BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

"TEACHERS' STRATEGIES TO MOTIVATE SHY TEENAGE STUDENTS TO PARTICIPATE IN SPEAKING ACTIVITIES IN THE EFL CLASSROOM"

A thesis submitted to the School of Languages for the Degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

By:

GABRIELA GOMEZ MENDEZ

AND

OLGA LIDIA FLORES CASTRO

Thesis Director:

M.A. GEORGINA AGUILAR GONZÁLEZ

OCTOBER 2019

“TEACHERS’ STRATEGIES TO MOTIVATE SHY TEENAGE STUDENTS TO PARTICIPATE IN SPEAKING ACTIVITIES IN THE EFL CLASSROOM”

This Thesis has been read by the members

of the thesis committee of:

GABRIELA GOMEZ MENDEZ

AND

OLGA LIDIA FLORES CASTRO

And is considered worthy of approval in partial fulfillment of the requirement for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

_____

M.A. GEORGINA AGUILAR GONZÁLEZ

Thesis supervisor

Committee Member

_____

M.A. Carmen Name Singer

Committee Member

_____

M. A. Rubén Zárate Soriano

DEDICATIONS

To accomplish great things,

We must not only act, but also dream,

Not only plan, but also believe.

Anatole France

First of all, I want to thanks God for being by my side and for giving me the strength to accomplish this goal. I specially dedicate this thesis to my parents, to my father ***José Jorge Flores*** *and my mother* ***Marisol Castro*** *for their love, patience and support during this process; without your help this would have not been possible. You have always trust and believed in my capacities. Also, you have still motivated me to grow up professionally and as a human being in every single step of my life. You know that I am really proud of you and more than happy to have you as parents. You are the best!*

I thank to my dear sisters ***Coral*** *and* ***Leticia*** *for motivating me and for being together as the family we are and supporting each other in good and bad times.*

To my dear Friend ***Gaby*** *for working with me in this important project as a team and make this dream come true for both. Thank you for your time and your kindness. I will always appreciate your valuable friendship in my life.*

Thanks to my teachers for being an inspiration and a model, for your knowledge and wisdom shared.

Lidia

DEDICATIONS

I would like to dedicate my work specially to my dear parents, ***Rogelio Gomez*** *and* ***Margarita Mendez****, who continually support me in every single decision in my life and career. For all your advice , true love and for trusting on me, this would not have been possible without you , thank you so much, I love you.*

To my amazing brothers, ***Alfredo*** *and* ***Rodrigo*** *who are my role model and always stay for me to give me a hand to continue with this project.*

To all my friends who stay with me, before, during and after this major, to help me to make easier and enjoyable all the time here. Specially to my dear friend ***Lidia****, for all the incredible moments we passed, for giving me more than a friend, a sister, to share with me this important research, we made a great team. Thank you for opening the doors of your home and your heart.*

To all my teachers who share with me a piece of knowledge and for their patience, dedication and motivation to make me grow as a professional.

I would like to express all my gratitude to God for the amazing life I have ,for my wonderful family and the all good people that surround me.

Gaby

ACKNOWLEDGMENTS

We would like to express our special thanks of gratitude to Mtra. Georgina Aguilar González for her valuable time, support, patience, effort and dedication in the development of this research. Without her guidance, feedback and cooperation, this thesis project would have not been possible. We would like to thank her for helping in making us more responsible and disciplined through the process and for all the knowledge and wisdom she shared with us.

Also, we would like to express our special gratitude to the committee members, Mtra. Carmen Amira Name Singer and Mtro. Rubén Zárate Soriano for your dedication and contributions with this thesis project thanks for your comments and ideas that enriched a lot this research.

Finally, we would like to thank those teachers and students who willingly contributed in this project as participants.

ABSTRACT

Teaching English as a Foreign Language (TEFL) is a big challenge. EFL teachers need to apply a variety of strategies that motivate students to make this process easier and enjoyable into the classroom. Teaching teenagers specifically tend to be more complex because they are facing many changes, not only physically, but also emotionally and socially which can affect their learning process affectively.

In a review of the available research literature, it is indicated that speaking has become one of the hardest language skills to develop. This skill can become even harder to produce when teachers have to deal with shy teenagers. For a long time, researchers have investigated about what the best methods and strategies that enhance students to have a better performance in EFL are.

Based on Oxford's taxonomy (1990) and Harmer's (2015) strategies, this research develops a descriptive investigation by applying a teacher's interview and classroom observations to explore the way in which speaking is promoted with shy teenagers students by two EFL teachers. Beside this, it is attempted to find out the way in which shyness affects students' speaking performance when being evaluated and in their learning in the EFL classroom. In the findings, it is concluded that both teachers applied strategies in a general way that have helped not only shy teenagers, but to the whole group in their speaking skill. This may be because teachers did not have enough time to offer individual strategies. Regarding to shy students' grades, those were not affected. Teachers tended to take into account the four language skills for the students' evaluation.

Nevertheless, students' performance is affected notoriously delaying their speaking development.

TABLE OF CONTENTS **Page**

DEDICATIONS……..……..…i

ACKNOWLEDGMENTS……..…ii

ABSTRACT……..…iv

CHAPTER I: INTRODUCTION …….. 1

1.1 Introduction to the problem…….……..…1
1.2 Purpose of the study…….…….3
1.3 Research questions …….…….3
1.4 Significance of the study ……..……..…4

CHAPTER II: LITERATURE REVIEW……..……..…….5

2.1Individual Factors in Second Language Learning…….……5

2.2 Second Language Learning Strategies…….……6

2.2.1Direct Strategies…..…….7

2.2.2 Indirect Strategies……..……8

2.3 Motivation…..…....…..…..…..…..…..…..…..…..…..…..…..……..……..10

2.3.1 Intrinsic and extrinsic motivation……11

2.3.2 Motivation in Teaching a Foreign Language ……..……12

2.4 Shyness…….……..…….12

2.4.1Introversion……..……...……13

2.4.2 Shyness vs introversion……..14

2.4.3 Shyness and its causes in Teenagers …….……14

2.5 Influence teaching moldes.…….……15

2.5.1 Presentation, Practice and Production (PPP)…..……..…….……16

2.5.2 Communicative Language Teaching (CLT)…….……18

2.5.3 Task-Based Learning (TBL)……..…...18

2.6 Speaking ……..……..……...19

2.6.1 Speaking in a foreign language……..…….……20

2.6.2 Speaking in classroom ……..…….….21

2.7 Strategies to promote speaking in the classroom…….…….23

CHAPTER III:METHODOLOGY…….……26

3.1Research Design ……..…….……..…….……..26

3.2 Participants……..……..……..……..27

3.3 Instruments……..……..…27

3.3.1Teacher'sInterview ……..…….27

3.3.2 Class observation……..……...28

3.4 Data collection ……..……..29

3.5 Data analysis……..…….30

CHAPTER IV: FINDINGS ……..…..31

4.1 Teachers' Interview Findings ……..……..……..……31

4.1.1 Identifying Shy students in the EFL classsroom……..……..……31

4.1.2The Importance of Promoting Speaking, its reasons and encountered problems in the EFL classroom…….……..……..……..……..33

4.1.3 Speaking Strategies promoted in EFL classroom ……..……..……..….35

4.1.4 Speaking Strategies promoted with shy students in the EFL classroom……..….37

4.1.5 Teachers' additional Ideas to engage shy students on speaking activities ……..39

4.2 Class Observation Findings…….……..……..…….40

4.2.1 Class Observation One……..……..……..41

4.2.2 Class observation Two ……..……..……44

4.2.3 Class observation Three…….……..……..……46

CHAPTER V: CONCLUSIONS……..……..50

5.1 Teaching Strategies to Promote Speaking with Teenage Students in the EFL Classroom.....51

5.1.2 Specific teachers' strategies used to motivate shy teenage students and speaking in the EFL classroom.....51

5.1.3 Shy Students' Performance in Speaking Activities in the EFL Classroom.....53

5.2 Limitations of the study.....54

5.3 Suggestions for further researchers.....54

REFERENCES 55

APPENDIX A (teachers format interview).....61

APPENDIX B (Class observation format).....64

LIST OF TABLES

Table 1: Oxford´s Taxonomy of Learning Strategies……..9

Table 2: Identifying shy students ……..…….32

Table 3: Promoting speaking ……..…..34

Table 4: Promoting speaking strategies …….……..……36

Table 5: Speaking strategies used with shy teenage students……..…….38

Table 6: Teachers' ideas to engage shy students…….39

Table 7: Class observation one……..……..……..42

Table 8: Class observation Two……..……..……..45

Table 9: Class observation Three……..……47

“tell me and I forget, teach me and I may remember, involve me and I learn”

-Benjamin Franklin

CHAPTER I: INTRODUCTION

1.1 Introduction to the Problem

Teaching English as a foreign language is a complex task for a teacher as he or she needs to find the appropriate strategies and provide the necessary conditions in order to motivate students and lead them to successful learning. When a teacher works with teenage students who tend to be shy, the challenge is even bigger as these students seem to participate less, specially during oral activities that help them to develop their speaking skill effectively.

