

What is the Role of Shyness in Classrooms? Exploring Views of Pre-Service Teachers on Shyness in English Language Teaching Context

Devrim HÖL¹, Onat KÜÇÜK²

Abstract: Shyness appears as an important factor affecting teachers', pre-service teachers' and students' performance, productivity, creativity and how teachers handle classroom management situations in the classroom environment. In this context, the purpose of the research is to unveil teacher and student shyness and teachers' classroom management strategies in the field of foreign language teaching and suggest new avenues for the investigation of the differences among teachers' classroom management strategies in terms of teacher and student shyness. Participants were 99 pre-service English teachers attending a state university in Turkey. Participants completed a shyness scale measuring their shyness levels and responded to hypothetical vignettes depicting different hypothetical students. The data gathered were analyzed through ANOVA, and the findings revealed that pre-service English teachers' high-powered strategy usage showed evidence of a meaningful difference depending on student shyness, student gender, teacher gender, the interaction of student shyness and student gender and the interaction of student shyness and teacher shyness while social learning strategies indicated a significant difference depending on student shyness and the interaction between student shyness and student gender. Findings are discussed in detail in terms of the implications for all stakeholders including institutions, policy makers, teacher candidates and researchers.

Keywords: Teacher shyness, student shyness, classroom management strategies, pre-service teachers, foreign language teaching

Sınıflarda Utangaçlığın Rolü Nedir? İngilizce Öğretimi Bağlamında Öğretmen Adaylarının Utangaçlığa İlişkin Görüşlerinin İncelenmesi

Öz: Utangaçlık, öğretmenlerin, hizmet öncesi öğretmenlerin ve öğrencilerin performansını, üretkenliğini, yaratıcılığını ve öğretmenlerin sınıf ortamındaki sınıf yönetimi durumlarıyla nasıl baş ettiğini etkileyen önemli bir etken olarak göze çarpmaktadır. Bu bağlamda, bu araştırma, yabancı dil öğretimi alanındaki öğretmen ve öğrenci utangaçlığına ve öğretmenlerin sınıf yönetimi stratejilerine odaklanmakta ve öğretmen ve öğrenci utangaçlığı açısından öğretmenlerin sınıf yönetimi stratejileri arasındaki farkları inceleyen araştırmalara katkı sağlamayı hedeflemektedir. Bu çalışmanın katılımcılarını, Türkiye'de bir devlet üniversitesinde öğrenim görmekte olan 99 hizmet öncesi İngilizce öğretmeni oluşturmaktadır. Katılımcılar, utangaçlık seviyelerini ve farklı utangaçlık seviyelerindeki hipotetik öğrencilere yaklaşımlarını ölçen bir anket doldurmuşlardır. Toplanan veriler ANOVA programı kullanılarak varyans analizi yöntemleriyle incelenmiş ve araştırma sonuçları İngilizce öğretmeni adaylarının yüksek güç stratejileri kullanımının öğrenci utangaçlığına, öğrenci cinsiyetine ve öğretmen cinsiyetine göre önemli bir farklılık gösterdiğini

Geliş tarihi/Received: 19.05.2022

Kabul Tarihi/Accepted: 07.02.2023

Makale Türü: Araştırma Makalesi

¹ Asst. Prof. Dr., Pamukkale University, Foreign Language Teaching, devrimh@pau.edu.tr, 0000-0001-5151-2581

² Instructor, Bursa Technical University, School of Foreign Languages, onat.kucuk@btu.edu.tr, 0000-0002-6643-7809

Atf için/To cite: Höl, D., & Küçük, O. (2023). Sınıflarda utangaçlığın rolü nedir? İngilizce öğretimi bağlamında öğretmen adaylarının utangaçlığa ilişkin görüşlerinin incelenmesi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 20(1)*, 228-253. <https://doi.org/10.33711/yyuefd.1118901>

ortaya koymuştur. Ayrıca, İngilizce öğretmeni adaylarının yüksek güç stratejileri kullanımı öğrenci utangaçlığı-öğrenci cinsiyeti etkileşimine ve öğrenci utangaçlığı-öğretmen utangaçlığı etkileşimine göre önemli bir değişiklik göstermiştir. İngilizce öğretmeni adaylarının sosyal öğrenme stratejileri kullanımı da öğrenci utangaçlığı ve öğrenci utangaçlığı-öğrenci cinsiyeti etkileşimi bakımından önemli bir farklılık göstermiştir. Bulgular çalışmada detaylı bir şekilde tartışılmış ve yabancı dil öğretimi ve yabancı dil öğretmeni yetiştirmeyle ilgili çıkarımlarda bulunulmuştur.

Anahtar kelimeler: Öğretmen utangaçlığı, öğrenci utangaçlığı, sınıf yönetimi stratejileri, hizmet öncesi öğretmenler, yabancı dil öğretimi

Introduction

Teachers start their careers with many different views, motivations, ideals and thoughts about teaching. These factors affect their teaching styles, teaching strategies, interaction with learners, success and motivation in their profession and how they act in the classroom environment in their first year in teaching profession (Fajet et al., 2005; Timperley & Robinson, 2001). There is no doubt these characteristics have a significant effect on their teaching in a positive or negative way. On the other side, there is another important factor having an impact on teachers' performance in the classroom; their personalities, and this issue appears to attract many researchers' attention recently (Bastian et al., 2017; Jamil et al., 2012). Teachers' personalities were reported to affect teachers' self-efficacy, their attitudes toward learners, how they perceive learners and the strategies they utilize to handle classroom management (Coplan et al., 2011; Deng et al., 2017). To sum up, teacher personality not only influences teachers' performances but also may have an impact on learners' performance, learning and academic success (Bullock et al., 2015; Jamil et al., 2012).

When it comes to its definition, shyness can be defined as an individual's reactions to be with a stranger or acquaintance (Cheek & Buss, 1981). The observable effects of shyness in social interaction include tension, concern, feeling awkward and uncomfortable and averting one's gaze (Buss, 1980). In line with this definition, Crozier (2005) also defined shyness as the feeling of sensitivity and anxiety toward social interaction. Although they appear to be very similar terms and they are related with each other (Chu, 2008), shyness should not be confused with anxiety. Besides the definition and effects of shyness, anxiety is more related to feeling of tension, nervousness and apprehension (Spielberger & Rickman, 1990). On the other hand, shyness was stated to result from the interaction between an individual's temperament and the environment (Aron et al., 2005). When interpreted from an educational perspective, shyness, as a personal trait, may have an impact on many situations in a classroom environment, which basically concerns the teacher, student and teacher's actions. Previous studies have demonstrated that shyness, both in students and in teachers, influences teachers' approach to their students and how they handle classroom management issues (Coplan et al., 2011).

When shyness is brought into classroom, it may be challenging for teachers, especially young and unexperienced ones, both to manage their classrooms and teach in an effective way. For them, teaching can be considered as a profession requiring affective and interpersonal relationships rather than professional knowledge and skills (Minor et al, 2000; Witcher et al., 2001). This perception and lack of teaching experience may also lead pre-service teachers to respond to classroom incidents under the influence of their own personalities (Fajet et al., 2005). As a personality trait, shyness in pre-service teachers was found to be in relationship with pre-service teachers' behaviors in the classroom environment (Rubin & Coplan, 2004). It was previously reported in the research about pre-service shyness that pre-service teachers tend to alter their

behaviors, attitudes and classroom management strategies, henceforth teacher strategies, according to their students' display of shyness and their gender (Coplan et al, 2011; Rubin & Coplan, 2004), and pre-service teachers' level of shyness (Deng et al. 2020). However, the number of studies examining these variables appears to be limited (Deng et al., 2020; McWilliams, 2019). When the relevant literature is reviewed and when teacher personality traits and the studies investigating teacher personality are examined, shyness appears as an important factor, and it is recognized that the studies investigating it are interestingly limited in numbers. To the researchers' knowledge, the relationship among teacher shyness, student shyness and teachers' classroom management strategies were not sufficiently researched in foreign language teaching area although several studies examined these variables in different contexts (Arbeau & Coplan, 2007; Coplan & Rubin, 2010; Coplan et al., 2011; Swenson, 2015). Considering the dearth of studies investigating teachers' and students' shyness and gender and the relationship between these variables and teacher strategies in the field of foreign language teaching, this study is expected to shed light on this context with a distinct nature from the other teaching fields as it aims to enquire into the aforementioned variables. Hopefully, this study will pave the way for more recent studies focusing on shyness and teacher strategy usage in foreign language teaching field and contribute to the growing literature inquiring into these phenomena. Further, this study could also provide significant insights to foreign language teachers and pre-service foreign language teachers about the nature of shyness and how shyness affects the conditions occurring in the classroom environment as it investigates the differences in pre-service teachers' classroom management strategies in terms of teacher and student shyness.

