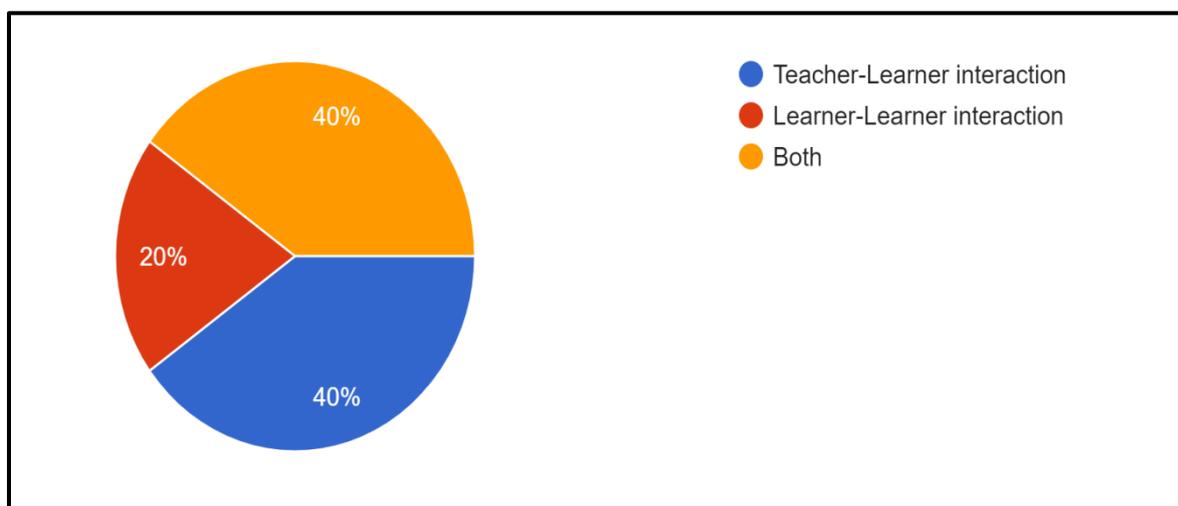


Figure 07: The Integrated Type of Classroom Interaction

Chapter Two: Research Methodology and Data Analysis

The purpose of this question is to explore which kind of classroom interaction do teachers insert in order to involve shy students in classroom participation. As it is shown in the figure above, (40%) of the teachers apply “Teacher- Learner interaction” because it creates a positive atmosphere that helps students to engage in classroom participation and being active during oral sessions. Other forty percent (40%) of the teachers apply both types of classroom interaction depending on the application of tasks and activities and the students’ level as well. Meanwhile, (20%) of the teachers assert that they apply only “Learner- Learner interaction” because it gives more learning opportunities and encourages students to be autonomous.

Q 08: How do you make shy students speak in classroom interaction?