Therefore, it becomes relevant the implementation of strategies that enhance shy students’ performance during speaking activities. According to Oxford (2003, p.8), strategy“means steps or actions taken for the purpose of winning a war”. As well, the author states that a strategy “makes learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Thus, the implementation of appropriate strategies could help to improve the language teaching and learning process by involving and motivating shy students to participate and improve speaking activities in classroom.

In addition, it is relevant to state the importance that English language has in the society nowadays. As a global language, it may help students to get better positions at jobs in the future or it could contribute to continue developing their studies further.However,not all students are ready or motivated to take positively the process

of learning a new language. Gardner (1985) suggests that motivation has been identified as one of the main factors affecting learning English Language. Also, Babu (2010) proposes that the absence of motivation in learning causes students' hesitation to speak English in the classroom.

As a result of this lack of motivation, students may not get the desirable participation, performance and results in their evaluations.The process of learning becomes more complex if a learner is not motivated enough to acquire new knowledge. As Hall (2011, p.2) says "It is difficult to imagine anyone learning a language without some degree of motivation". Nevertheless, there may be some students who like English language and feel motivated to learn it but are naturally shy according to their own personality and may hesitate to speak during classroom activities and consequently their performance and evaluation could be affected because their skills will not be developed equally as with a non shy student.

> "studies have shown that shy students are considered less competent. Although shyness is not related to intelligence, shyness affects a student's overall educational experience negatively. Shyness becomes an important issue in the classroom when students are evaluated, in part, on their classroom participation. In fact, research indicates that shy students who attend college will have significantly lower grade-point averages than students who do not suffer from shyness(Weaver, 2000,para.2).

In the majority of cases, teenage high school students experience English as a mandatory subject in public and private schools. At this stage, the majority of them, mainly the ones at public schools, have low real contact with this new language in previous grades. This unfamiliar situation may also cause certain shyness on them when they are pushed by their teacher to speak a language completely new in grammar and pronunciation. Usually, shy students can make a lot of pauses, express

few ideas or even escape from the situation when practicing speaking in the EFL lessons. As a result, they seem to receive low grades in speaking as they appear to show low competency in their performance.

1.2 Purpose of the study

The main purposes of this research are, first to explore if speaking is promoted and how it is encouraged in the classroom. Secondly, it is aimed to identify shy students in the classroom and find out if specific teaching strategies are applied for this personality feature in order to help them develop their speaking in class. Thirdly, it aimed to explore how shyness affects students speaking performance when being evaluated and in their learning in the EFL classroom.

1.3 Research questions

This study aims to answer the following research questions:

1. Do English teachers use strategies to motivate teenage students to participate in speaking activities during class? If so, which are those strategies?

2. Do English teachers use specific strategies to motivate shy teenage students to participate in speaking activities during class? If so, which are those strategies?

3. Does shy teenage students' performance in speaking highly affect their overall assessment and learning of English as a foreign language? If so, how?

1.4 Significance of the study

This research could be helpful forin-service and pre-service English language teachers as they will have to work and interact with different students who have different personalities, attitudes, aptitudes, learning styles, needs and likes. This piece of research will provide results about the most common strategies that some teachers use to motivate shy teenage students and how these students would be able to participate in speaking class activities. Thus, teachers could be more resourceful when working on their own, especially when having shy students involved more during speaking activities

CHAPTER II: LITERATURE REVIEW

The present chapter provides the reader some of the most outstanding literature and definitions of terms related to themes that comprise the theoretical framework of the present paper.

2.1 Individual Factors in Second Language Learning

Individual factors in second language learning are mainly focused on investigating globally how people perceive, filter, store, and recall information (Brown, 2000). So,every student has individual cognitive variations when learning a foreign language such variations in learning styles and in strategies are employed by individuals depending on their personal factors. For Ellis (1985) factors that influence second language learning are: age, aptitude, intelligence, cognitive style, attitudes, motivation and personality; nevertheless, anxiety, self-stem, language ego among others can also contribute or can disturb the second language learning including the affective side.

Therefore, as teacher it is relevant to create certain empathy with the students considering that the learner is another human being with emotions and feelings. The teacher's importance on the affective side causes a better environment for student proficiency and interaction. As Arnold & Brown (2000,p.2) say "Attention to affective aspects can lead to more effective language learning". It means that learning a foreign language requires time and dedication; purposes may be variable according to every learner's goal. Brown (2007, p.12), adds that "learning a second language is a long

and complex undertaking". In other words, the author states that the learner is involved into a new culture, a new way of thinking, feeling and acting.

2.2 Second Language Learning Strategies

Despite teachers' efforts and techniques applied through time, it is remarkable that the educator is not completely under control of their students' language learning process. However, the teacher plays an important role as facilitator in assisting and guiding the students during their language learning process. For that reason, the relevance of selecting the appropriate strategies to develop language skills in the classroom.

There are many definitions to describe what learning strategies are. Chamot (1987) defines learning strategies as processes, techniques, approaches, and actions that students take to facilitate the learning. Rubin (1987, cited in Hardan, 2013, p.1715) define learning strategies as behaviors, steps or techniques used to facilitate the language learning. Chamot (2004, p.14) also states that learning strategies are "the conscious thoughts and actions that learners take in order to achieve a learning goal."

Wenden (1987) says that language learning strategies can be characterized by three aspects: learning behavior, cognitive theory, and affective view. Similarly, Oxford (1990) makes reference to cognitive, emotional, and social aspects of language learning strategies that improve language learning and self-confidence. Researchers have tried to make easier the understanding of learning strategies by classifying them into categories regarding their own perspectives.On one hand, Rubin (1987, cited in

Hardan, 2013, p.1718) classifies learning strategies into three categories: learning strategies (cognitive and metacognitive), communication strategies and social strategies. On the other hand, Oxford divides language learning strategies into two: the Direct and Indirect strategies oriented towards the development of communicative competence.Such startegies are described in more detail below.

2.2.1 Direct Strategies

For Oxford, (1990) direct strategies aim to help students to develop an effective speaking and promote the natural process of acquiring language during meaningful activities. The same author classifies the direct strategies into three categories: memory strategies, cognitive strategies and compensation strategies. Each of these strategies are described in the following lines.

I. **Memory strategies**: They allow to remember and absorb new information. Some examples are organizing vocabulary,making maps, or labeling a picture.

II. **Cognitive strategies**: They are the mental strategies used to make sense of the learning. One example is when a teacher plays a recording and asks students to listen and repeat.

III. **Compensation strategies**: They help learners to overcome limitations in speaking and writing. An example is guessing the meaning and using gestures through miming.

2.2.2 Indirect Strategies

Ehrman& Oxford (1990, cited in Kuo, 2010, p.140) say that “Indirect strategies do not directly involve using the language but they support language learning”. Indirect strategies basically focus on the exposure of how students perform and communicate what is already learned through the direct ones. Both types of strategies go hand in hand complementing each other to help students to become efficient learners. The indirect strategies are divided as follows:

I. **Metacognitive Strategies**: They help learners to regulate their learning and think about their own thinking.An example is planning and evaluating the learning by rubrics that have self-check responses.

II. **Affective Strategies**: These concern learners’ emotional requirements such as confidence. Some examples are lowering your anxiety through being in a positive atmosphere and being supported and motivated by the teacher.

III. **Social Strategies**: They lead to increase interaction with the target language. Some examples are collaborative work, asking questions and empathizing.

For the better understanding of the learning strategies, the next table presents Oxford´s taxonomy, where are presented the strategies previously mentioned according to the author's criteria.