Student Shyness

As the main members of classrooms, learners may follow various behavior patterns in the way they are engaging in the classroom activities, follow instructions and communicate with their peers and teachers. There may be many reasons and hundreds of definitions for their actions in educational psychology. For instance, some learners may not be very willing to speak in the classroom due to linguistic problems and learning difficulties (August et al., 2005; Bruce et al., 2006; Smith et al., 2005) or some may have positive attitudes toward the subject or social interaction and tend to participate in the lesson activities with much willingness (Larsen-Freeman & Long, 1991). In addition, learners' temperament and personality may play an important role in these behavior patterns and how learners interact with the classroom environment (Aron et al., 2005; Kagan, 2012; Rothbart & Bates, 2006). As part of learners' personality and temperament and above-mentioned reflections, shyness appears to be an important notion as shyness may provide a better understanding of children's abilities and engagement in the classroom (Kagan, 2012).

When the literature is reviewed, previous research has shown that shy learners may avoid engaging with novel social situations (Coplan & Rubin, 2010), talk to their peers and teachers less than outgoing students (Asendorpf & Meier, 1993; Rimm-Kaufman & Kagan, 2005) and limit their interaction with their peers and teachers in the classroom (Rudasill et al., 2006). On the contrary, outgoing learners do not tend to withdraw from social situations and might display interruptive behaviors such as talking without raising their hands and disturbing the teacher's instruction in the classroom (Rimm-Kaufman & Kagan, 2005), and accordingly, some teachers may consider shyness as a problematic behavior and attempt to intervene in the behavior (Arbeau & Coplan, 2007), and by drawing on their students' verbal and social behaviors, teachers may make conclusions about students' academic skills (Buss et al., 1993; Coplan et al., 2011). On the other

hand, due to their quiet and hesitant nature, shy students may go unnoticed by the teacher while a teacher may perceive exuberant students as academically successful, more creative and more intelligent (Evans, 1996; Rudasill & Rimm-Kaufman, 2009). Indeed, previous studies have shown that teachers tend to judge the students' achievement and success more positively and sympathetically if the students have more similar personalities to them (Rausch et al., 2016). It was also discovered that students' shyness levels affect teachers' attitudes and strategies for handling the student behavior while engaging them (Deng et al., 2017). Thus, it is obvious from the previous research that students' personality has an important influence on teachers' approach to them and the strategies they utilize while handling the situations in classrooms.

In the literature, students' gender also appears as a crucial point in the perception of their shyness. Previous studies suggested that shyness is perceived more acceptable for female students than male students and teachers' attitudes toward students may change according to students' genders (Coplan et al., 2011; Doey et al., 2014). A possible reason for the change in teachers' attitude is suggested as the greater social acceptance of shyness for girls than boys (Rubin & Coplan, 2004). In addition to the previous studies reporting a difference between teachers' strategies toward students according to students' gender, some studies report no significant difference between students' genders in terms of teachers' attitudes (Arbeau & Coplan, 2007; Coplan et al., 2015). Considering the previous studies, it is still not very certain whether the students' gender have an effect on the teachers' attitude to misbehaviors in the classroom.

Pre-Service Teacher Shyness

Although shyness in students appears to be a factor determining teachers' perceptions and attitudes toward them, teachers' shyness levels stand as another factor leading to teachers' attitudes and perceptions about students. When studies investigating teacher shyness are examined, it is surprising to recognize only a limited number of studies (McWilliams, 2019). According to the limited number of studies, teachers' way of perceiving and interacting with shy children differs according to teachers' personalities, thus, their shyness levels (Swenson, 2015). Shy teachers were reported to be able to sense how a shy student feels and they feel more empathy toward the student. Outgoing teachers, on the other hand, had difficulty understanding and identifying shy students, and are the ones who eventually stop attempting to engage or interact with the shy students. Further, teachers' way of handling students and their reactions to students with different shyness levels differ according to the teachers' shyness level (Coplan et al., 2011). Shy teachers demonstrate a greater understanding toward shy students, and they perceive shy students more intelligent than the outgoing teachers do.

Regarding pre-service teachers, social comparison which refers to act of comparing one's own life with other people's publicly represented lives (Allan & Gilbert, 1995), sociotropy, referring to the need for positive interactions with other people (Beck et al., 1988) and autonomy were the predictors of shyness in pre-service teachers (Yüksel-Şahin, 2012). In the same study, it was reported that pre-service teachers' satisfaction with their appearance, popularity and economic income were the other predictors of pre-service teacher shyness. However, gender was not suggested as a significant predictor of their shyness. Concerning the effects of shyness on pre-service teachers, Deng et al. (2020) reported that outgoing pre-service teachers display greater warmth and support to their students than shy pre-service teachers, and this study also supplemented the previous research by reporting that pre-service teachers, who may also be

considered teachers, or at least teacher candidates, approach students' behaviors differently depending on teachers' shyness levels.

Teacher Strategies

Teacher strategies can be defined as the strategies used for meeting students' social, emotional and cognitive needs and for ensuring learning and development (Hamre et al., 2014). Coplan et al. (2011) aggregates teacher responses into five categories by deriving them from theory and empirical studies. One of the categories is high-powered strategies referring to strategies depending on discipline, restriction, control and punishment (Mills & Rubin, 1990). Another category is social learning strategies, and these strategies can be exemplified as using verbal encouragement, praising and modeling the correct behavior (Kemple et al., 1997). Third category may be stated as peer-focused strategies which reflect such responses to student behaviors in the classroom such as involving a classmate or encouraging students to participate in extracurricular peer activities (Kemple et al., 1997). As another category, indirect responses are defined as searching for additional information and monitoring the situation (Coplan et al., 2011). The last category is reporting the behavior, and as the name suggests, it includes reporting the child's behavior to his or her parents or the psychological advisor (Arbeau & Coplan, 2007). However, in this study, only high-powered and social learning strategies were taken into account as Deng et al. (2020) followed a similar approach due to a greater likelihood of encountering these types of strategies in pre-service teachers. Deng et al. (2020) defined high-powered strategies as the responses focusing on discipline, restriction, control and punishment, and social learning strategies were exemplified as helping students make social connections, praising students and encouraging students' engagement, which appear to cover peer-focused strategies as well.

A growing body of research suggests that teachers or pre-service teachers alter their strategies according to students' shyness (Coplan et al., 2011). For example, teachers use high-powered strategies with exuberant students while they use social learning strategies with shy students (Arbeau & Coplan, 2007; Brophy & Rohrkemper, 1981; Coplan et al., 2011; Sugawara & Cunningham, 1988). However, the use of strategies are not context-free but context-bound, which means the strategies teachers utilize may change according to the context or the environment. To exemplify, elementary teachers were more likely to approach shy students with warmth and support them by praising and encouraging them (Brophy & McCaslin, 1992). Elementary teachers were also reported to use punishment and change the classroom environment to handle aggressive and exuberant students. On the other hand, according to Thijs et al.'s (2006) study, kindergarten teachers had a tendency to group the shy students with other students to promote their social skills by utilizing peer-focused strategies. In other similar contexts, pre-school and kindergarten teachers tended to intervene directly to stop the exuberant students' behavior (Arbeau & Coplan, 2007; Coplan et al., 2015). In terms of pre-service teachers, elementary pre-service teachers were more likely to utilize high-powered strategies against exuberant students than shy students (Deng et al., 2017; Deng et al., 2020).

