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The Teachers' Strategies in Dealing with Students' Behavior in the Classrooms “Shyness or Silence and Lack of Participation” Soran University

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Abstract

The study investigates the teacher strategies in dealing with certain behaviours: 'Shyness or Silence and Lack of Participation'. The aim of the study is to highlight and select different strategies, which are used and implemented by Soran University instructors, in the field of English Language Teaching. The participants of the current research are 19 teachers from English departments in the faculty of Arts and Education, consisting of 7 females and 12 males. The data are collected through a survey that contains: 10 close-ended question which indicate the teachers' policies and techniques in the classrooms, and the reasons behind this off-task behaviour, and two open-ended questions. The study concludes that the Teacher's keeping eye contact on the students continuously and appointing them as small group leaders are effective strategies, and anxiety from his/her classmates is the main reason behind shyness and passivation in-class activities. The teachers recommend that being friendly and understanding learners' needs would reduce this behaviour as a rate of negative effects. It is also concluded that female students feel shy, and they are more silent than males.

Keywords: shyness or silence, lack of participation, policies, off-task behaviour

The Teachers' Strategies in Dealing with Students' Behavior in the Classrooms “Shyness or Silence and Lack of Participation”

Soran University

Introduction

Management term has been used and contributed in several areas; it is related to the productivity and disciplines in general. But in the field of education, classroom management has been used as a terminology. Human beings' competence and skills are needed consistently because of their effective roles in the process's development. **Scrivener** (2012) defines classroom management as "... the way that you manage student's learning by organizing and controlling what happens in your classroom" (P.1). **McLeod, Fisher** and **Hoover** (2003) state that a well-organized classroom has three significant components: wise time, carrying out the instructional strategies, and the teachers' techniques and commitments in dealing with student's behaviour. However, all key elements of classroom management are essential; but dealing with student's behaviour seems to be a more difficult task for the Teacher. As **Partin** (2009) highlights "Once you tolerate a behaviour, changing it later is difficult (p.19). He shows classroom management as one of the aspects that require teachers' or the educators' contribution at the start of their profession.

However, the student's behaviour can be categorized into two kinds: off-task behaviours and on-task behaviours. **Meyers, Hill** and **Thomas** (2006) claim that interpersonal conflicts push the learner to perform the off-task behaviours. **Dreikurs, Grunwald** and **Pepper** (1971) mention that every misbehaviour has primary reasons such as power, revenge, attention, and disinterest. **Shrum** and **Glisan** (2010), reiterate **Vygotsky's** theory as the process of

learning that depends on student's engagement in the activities and discussions. Shyness and lack of participation in the class discussion are seen as misbehaviour and as class obstacles. The teachers have different tasks and duties in the classroom; one of the significant responsibilities is to manage the learner's behaviour in order to have an effective learning environment.

Problem

The learners need to engage in class discussions and participate actively in the process of second language learning. Due to the student's shyness and lack of participation, they face difficulties and don not acquire the aspects and language skills effectively.

Research questions

The study tries to answer the following questions:

1. What are the Teacher's strategies in dealing with students' shyness and lack of participation behaviour?
2. What are the reasons behind shyness and lack of participation behaviour?

Research Hypothesis

Teachers have different strategies and techniques in dealing with students who feel shy and do not participate in class discussions, and there are certain motives behind them.

Literature review

The process of managing students' behaviour is one of the significant roles of teachers and instructors because it affects teaching and learning directly. However, the Teacher's awareness and skills are required, as **Colberg** (2010) states that the Teacher should recognize the students' needs and behaviours. Hence, differentiating them would help the Teacher to have their classroom management accordingly. According to **Ross-Hill** (2009), the instructors, who have met special training courses about dealing with the different students' needs and requests, faceless complains and criticism.

Although the Teacher's responsiveness is essential, s/he needs to think about the sociological factors in dealing with learners' behaviours. **Khasakhala** and **Galava** (2016) point out that the more the teachers understand sociological skills, the more would be easier and less energy-consuming. As **Ali, Abdullah** and **Majid** (2014) concluded that "Teachers should understand that every behaviour exhibited by students is caused by specific factors that influence the situation" (p.275). **Haskel** (2018) states that it's the Teacher's responsibility or task to familiarize with the learner's social and academic needs because both of them can serve the pacing of classroom management and make a positive learning environment.