Table 1: Oxford´s Taxonomy of Learning Strategies (as found inOxford, 1990, p.17 Language learning strategies)

Direct Strategies

I. Memory

A. Creating mental linkages
Grouping, Associating/elaborating, Contextualizing words
B. Applying images and sounds
Imagery, Semantic Mapping, Keywords, Sounds in Memory
C. Reviewing well
Reviewing after increasingly longer intervals of time
D. Employing action
Physical response or sensation, mechanical techniques

II. Cognitive

A. Practicing
Repeating, Formally, Formulaics, Recombining, Naturalistically
B. Receiving and sending messages
Getting the idea quickly, Using resources
C. Analyzing and reasoning
Deductive, Expression analyzing, Contrastively across languages, Translating, Transferring
D. Creating structure for input and output
Taking notes, Summarizing, Highlighting

III. Compensationstrategies

A. Guessing intelligently
Using linguistic and other clues
B. Overcoming limitations in speaking and writing
Mother tongue, Help!, Gesture, Avoidance, Topic Selection, Approximating, Coining words, Circumlocution

Indirect Strategies

- **I. MetacognitiveStrategies**

A. Centering your learning
Overviewing and linking, Paying attention, Just listening
B. Arranging and planning your learning
Meta-linguistics, Organizing, Setting goals, Identifying purposes, Planning for a task, Seeking times to practice
C. Evaluating your learning
Self-monitoring, Self-evaluating

II. AffectiveStrategies

A. Lowering your anxiety
Relaxation/meditation, Music, Laughter
B. Encouraging yourself
Positive statements, Wise risk-taking, Rewarding yourself
C. Taking your emotional temperature
Body awareness, Emotion checklist, Diary, Sharing feelings

III. Social Strategies

A. Asking questions
Clarification/verification, Correction
B. Cooperating with others
Peer support, Interaction with native speakers
C. Empathizing with others
Developing cultural understanding, Becoming aware of others' thoughts and feelings

---

The intention of this taxonomy is to clarify that each group of strategies can be connected with another group of strategies to make an effective learning process.

2.3 Motivation

The word motivation derives from Latin "movere" which means "to move". It is the disposition and interest to accomplish a task. For Broussard and Garrison (2004),

motivation is “the attribute that moves us to do or not to do something” (p.106). Harmer (1991, p.3) also states that “motivation is some kind of internal drive that encourages some body to pursue a course of action”. Thus, motivation is seen as an impulse to do something and keep on working on it until achieving a goal with enthusiasm and interest by personal or external factors.

2.3.1 Intrinsic and Extrinsic Motivation

Motivation is commonly divided into two different types: the intrinsicand extrinsic motivation. Both are defined as follows:

a) According to Ryan and Deci (2000, p.56), **Intrinsic Motivation** is defined as the “doing of an activity for its inherent satisfaction rather than for some separable consequences.”This means that being intrinsically motivated is thepersonal pleasure or curiosity for doing certain things without expecting a reward from others or satisfying other people.

b) In contrast, Ryan and Deci (2000, p.60),state that the **Extrinsic Motivation** is “a construct that pertains whenever an activity is done in order to attain some separable outcome”. In other words, these are the external factors that move someone to do something because there are other benefits such as rewards or the expectation of getting something else.

2.3.2 Motivation in Teaching a Foreign Language

Motivation is a crucial factor in achieving a successful learning of a foreign language, “it is vey difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language” (Anjomshoa & Sadighi, 2015, p.5). For Gardner (2007), some of the influence on the individual’s classroom motivation is the personal characteristics of the student. Thus, it is necessary to be motivated enough when learning a foreign language because it can considerably influence the affective learning.

Besides the personal characteristics of an individual, it is important to highlight that “the behavior of the teacher probably influences the character of the learning climate more than any other single factor” (Knowles,1970, p. 42). For that reason, the importance that the teacher provides a good and motivational athmosphere by having a good and positive attitude that contributes to students’ motivation to learn. Also, teachers can make use of teaching aids to conduct and direct their classes which support and improve students’ “learning and motivation”(Baker &Westrup, 2003). For example, making use of the course book, the board, radio, realia, pictures, posters, puppets, drawings etc., and of course following up the class with imagination and creativity.

2.4 Shyness

In this research, it is of main interest to explore the shyness phenomenon as one of the characteristics of personality in certain human beings. Each person has his/her own and unique personality that clearly differentiate one person from each other.

One of the pioneers defining this term wasPilkonis (1977, p.596) who states that “shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations”. According to the American Psychological Association, shyness is “the tendency to feel awkward, worried or tense during social encounters, especially with unfamiliar people”.

It can be seen that several people tend to feel physical symptoms as well such as blushing or sweating among others. Shy people tend to have more difficulties to integrate themselves in a social group specially at the time to express their own ideas to others, they might overthink about it and because of that they rather shy away from social encounters, there is a clear lack of security on themselves.

2.4.1 Introversion

The term introvert was initially defined by Carl Jung in the 20thcentury.This psychologist defined that introverted people tend to be reserved, introspective and feel comfortable being alone.According to Van (2006), introverts tend to be quiet disengeaged from the social world not because they are shy, but because they choose to. That does not mean they are unfriendly people but they enjoy their solitude and are immersed in their inner world. Usually they tend to have a bunch of thinkings on their minds but they express themselves too little.

2.4.2 Shyness vs Introversion

Shyness is often a term confused with introversion, nevertheless, those are two different concepts with certain similarity. Carducci (2013) suggests that introverts have necessary self-esteem and conversation skills to interact with others but they rather be alone, and as it was previously mentioned they enjoy their solitude, contrary a shy person is someone who wants to be part of a social group and interact but does not have enough confidence neither social skills. Shy people tend to over think if what they are about to say is ok or wrong.

2.4.3 Shyness and its Causes in Teenagers

Teenagers under the range of 13 to 19 years old are traversing by different changes. It is during this stage where most of them are frequently shy and self-conscious, getting embarrassed with facility certainly if they are asked to participate or perform at class activities. Also, they are often weak in social skills or they do not know how to participate in social activities and how to socialize with others, they have difficulties with effective communication and are not able to express their emotions, usually teenagers would rather be alone and are used to relate with shy friends as well (Zimbardo,1995).

Also, Carducci & Zimbardo(1995) suggest that adolescents' social and emotional playing fields are changing at the same time with their bodies creating a redefinition of themselves.Then, the challenge is to integrate them into a world of relationships used to be defined only by relatives and friendship. Also, Carducci (2003) proposes that adolescents do not only have a physical changing period, it is also social, emotional,

intellectual, sexual and existencial. Thus, they are being adapted to a society with a different role as grown up persons, more self-conscious about what is happening around.

The familiar environment can also have an influence in the development of shyness in teenagers. Lynch, Dosch & Boley (1997), propose that shyness in adolescents who are surrounded by abusive, over critical, dominant and controlling parents who compare them with siblings increase their lack of confidence. In the study carried out by Carducci (2005), he remarks that another possible cause is to follow parents as a model. For the author,teenagers learn everything through imitation; if parents are not that outgoing and naturally shy then shyness in their adolescents is highly apparent. That means that family can strongly define if the teenager is shy or not.There are also other possible reasons for shyness that could be poor adaptability, physical appearance, life transitions, harsh treatment from teachers or classmates and even cultural expectations (Carducci & Kaiser, 2015).

2.5 Influence Teaching Models

Over the time teachers and educators have tried to find the best language teaching-learning techniques and procedures to improve the way foreign languages are taught with the purpose of giving an appropriate and effective knowledge according to students' necessities. Several methodologies have emerged and are still in constant change in order to offer best adaptable methods for the purpose of each educator and their learners.

According to Harmer (1998, p.30), there are five teaching models of strong influence. Those are “grammar translation, audio-lingualism, PPP, Task-Based Learning and Communicative Language Teaching”. It is important to highlight that there is not a bad or best methodology for the process of language teaching. However, by taking into consideration the objectives of this research, the last three models are revised as they are helpful in the development of communicative competence and are briefly described in the following paragraphs.

2.5.1 Presentation, Practice and Production (PPP)

Byrne (1986) proposes a well-tried alternative approach: Presentation-Practice-Production in language learning to help learners develop an affective learning. It is not necessary to follow it in sequence, as the author suggests is not a recipe. It depends on students’ needs and the number of factors as classroom conditions and students’ number.

This model incorporates traditional and progress view of the three stages of learning because teacher can move either from presentation to practice to production or from production to presentation to practice according to the students’ level, their needs and the type of teaching. For instance, Baker & Westrup (2003) use the PPP model as framework which is useful for organizing lessons particularly for lower levels where there is not enough input. The PPP is divided into three different parts: grammar, vocabulary and functional language, which is the language in use.

The three stages of the PPP approach are explained in the following paragraphs:

1) During the presentation phase, it is probably that the teacher might be more active than the students. It is here where teacher presents the new language and invites students to participate through elicitation “ask students to guess meanings of words or details of grammatical structure” (Baker &Westrup, 2003,p.19).

2) During the practice phase and once students understand the meaning, the grammar of language and how it should be pronounced teacher needs to organize very controlled activities for giving students support making sure that they can reproduce language accurately.