- Give them freedom to choose a topic
- Design group
- Work in pairs

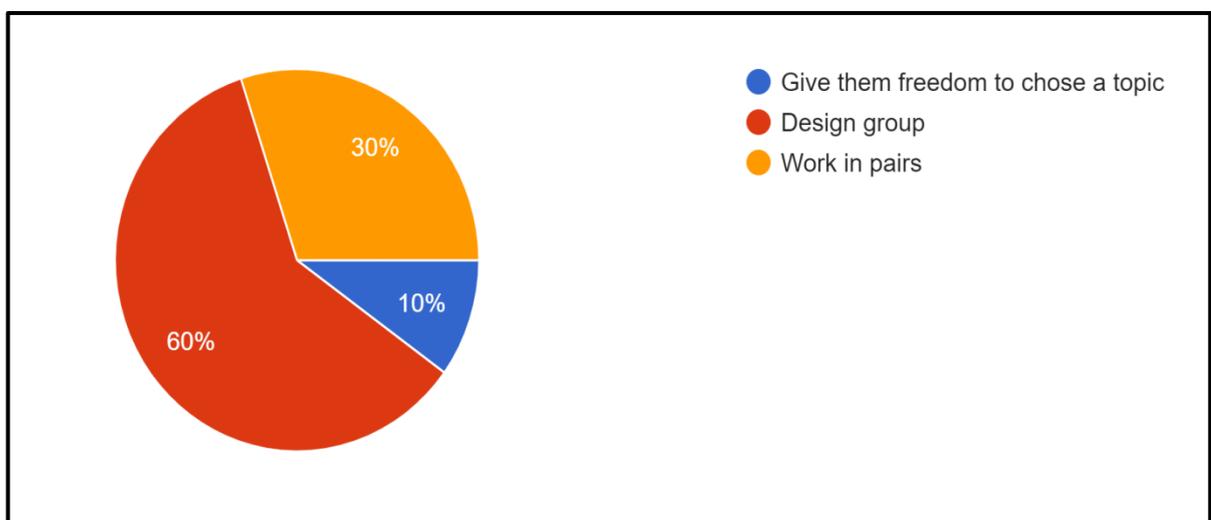


Figure 08: Encouraging Students to Speak in Classroom Interaction

The question aims to investigate how teachers make shy students speak in classroom and support them to interact with their classmates. The results show that (60%) of the teachers design group in the classroom to get shy students involved in the interaction. And (30%) support working in pairs. The rest (10%) of the teachers prefer to give students freedom to choose a topic which may facilitate the participation of these shy students.

Q 09: How do you help shy students reduce shyness in classroom?

- To be tolerant if they make errors.
- To provide them with positive feedback.
- To encourage them to share ideas even they are wrong.
- Other.

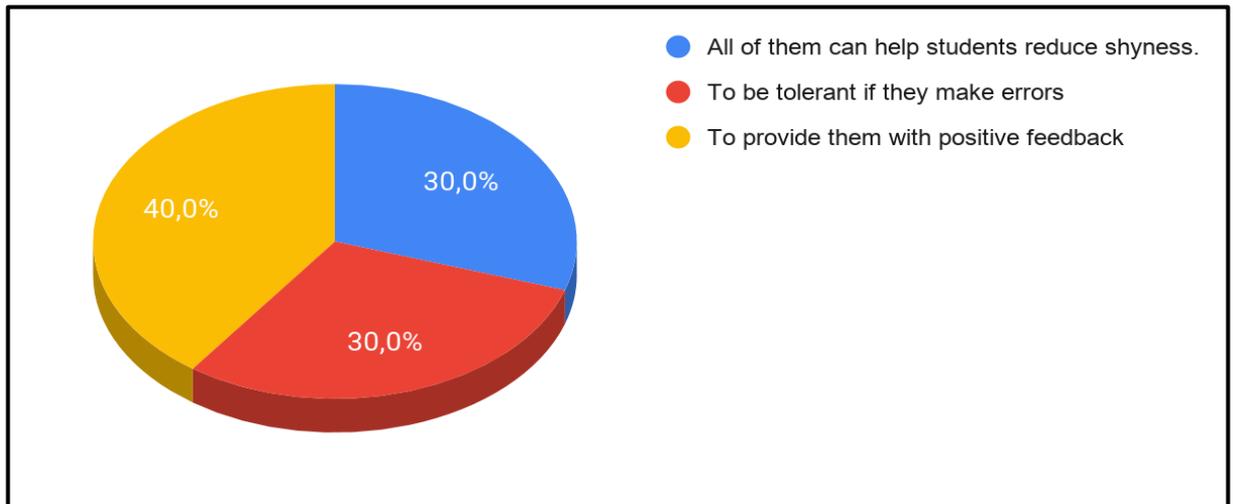


Figure 09: Teacher's Role on Reducing Shyness in Classroom.