The teachers' training and application of the strategies that reduce off-task behaviours need to be improved effectively. Thus, **Parsonson** (2012) concludes that "Antecedent strategies involve pre-planned, intentional use of classroom behaviour management procedures that reduce the likelihood of problematic behaviours occurring. Their application is intended to anticipate, and thus limit, disruption, non-compliance and task avoidance by students" (p.21).

On the other hand, the students' lack of efficient academic skills may encourage them to conduct some behaviours such as shyness and poor participation. **Tracy** (2013, as it's cited in **Haskel**, 2018) states that the learner engagement in academic settings can obtain more academic achievements. **Lund** (2008) defined shyness from a psychological point of view as "Another important element in the exploration of shy behaviour as an emotional and behavioural problem is the 'normal' aspect of this behaviour. Most people experience some degree of shy behaviour in certain situations" (p.79). **Mohamadian** (2018) argues that shyness resembles some other social anxieties such as embarrassment, nervousness and shame. The factors behind shyness behaviour can be categorized into two main types: intrinsic (emotions and self-confidence) and extrinsic (friendship, environment, and culture).

Methodology

The mixed-method approach is used in this research; this method is relevant for this type of research because of its connection to human behaviours. As **Ary, Jacobs, Sorensen and Walker** (2013) show the advantage of mixed-method research that the researchers explore in-depth information.

Participants

The teachers from Soran University- English departments of both faculty of Arts and Education are designated as the participants of the research. They are 19 teachers and are selected randomly: 12 males and seven females.

Data collection

The data are collected through an attitude questionnaire which consists of 13 close-ended questions and two open-ended questions in order to obtain different strategies and reasons which are not highlighted in the instrument.

Data Analysis

After the data collection stage is completed, it is analyzed by (Google Doc Program), so as to know the most popular strategies among the teachers, and the open-ended questions are analyzed by coding and finding the various methods and reasons which are written by the participants in the questionnaire.

Limitations

The study is conducted at Soran University's English departments in the faculty of Education and Arts because of having students who are studying the English language in these two settings.

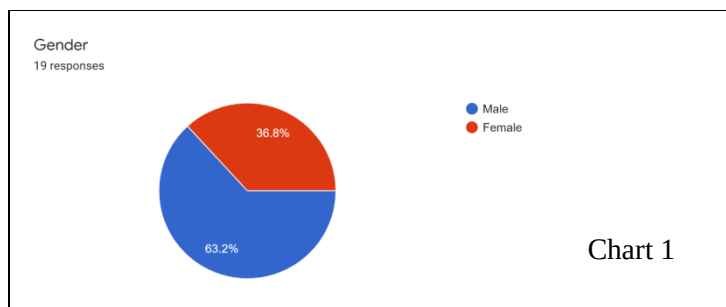
The Importance of the Study

This study will be a significant resource for the English language teachers since it will enable them to find out the practical ways of dealing with 'shyness or silent and lack of participation' behaviour. It will highlight the main reasons behind these behaviours and help these types of students in order to engage in class discussions.

Data Analysis

Section 1: Teacher response to the demographic questions

The results obtained for the demographic question shows that the 19 participants, %38.8 were female, and 63.2 were male teachers. (See chart 1)



The second question was the age group as shown in the chart (2), 47.4 % of the participants are between 30-35, 31.6% is 36-40, 15.8% is 41-45, and only 5.3% is 46-50. It shows that majority of the participants' age group is between 36-50. (see chart 2)

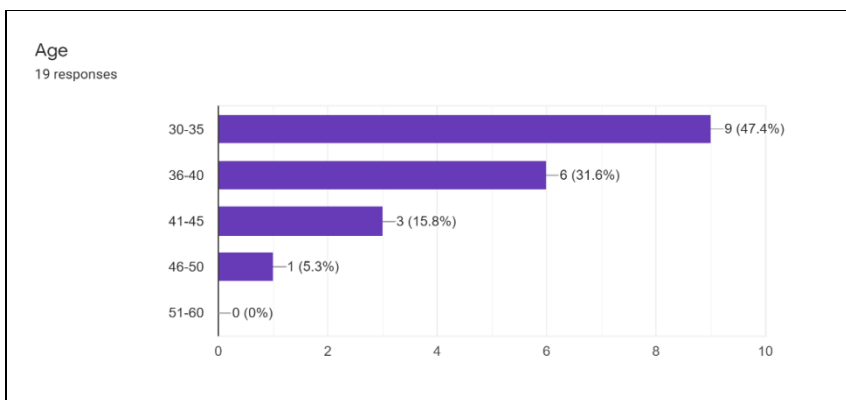


Chart: 2

The third question is about whether they took part in the training courses. As shown in the chart (3), 89.5% of the participants took part in the pedagogy courses, only 10.5% of the teachers have not participated in the mentioned training or piece of training. It means that most of the teachers received trainings and have an adequate understanding of this field.