Regarding the link between pre-service teachers' shyness and teacher strategies, the researchers could encounter only one study investigating teachers' shyness and its influence on the strategies they utilize. With the assumption depending on Leary's (2001, as cited in Deng et al., 2020) study that shy pre-service teachers would probably use neither high-powered nor social learning strategies, Deng et al. (2020) investigated the differences between pre-service teachers' strategies in terms of pre-service teachers' shyness in the hope of attaining similar results.

However, their results suggested that outgoing pre-service teachers were more likely to utilize social learning strategies than shy pre-service teachers. Shy pre-service teachers were reported to use high-powered strategies with shy students less than they did with the typical students.

Teachers' strategies also appear to differ according to students' genders. As stated previously, shyness is perceived as more acceptable for girls than boys (Doey et al., 2014). Besides, teachers have a tendency to consider boys as more aggressive and less engaged in activities compared to girls (Hamre & Pianta, 2005; Stipek & Miles, 2008). Contrarily, recent research suggested that teacher strategies do not appear to demonstrate a difference according to the students' genders (Coplan et al., 2011). When it comes to the link between teacher gender and teacher strategies, a limited quantity of studies suggested that teacher strategies did not appear to change according to teachers' genders (Deng et al., 2020).

Shyness in ESL/EFL Context

Language learners' personalities appear to have an important impact on the language learning process. It was suggested in the previous studies that personality traits have an impact on how language learners construct their ESL/EFL identities (Panicacci & Dewaele, 2017). It was also reported that foreign language users may feel different than their own identities while they are communicating in the foreign language, and extraversion and openness are important predictors of this 'feeling different' and thus foreign language users' foreign language identities (Ożańska-Ponikwia, 2012). Regarding the other effects of personality traits on foreign language learning, in certain contexts, students may have a tendency to demonstrate a reticent and passive stance in the classroom, which would hinder the development of their communicative skills in a foreign language and language learning (Flowerdew & Miller, 1995; Horwitz, 2001; Jones, 1999; Tsui, 1996).

The reasons for shyness in an EFL/ESL classroom may have a lack of practice and experience in speaking English (Kouraogo, 1993). Defined as a type of shyness, communication apprehension may also affect learning processes negatively as communication is key when it comes to language learning (Horwitz et al., 1986). Shy children were also reported to have lower second language skills than the exuberant children as shy children tended to avoid social interaction which is essential for acquiring and practicing second language skills (Keller et al., 2013). Another finding about the effect of shyness on language learning suggested that shyness indirectly influences willingness to communicate in foreign language and EFL learners' motivation and confidence towards the foreign language they are learning (Fallah, 2014). A recent study reported that shyness was a moderator of ideal L2 self and willingness to communicate in a foreign language (Dörnyei, 2005; Lan et al., 2021). However, a more recent study taking place in the German language learning context in Turkey reported that shyness was not related to learners' academic achievement and speaking scores (Ofiaz, 2019). Meanwhile, another interesting result of this study indicated that shyness moderately correlated with foreign language anxiety, which corresponds to communication apprehension, test anxiety and fear of negative evaluation and was previously reported to have an impact on language learning (Chu, 2008; Horwitz et al., 1986). In that, the more shy language learners were, the more foreign language anxiety were experienced by them in classrooms.

Present Study

Learners' shyness is an important factor affecting teachers' attitudes towards learners and the strategies teachers utilize while handling learners' behaviors. Another substantial determiner

for teachers' strategies and the perception about learners' shyness is gender. A conclusion regarding an exact relation of teacher strategies with student gender and shyness would be vague due to the coverage and quantity of the previous research. Concerning the number of the studies conducted about student shyness and teacher strategies, Coplan et al. (2011) stated that "there have been relatively few empirical studies of teachers' responses to shy and quiet children in the classroom" (p. 939). Regarding teacher strategies and learners' gender, Deng et al. (2020) recommended the following:

... future research should examine teachers' reactions to both boys and girls because shyness seems to be viewed less negative for girls than for boys ... and there might be a gender difference for preservice teachers' reactions towards child behaviors in the classroom (p. 12).

Therefore, one of the primary goals of this study is to investigate whether there is a difference between pre-service teachers' strategies in terms of learners' shyness and gender. In addition, learners' shyness and gender, teachers' shyness and gender emerge as another factor having an impact on teacher strategies. Regarding this relationship, it may be difficult to make general inferences and conclusions about the influences of teacher shyness and gender on teacher strategies due to limited number of studies examining this issue. About the studies investigating teachers' personality and teacher strategies, Coplan et al. (2011) stated that "there have been surprisingly few empirical studies exploring links between teacher behaviors and teacher personality traits" (p. 941). For teachers' genders, another future research suggestion came from Deng et al. (2020) and they stated that "future research might continue to consider teachers' own gender as a factor affecting their responses" (p. 13) as their study included a sample whose majority (88%) was composed of female pre-service teachers. Thus, another aim of the present study is to focus on the difference between pre-service teachers' strategies in terms of teachers' shyness and genders.

Previous research suggests that teacher strategies may differ according to learners' shyness levels and teachers' shyness levels as well. When the studies investigating this link between these variables are examined, it can be concluded that these studies included only a specific context such as pre-school and kindergarten teachers (Arbeau & Coplan, 2007; Coplan et al., 2015; Thijs et al. 2006), elementary school teachers (Brophy & McCaslin, 1992) and pre-service elementary school teachers (Deng et al., 2020). However, to the researchers' knowledge, pre-service teachers' shyness and students' shyness and the influence of these on teacher strategies were not investigated in the English language teaching context of Turkey. Deng et al. (2020) also reported that their study was limited to "preservice teachers from a large Midwest research university in the United States, and the results might not be generalizable to preservice teachers from institutions with drastically different characteristics" (p. 13). Hence, the present study also aims to examine if there is a difference in teacher strategies in terms of teachers' shyness and students' shyness.

Drawing on the previous research and the future research recommendations in different studies, the present study will attempt to focus on various aspects of teacher shyness and try to explore the following research questions:

1. Is there a significant difference in pre-service English teachers' use of high-powered and social learning strategies in terms of hypothetical students' shyness levels, their genders and their shyness-gender interaction?

2. Is there a significant difference in pre-service English teachers' use of high-powered and social learning strategies in terms of pre-service English teachers' shyness levels, their genders and their shyness-gender interaction?
3. Is there a significant difference in pre-service English teachers' use of high-powered and social learning strategies in terms of hypothetical students' shyness and pre-service English teachers' shyness interaction?

Method

The aim and the research questions of the present study mainly required the analysis of the differences between pre-service English teachers' use of high-powered and social learning strategies depending on students' shyness and gender and in terms of pre-service teachers' shyness and gender. More specifically, the present study needed to elaborate on these variables and to investigate the impact of complex combinations of student shyness-gender, pre-service teacher shyness-gender and pre-service teacher shyness-student shyness on pre-service English teachers' high-powered and social learning strategies to contribute to the related literature.

Research Design and Procedure

To investigate the differences between the aforementioned variables, the present study followed a quantitative survey research design. By following a quantitative research design, the researchers attempted to obtain generalizable results about the population of the study depending on numeric data (Creswell, 2009). In that, the data were gathered from as many participants as possible with Revised Cheek and Buss Shyness Scale (Cheek, 1983), which is a quantitative data collection instrument with strong reliability and high validity, and Child Behavior Vignettes (Coplan et al., 2011), which is also a quantitative data collection tool with good reliability and adequate validity. These instruments were gathered in an online survey format in accompany with a consent form and personal information form and were handed to participants, who declared their willingness to participate and were chosen with convenience sampling method (Fraenkel et al., 2012), at the beginning of the spring semester in 2021-2022 academic year by their lecturers, from whom they take a course in the ELT department. The data were gathered in one session thus the study followed a cross-sectional design (Creswell, 2009). The data were analyzed through SPSS 22 and quantitative analysis methods such as two-way analysis of variance (ANOVA) and repeated-measure ANOVA were utilized to analyze the data after the normality was assumed (Field, 2018). More details about the participants, measures, data collection and data analysis are presented below and the results were reported in the results section.