The question was asked to know how teachers help shy students reduce their shyness in the classroom and speak with comfortable way. The figure above clearly shows that (40%) of the teacher provide their students with positive feedback as a technique that motivates the shy students. When (30%) assert that being tolerant toward shy students' decreases the feeling of shyness and help them to speak. While, Thirty percent (30%) of the teachers suggest that integrating all of the mentioned techniques help to overcome shyness.

II.4.1.4 Strategies to Integrate Shy Students in Classroom Interaction

Q 10: Which strategy do you think is effective that help shy students get interacted in the classroom interaction?

- Using humor and joy in oral session
- The use of "I" messages (e.g.: I would like to hear your voice...)
- Encouraging Collaborative work
- Other

Justify

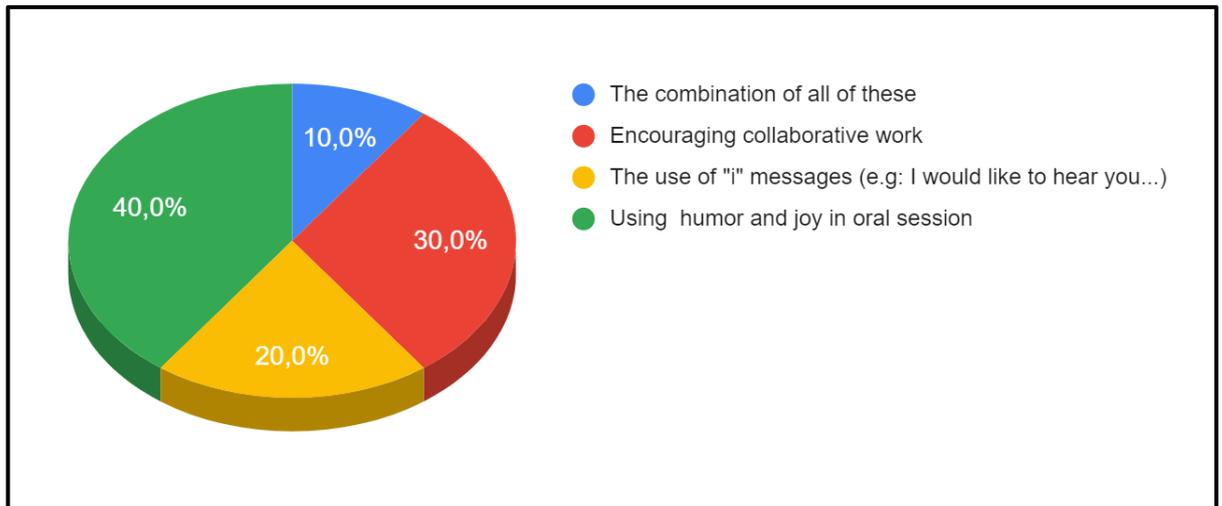


Figure 10: Selecting of Strategies to Integrate Shy Students in the Interaction

The aim of the question is to investigate which is the effective strategy does the teacher depend when attempt to integrate shy students in the interaction. It is clearly shown that the majority of the teachers (40%) assert that using humor and joy in oral session is an effective strategy to help shy learners speak freely and interact in the classroom, justifying that acting funny and bringing the joy in oral session creates a secure atmosphere and students will be excited to speak without being afraid. When the thirty percent (30%) of the teachers suggest the collaborative work because it provides more opportunities for shy students and make them feel motivated in speaking. While (20%) state that the use of "I" messages increase interaction and pushes shy students to speak because they will of the belonging to the classroom. Yet, the rest (10%) suggest the use of all the mentioned strategies is effective to create a spontaneous and positive atmosphere and it is significant to change from time to time the strategies depending on the activities.

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

- Always
- Sometimes
- Rarely

Frequency	Participants	Percentage
Always	7	70%
Sometimes	3	30%
Rarely	0	00%
Total	10	100%

Table 03: The Frequency of Using Humor on Increasing Interaction

The question aims to explore whether the teachers use the sense of humor in oral session to increase the interaction especially for shy students. The table above shows the majority of the teachers (70%) support using the sense of humor to increase the interaction and to make shy students participate among their classmates. Yet, (30%) the rest of them claim that sometimes they use the sense of humor in classroom interaction.