3) Finally, during the production phase it is important the use of real life language outside the classroom. Teacher only guides students while they practice through less controlled activities. Students should be able to use new language or language they already know. At this stage, students probably work in pairs or groups, there is little direction from the teacher because the main focus is fluency and errors are not so important. This phase is also known as the fluency or free phase.

2.5.2 Communicative Language Teaching (CLT)

The CLT (Communicative language teaching) emerges in the early 20th century as an alternative approach. It is developed from the idea that students need to be

motivated and get enough exposure to the language students are learning. Once the learner is motivated enough the target language will emerge. Activation and study are the two elements where CLT is focused on (Harmer,1998). In other words, the teacher's goal is not only to teach what he knows, it is also to offer students opportunities to try out real language within the classroom, in order students could be able to use language spontaneously with a natural and clear speech in real context.

As the name of this approach says its purpose is communication. Thus, students need to be involved in meaningful communicative activities; for example: simulations (imagine a television program), sharing information (solve a puzzle), construct a story in pairs or small groups (write a poem), asking questions to get information, making interviews, among others.

2.5.3Task-Based Learning (TBL)

The TBL putsmore emphasis on encouraging students to use the language they know. The importance is given on the language rather than the task. The teacher´s role is to choose real world task according to students' necessities.

TBL can be divided into three steps, Willis (1999):

1. **Pre-task:** In this stage, should mentaly and linguistically prepare students for the outcoming task. An example is brainstorming of ideas inviting students to participate by asking questions related to the topic.

2. **Task cycle:** In this stage,students perform the task using the language they previously shared or they already know. Teacher observes or offers minimal guidance during their performance.

3. **Language focus:** In this stage, teacher reviews language used during the task to reinforce meaning and application. Some examples could be that the teacher can support the class with an audio or reading about the topic they are in, or simply offer student's feedback about the task they presented.

2.6 Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney,1998, p. 13). So, speaking is an active and productive skill in hand with writing; these skills are known for producing language.

This research focuses on the development of English speaking skill as one of the most important skills which deserves attention every bit in first and second language. The importance of speakingEnglishgives opportunities to a person in the international market. English is the language of international communication, the media and internet; therefore, many companies need staff that speak it, by that it gives the chance to get a job or access to further education (Baker &Westrup 2003). For these reasons, it is relevant to invest time during classes to improve speaking English language. Learning a language takes time and dedication and one of the best places to practice it and put effort is in the classroom.

2.6.1 Speaking in a Foreign Language

Speaking is a neglected language skill because at school grammar and vocabulary are the main areas of evaluation and there is no special interest on making students speak (Baker &Westrup, 2003). Usually, students of a foreign language understand more than what they are able to express, however, one of the teachers' challenges should be to prepare learners to be able to produce and practice the foreign language in real context and above all prepare learners to be able to speak with confidence (Bygate, 2003).

Speaking is one of the most difficult foreign language skills to develop. Being able to speak a foreign language is one of the biggest challenges, according to Pinter (2006) it is necessary to speak and think at the same time and be ready for what is going to be said next. For Brown (2001),the multiplicity of grammar, the sounds that characterize any languageand anxiety are some of the main obstacles interfering with the production of speaking skill in the best natural way. This obstacles combined with some other factors such as age, motivation, personality among others could cause the learners' hesitation that could delay the process of speaking production. In order to improve speaking skill,Harmer (2015) suggests that to promote speaking it is necessary that teachers provide an appropriate class atmosphere by increasing partnership among learners and have a good attitude in front of the class by being an adequate role model that can be followed. These conditions will lead students to freely participate.

2.6.2 Speaking in Classroom

Speaking a foreign language in the classroom aims the interaction between teacher and classmates, their production depends on how speaking activities are organized (O´Malley & Valdez ,1996). For teachers have to provide students opportunities to develop the foreign language and skills to perform their speaking. Also, it is necessary to make time to observe students and document their performance to determine how they have improved their speaking skill and how to assess them.

It is pretty obvious the relationship between listening and speaking in a conversation, nevertheless and according to Brown (2001, p. 271-274), there are six categories of communication that are expected to be developed by learners in terms of speaking production in classroom, which are:

1. **Imitative:** It is not based for meaningful interaction but for focusing on some particular elements. It is associated with the grammatical form and appropriate context.

2. **Intensive:** It includes any speaking performance to practice phonological and grammatical aspects of language, it can be self-initiated or pair work activity.

3. **Responsive**: Here, there are short replies between teacher-student or viceverse, replying to questions or comments, do not extend into dialogue.

4. **Transactional (dialogue):**It is carried out for the purpose of specific information extended by conversations, it can be part of a group work activity.

5. **Interpersonal (dialogue):**The main purpose is to maintain social relationships including emotional aspects, colloquial language, slangs, sarcasm.

6. **Extensive (monologue):**As a final result learners are able to give long speeches, monologues, oral reports, summaries, all this can be planned or improved.

For an effective speaking production and during the process of learning a foreign language it is necessary to go through all the categories previously mentioned, objectively speaking, it is obvious that a good and fluent speaking performance will not be made from one day to another, it is necessary to firstly, try to produce speaking in all their phases to go further, step by step , and by that to get familiar with the language until the speech can be the most natural as possible.

2.7 Strategies to Promote Speaking in the Classroom

Teachers need to find multiple strategies regarding students' needs in order to motivate them and guide them to develop the speaking they need. It is relevant to teach students to speak in different contexts and for different purposes in the classroom. When students try to speak a foreign language, they are between desire or fear. Harmer (2015,p.386) affirms that "the job of the teacher is to move the students

towards the desire and at that cline by helping them to overcome any natural shyness they might feel and by making them feel good about speaking". Harmer (2015) also proposes certain strategies that can support speaking activities in classroom to overcome fear in oral activities. These strategies are the following:

1) **Making students feel relaxed**: This strategy aims to create a relaxing environment to reduce anxiety.Teacher must do their best to minimize the natural tension students might feel. Some examples are: play background music, start the class with a warm up to create a good mood in students.

2) **Matching level and task**: This strategy refers to set activities according to student´s level. Do not ask students to do more than what they are able to, if teacher asks students to present a topic that topic must be previously seen and explained.

3) **Using pair work and groupwork**: This strategy makes students to get in confidence with partners because it gives everyone a chance to speak in teams, even to the shy students who may not feel comfortable speaking to the whole class. Some examples are presentations in teams, role plays, and games.

4) **Preparation:** This strategy aims to give time to students to prepare what they will say orally. An example is giving students time to think, develop and organize their ideas to give an oral presentation.

5) **Including fluency activities:** On this strategy if teacher does this the student will learn to use it gradually and feel more confident when they speak, example: tongue twisters and role plays.

6) **Adopting appropriate teacher roles**: During this strategy the teacher should know when it is appropriate to offer feedback and correction or even intervene during speaking activities. For example,correct students pronunciation or grammar when the teacher thinks it is necessary.

7) **Mandatory participation:**On this strategy teacher ensures that all students get engaged in class in different activities, for example: numbered heads, form the teams by the teacher or select who are going to participate and have the control of the activity.

8) **Speaking repetition:**In this strategy students have the chance to say the same or similar things and by doing it to win some extra time to think what is coming next, for example: students take different turns on a dialogue or conversation or just repeating after the teacher to improve their pronunciation.

9) **Listenership:** In this strategy successful conversation also depends on good listeners, students need to know how to follow up into the dialogue, to keep eye contact and make use of fillers for example : “So, ok, like, right,

cool, I mean, you know, Umm, yes, really” this expressions allow students to have more time to think about what they are goingto say next and it helps to create a natural conversation.

CHAPTER III: METHODOLOGY

This chapter provides specific information about participants, setting, instruments and procedures used to execute this research. The results offer a gradual description of the data collection and the analysis procedures that promote the development of this study.

The main purposes in this research are first to explore the way in which speaking is promoted and the way it is encouraged in the classroom. Secondly, it is aimed to identify shy students in the classroom, and find out if specific teaching strategies are applied for this personality feature in order to help students develop their speaking in class. Thirdly, it is aimed to explore the manner in which shyness affects students speaking performance of the students when they are evaluated.

3.1 Research Design

The type of study used in this research is descriptive because it attempts to analyze and describe experiences and opinions from the participants towards a specific issue.This research follows a qualitative approach as it is an investigation procedure that gradually makes sense by contrasting, comparing and analyzing the results obtained from the participants. It is also characterized by understanding a particular social life aspect and its methods that generate words instead of numbers as well as the data for analysis (Patton & Cochran,2002).