Participants

The participants of the study are pre-service English teachers in Turkey. In line with the goals of the present study and the sample accessibility, 99 pre-service English teachers (63.6% female, 35.4% male) who were studying their last year in the English Language Teaching department participated in the study (see Table 1). All of the participating pre-service English teachers attended the teaching practicum course, and have a certain degree of teaching experience. The sample was chosen using convenience sampling method in which the most accessible group of participants were accepted for the study (Fraenkel et al., 2012).

Table 1

Demographic Features of the Participants

Feature	Frequency	Percentage	Feature	Frequency	Percentage
Gender			Age		
Female	63	63.60	20	1	1.01
Male	36	36.40	21	31	31.30
Teaching Experience			22	40	40.40
Less than one year	22	22.22	23	18	18.20
One year	65	65.66	24	2	2.02
Two years	7	7.07	25	4	4.04
Three years	3	3.03	26	1	1.01
Four years	2	2.02	27	1	1.01
Five years or more	0	0.00	28	0	0.00
Shyness			29	0	0.00
Shy	19	19.20	30	1	1.01
Average	53	53.50			
Outgoing	27	27.30			

Measures

As the initial step, participants’ shyness levels were measured with the Revised Cheek and Buss Shyness Scale (RCBS) (Cheek, 1983). The scale was developed for the purpose of measuring adults’ shyness levels, and consists of 13 items and the participants were required to complete 13 items on a 5-point scale from very uncharacteristic (1) to very characteristic (5) for themselves regarding each item. The scale was used in several different studies. For instance, Hopko et al. (2005) applied RCBS to 261 psychology undergraduates to examine the psychometric properties of the RCBS. The internal consistency and 2-week-retest reliability for the 13-item version of RCBS were reported to be strong ($\alpha = .86$, $r = .88$) and the fit indexes suggested an acceptable validity for the instrument: $\chi^2 (65, n = 261) = 192.9$; ratio = 2.97, $p < .001$; RMSEA = .09; GFI = .89; AGFI = .85; BCFI = .88. In another study, Deng et al. (2020) utilized RCBS to investigate 335 elementary pre-service teachers’ shyness and the relationship between teacher shyness and their teacher strategies and found a strong internal consistency ($\alpha = .86$).

As the second instrument in the study, secondly, pre-service teachers’ strategies were measured using the Child Behavior Vignettes (Coplan et al., 2011) which were developed based on the theory and empirical studies for the conventionalization of the notions of shyness and exuberance among children and mothers’ responses to these behaviors. In these vignettes, six different hypothetical students were depicted. Three children were male and three were female, and each male-female pair also depicted the behaviors of shy, typical and exuberant students. Hypothetical shy students were described as hesitant to participate in the lesson and interactions with peers and teachers, speak silently and avoid eye contact. Hypothetical typical students demonstrate the expected behaviors of a typical student who raises hand before talking and participates and contributes to the lesson and group activities. Exuberant students, on the other hand, were depicted as disturbing the flow of the lesson and speaking too loudly and too often. After each vignette was presented to the participants, seven items regarding high-powered ($n = 3$, e. g. *punish Adam*) and social learning strategies ($n = 4$, e. g. *give verbal encouragement*) were presented to the participants to complete on a 5-point scale from very unlikely (1) to very likely

(5) depending on the participants' likelihood of applying these strategies. As the present study focused on only two strategies, an adapted version of Child Behavior Vignettes (Deng et al., 2017) was utilized. Deng et al. (2017) utilized this instrument to explore 354 elementary pre-service teachers' teacher strategies with hypothetical shy, typical and exuberant students. They reported a moderate internal consistency for social learning strategies ($\alpha = .64$) and strong internal consistency for high-powered strategies ($\alpha = .85$). The validity of the instrument was also analyzed in the same study and robust maximum likelihood estimation demonstrated that the fit for the shy and exuberant students was reported to be good.

Data Collection

After receiving the ethical approval of the Pamukkale University Social and Human Sciences Scientific Research and Publication Ethics Committee (Date: 09/03/2022 – Decision No: 05-5), the lecturers in the English Language Teaching department in Pamukkale University were requested to announce the study to their students and ask the students to participate. The lecturers shared the online link to the instrument with their students, who took courses in the lecturers' classes, and the students who volunteered to participate in the study completed the instrument online. The instrument also included a consent form in the first part of the data collection instrument for the participants to confirm that they are willing to take part in the study voluntarily. The second part of the instrument included a personal information form gathering data about the participants' demographic features such as their gender, grade level, age and teaching experience. The third part contained the RCBS to analyze the participants' shyness levels, and the last part included Child Behavior Vignettes to gather data about the participants' responses to hypothetical students with different shyness levels and genders such as shy male, shy female, typical male, typical female, exuberant male and exuberant female. The data were gathered from the beginning to the end of March, 2022 which corresponds to the beginning of the spring semester in 2021-2022 academic year. The participants completed the instrument once and in one session, stemming from a cross-sectional survey study design (Creswell, 2009).

Data Analysis

After the data gathering process, the data were transferred to SPSS 22 for the initial analyses of descriptive statistics. Following the descriptive statistics analyses, the data were prepared for the analyses serving to the main aims of the study. Finally, a series of repeated-measures ANOVA and a series of two-way ANOVA were conducted according to the requirements of each research question.

As the aim of the study is to investigate the differences between pre-service English teachers' strategies in terms of student shyness, student gender, student shyness-gender interaction, pre-service teacher shyness, pre-service teacher gender, pre-service teacher shyness-gender interaction and pre-service teacher shyness-student shyness interaction, pre-service English teachers were separated into three groups according to their shyness levels following the protocol utilized by Coplan et al. (2011): shy ($\leq 25\%$; $n = 19$), average ($>25\%$ and $<75\%$, $n = 53$) and outgoing ($\geq 75\%$, $n = 27$). It should be noted that the term interaction (i.e. student shyness-gender interaction) was used for the combination of two variables in which both variables are combined to analyze the effects of both variables together rather than separately. After the pre-service English teachers were grouped according to their shyness levels. Normality (mean, standard deviation, skewness and kurtosis) assumptions were analyzed, and normality was assumed for each variable

to be analyzed (Skewness < 1.5, Kurtosis < 2). For each teacher strategy, separate series of ANOVA were conducted according to the goals of the study (Field, 2018).

Results

Student Shyness and Student Gender

In order to examine the differences between teacher strategies in terms of the interaction of student shyness (shy, typical, exuberant) and student gender (male, female), a 3 x 2 two-way repeated-measures ANOVA was applied to the data with student shyness and student gender as within-subject variables for each teacher strategy (high-powered, social learning). Mauchly's test of sphericity reported that sphericity assumption was not met for student shyness ($p = .004$) and the interaction of student shyness and student gender ($p < .001$) in terms of high-powered strategies, but it was met for student shyness ($p = .06$) and the interaction of student shyness and student gender ($p = .60$) in terms of social learning strategies. Student gender sphericity was not calculated as there were only two groups in terms of both strategies. Huynh-Feldt correction values were utilized when the sphericity was violated. The Bonferroni comparison results for the main effects of pre-service English teachers' strategies in terms of student shyness and student gender were presented in Table 2.