Q 12: Do shy students enjoy working in:

- Groups
- Pairs

Working in	Participants	Percentage
Groups	6	60%
Pairs	4	40%
Total	10	100%

Table 04: The Encouraged Work for Shy Students According to the Teachers

From the table above, it can be noticed that the most of the teachers (60%) claim that shy students enjoy working in groups among their classmates. Undoubtedly, that encourages them to participate and improve their communication skills. While, (40%) of them think that working in pairs makes shy students enjoy and help them to interact in the classroom.

II.5. Conclusion

The present chapter provides an overview of the tools that are used in this study and the analysis of data to obtain the results. The questionnaire was devoted to the teachers of English at Abdelhamid Ibn Badis University of Mostaganem for the sake of gathering the needed data about their experience with shy students and how to make them interact in the classroom. Hence, relying on the teachers' answers, the results show that the teachers use different strategies and methods that help students to reduce their shyness and creates a positive atmosphere for learning process.

The coming chapter will discuss the results that gather new findings which allow to suggest recommendations that may give appropriate solutions of how to reduce shyness and provide the smoothness in English classrooms for the upcoming years.

Chapter Three

Discussion and Recommendation

III.1. Introduction

The third chapter deals with the discussion of the findings that have been analyzed in the previous chapter. It consists of the interpretation of teachers' questionnaire and the discussion of results. Then, suggestion of strategies that teachers may use to avoid shyness in the classroom is demonstrated in depth. In addition, presenting recommendations for the teachers that may help them to deal with shyness and create a positive learning atmosphere.

III.2. Interpretation of Teachers' Questionnaire

Based on the data analysis that gathered from the teachers' questionnaire, the results clarified the objective of this research and reached the needed data.

Teachers' questionnaire begins with section of shyness in EFL classrooms. The majority of the teachers agreed on the existence of shyness in their classrooms which responded positively on the hypothesis of this research. The teachers were asked about how to notice shy students in the class session. Most of the answers assert that shy students can be noticed from their behavior, they are anxious when speaking, because they are afraid of getting judged or receiving negative feedback from their teachers.

In attempt to explore the causes of shyness, the teachers were asked to select which factor that leads to cause shyness in the students. The answers concluded that inherited factor is the main reason. The child can inherit shyness from their parents and it is something uncontrollable. Furthermore, the teachers had the opportunity to suggest other reasons, and most of the answers assert that personality trait and environment factors as well can shape shyness.

According to the teachers' answers, it is clearly that shyness has a negative effect on students' learning. It prevents students from participation and sharing their ideas, or even enhancing their communicative skills. Shy students like other students in the classroom; they have knowledge and ability to answer. However shyness obscures their way of answering or talking with a correct form.

The second section is concerned with classroom interaction; the teachers were asked which type of classroom interaction they apply among these two common types "Teacher-Learner interaction" and "Learner- Learner interaction". Most of them apply teacher to learner interaction, because it creates a positive atmosphere that helps students to engage in the participation and get them involved in the classroom. One of the teachers' justifications

Chapter Three: Discussion and Recommendation

related to this answer said: “*Teacher- learner interaction gives more opportunity to all students to be active in the classroom*”. Regardless to that, other teachers apply both types of interaction depending on the students’ need and the objective of the lesson. Moreover, to get shy students speak in the classroom, the majority of the teachers assert that designing groups is the best way to increase interaction. Hence, integrating shy students in groups will motivate them and will help to reduce shyness.

Questioning about how teachers reduce shyness in their classrooms, most of the teachers assert that providing students with a positive feedback reinforces the self confidence and helps to overcome shyness. Teachers should be tolerant when shy students make errors and deal with the misbehavior that could affect the teachers- students’ relationship in the classroom.