3.2 Participants

Participants of this research are two teachers from a public high-school located in Puebla. Both participants are women.Their age ranges are from 40 to 47 years old. Their experience as English teachers is from18 to 20 years working in this high school. Participants studied a major and have a Masters degree in modern languages from BUAP.

Both teachers were teaching 1st grade when the study was carried out. Each group consisted of forty teenage students from the ages of 14-15 years old with a proficiency level of A1 according to the Common European Framework (CEFR).

3.3 Instruments

3.3.1 Teachers'Interview

The purpose of using interviews in this research is mainly to have a direct interaction with the teachers by letting them to express in their own words, their perceptions or experiences about their shy students in the classroom and the development of their speaking. As Silverman (2001) suggests interviews provide authentic data about people's experiences while Creswell (2009) argues that interviews provide face to face interaction by the researcher through generally open-ended questions with the intention to explore the participant's opinions.

This interview is structured with a series of ten open-ended questions formulated by the interviewer that enhance to provide answers that enrich the data collectionfor further analysis. The interview is classified into four sections.The first section contains

four questions related specifically to identify shy students in quantity, characteristics, behavior and performance inside the classroom.

The second section contains three questions related to the promotion of speaking by asking about the importance given to speaking skill, the problems faced during its development and the teaching strategies used to promote it by taking as a basis the conversational strategies proposed by Harmer (2015).The third section contains three open questions about promoting speaking skill with shy students by asking about the use of specific teaching strategies.Finally, there is a last section for suggestions and opinions about the use of strategies with shy students to help them to develop their speaking skill in the classroom.

3.3.2 Class Observation

Merriam (1998) advises that the most important factor in determining what a researcher should observe is the researcher's purpose for conducting the study in the first place. In this research,the first purpose of the classroom observation was to identify shy students and see their performance mainly during speaking activities. Secondly, it was aimed to observe the strategies applied by the teacher to help shy students to develop their speaking in the classroom.

During this observation, it was used an observation protocol divided into three sections to facilitate the collection of information. The first section provided a stage of organization in the planning of the lesson and time. In the second section, there was specific observation to the shy students, a description of the teacher'sactivities, the interaction among students or between student and teacher, material used during

class, teacher's evaluation and feedback proportioned, skills that were promoted depending onthe activities,participation, attitude from the shy students, students behavior and environment. Inthe last section, comments were made regarding strategies identified and other reflections from the observer.

3.4 Data Collection

Firstly, teachers agreed to have the interview.The interview was applied to the participants one by one on the same day but in at a different time and place. Each participant allowed us to record their voice while the interview was taking place. Each interview lasted around 10 to 15 minutes. The interviews allowed participants to share their experiences and give some comments about their perceptions.

Regarding the observations, they were possible according to teachers' programs and schedules. Six observations were made; three per each group. Each of the observations lasted 50 minutes. The first observations were made during the first period of evaluation (bimonthly) of the groups through role play activities presented in teams. The last observations were made during students' normal classes allowing us to detect daily speaking activities provided by the teachers.

3.5 Data Analysis

Once the first instrument was applied to the participants a transcription from the interviews was made, to analyze the results and to obtain the most outstanding information, in addition it was classified that information in tables in order to compare teacher's responses.Those tables are presented in the next chapter

After the interview analysis was made, the next step was to analyze the observation formats to obtain useful information from participants and to compare them for further description. The analysis was made through the use of tables comparing the strategies that teacher 1 and teacher 2 used during their classes, and by describing the development of the classes, the teacher attitude, the shy students' behavior and their participation during speaking activities.

CHAPTER IV: FINDINGS

In this chapter, the results of this researchare presented based on the research questions that will be described in two sections below. The first one shows the findings obtained from the interviews.The second section provides the findings from the observations.

4.1Teachers'Interview Findings

4.1.1 Identifying Shy Students in the EFL Classroom

First of all, it was necessary to identify the shy students in quantity per group, their characteristics and if shyness affected their performance in speaking activities according to the teachers' view.Suchfindings are presented below in Table number 2.

Table 2: Identifying Shy Teenage Students in the Public High School

	Teacher 1	Teacher 2
Shy students' number	2	8
Characteristics of a shy student	No participa con frecuencia, inseguridad, falta de voz	Participan solo si se le habla por su nombre, se ponen rojos, les da pena hablar
How to identify shy students in classroom	La misma respuesta que en la pregunta previa	No les gusta la integración en trabajos colaborativos, pena de que se burlen de ellos
The repercution of shyness in students evaluation	Cien por ciento negativo	No, No creo, se toman en cuenta otros rubros para evaluar

The above findings showed that from 40 students per group teacher 1 had only two shy students while the teacher 2 had eight shy students. This reflects that there is a low rank of shyness in teenagers in these large groups. The characteristics about how teacher 1 and teacher 2 identified shy students were pretty similar.

Among these similarities, it was mentioned that students do not participate or they only do it if they are forced; they show lack of confidence if they have to speak and tend to speak softly. With this, we can confirm what Pilkonis (1977) and Carducci (2013) state about shy people who escape from social encounters by avoiding interaction and get embarrassed with facility.

The last finding showed in Table 2 is that for teacher 1,shyness affects a hundred percent negatively on students' evaluation in comparison with teacher 2 that does not believe that shyness affects their evaluation because she takes into account other points to assess them.

This probably happens because each teacher has their own priorities at the time of evaluating students. It can be seen certain subjectivity on the answers, while for one teacher some points to evaluate are highly important such as the participation or attendance it may not be so relevant for the other teacher.

4.1.2 The Importance of Promoting Speaking, its Reasons and Encountered Problems in the EFL Classroom

After identifying shy students through teacher's perceptions, it was relevant to know the importance given to the promotion of speaking inside the classroom, the reasons behind this and the problems encountered. The table 3 below shows the findings about the importance given to the promotion of speaking inside the classroom, the reasons for doing it, and the problems presented during the execution of speaking activities per teacher.

Table 3: Promoting Speaking with Teenage Students

	Teacher 1	**Teacher 2**
Importance given to speaking in the classroom	Muy importante	Muy importante
Reasons	Es parte de la comunicación y el *speaking e*s lo más esencial	Las 4 habilidades:leer, hablar, escribir, escucharson las más importantes.
Problemsduringspeaking performance	Tono de voz inadecuado, inseguridad, preocupación por el uso de la gramática incorrecta, miedo al qué dirán de mi.	No hay interés sino hay calificación de por medio.

The findings shown in table 2 state that for teacher 1 and teacher 2 the development of speaking inside the class is very important mainly because of the opportunities a person may have further as English is the language of the international market and social media nowadays (Baker & Westrup, 2003). Also, teacher 1 said that speaking is essential because it is part of the everyday communication. Teacher 2 stated that the four language skills: reading,writing, listening and speaking are all relevant for the process of Learning English.

The problems that teacher 1 usually finds during the execution of speaking activities are: inadequate tone of voice,concerning about the right grammar use and fear about classmates' opinions; making them probably feel insecure.In agreement with what Brown (2001) states the multiplicity of grammar and sounds that characterize any language, as well as anxiety are some of the main obstacles

interfering with the production of speaking skill in the best natural way.For teacher 2, the main problem seems to be that students do not participate if there is not a reward for them, which in this case is a grade. This implies that if students get extrinsically motivated they will participate more. This supports what Harmer affirms (2015) about teachers' role in motivating their students by helping them to overcome any natural shyness they might feel.

4.1.3 Speaking Strategies Promoted in the EFL Classroom

Once identified the importance given to the speaking skill and its reasons, as well as the possible problems during speaking execution, the next step was to explore the strategies that were applied by the teachers to encourage students' participation in speaking activities.Table 4 shows the results provided by Teacher 1 and Teacher 2 about strategies that enhance speaking inside the classroomon the basis of the strategies proposed by Harmer (2015).

Table 4: Promoting Speaking Strategies

Strategies to promotespeaking	**Teacher 1**	**Teacher 2**
Makingstudentsfeelrelaxed	NO	SI
Matchinglevel and task	SI	SI
Using pair and group work	SI	SI
Preparation	SI	SI
Including fluency activities	NO	NO
Adopting appropriate teacher roles	SI	SI
Mandatory participation	NO	SI
Speaking repetition	NO	NO
Listenership	NO	NO

From the previous list of motivational strategies, also known as conversational strategies (Harmer, 2015), Teacher 1 indicates that she does not make students feel relaxed in classes while Teacher 2 says she does. Both teachers agree about matching level and task by applying class activities according to the right students' level. Also, Teacher1 and Teacher 2 makes use of pair and group work in some activities and give students time to get prepared before presenting their oral presentations. Both teachers said that they do not use fluency activities in classroom and both stated that they adopt appropriate teacher roles.