Table 2

Bonferroni Comparison for the Main Effects of Pre-Service English Teachers' Strategies in Terms of Student Shyness and Student Gender

Comparisons	Mean diff	S. E.	95% CI
High-powered strategies			
Shy vs. Typical	.46**	.06	[.32, .61]
Shy vs. Exuberant	.06	.05	[-.05, .17]
Typical vs. Exuberant	-.40**	.06	[-.55, -.26]
Male vs. Female	-.08*	.03	[-.15, -.02]
Social learning strategies			
Shy vs. Typical	.04	.06	[-.09, .18]
Shy vs. Exuberant	.01	.05	[-.12, .13]
Typical vs. Exuberant	-.04	.04	[-.15, .07]
Male vs. Female	-.03	.04	[-.11, .04]

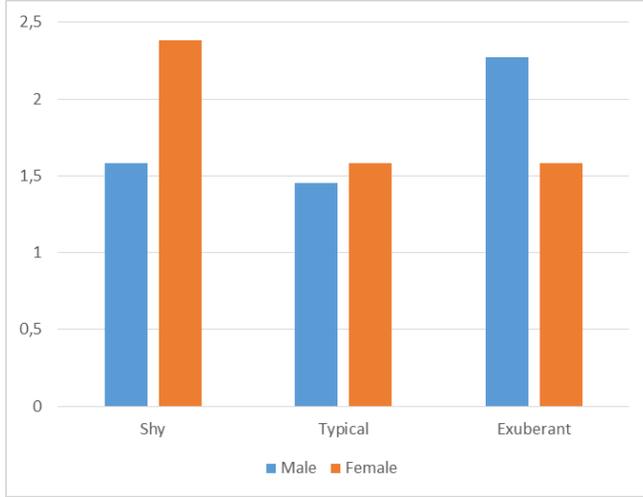
* $p < .05$, ** $p < .001$

For high-powered strategies, tests of within-subjects effects displayed a significant main effect for student shyness, $F(1.84, 179.82) = 42.30$, $p < .001$, partial $\eta^2 = .30$ (a large effect), student gender, $F(1, 98) = 6.06$, $p = .016$, partial $\eta^2 = .06$ (a medium effect) and the interaction of student shyness and student gender, $F(2, 196) = 59.19$, $p < .001$, partial $\eta^2 = .38$ (a large effect). Pre-service English teachers were found more likely to use high-powered strategies while working with shy students ($M = 1.98$, $SE = .06$) than typical students ($M = 1.52$, $SE = .07$) ($p < .001$), but not than exuberant students ($M = 1.92$, $SE = .07$) ($p = .61$). Pre-service English teachers were more likely to use high-powered strategies for shy and exuberant students than typical students ($p < .001$). Beside student shyness, pre-service English teachers were significantly more likely to use high-powered strategies with female students ($M = 1.85$, $SE = .07$) than male students ($M = 1.77$, $SE = .06$) ($p = .02$). In addition, pre-service English teachers were more likely to use high-powered

strategies with shy female students than shy male students, typical female students than typical male students, and exuberant male students than exuberant female students (see Figure 1).

Figure 1

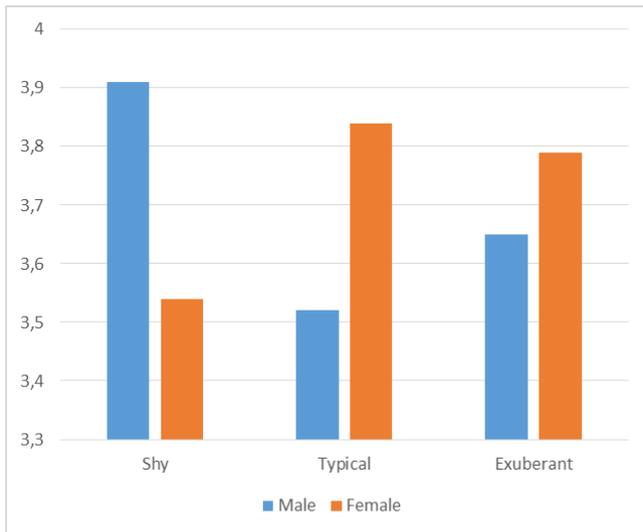
Effect of Student Shyness and Student Gender on High-Powered Strategies



Regarding social learning strategies, tests of within-subjects effects did not display a significant main effect for student shyness, $F(2, 196) = .44, p = .64$, partial $\eta^2 = .005$ and student gender, $F(1, 98) = .81, p < .37$, partial $\eta^2 = .008$. On the contrary, the interaction between student shyness and student gender demonstrated a significant effect, $F(2, 196) = 19.99, p < .001$, partial $\eta^2 = .17$ (a large effect). Pre-service English teachers were found to utilize social learning strategies more likely with shy male students than shy female students, typical female students than typical male students, and exuberant female students than exuberant male students (see Figure 2).

Figure 2

Effect of Student Shyness and Student Gender on Social Learning Strategies



Teacher Shyness and Teacher Gender

To investigate whether there is a significant difference between teacher strategies in terms of the interaction of teachers' shyness levels and genders, a two-way (3 x 2) ANOVA (Huck, 2012) was applied to the data in which teacher shyness and teacher gender were the independent variables and mean scores for high-powered strategies and social learning strategies were the dependent variables. For each dependent variable, a separate analysis was conducted. Homogeneity for error variances were assumed for the aforementioned variables (high-powered: $p = .23$; social learning: $p = .45$). For checking the differences between each strategy in terms of the interaction of teacher shyness and gender, post-hoc tests with Bonferroni correction were applied to the data for each separate analysis.

Tests of between-subjects analyses for high-powered strategies did not indicate a significant difference for teacher shyness, $F(2, 93) = .02, p = .98$, partial $\eta^2 < .001$ and the interaction of teacher shyness and gender, $F(2, 93) = .19, p = .83$, partial $\eta^2 = .004$. However, there was a significant difference for teacher gender, $F(1, 93) = 6.47, p = .01$, partial $\eta^2 = .07$ (a medium effect). According to pairwise comparisons, female pre-service English teachers were significantly less likely to utilize high-powered strategies ($M = 1.68, SE = .08$) while dealing with students than male pre-service English teachers ($M = 2.03, SE = .11$) ($p = .01$).

Regarding the tests of between-subjects analyses for social learning strategies, teacher shyness, $F(2, 93) = .79, p = .46$, partial $\eta^2 = .02$, teacher gender, $F(1, 93) = .08, p = .78$, partial $\eta^2 = .001$ and the interaction of teacher shyness and teacher gender, $F(2, 93) = 12, p = .89$, partial $\eta^2 = .003$ did not demonstrate a significant difference. Hence, the post-hoc analysis results were not sought for the data.

Student Shyness and Teacher Shyness

To analyze the difference between the usage of teacher strategies in terms of the interaction of student shyness (shy, typical, exuberant) and teacher shyness (shy, average, outgoing), the data including pre-service English teachers' responses to the student shyness levels and student genders were transformed separately for each group in combination (e. g. shy and male, shy and female, typical and male, typical and female, exuberant and male, exuberant and female). In that, mean scores for the data including the pre-service English teachers' responses to both male and female students were collected excluding the gender factor, and new student shyness groups were assigned (e. g. shy, typical, exuberant). Following this procedure, a series of 3 x 3 two-way repeated-measures ANOVA was applied to the data with student shyness as within-subject variable and teacher shyness as between-subjects variable. Homogeneity was assumed for each level of student shyness for both strategies (shy: $p = .92$, typical: $p = .81$, exuberant: $p = .06$). Mauchly's test of sphericity reported that sphericity assumption was violated for student shyness in terms of both high-powered strategies ($p < .001$) and social learning strategies ($p = .03$). Greenhouse-Geisser correction values were utilized when the sphericity was violated. The Bonferroni comparison results for the main effects of pre-service English teachers' strategies in terms of student shyness and teacher shyness were displayed in Table 3.