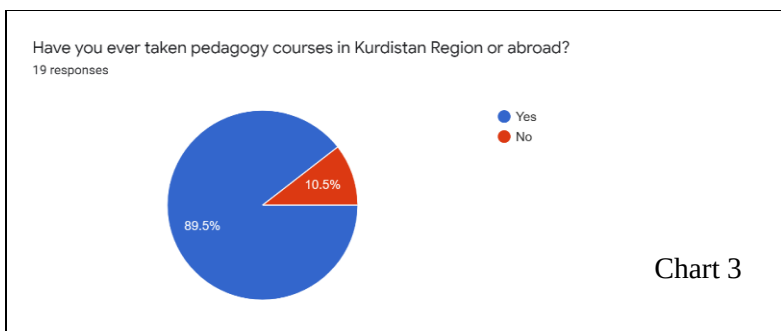
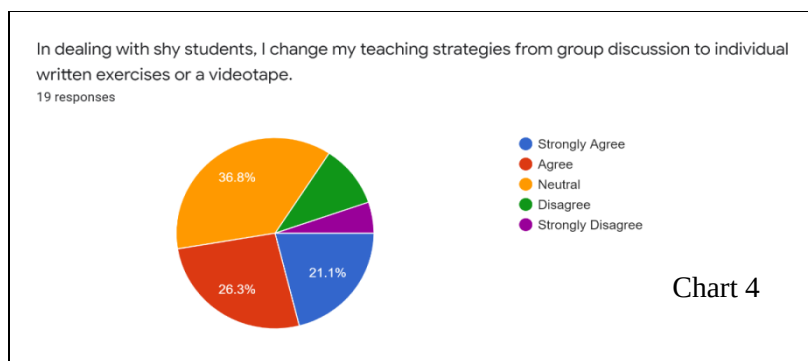


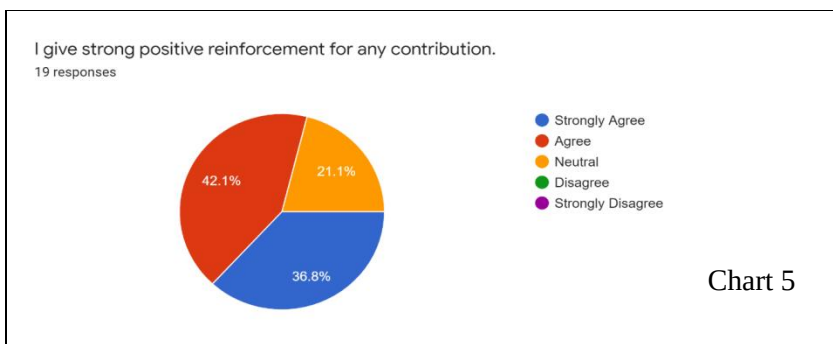
Chart 3

Section 2: Teacher attitude (closed-ended question) responses

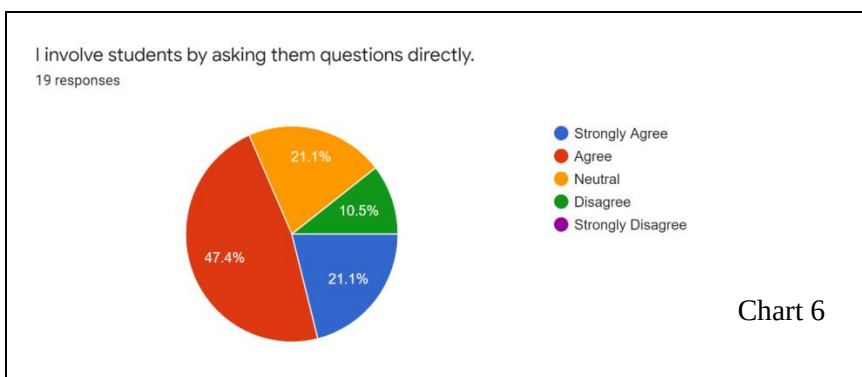
The findings for the item which highlighted that 'In dealing with shy students, I change my teaching strategies from group discussion to individual written exercises or a videotape', the result gained as bellow, 21.1% strongly agreed, 26.3% agreed, 36.8% neutral; only 15.8 % of the participants disagreed with the item. The majority of the participants do not change their strategies, as shown in the chart (4).