The third section is about using strategies that help shy students to integrate in classroom interaction. The questionnaire suggested some strategies that help the teachers to get all students involved in the interaction. The majority of the teachers supported the use of humor and joy in the class because it creates a secure atmosphere where the shy student feels less stressed and excited to speak. Also, some teachers mentioned that a collaborative work is an effective strategy. One of the answers from the respondents said: “*In collaborative activities, shy students get more motivated and autonomous*”. It provides opportunities for shy students to engage in the interaction between their classmates and their teachers.

The question about how often teachers use sense of humor in their classroom, the majority of them assert that they always use sense of humor with their learners. This means the teachers are helping shy students to act normal and not being afraid of their teachers. Furthermore, teachers agreed that shy students enjoy working in groups rather than working individually, because that makes them feel comfortable and not being under the spotlight.

III.3. Discussion of Results

To summarize all the findings gathered from the questionnaire, the results have shown that majority of English teachers at the University of Abdelhamid Ibn Badis are aware of the existence of shyness in their classrooms. And they can notice shy students from their behaviors through interacting with them. Shy students are afraid of engagement in the participation and embarrassed to share their voice. This result emphasizes the hypotheses of this study that shyness really exists in EFL classroom and prevents the learning achievement of the students.

Chapter Three: Discussion and Recommendation

The results also have revealed the importance of classroom interaction to enhance the relationship between teachers and shy students and help the teachers control the classroom. EFL teachers use different types of interaction in the classroom according to the objective of the learning in order to maintain the level of improving students' learning achievement. On the other hand, it helps shy students to keep the motivational spirit to be more engaged in the participation.

In addition, teacher's feedback is an essential factor that affects the interaction in English classrooms. The positive feedback of the teachers toward shy students creates positive atmosphere, positive intentions and self confidence

This study focuses more on the strategies that teachers use to integrate shy students in classroom interaction and how to maintain the positive attitude of these students in the learning process. The obtained results asserted that most of the teachers use different strategies inside their classrooms to engage shy students in the interaction and push them to participate without being awkward or afraid. Numerous teachers asserted that using the humor inside the classroom has a huge effect on the students' attitude which reduces student's shyness and increases his expectations. Shy students will feel conformable and normal person like other students in the classroom. Also, collaborative work enhances students' learning and makes the entire classroom involved in the communication. Students work in groups and exchange ideas through speaking. Shy students will be motivated to prove his belonging to the classroom. The responses of the teachers concluded that shy students enjoy working in groups more than pairs, which means working in groups opens more opportunities to be engaged in the interaction and helps student to overcome their shyness. Hence, the results have clarified the hypotheses of using different strategies in classroom really helps teachers to integrate shy students in the interaction and push them to be active learners.

III.4. Suggestion Other Strategies to Overcome Shyness in Classroom

These are additional strategies that help EFL teachers avoid students' shyness in their classrooms.

III.4.1 Funny Atmosphere

Funny atmosphere in classroom engages shy students in the interaction by their will; they would like to have fun in learning and sharing the speaking even if they have speech problems. They will face their fear and hesitation. Teachers select funny interaction, expressions such as "We are going to have fun today", "Look at these beautiful students,

Chapter Three: Discussion and Recommendation

huh!” or “I am glad to have students like you dears.” These expressions are concerned as penicillin that motivates shy students to speak louder than before and build a strong personality. Making learning fun is also concerned as icebreaking when the teachers tell jokes and show empathy, it reinforces the good relationship between their students and gains their love. Shy students are looking forward to see their teacher in the next session.

Funny atmosphere creates positive intentions for teachers and shy students. It helps teachers to control the situation and increase the participation in the whole classroom. On the other hand, it motivates shy students to be involved the classroom and deals with their shyness.