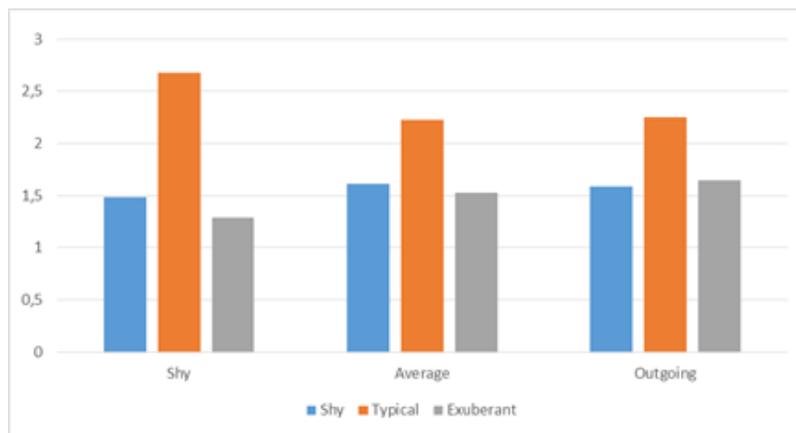
Table 3

Bonferroni Comparison for the Main Effects of Pre-Service English Teachers' Strategies in Terms of Student Shyness and Teacher Shyness

Comparisons	Mean diff	S. E.	95% CI
High-powered strategies (student shyness)			
Shy vs. Typical	-.83**	.09	[-1.06, -.60]
Shy vs. Exuberant	.07	.05	[-.05, .19]
Typical vs. Exuberant	.90**	.10	[.66, 1.14]
Social learning strategies (student shyness)			
Shy vs. Typical	.34**	.06	[.20, .48]
Shy vs. Exuberant	.23*	.07	[-.48, -.20]
Typical vs. Exuberant	-.11	.08	[-.29, .07]
High-powered strategies (teacher shyness)			
Shy vs. Average	.02	.16	[-.38, .41]
Shy vs. Outgoing	-.01	.18	[-.45, .44]
Average vs. Outgoing	-.02	.14	[-.37, .33]
Social learning strategies (teacher shyness)			
Shy vs. Average	-.06	.18	[-.49, .37]
Shy vs. Outgoing	-.22	.20	[-.70, .26]
Average vs. Outgoing	-.16	.16	[-.54, .22]

Figure 3

Effect of Student Shyness and Teacher Shyness on High-Powered Strategies

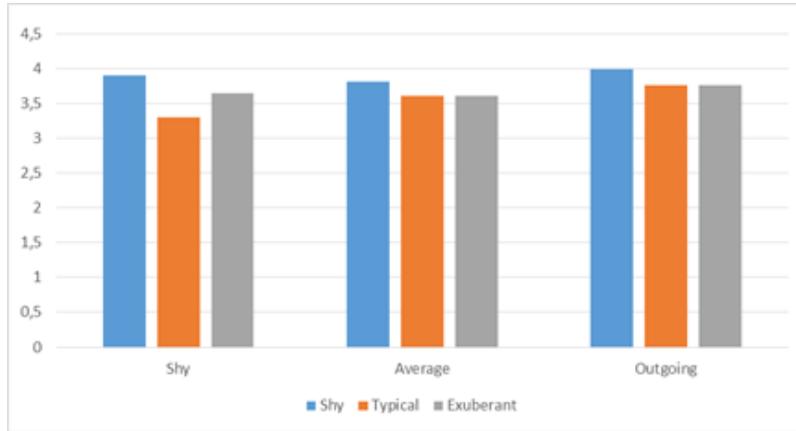


Tests of within-subjects effects for social learning strategies indicated a significant main effect for student shyness groups, $F(1.87, 179.35) = 12.98, p < .001$, partial $\eta^2 = .12$ (a large effect), yet the interaction of student shyness and teacher shyness did not demonstrate any significant difference, $F(4, 192) = .184, p = .12$, partial $\eta^2 = .04$. Pre-service English teachers were significantly more likely to use social learning strategies with shy students ($M = 3.90, SE = .08$) than typical ($M = 3.56, SE = .08$) ($p < .001$) and exuberant students ($M = 3.67, SE = .08$) ($p = .004$). On the contrary, there was no significant difference between typical and exuberant students in terms of pre-service English teachers' social learning strategy usage. In addition to within-subjects

effects for social learning strategies, tests of between-subjects effects also demonstrated no significant difference for the teacher shyness groups, $F(2, 96) = .77, p = .47, \text{partial } \eta^2 = .02$. Regarding the interaction of student shyness groups and teacher shyness groups, shy pre-service English teachers were more likely to use social learning strategies with shy students ($M = 3.90, SE = .17$) than typical ($M = 3.30, SE = .17$) and exuberant students ($M = 3.64, SE = .17$). Pre-service English teachers used social learning strategies with exuberant students more likely than typical students. In addition, pre-service English teachers with average shyness levels were more likely to use social learning strategies with shy students ($M = 3.81, SE = .10$) than typical ($M = 3.61, SE = .10$) and exuberant students ($M = 3.61, SE = .10$). As can be seen from the mean scores, there does not appear a notable difference between typical and exuberant students in terms of average pre-service English teachers' social learning strategy usage. Outgoing pre-service English teachers appeared to use social learning strategies with shy students ($M = 3.99, SE = .14$) more likely than typical ($M = 3.76, SE = .15$) and exuberant students ($M = 3.76, SE = .14$). It also appeared that there was not a remarkable difference between typical and exuberant students in terms of pre-service English teachers' social learning strategy usage (see Figure 4).

Figure 4

Effect of Student Shyness and Teacher Shyness on Social Learning Strategies



Discussion

With the purpose of exploring how pre-service English teachers handle and respond to hypothetical children displaying shy, typical or exuberant behaviors in the classroom, the differences between pre-service English teachers' high-powered and social learning strategy usage in terms of student shyness and student gender, teacher shyness and teacher gender; and student shyness and teacher shyness were analyzed. To collect data, pre-service English teachers completed a survey consisting of a shyness scale and child behavior vignettes. For the analysis of the data, a series of two-way ANOVA and two-way repeated measures ANOVA were conducted. The overall analysis results reported that pre-service English teachers demonstrated varying patterns of behavior in different situations. For instance, pre-service English teachers, each having a different shyness level (shy, average, outgoing) had the tendency to use high-powered strategies with typical students rather than shy and exuberant students. They utilized social learning strategies more likely with shy male students and exuberant female students than the other types of students. These results are discussed in the related sections in more detail.

Student Shyness and Student Gender

The results from the analyses provide some insights into pre-service English teachers' strategies toward students displaying different shyness levels and with different genders. Previous research about student shyness suggested that students' shyness and gender may have an influence on how pre-service teachers handle the students (Deng et al., 2017). Besides, it was also suggested that teachers who are more tolerant toward shy students and teachers were least likely to intervene in the behavior immediately, which can be described as a high-powered strategy (Coplan et al., 2015). Previous studies referring to the student gender in terms of teacher strategies reported a difference for high-powered strategies (Coplan et al., 2011), which is in line with the claim that shyness is more acceptable for male children than female children (Doey et al., 2014; Rubin & Coplan, 2004). However, for social learning strategies, teachers were more likely to use these strategies in response to exuberant students followed by shy students while teachers' strategies did not display a difference with different genders of students (Coplan et al., 2011). Further, high-powered and social learning strategies did not demonstrate a difference for the interaction of student shyness and student gender (Coplan et al., 2011).

In terms of the interaction between student shyness and student gender, the present results indicated that pre-service English teachers were more likely to use high-powered strategies with shy female students and exuberant male students than the other students with different shyness levels and genders. It may be inferred from these findings that pre-service English teachers may be aware that female students are already more likely to display shy behaviors in the classroom, leading pre-service English teachers to use high-powered strategies to damp the effects of the shy behavior in female students. As high-powered strategies include punishing and asking for an apology, a further analysis compared the difference between high-powered strategies for shy female students, and the results indicated that pre-service English teachers were more likely to intervene in this behavior followed by making the student apologize for the shy behavior. In addition, it can also be deduced that pre-service teachers are aware that male students are more likely to display exuberant behavior inducing them to utilize high-powered strategies to handle the situation and the possible future situations. Therefore, these findings appear to strengthen the perception that pre-service English teachers have the mindfulness to anticipate shy and exuberant behaviors and try to interfere with them. In terms of teachers' high-powered strategy use, the present study provided some evidence for the previous assumptions claiming that teacher strategies demonstrate a difference according to students' genders (Doey et al., 2014; Rubin & Coplan, 2004). Compared to the previous empirical studies, the present study provided a different perspective from English language teaching context to the field as the previous studies conducted in elementary school and pre-school teaching departments suggested that these teachers tolerate shy behaviors, and the interaction of student shyness and student gender did not have any impact on teachers' strategies (Coplan et al., 2011; Coplan et al., 2015).