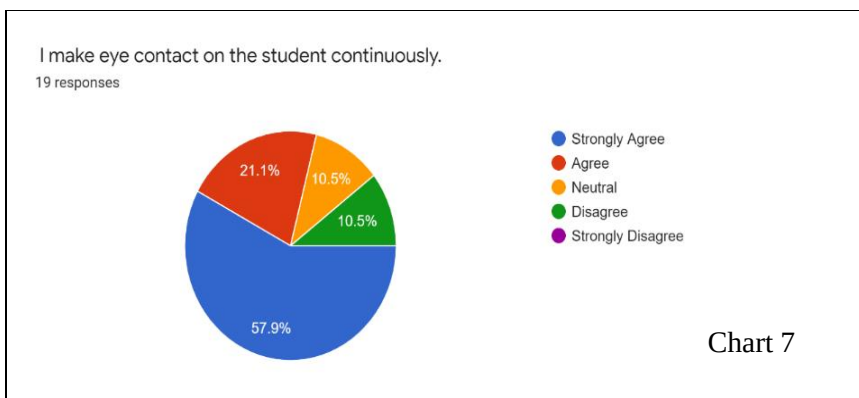
As illustrated in the chart (5), the findings showed that teachers give strong positive reinforcements for any contribution from shy learners. Since 36.8% of the participants strongly agreed, and 42.1% agreed. Only 21.1% of the teachers were neutral.



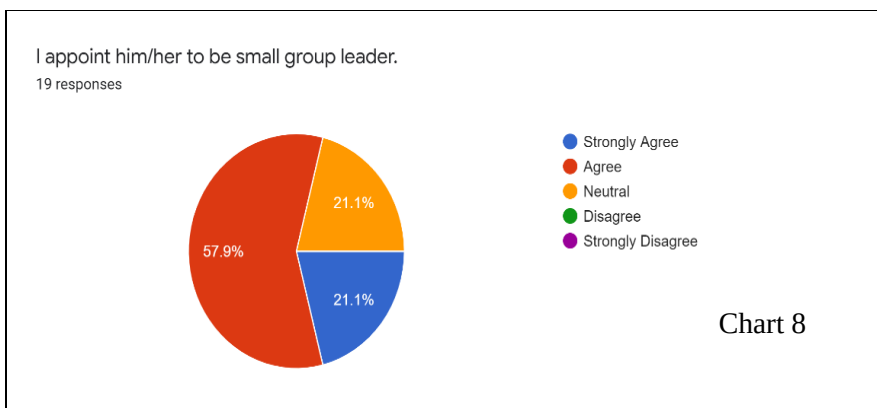
The results gained for the item which clarified that 'I involve students by asking them questions directly'. As can be seen in chart (6), 21.1% strongly agreed, 47.4% agreed, 21.1% were neutral, and 10.5% of the participants disagreed with this item.



As can be seen in chart (7), however, most of the respondents strongly agreed and agreed that they make eye contact on the student continuously, but 10.5% were neutral, and 10.5% of them disagreed with using this technique. The results showed that most of the teachers prefer involving body language.