III.4.2 Time after Class

This strategy can help teacher to gain shy students’ trust and integrate sense of belonging. Teachers should try to talk to shy student after the class, to get to know him, what is the reason behind his silence inside the classroom. Teacher should invite shy students to talk as they are talking to a friend without showing anger or dissatisfaction. Shy students need some interest or someone accepts them as they are. Teachers can offer that, because students respect teachers’ advice and take them into account. The role of the teacher to motivate and advice shy students is very essential; it reinforces the opportunity to involve shy students in the participation of the classroom.

Shy students will notice the collaboration and the effort of their teachers to make them deal with this psychological statement which may encourage them to be collaborative as well. Thus, shy students are prepared to start speaking and to be a part of the classroom interaction.

III.4.3 Evaluative praise

Students like to be praised by their teachers for having correct answers or raising their hands along the session. Evaluative praise motivates students to become more independent and confident in speaking. They have the answers and want to speak even they are not sure about the answer. Teachers use evaluative praise to affect student’s behavior from negative to positive attitude. They can use phrases such as “good job!”, “nice going!” or “I knew you can answer this, excellent!” these are as a tool to get shy student outside his fears and attract his attention.

Teacher’s evaluative praise is related to building student’s confidence toward learning and push students to improve their communication skills. They are more active and excited to share their voices. If the student has the desire to speak, this will increase the interaction

Chapter Three: Discussion and Recommendation

inside the classroom. Also, teachers should avoid criticism and negative comments, this will influence student's reaction and it may reduce the participation.

III.5. Recommendations

Relying on the findings and what it has been found from the collection data, it cannot be denied that the teacher has an essential role in enhancing shy students level in learning and providing the flexibility to participate and interact in the classroom. So, here are some recommendations that help EFL teachers to avoid students' shyness and to manage the smooth running of the classroom.

➤ Appreciation for Little Things

Teachers should appreciate shy students for little things because it boosts students to make efforts and increase participation along the time of the session.

➤ Teacher's Behavior

Teachers should mind their behavior in front of their students. They are requested to be more calmed and patient whenever students make mistakes. That will help the teacher to gain respect and trust from the students.

➤ Do not Force Shy Students

Teachers must not force shy students to speak. It is preferable to encourage them to speak with a bit warm speech. Easily, shy students will feel comfortable and get involved in the classroom interaction.

➤ Positive Evaluation

Teachers should provide positive evaluation toward shy students' performance and focusing on positive points. It reinforces self confidence and promotes shy students to be more productive in the participation.

➤ The Subject of Shyness

Teachers can choose one session to talk about shyness and its effect on students' outcomes so they can be aware of this psychological state and having an idea of how to deal with it throughout their educational years.

➤ Shy Students under the Spotlight

Chapter Three: Discussion and Recommendation

Teachers should not put shy students under the spotlight or ask them difficult questions. That will make the situation more complicated in which shy student will have bad reactions and keep silent for the next questions.

➤ **Variety Activities**

Teachers should integrate different activities such as games, horseshoe, and role play. These different activities are effective especially for shy students and make the classroom more joyful place.

➤ **Writing a Piece of Paper**

Teachers ask their students to write their names on a piece of paper and what they think about shyness, mentioning their difficulties or if they have experienced shyness before. This helps teachers to reveal the main reasons behind the obstruction of interaction.

➤ **All the Students are Equal**

Teachers must treat all the students in the same way. Shy students can notice the treatment of their teachers and the neglecting toward them rather than the other classmates. Hence, it is preferable to avoid student's preference.

III.6. Conclusion

The present chapter and the last chapter have dealt with the discussion of the findings obtained from the collection data tool. It has discussed the results of teachers' questionnaire which carried new findings. Through these results, the hypotheses are confirmed which state that most of the teachers meet shy students in their classrooms. Relying on that, other strategies are provided that may teachers to avoid students' shyness in their classrooms. In addition, the current chapter suggested recommendations for the teachers to prevent shyness and manage the smooth running of the classroom.