According to the findings of the present study, pre-service English teachers were significantly more likely to utilize social learning strategies with shy male students, typical female students and exuberant female students than other students with different shyness levels and genders. As Rubin and Coplan (2004) stated that shyness may be perceived as more acceptable for female students than male students, pre-service English teachers used social learning strategies more likely with shy male students than shy female students probably to involve the shy male students into the lesson and make them come out of their shells. It can also be deduced that pre-service English teachers tolerated the shyness in female students more than shy male students.

Supporting the findings of the present study, pre-service English teachers appeared to anticipate the female students' tendency to behave quietly and try to encourage the typical female students to be more interactive with the lesson and their peers. It is also interesting to observe that pre-service English teachers used social learning strategies with exuberant female students. However, a deeper analysis reported that pre-service English teachers used verbal encouragement, promoted social skills and used concrete reinforcements, and they avoided the use of peer involvement. This finding points to the perception that pre-service teachers encourage exuberance in female students due to the anticipation that female students are more likely to demonstrate shy behaviors although they are aware that exuberant students would tend to talk to their peers and disturb the flow of the lesson. In this sense, the present study supports the tolerance towards the gender differences in terms of shyness (Coplan & Rubin, 2010). On the other hand, the previous studies did not report any gender differences in terms of the usage of social learning strategies (Coplan et al., 2011) although there is empirical evidence suggesting that teachers' and pre-service teachers' social learning strategies display a difference depending on student shyness (Arbeau & Coplan, 2007; Coplan et al., 2015; Deng et al., 2017; Deng et al., 2020). Therefore, by connecting the student shyness and student gender in the English language teaching context, the present study paves the way for further studies regarding this phenomenon.

Teacher Shyness and Teacher Gender

The findings of the present study suggested that the interaction of teacher shyness and teacher gender did not influence pre-service English teachers' high-powered and social learning strategy usage. Furthermore, teacher gender appeared to have an effect on pre-service English teachers' high-powered strategy usage. Male pre-service English teachers were found to have more tendency to use high-powered strategies than female pre-service English teachers.

Previous research investigating teacher shyness suggested that teachers' personalities, thus their shyness levels, affect how teachers interact with children (Coplan et al., 2011; Swenson, 2015). It was claimed that shy teachers display empathy toward shy students and they perceive these students as more intelligent. Pre-service teachers, in the same vein, were reported to adjust their strategies according to the students' state of shyness (Deng et al., 2020). In addition, despite the limited number of studies about the effect of teachers' shyness on teacher strategies, Deng et al. (2020) reported that pre-service teachers did not differ in their strategy usage. Contrary to previous research, the present study encountered a difference in teacher strategies in terms of teachers' genders although teacher shyness did not affect teacher strategies. When scrutinized carefully, it is observed that aforementioned studies reported on elementary pre-service teachers, elementary school teachers and pre-school teachers. As the present study included a sample of pre-service English teachers, the results could be interpreted as peculiar to the English language teaching context. To the researchers' knowledge, no study has been found to examine teacher shyness, teacher gender and teacher strategies in the ELT context; therefore, further studies might elaborate on the findings of the present study and verify the findings.

Student Shyness and Teacher Shyness

The findings from the present study indicated that all of the teacher groups (shy, average, outgoing) were likely to use high-powered strategies with typical students rather than shy or exuberant ones. This difference might be explained with the pre-service English teachers' hesitation from utilizing high-powered strategies with shy and exuberant students. Moreover, shy teachers appeared to have more tendency to use high-powered strategies on typical students than

other teacher groups and other student groups (shy, typical, exuberant). This finding appears to support the inference of refraining from using high-powered strategies as shy teachers were reported as less likely to use both high-powered and social learning strategies (Leary, 2001 as cited in Deng et al., 2020). In terms of social learning strategy usage, none of the teacher groups were different from each other in terms of the social learning strategies they use with different student groups. From this finding, one can conclude that pre-service English teachers' social learning strategy usage did not depend on teacher and student shyness all together.

When the previous studies are examined, shy pre-service elementary teachers appeared to prefer using high-powered strategies with typical students to using them with shy students (Deng et al., 2020). On this difference, Coplan et al. (2011) speculated that shy teachers are more aware of shy students' needs and behaviors which led them to use high-powered strategies less with shy students than typical students. This might also be the case for the context of English language teaching. Therefore, the present study appears to corroborate with the findings of the previous studies strengthening the findings from the growing body of research about teacher and student shyness. On the other hand, previous study results appear to be interestingly limited for reporting on teachers' social learning strategy usage in terms of the interaction of teacher and student shyness. Apart from these limitations, according to the main effects which were examined in the previous studies, it was observed that elementary teachers utilized social learning strategies with shy students (Arbeau & Coplan, 2007) and pre-service elementary teachers used social learning strategies more with shy students (Deng et al., 2020). In addition, outgoing pre-service teachers used social learning strategies more than shy pre-service teachers and no difference was encountered between outgoing and average and between average and shy pre-service teachers. When these findings are aggregated together, outgoing pre-service teachers may be inferred to use social learning strategies with shy students more than the other teacher groups. In brief, the present study mostly contradicted the past research in that the present study reported that none of the teacher groups differed in terms of their social learning strategies according to the students' shyness levels. However, the present study appeared to support Leary's (2001 as cited in Deng et al. 2020) assumption suggesting that teachers would not differ in their social learning strategy usage. Drawing on the present results, the present study may be stated to contribute to the literature in that it focused on the distinctive context of English language teaching suggesting new avenues for future research about this phenomenon.

Conclusion

The present study mainly investigated the difference between pre-service English teachers' high-powered and social learning strategies toward hypothetical students with different shyness levels. Specifically, the present study focused on how hypothetical students' shyness and gender affect pre-service English teachers' high-powered and social learning strategy usage. The findings suggested that pre-service English teachers had more tendency to use high-powered strategies with shy female and exuberant male students than with other groups of students. For social learning strategies, pre-service English teachers reported a higher likelihood toward shy male, typical female and exuberant female students than other student groups. The findings provided evidence for the past assumptions suggesting that shyness is more acceptable for girls than boys, and provided a novel insight into the research on shyness from the perspective of the English language teaching context.

Another aim of the present study was to examine the difference in pre-service English teachers' high-powered and social learning strategies toward hypothetical shy, typical and exuberant students in terms of teacher shyness level and gender. The results indicated that teacher shyness and gender together did not have any effect on either of the teacher strategies. Contradicting the previous research, it is claimed that the English language teaching context differs from the other contexts in terms of teacher shyness and teacher strategies, which broadened the previous of the research about shyness by contributing the research in the field.

Last goal of the study was to inquire into the differences among pre-service English teachers' high-powered and social learning strategies in terms of the interaction of teacher shyness and hypothetical student shyness. The results suggested that pre-service English teachers had a tendency to avoid using high-powered strategies with both shy and exuberant students, and they were not different from each other in terms of social learning strategies no matter what the student shyness level was. The results appeared to be contrary to the previous research findings which reported on similar variables but different contexts. Providing a new perspective to the research about shyness, this study contributed to the growing literature by shedding light on the distinct context of English language teaching.

Implications and Recommendations

When the present study is assessed as a whole, it points out that pre-service teachers' responses to students' behaviors mostly display a difference depending on teachers' and students' shyness and gender, supporting the growing literature on this issue (Arbeau & Coplan, 2007; Coplan et al., 2011; Deng et al, 2017; Deng et al., 2020). Drawing on the overall findings on this issue, teachers and pre-service teachers must be aware of these differences and act accordingly because teachers' personality is as important as their subject knowledge and pedagogical knowledge (Fajet et al., 2005). In this sense, teacher candidates must be self-aware of themselves and how their personal traits affect their teaching and their approach towards their students. In addition, they must monitor their students' behaviors carefully and try to anticipate further issues in the classroom environment such as the extremely shy students who are not willing to participate in the lesson at all and the extremely exuberant students who can severely disrupt the flow of the lesson and overshadow their peers. By gaining the required skills for classroom management, teachers can adjust their responses and optimize their teaching styles for making the most of their own and their students' abilities.