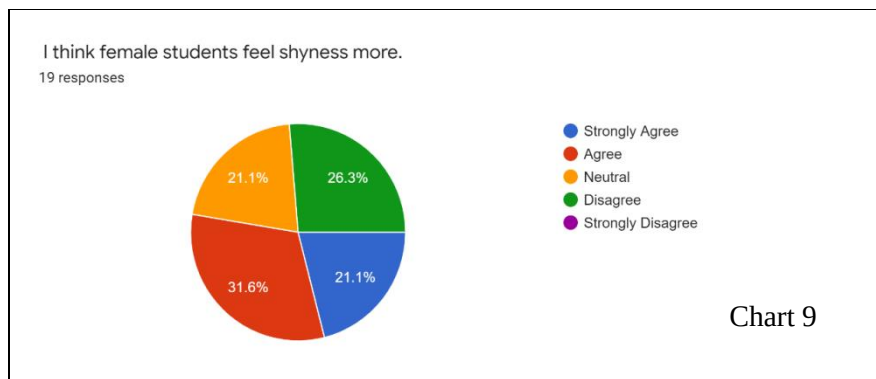


The results for the item which illustrated that 'I appoint him/her to be small group leader', the results for this item showed that, 57.9 % agreed, while 21.1% of the participants answered neutral, and disagreed. However, many teachers agreed about the mentioned strategy, but some of them do not appoint them as a group leader. (See chart 8).

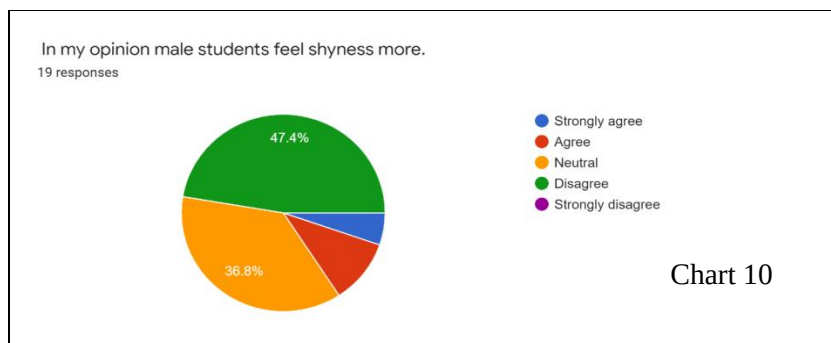


As shown in the chart (9), 21.1% of the teachers strongly agreed, and 31.6% of them agreed with the item 'I think female students feel shyness more; and 21.1% were neutral and 26.3%

strongly disagreed, it indicates that they believe that female students are suffering from the mentioned behavior.

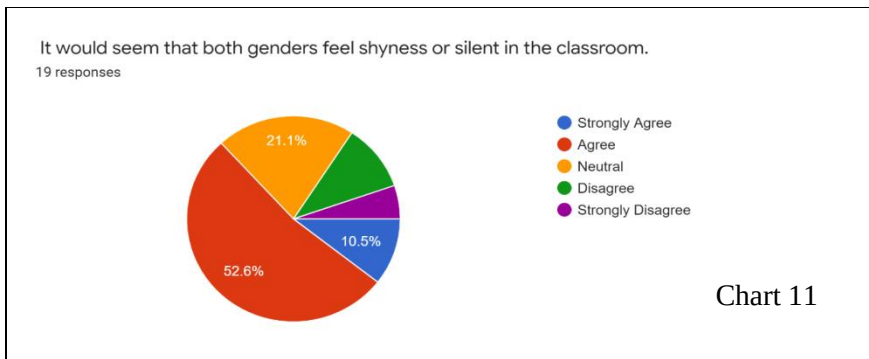


The results for the item which stated that 'In my opinion, male students feel shyness more', 5.3% of participants strongly agreed with the mentioned item, 10.5 agreed, 36.8 % neutral, 47.4% disagreed. (See chart 10). It indicates that the male students do not feel shyness more than female learners.

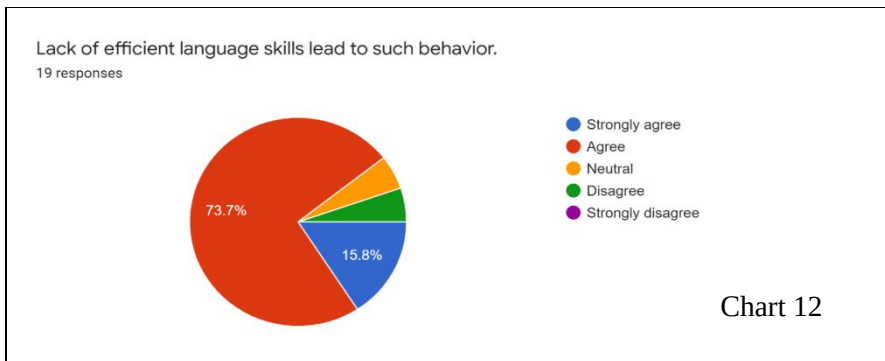


As shown in chart (11), the teachers' attitudes towards the item which stated 'It would seem that both genders feel shyness or silent