For example, they give instructions, try to keep order and to be the authority in the classroom. Regarding mandatory participation, Teacher 1 says that she lets students work with their partners when they want to and Teacher 2 says that she sometimes makes the teams in order to have a balance and to avoid laziness if they only work with friends.

For repetition and listenership, teachers say that they do not use them. Teacher 1 and Teacher 2 also commented other strategies for the promotion of speaking. For instance, Teacher 1 combines skills, plays a record and then invites students to participate or give opinions about it. On the other hand, Teacher 2 tries to present speaking activities with a trendy or interesting topic for students, and she makes use of students' self-evaluation.

From the nine strategies on the previous list, Teacher 1 tends to use four of them while Teacher 2 uses six strategies, both of them with similar answers. This demonstrates that they try to promote speaking with their students by appealing to different strategies. Also, both teachers omit the use of certain strategies such as fluency activities, speaking repetition and listenership. This could be because they do not have enough time to use them in the classroom or because the teacher may not know that these specific strategies could be helpful to improve speaking in students. Also, there is a possibility that teachers make use of these strategies indirectly and depending on their topic in class, but without being aware of that.

4.1.4 Speaking Strategies Promoted with Shy Students in the EFL Classroom

Based on this research's main purpose, it was necessary to know if teachers make use of specific strategies with shy students to promote their speaking skill in the classroom, taking into account that for these students it could be harder to express themselves in front of the class.The table number 5 shows the findings obtained by Teacher 1 and Teacher 2 about the strategies used with shy students: what the most common are and why teachers use them.

Table 5: Speaking Strategies Used with Shy Teenage Students

	Teacher 1	**Teacher 2**
Speaking strategies used with shy students	las mismas	Las mismas
The most common speaking strategies used	-Asking questions -Preparation -Matching level and task	Using pair and group work
Reasons	Son las que mejor resultan	-Cantidad de alumnos -Tiempo

Teacher 1 and Teacher 2 indicate that they use the same previous strategies already mentioned in table 6 with shy students. For them, the most common speaking strategies used with shy students are: for Teacher 1 asking questions, preparation, and matching level and task, as they are the most useful for her.Teacher 2 mentioned that she mainly works with *using pair* and *group work* because of the quantity of students and little time per class. Thus, these factors could affect the organization of speaking activities and its production (O'Malley&Valdez,1996).

With this, we can realize that there is not a specific concern about which speaking strategies can be best applied for different students' personalities and necessities. In this case, shy students tend to be the minority, so no specific speaking strategies tend to be carried out with them. Thus, there seems to be a tendency to teach in a general way when promoting speaking skill. For that, the importance of what Harmer (2015) proposes with their nine conversational strategies that support

speaking activities in the classroom to overcome fear, anxiety or any natural shyness a student might feel.

4.1.5 Teachers' Additional Ideas to Engage Shy Students on Speaking Activities

At the end of the interview, participants were asked to give extra comments or opinions that they considered tobe helpful to engage shy teenagers to participate in oral activities. The next table presents the teachers' ideas.

Table 6: Teachers' Ideas to Engage Shy Students

Teacher 1	Teacher 2
-Implementar más temas relacionados a su contexto -Forzarlos a participar(pase de lista)	-Promover juegos -Roleplays -Participaciones con valor para su calificación

Each teacher has their own perceptions about how to help shy students to be more participative during speaking practice. For example, Teacher 1 suggested that it can be beneficial the implementation of more topics related to students' context and interest, and secondly to force students to participate by calling them according to the official list. Teacher 2 said that the implementation of games can be a good

strategy and also to give a value to students' performance through a grade. This teacher mentioned that her students tend to participate only if they have a reward such as a grade or point.

Through these comments it could be implied that students tend to require extrinsic motivation. Moreover, strategies suggested by teachers as role plays, games, and the implementation of more topics related to students' interest and context, should help them to improve self confidence, fluency and improvement in speaking activities.On the other hand , if shy students are called by their names instead of expecting they participate on their own during the English class will be helpful for them to break the ice. At the same time students must be surrounded by a supportive and good environment, here the role of the teachers could have the biggest impact on their students. In agreement with Knowles (1970, p.42), we can confirm that "the behavior of the teacher probably influences the character of the learning climate more than any other single factor".

4.2 Class Observation Findings

The following are the findings obtained from the three observations made with teacher 1 and teacher 2 respectively during the data collection process. The findings from Teacher 1 and Teacher 2 were compared in order to notice certain characteristics that led to similarities and differences between them to help to answer what this research is looking for.

From the six observations made, it was found that all the classes lasted 50 minutes and the number of students per group were on average 40 students.

Regarding teaching methodology, Teacher 1 tends to use a Task Based Learning (TBL) method during her classes and Teacher 2 seems to use Presentation, Practice, Production (PPP) method as the sequence and types of activities evidenced during the observations done. In the Teacher 1 group, we identified the two shy students previously mentioned by the Teacher 1; these students did not participate at all in oral activities in each observed class. In the Teacher 2 classroom, it was not easy to identify the eight shy students that the Teacher 2 mentioned, certainly because during the observed classes, the majority were asked to participate during speaking activities.

Through the observations, it was aimed to identify what teaching strategies promote speaking and which ones were actually used by both teachers obtained to complement the information from the interviews already applied. The strategies detected during both teachers' performance in class are presented In the following three tables.

4.2.1 Class Observation One

During the first observation, students were on the evaluation week and they were presenting role plays. During the class, we could observe that Teacher 1 used five from the nine strategies used as reference (Harmer, 2015) and Teacher 2 used six. Based on this information, we could see that both teachers used more strategies than the ones they answered in the interview and they shared similarities and differences in the teaching strategies used to promote speaking. The table 8 shows the strategies detected during the first observation.

Table 7: Class Observation One

Observation 1	Teacher 1	Teacher 2
Strategies detected	-Matching level and task through a role play presentation with present simple situations -Using group work -Preparation (15 days) -Including fluency activities: role plays -Adopting appropriate teacher roles:as facilitator providing feedback	-Matching level and task through a role play presentation with present simple situations -Using group work -Preparation (15 days) -Including fluency activities: role plays -making students feel relaxed by working just with two teams during the presentations and let the rest of the group out -mandatory participation

As it can be seen, both teachers used four similar strategies which are: matching level and task, using group or pair work, preparation and fluency activities. Although during the interview they said that they did not use *fluency activities,* in the observation, it could be seen that they used role plays which according to Harmer (2015) belongs to fluency activities. Probably they do not use fluency activities during

daily class time, but they find them useful when dealing with evaluation. Besides that, Teacher 1 used the strategy of *adopting appropriate teacher roles* because she offered feedback or intervened after a presentation and Teacher 2 did not.

Instead of that, Teacher 2 promoted the strategy of *making students feel relaxed* by letting the group outside while the presenting team was inside. About the *participation*,Teacher 1 only asked for volunteers and Teacher 2 had a *mandatory participation* by picking the teams or asking students to choose the next team to present. As this observation was done during an evaluation period, it is relevant to state some points regarding this process. First of all, the speaking evaluation was carried out through role plays. Secondly, the evaluationfor role play presentation wasdone by both teachers independently during their class time.

Both teachers used the same rubrics to evaluate students' performance in speaking, but the way they carried out the evaluation was a bit different. The difference was that teacher 1 evaluated per team and asked to the whole group for help while she was matching the aspects to evaluate students' performance and teacher 2 asked a team to evaluate another team, the one presenting, and the evaluation was personal. Regarding shy students, both teachers did not pay special attention to them. Both teachers just integrated shy students in different teams for their oral evaluations. It was notorious that during the role plays, shy students had little participation.

Moreover, it was observable students' nervousness because of their low tone of voice, difficulties to express their ideas, and lack of eye contact with the rest of the group. Although working in teams helped them to try to speak in front of the class, it is probable that they felt forced to participate as there was an evaluation in progress.

4.2.2 Class Observation Two

During the second observation, it was identified that Teacher 1 and Teacher 2 had five similar teaching strategies to promote speaking. It is important to state that in this observation, both teachers finished the first bimonthly evaluation process and teacher 1continued with their normal class lesson by using other activities in the last minutes of the class. The different teaching strategies identified during teachers' class lessons and the evaluation process regarding our reference list are presented in table 8, where it can be observed that both teachers share many similarities.