General Conclusion

General Conclusion

The current research explores the importance of using different strategies to integrate shy students in classroom interaction to increase students' participation and the role of the teacher in integrating these strategies inside the classroom. The results have explored that shyness exists in EFL classroom and affects students' learning. Hence, the role of the teachers is very important to control the classroom and help students interact freely.

The aim of the research work is to raise the awareness toward using different strategies in order to reduce shyness and increase the level of interaction among students. The current research suggested some strategies that may help teachers to prevent shyness in their classrooms. The majority of the teachers assert that using humor during classroom interaction is one of the effective strategies that creates funny atmosphere learning and makes the entire classroom involved in the interaction. Also, the majority of them agreed that collaborative work motivates shy students to speak and share their voice among their classmates without being afraid of judgment. The results also revealed the importance of teacher's feedback toward shy students, in which the positive feedback of the teacher boosts shy students to encourage themselves to get involved in the participation and face their shyness.

Relying on the findings of the research, EFL teachers are requested to help shy students to be a part of classroom interaction depending on their experience in teaching. Teachers should not force shy students to interact or provide them with negative comments, because that mostly impacts on their desire to speak. Initially, teachers should appreciate shy students' effort and motivate them to interact more whenever they get the chance. Shy students need someone who accepts the nature of their personality without judging them. Teachers should raise the awareness among their students on how to deal with this psychological fact as something that can be treated and help them to face their fears when they make errors by providing them with positive feedback.

In short, it cannot be denied that shyness really exists in EFL classroom and has a negative effect on students' outcomes. However, the role of the teacher in using appropriate strategies has a significant importance in helping shy students to interact in the classroom and opens the opportunity for all students in the participation. On the other hand, it helps to control the classroom interaction and raise their level of education for the upcoming years.

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Appendix

Appendix

Teacher's questionnaire

Dear teacher,

This questionnaire is a tool for my research which deals with strategies that integrate shy students in classroom interaction, and investigating whether these strategies are effective or not. You are kindly requested to answer these questions by using a tick or justify your answers when needed. Undoubtedly, your answers will consider as a great help from you to collect useful data.

Thank you in advance.

Section One: Background Information

1. How long have you been teaching English? _____

2. What is the degree you currently hold?
 - a) BA (license)
 - b) MA (Master/Magister)
 - c) PhD (Doctorate)

Section Two: Shyness in Classroom

3. Do you often meet shy students in your classroom?
 - a) Yes
 - b) No
 - c) Sometimes

4. How do you notice shy students in your class session?
 - a) They are anxious when speaking
 - b) They do weird gestures like blushing, stuttering, becoming red
 - c) They have speech problems

Appendix

d) Other

.....

.....

5. Do you think shyness is due to :

a) Genetic factor

b) Inherited factor

c) Others

.....

.....

.....

6. Do you think shyness affects students learning?

a) Yes

b) No

c) Not really

Section Three: Classroom Interaction

7. Which type of interaction you apply in your classroom interaction?

a) Teacher-Learner interaction

b) Learner-Learner interaction

c) Both

Justify

.....

.....

8. How do you make shy students speak in classroom interaction?

a) Give them freedom to chose a topic

Appendix

b) Design group

c) Work in pairs

d) others

9. How do you help shy students to reduce shyness in interaction?

a) To be tolerant if they make errors

b) To provide them with positive feedback

c) To encourage them to share ideas even they are wrong

d) Other

.....
.....
.....

Section Four: Strategies to integrate shy students in classroom interaction

10. Which strategy do you think is effective that help shy students get integrated in the interaction?

a) Using humor and joy in oral session

b) The use 'I' messages (e.g.: I would like to hear you)

c) Encouraging collaborative work

d) Others, justify

.....
.....
.....

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

a) Always

b) Sometimes

Appendix

c) Rarely

12. Do shy students enjoy working in

a) Groups

b) Pairs

Thank you very much for your collaboration