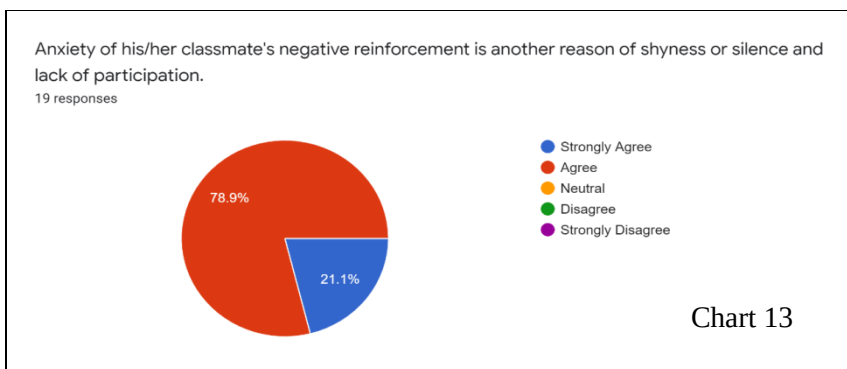
in the classroom'. 10.5 % of the participants strongly agreed with, 52.6% agreed, 21.1% were neutral. However, 10.5% of the participants disagreed, and 5.3% strongly disagreed.



The results obtained for the item which showed that 'Lack of efficient language skills lead to such behaviour'. 15.8% of the teachers strongly agreed, 73.7% agreed while only 5.3% selected neutral and disagreed. (See chart 12).



As illustrated in the chart (13), the findings showed that 21.1% of the teachers strongly agreed and 78.9% agreed. The teachers believe that anxiety of classmate is one of the significant reasons behind this behavior.



Section 3: Teacher attitude (open-ended question) responses

The instrument of the data collection contained two open-ended questions in order to obtain some data qualitatively. The participants' answers for both questions are categorized and get summarized accordingly.

A- Please write down two different strategies in dealing with this behaviour, excluding the methods which are mentioned above. The following strategies were given:

1-Talk to the shy students outside the class to know the reasons for their shyness and pay attention to the motivation so that they may be pushed to participate in lectures via telling them phrases like making mistakes is something natural, practice makes perfect.

2- Prior preparation: providing those students time to prepare themselves before the class or using rehearsal time to think and prepare before speaking. Using activities that encourage shy students to participate, such as pair work or group work activities.

Asking students questions directly and making eye contact with them.

3- Start with yes/no questions. Students can only say yes or no. Give them questions to find answers for the following class.

4- Using group working and choosing a leader for each group as a positive reinforcement.

5- An introvert student might get benefit from active participation in a different group in one session meeting.

6- Bringing topics that those students strongly feel related to that unconsciously forces them to engage in the class discussions

7- Bringing shy students to the front, calling them even if they don't raise their hands.

8- Engage them to participate in class discussion. Make them write what they have in mind and then read it for the class

9. Cooperative strategic responsibilities

10- Discovery learning by taking students in a situation to think for themselves in order to find out something

11. Involve all students in games related to the topic.

12. Give students advice about the importance of being confident in their future passes of life, especially their future careers.

13. Avoid judging students if their answer is wrong.

14. Teachers should not use the word NO in dealing with incorrect answers.

15. Always begin class with small talks and involve the students who feel shy directly or indirectly.

16. Ask them questions about the things that they like the most. If they are into sports, handcrafts, or any other things, try to ask them if there is anything new in this regard or whether they have made any progress.

17. (Be INTERESTED in whatever they are into and build your conversation around that)

18. Remind the students that no one is useless. Each one of us is talented in one of the aspects of life.

19. Call on the students even when they do not have their hands raised. Take a minute to talk to them one by one.

20. Built a good relationship with them.

21. A strategy that making mistakes would help to improve the language

22. Personal involvement out of class, giving assignments.

23. As shy students must know that they are being treated the same as their classmates.

The Teacher's responses to the first open-ended question show that almost all the teachers have different strategies and techniques in dealing with this behaviour. The ideas are given by the teachers to illustrate that there are many methods in learning setting in order

to engage the learner and eliminate shyness and lack of participation behaviour.