Table 8: Class Observation Two

Observation 2	Teacher 1	Teacher 2
Strategies detected	-Making students feel relaxed -Matching level and task (teacher introduce a new topic related to photos with basic grammar that seems understood by students) -Preparation -Using pair work -Adopting appropriate teacher roles as a facilitator	-Making students feel relax -Matching level and task (teacher continue with the role play presentations using present simple grammar) -Preparation -Including fluency Activities: role plays and asking questions -Using team work

In this observation, Teacher 1 started a new topic in her class and some strategies were detected. She made *students feel relaxed* because she presented the new topic “what do you take photos of” in a very friendly way by talking about taking photos(using the present simple), which is a trendy topic. Teacher *matched level and task* because the topic was according to the students’ level and she gave enough time to let students get *prepared* to answer some of the questions she asked during the class about the same topic,for example if they like to take photos, about what and how

often do they take selfies? then teacher used “pair work” strategy giving the chance to students to chose a partner to work with in the following activities, it is important to mention that during the whole class the teacher adopted the *appropriate teacher’s role.*

On the other hand, Teacher 2 continued working with the role play presentations (*fluency activities*) for evaluations and she *made students feel relaxed* by letting some students outside the classroom while a team was presenting inside the classroom with an evaluator team as well. The role plays *matched level and task* because they were according to topics students have previously seen during classes. Teacher gave students enough time to *prepare* their role play presentation by working in teams .

About shy students, it was observed that with the group from teacher 1 no one of the 2 shy students detected participated, even they were blushing when teacher made visual contact with them and teacher did not force them to participate.For teacher 2 shy students were forced to participate through the role play evaluation but they were presenting difficulties at the moment of speak,they barely said some words in a low tone of voice and used to be worried,and their faces expressed nervousness.

4.2.3 Class Observation Three

In the last observation, teachers introduced new topics and with this they used different strategies. Table 9 below shows the results from this last observation.

Table 9: Class Observation three

Observation 3	Teacher 1	Teacher 2
Strategies detected	-Matching level and task: using the text book activities -Adopting appropriate teaching roles: teacher gives instructions and intervine when is necessary -Preparation: teacher gives enough time to complete the exercises	-Matching level and task: using the text book activites -Adopting appropriate teaching roles: teacher gives instructions and intervine when is necessary -Preparation: teacher gives enough time to complete the exercises -Using pair and groupwork -Including fluency activities: asking questions related to the activities -Mandatory participation: Teacher selects the students to read in front the class. -Speaking repetition: teacher asks to repeat the mispronounce sentences

Teacher 1 just used three teaching strategies to promote speaking and she had a very practical class where she worked with the textbook and asked students to answer some exercises. Then, the teacher asked students to share their answers and opinions and compare them with their classmates. Teacher 2 on the other hand used

seven strategies. During this class, it was detected one strategy that was not used before, but it is also part of the previous list provided by Harmer (2015). This strategy was "*speaking repetition"* where students had the chance to repeat what they heard as many times it was necessary to improve their speaking pronunciation.

During this last observation teacher 1 and teacher 2 did not apply specific strategies with shy students because they were working with the whole group, this was a daily class where teachers made use of the textbook. With teacher 1 the two shy students were hesitant to participate when teacher asked for volunteers, they did not raise their hands and were not pushed to do so, they only participated during the role play presentations and it could be because they knew it will have a grade, on the other hand teacher 2 was more inclusive, she recognized already their 8 shy students and she tried to make all students participate through mandatory participation, even if shy teenagers spoke too slowly and softly they still participated,the teacher was supportive and the environment was motivational .

From the results shown above, it can be noticed that students are able to speak basic English. Both teachers tried to promote a variety of strategies to develop speaking. Some of the strategies found aimed at overcoming any natural shyness a learner might feel (Harmer, 2015). Thus, observed strategies supported and promoted speaking activities in the classroom. Nevertheless, some shy students are still facing difficulties to develop their speaking and are still being too shy to participate on their own. From these findings, it can be assumed that teachers apply a variety of teaching strategies to promote the development of speaking in all types of students without regarding specific kinds of personality. This situation may be due to different factors such as: time, the number of students per group, school program requirements or

teaching style just to mention some. However, it is advisable to provide more specific strategies that appeal to shy students so they can overcome not only language challenges, but also personality difficulties.

CHAPTER V: CONCLUSIONS

The present study is a descriptive research that explored teachers' strategies that can contribute with the development of the speaking skill in shy students with a beginner proficiency in English language at a public preparatory school. Also, this piece of research examined the way in which shyness impacted on students' evaluation of their performance in speaking.

This chapter firstly presents the conclusions obtained during the process of this investigation that answered the research questions proposed in the first chapter. Secondly, the limitations found during this research and the suggestions for further research are presented.

1. Do English teachers use strategies to motivate teenage students to participate in speaking activities during class? If so, which are those strategies?

2. Do English teachers use specific strategies to motivate shy teenage students to participate in speaking activities during class? If so, which are those strategies?

3. Does shy teenage students' performance in speaking highly affect their overall assessment and learning of English as a foreign language? If so, how?

5.1Teaching Strategies to Promote Speaking with Teenage Students in the EFL Classroom

During the process of this research it was found that both teachers considered speaking skill as one of the most important skills to be developed in English learning. According to Harmer (2015), there is a list of conversational strategies that can help students to promote speaking as it was mentioned in chapter II. In this research, teachers used these strategies to motivate and promote speaking with their teenage students in their classroom, these strategies were observed during their classes.It is important to mention that the strategies were applied in an alternative way according to each teacher style, way of teaching, and lesson plan. So, not all the strategies proposed were applied at the same time, even one of them was missing (listenership), it is outstanding to recognize that most of the students were able to speak basic english in the little time they hadin the high school.

5.1.2 Specific Teachers'strategies Used to Motivate Shy Teenage Students in Speaking in the EFL Classroom

During this investigation,teachers did not apply specific strategies with shy students or with any other type of personality in the EFL classroom. Both teachers taught in a general way and it was observed that they used 8 motivational strategies from the 9 proposed by Harmer (2015). Thus,those strategies tended to improve and motivate the whole group to make use of the speaking skill and at the same time they were significantly useful for shy teenage students because in those strategies the

direct and indirect strategies were implicitely and simultaneously involved from Oxford's taxonomy (1990). Nevertheless, the most relevant strategies for this research were the indirect ones which are: metacognitive, social and affective highlighting the last one for shy teenage students as it regards their emotional requirements.

Through this research, it was remarkable the fact that the teacher 2 with more shy teenagers (8) in her class tended to use the identified strategies in a more appropriate way. On one hand, she used to create a good atmosphere and make all students participate through "mandatory participation". On the other hand, Teacher 1 with less shy students (2) also made use of almost all the identified strategies alternatively and had little participation from their shy students. These students were hesitant to speak and the Teacher 1 did not motivate them to do so. These shy students only spoke during their evaluation period and their grades were given per team and were not personal as Teacher 2 did.

We conclude through our experience in this research that for shy teenagers "making them feel relaxed", having a "mandatory participation" and giving them enough time to "prepare" before speaking could be some of the most outstanding strategies to regulate their shyness in a way that motivates them to speak .So, it is important to state that the constancy in the application of motivational strategies (Harmer,2015), the variation and the appropriate application of them on the basis of the syllabus content and students' needs could be very beneficial in supporting shy students without affecting the rest of the group.

5.1.3 Shy Students' Performance in Speaking Activities in the EFL Classroom

Through this investigation, we could confirm what Weaver (2000) proposes regarding shy students' performance in speaking skill, as it has the tendency to be less competent at the moment of developing their speaking skills in comparison with a non shy student. During our experience in this investigation, the detected shy students were reluctant and hesitated to freely participate in speaking activities. However, according to this high school program, teachers mentioned that they evaluated their students taking into account the four skills: reading, writing, listening and speaking. Thus, their final grades depended on the integration of all these skills and teachers' assessment of homework, participation, among others. No necessarily a student with low performance in speaking skill received a low grade because he/she may be good at other language skills.

Shyness is not a sign of lack of intelligence but it is relevant to say that shy students can be affected negatively during their learning process because they are delaying the process of practicing speaking skill as a consequence some have a low speaking performance. Our position is to emphasize that speaking is one of the most important skills in EFL learning because in some way students produce what they have learned. For this reason, the importance of speaking development specifically with shy students who tend to have more difficulties when they are asked to express themselves orally. It is expected that this research could contribute with the support of resourceful teaching strategies to motivate shy students to be able to overcome fear or anxiety at the moment of participating orally and with this they become more participative in class and obtain better speaking performance.

5.2 Limitations of the Study

This study had some limitations unavoidably. Firstly, during the collection of data not all the participants were able to offer to us the facility to contribute to this research limiting us to work just with two participants and their two groups. Secondly, the amount of observations were determined by the participants and they gave us the opportunity to observe only three classes per group, as consequence this study did not have enough time to observe in a more detailed and extended way.