B-Please write down 2 different reasons for this behavior excluding the reasons which are mentioned above. The following reasons were given.

1. Lack of self-confidence by bashful students, having little knowledge about the subjects by them.
2. Fear of making mistakes
3. Lack of motivation
4. The reason is that both genders feel shy from each other (female and male) in the class however lack of language accuracy.
5. Fear of speaking in front of other students.
6. Shyness is a natural behaviour that some students own.
7. Being wrong is another reason leading some students not to participate. Otherwise, they will seat silently.
8. Psychological factors personally
9. Lack of Motivation
10. The cultural background of the students' families.
11. Impoliteness and rudeness of the Kurdish society towards mistakes in general.

12. Feeling a lack of self-worth due to their upbringing

13. The students might be a perfectionist, so s/he feels like their replies and points are never good enough to be shared with the class.

14. The students might have a disability that might not be noticed by the educator or might be a notice one like stutterers.

15. Being discouraged by their educators, caregivers, siblings and classmates when making mistakes and as a result, they are afraid of making one.

16. They aren't comfortable with their instructors as if they feel obliged to speak to a stranger.

17. Depression, lack of engagement and poor academic environment

The collected data for the second open-ended question demonstrates that the teachers are more practical in identifying the motives behind shyness and lack of participation behaviour because of their teaching experience and their student behaviour management strategies and methods.

Conclusions and Findings

This section contains the conclusion and the summary of findings from the teachers' attitude questionnaire. The survey is divided into three sections: the first section consists of three demographic questions, and the obtained results for questions illustrate that the majority of the participants are male teachers and their age group is between 30-35. The age question about teachers

shows that the English language teachers are young. The third question is about the teachers training or pedagogy course; as it's motioned in the literature review that teachers training has significant effects on the strategies and methods in controlling students off-task behaviours. The results for this question illustrate that the teachers are trained with the pedagogical theories and ideas.

As elaborated in the literature review, the teachers' personality and their strategies would help them to eliminate certain behaviours. Thus the second section of the attitude included some strategies which the teachers implement in the classroom settings.

The first five questions are about the teachers' methods in dealing with the 'shyness or silent and lack of participation' behaviour. Although the teachers agree with all the five techniques, the obtained results claim 79% of the teachers strongly agree and agree that making eye contact on the students continuously and appointing them to be small group leaders.

Meanwhile, the study attempts to differentiate between both genders in terms of conducting the mentioned behaviour. The results showed that 52.7% of the participants believe that female students feel more shyness and have lack of participation. However, many teachers think that female students have this behaviour, but 63.1% of the teachers respond as sharing the sense of this behaviour in both genders.

The last couple of items of the survey are about the reasons behind 'shyness or silent and lack of participation'. According to the obtained data from the survey, 100% of the participants strongly agree and agree that "Anxiety of his/her classmate's negative

reinforcement" is the significant reason to push students so as to conduct this behaviour.

In addition to the surveys proposed strategies and reasons for 'shyness or silent and lack of participation', it contains two open-ended questions in order to get qualitative data, and the teachers' techniques and motives for the mentioned behaviour.

Almost all of the participants recommend different strategies; being friendly and cooperative are the most popular methods. Regarding the reasons, they believe that demotivation from their classmates and their community's culture is the key motives.

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Appendix

Teachers' Attitude Questionnaire

Dear Teacher,

The aim of this research is to collect data about your opinions concerning the strategies you use in dealing with students' behaviour "shyness or Silence and lack of participation" in the English language teaching classrooms. Your participation is important for this research and will help to improve the teaching and learning of English in English language departments. Filling out this questionnaire is optional, and your answers will be kept confidential, and they will only be used for the purpose of this research. Please tick in the brackets as appropriate (✓) and state your sincere statements. Thank you very much for your time!

Gender: Male () Female ()

Age: 25 - 30 () 31 - 35 () 36 - 40 ()

Have you ever taken pedagogy courses in the Kurdistan Region or abroad?

a) Yes ()

b) No ()

Please tick ONE option

Statements \ Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- I change my teaching strategies from group discussion to individual written exercises or a videotape.					
2- I give strong positive reinforcement for any contribution.					
3- I involve him/her by directly asking him/her a question.					
4- I make eye contact on the student continuously.					
5- I appoint him/her to be a small group leader.					
6- I think female students feel shyness more.					
7- In my opinion, male students feel shyness more.					
8- It would seem that both genders feel shyness or silent in the classroom.					
9- Lack of their language safety is the main reason for this behaviour.					
10- Anxiety of his/her classmate's negative reinforcement is another reason for shyness or silence and lack of participation.					

Please write down two different strategies in dealing with this behaviour, excluding the methods which are mentioned above.

1.-----

2.-----

Please write down two different reasons for this behaviour,
excluding the reasons which are mentioned above.

1.-----

2.-----

Thank you very much for your cooperation

پوخته:

ئەم تويژىنە ۋەيە لە ستراتىژىيەتى مامۇستا لە رەفتارو ئاكارى شەرم كردن و بەشدارى كردن دەكۆلىتە ۋە. ئامانجى سەرەكى لەم باسەدا دەست نیشان كردنى ئەو ستراتىژىيە جۆراو جۆرانەى لە لايەن مامۇستايانى زانكۆى سۆران لە بواری فيركردنى زمانى ئىنگىلىزى بەكار دەھيترىت. بەشداربووانىش مامۇستايانى بەشى ئىنگىلىزىن لە ھەردوو فاكەلتى ئاداب و فاكەلتى پەرۋەردە، كە ژمارەيان ۱۹ مامۇستايە، كە ۷ لە رەگەزى مى و ۱۲ لە رەگەزى نىر. داتاكانىش لە رىگەى فۆرمىكى راپرسىيە ۋە كۆكراۋەتە ۋە، بەشۋەيەكە ۱۰ پرسىيارىان بەشۋەى كۆتا داخراۋبوون، كە پەيوەستن بە زانىارى ئەو تەكنىكانەى مامۇستايان بەكار دەھيئن لە پۇلدا، دەبىتە ھۆى دروست بوونى ئەو رەفتارانەن لە لايەن قوتابى، لە گەل ۲ پرسىيارى كۆتا كراۋە. تويژىنە ۋەكە گەيشتۆتە ئەو ئەنجامەى قوتابىيانى رەگەزى مى زياتر ھەست بە شەرم دەكەن و بى دەنگترن بە بەراورد بە قوتابىيانى رەگەزى نىر لە پۇلدا. ھەروەھا مامۇستايان پيشنىازى ئەو ھەيان كەردە، بۆ ئەو ھى رىژەى ئەو رەفتارانە كەمتر بىكرىنە ۋە لە لای قوتابى. پىويستە مامۇستاكان بىن بە ھاورىيان، تاۋەكو لە پىويستىيەكانىان بگەن.

ۋشەكلىيەكان: شەرم كردن و بى دەنگ، كەم بەشدارى كردن، ستراتىژىيەكان، رەفتارى دەرەۋەى ئەرك

ملخص

هذه الدراسة تبحث في الاستراتيجيات التي تساعد التدريسيين في التعامل مع سلوك طلاب الأنطوائيين من ناحية (الخجل، والصمت، وعدم المشاركة في الفعاليات). الغرض من الدراسة هولقاء الضوء على بعض الاستراتيجيات المستخدمة من قبل تدريسيي اللغة الإنجليزية في جامعة سوران. المشاركون في هذه الدراسة هم ١٩ تدريسيين (٧ اناث) و (١٢ ذكور) من قسم اللغة الانجليزية في كليتي الاداب والتربية الأساسية. ان البيانات المستخدمة في هذه الدراسة قد تمت جمعها بناء على استطلاع للرأي احتوى على ١٠ أسئلة مغلقة متعلقة بطرق واستراتيجيات التدريسيين داخل الصفوف وأسباب اختيارها، و اسئلان فقط. وقد لخص البحث الى ان طلاب الاناث اكثر انطوائيين من طلاب الذكور، مقترحا ان الكثير من التدريسيين اوصوا بحسن التعامل مع هؤلاء الطالبات وفهم احتياجاتهن في التعليم، الامر الذي يقلص من الحالة الانطوائية والسلبية للطالبات.

الكلمات المفتاحية: الخجل، الصمت، انعدام المشاركة، المناهج التعليمية، السلوكيات غير المتعلقة بالدرس.

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An Analysis of Teaching Online Writing versus Face to Face mode

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