5.3 Suggestions for Further Research

This research is just a part of an investigation about the importance of speaking skill at beginner's level at high school that allows possible future studies that could be deeply investigated further. On one hand, other pieces of research can be followed by applying this or similar procedures to investigate more about students' different personalities and their performance in speaking skill to guide in service and pre service teachers.

Another investigation related to students' low performance in speaking regarding anxiety could be carried out, as anxiety could be an important factor that causes speaking hesitation no matter personality. This has happened once at least to everyone in different contexts and situations.

REFERENCES

Anjomshoa, L & Sadighi, F. (February 2nd 2015).The importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature*. Retrieved from: https://pdfs.semanticscholar.org/b8c3/de1c37f994d830dcc3b3ffaeda59742f6daf.pdf

Arnold,J., & Brown, H. (2000). *A map of the terrain. In J. Arnold (ed.),Affect in learning*. Beijing: Foreign language teaching and research press.

Baker, J., &Westrup, H. (2003). *Essential speaking skills.* London:Voluntary service Overseas.

Broussard, S., & Garrison, M. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children.*Family and consumer sciences research Jornal. 33(2), 106-120.*

Brown, D.(2000). *Principles of language learning and teaching*. (4 th ed.) New York. Pearson Education: N4.

Brown, D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd ed.),* New York: Pearson Education.

Brown, H. (2007). *Principles of language learning and teaching.* USA. Pearson Education International.

Bygate,M. (2003*). Language teaching ,a scheme for teaching education: speaking,* Uk,Oxford: University Press.

Byrne, D. (1986). *Teaching Oral English*: England: Longman

Carducci,B. (2005) *The shyness workbook: 30 days to dealing effectively with shyness*. Champaign, IL. Research Press.

Carducci, B., & Kaiser, L. (2015). *Shyness*.Lanham, Maryland: Rowman & Littlefield.

Carducci, B., Marion, C., Lynch, D.,Dosch, M., &Boley, A.(1997). Pains & problems of shyness. Poster.

Carducci, B., & Zimbardo, P. (1995).The cost of shyness.*Psychology today*. Retrieved From:https://www.psychologytoday.com/us/articles/199511/the-cost-shyness

Chamot, A. (1987). *Teaching language strategies to language students.*Center for international education. Retrieved from:https://files.eric.ed.gov/fulltext/ED433719.pdf

Creswell, J. (2003). *Research design: qualitative, quantitative, and mixed methods.approaches (6 thed).* Los angeles: Sage Publications.

Chaney, A. & Burk, T.(1998). *Teaching Oral Communication in Grades K-8*. Boston: Libraries Australia.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford:Oxford University Press.

Gardner, R. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. London: Edward Arnold Publishers.

Gardner, R. (2007). Motivation and second language acquisition. Retrieved from:http://digibug.ugr.es/bitstream/handle/10481/31616/Gardner.pdf?sequence=1&isAllowed=y

Hardan, A. (2013). Language learning strategies: A general overview. *El sevier,106,* 1712-1726. Retrieved from: https://www.sciencedirect.com/science/article/pii/S1877042813048179

Hall, G. (2011). *Exploring English language teaching language in action*.London: Routledge.

Harmer, J.(1991). *The practice of English language teaching.*Uk. Longman group Uklimited*.*

*Harmer, J.(1998). How to teach English.*Malaysia. Addison Wesley Longman Limited.

Harmer, J. (2015). *The practice of English language teaching. (5 th ed.)* England:Pearson education limited.

Knowles,M. (1970). *The modern practice of adult education: andragogy versus pedagogy.* New York: association press.

Kuo, C.(2010). *An overview of language learning strategies*.Arecls,(7),132-152.z.Retrieved from:https://core.ac.uk/download/pdf/25889647.pdf

Maher, M.(2016).Problems and difficulties of speaking that encounter English language students at Al Quds Open University. International journal of humanities and social science invention. Retrieved from: http://www.ijhssi.org/papers/v5(12)/version- 3/O5120396101.pdf

Merriam, S (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.

O´Malley, M., & Valdez, L. (1996). *Authentic assesment for english language learners: Practical approaches for teachers.*Usa: Addyson-Wesley Publishing.

Oxford, R. (1990). *Language learning strategies*. New York: Newbory House. Heinle & Heinle

Oxford, R. (2003) language learning styles and strategies.GALA. Retrieved from: http://web.ntpu.edu.tw/~language/workshop/read2.pdf

Patton, M &Cocharn, M. (2002). A guide to using qualitative research methodology.Medecins sans frontiers, Paris. Retrieved from: https://evaluation.msf.org/sites/evaluation/files/a_guide_to_using_qualitative_research_methodology.pdf

Pilkonis, P. (1977). The behavioural consequences of shyness. *Journal of Personality,* 45, 596–611.

Pinter,A. (2006).*Teaching young language learners.*China: Oxford University press.

Ryan, R., & Deci, E.(2000).*Intrinsic and extrinsic motivations: classic definitions and new directions*.doi:10.1006/1999-1020.

Silverman, D. (2001). *Interpreting qualitative data: Methods for analyzing talk, text and interaction (2nd ed)*. London: Thousand oaks.

State of mind.(2013).Interview with Bernardo J. Carducci Ph.D on shyness-APA 2013 Honolulu.Retrieved from: http://www.stateofmind.it

Van, M. (February 26, 2006). The Introvert Advantage. [a blog message] Retrieved from:https://nyujournalismprojects.org/annotate/node/146

Weaver,D(2000). How can teachers help shy students?.Education world. Retrieved from:

https://www.educationworld.com/a_curr/curr267.shtml?fbclid=IwAR0wQwJGSV0cgaC8Mm7rOtLa1GwTcXVPbyczc3DyKFz5jaFFUu6ugZjTNDY

Wenden, A. (1987). Conceptual background and utility. In A.L. Wenden &Rubin, J(Eds), Learner strategies in language learning, Englewood Cliffs, NJ: Prentice-Hall.

Willis, J. (1999). *A framework for Task-Based Learning*.Malaysia: Longman.

APPENDIX A

Teacher's Interview

Purpose:To find out how shy students are recognized and what strategies areused during class to help them participate in speaking activities.

- **Identifying shy students**

1.¿Considera usted que tiene alumnos tímidos en su clase? Si / No ¿Cuántos?

2. Para usted, ¿Cuáles son las características de un alumno tímido?

3.-¿Como usted identifica a un alumno tímido dentro de su salón de clases?

4.¿Considera que el hecho de que un alumno sea tímido repercute en sus calificaciones negativamente/positivamente? ¿Por qué?

- **Promotingspeaking**

5.- Para usted, ¿Que tan importante es que sus alumnos desarrollen la habilidad del "speaking" durante clase? ¿Por qué?

6. ¿Qué problemas encuentra usted durante la ejecución de actividades que promueven el desarrollo de la habilidad oral?

7.-¿Qué estrategia(s) utiliza para promover el desarrollo de la habilidad de "speaking" en sus estudiantes en clase?

*__making students feel relaxed__: create a relaxing environment for reduce anxiety, for example:play background music

*__matching level and task__: set activities according to student´s level

*__using pairwork and groupwork__: to get in confidence with partners

*__Preparation:__ students perform better if they have to chance to think about what they are going to say for a presentation.

*__including fluency activities:__if teacher does this the student will learn to use it gradually and feel more confident when they speak, example: tongues twister

*__adopting appropriate teacher roles__: the teacher should know when is appropriately to offer feedback and correction or even intervene during speaking activities.

*__mandatory participation:__ teacher ensure that all students get engage in class in different activities, for example: numbered heads.

*__speaking repetition:__students have the chance to say the same or similar things and by doing it to win some extra time to think what is coming next, for example: students take different turns on dialogue or conversation.

__*listenership:__successful conversation also depends on good listeners, students needs to know how to follow up into the dialogue, to keep eye contact and use short phrases such as Umm, yes, really or well to show interest.

- **Promoting speaking with shy students**

8. ¿Utiliza las mismas estrategia(s) para promover el desarrollo de la habilidad de "speaking" en sus alumnos tímidos durante/en clase?

9. Si su respuesta es SI ¿cuáles son las más comunes?¿Por qué?

10. Si su respuesta es NO ¿Qué estrategia(s) utiliza?¿Por qué?

APPENDIX B

HOJA DE OBSERVACION

Tiempo de observación: **Observadores**

Objetivo:
Fecha:

Escuela: Nivel:

Ubicación:

Etapa & Tiempo	Descripción de la clase	Reflexión