Drawing on the research findings, it was observed that English language teaching context is different from other teacher training contexts in terms of teacher and student shyness and teacher strategies, which pinpoints to the need for further research studies leaning on shyness in foreign language teachers and pre-service teachers. Hence, further studies may focus on the differences in teacher strategies between two different teacher groups from different disciplines and compare their strategy usage toward students with different shyness levels. In addition, this study utilized hypothetical child behavior vignettes for collecting data from the pre-service English teachers, and the levels and ages of these hypothetical students were not specified in the data collection tools. Thus, for further research attempts, an observation of a real classroom with real students would provide more sound evidence for teachers' strategies with students displaying different levels of shyness and a qualitative approach to this classroom environment would cater for the understanding of teacher and student shyness.

Ethical Committee Permission Information: This study was conducted under the ethical permission obtained from Pamukkale University Social and Human Sciences Scientific Research and Publication Ethics Committee with Decision No: 05-5 dated 09/03/2022. All the processes of the study were handled within the frame of ethical permissions and all the participants were requested to read and sign a consent letter explaining the aims of the study, that the participation holds no risks at all and their personal information will be kept confidential and be shared with no other third parties.

Conflict of Interest: This study and the authors hold no conflict of interest and they did not get any financial support.

Authors' Contribution: The authors declare that they equally contributed to the study.

References

- Allan, S. & Gilbert, P. (1995). A social comparison scale: Psychometric properties and relationship to psychopathology. *Personality and Individual Differences, 19*(3), 293-299. [https://doi.org/10.1016/0191-8869\(95\)00086-L](https://doi.org/10.1016/0191-8869(95)00086-L).
- Aron, E. N., Aron, A., & Davies, K. M. (2005). Adult shyness: The interaction of temperamental sensitivity and an adverse childhood environment. *Personality and Social Psychology Bulletin, 31*(2), 181-197. <https://doi.org/10.1177/0146167204271419>.
- Arbeau, K. A., & Coplan, R. J. (2007). Kindergarten teachers' beliefs and responses to hypothetical prosocial, asocial, and antisocial children. *Merrill-Palmer Quarterly, 53*(2), 291-318. <https://doi.org/10.1353/mpq.2007.0007>.
- Asendorpf, J. B., & Meier, G. H. (1993). Personality effects on children's speech in everyday life: Sociability-mediated exposure and shyness mediated reactivity to social situations. *Journal of Personality and Social Psychology, 64*, 1072-1083. <https://doi.org/10.1037/0022-3514.64.6.1072>.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice, 20*, 50-57. <https://doi.org/10.1111/j.1540-5826.2005.00120.x>.
- Bastian, K. C., McCord, D. M., Marks, J. T., & Carpenter, D. A. (2017). Temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *AERA Open, 3* (1), 1-17. <https://doi.org/10.1177/2332858416684764>.
- Beck, A. T., Epstein, N., Brown, G., & Steer, R. A. (1988). An inventory for measuring clinical anxiety: Psychometric properties. *Journal of Consulting and Clinical Psychology, 56*, 893-897.
- Brophy, J., & McCaslin, M. (1992). Teachers' reports of how they perceive and cope with problem students. *The Elementary School Journal, 93* (1), 3-68. <https://doi.org/10.1086/461712>.
- Brophy, J. E., & Rohrkemper, M. M. (1981). The influence of problem ownership on teachers' perceptions of and strategies for coping with problem students. *Journal of Educational Psychology, 73*, 295-311.

- Bruce, B., Thernlund, G., & Nettelbladt, U. (2006). ADHD and language impairment: A study of the parent questionnaire FTF (Five to Fifteen). *European Child & Adolescent Psychiatry, 15*, 52–60.
- Bullock, A., Coplan, R. J., & Bosacki, S. (2015). Exploring links between early childhood educators' psychological characteristics and classroom management self-efficacy beliefs. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement, 47*(2), 175–183. <https://doi.org/10.1037/a0038547>.
- Buss, A. H. (1980). *Self-consciousness and social anxiety*. Freeman.
- Buss, K., Gingles, J., & Price, J. (1993). Parent-teacher temperament ratings and student success in reading. *Reading Psychology, 14*, 311–323.
- Cheek, J. M. (1983). *The revised Cheek and Buss shyness scale* [Unpublished doctoral dissertation], Wellesley College.
- Cheek, J. M. & Buss, A. H. (1981). Shyness and sociability. *Journal of Personality and Social Psychology, 41*(2), 330-339.
- Chu, H. R. (2008). *Shyness and EFL learning in Taiwan: A study of shy and non-shy college students' use of strategies, foreign language anxiety, motivation, and willingness to communicate* [Unpublished doctoral dissertation]. University of Texas.
- Coplan, R. J., Bullock, A., Archbell, K. A., & Bosacki, S. (2015). Preschool teachers' attitudes, beliefs, and emotional reactions to young children's peer group behaviors. *Early Childhood Research Quarterly, 30*, 117–127.
- Coplan, R. J., Hughes, K., Bosacki, S., & Rose-Krasnor, L. (2011). Is silence golden? Elementary school teachers' strategies and beliefs regarding hypothetical shy/quiet and exuberant/talkative children. *Journal of Educational Psychology, 103*(4), 939–951. <https://doi.org/10.1037/a0024551>
- Coplan, R. J., & Rubin, K. H. (2010). Social withdrawal and shyness in childhood: History, theories, definitions, and assessments. In K. H. Rubin, & R. J. Coplan (Eds.), *The development of shyness and social withdrawal* (pp. 3–22). The Guilford Press.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.
- Crozier, W. R. (2005). Measuring shyness: Analysis of the Revised Cheek and Buss Shyness scale. *Personality and Individual Differences, 38*(8), 1947–1956. <https://doi.org/10.1016/j.paid.2004.12.002>.
- Deng, Q., Patwardhan, I., Rudasill, K., Trainin, G., Wessels, S., Torquati, J., & Coplan, R. J. (2020). Shy and outgoing preservice teachers and their responses to hypothetical problem behaviors in the classroom. *Educational Psychology, 41*(5), 658-673. <https://doi.org/10.1080/01443410.2020.1718613>.
- Deng, Q., Trainin, G., Rudasill, K., Kalutskaya, I., Wessels, S., Torquati, J., & Coplan, R. J. (2017). Elementary preservice teachers' attitudes and pedagogical strategies toward hypothetical shy, exuberant, and average children. *Learning and Individual Differences, 56*, 85–95. <https://doi.org/10.1016/j.lindif.2017.04.007>

- Doey, L., Coplan, R. J., & Kingsbury, M. (2014). Bashful boys and coy girls: A review of gender differences in childhood shyness. *Sex Roles, 70*, 255-266. <https://doi.org/10.1007/s11199-013-0317-9>.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Evans, M. A. (1996). Reticent primary grade children and their more talkative peers: Verbal, nonverbal, and self-concept characteristics. *Journal of Educational Psychology, 88*, 739-749. <https://doi.org/10.1037/0022-0663.88.4.739>.
- Fajet, W., Bello, M., Leftwich, S. A., Mesler, J. L., & Shaver, A. N. (2005). Pre-service teachers' perceptions in beginning education classes. *Teaching and Teacher Education, 21* (6), 717-727. <https://doi.org/10.1016/j.tate.2005.05.002>.
- Fallah, N. (2014). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach. *Learning and Individual Differences, 30*, 140-147. <https://doi.org/10.1016/j.lindif.2013.12.006>.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
- Flowerdew, J. & Miller, L. (1995). On the notion of culture in L2 lectures. *TESOL Quarterly, 29* (2), 345-373.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (7th ed.). McGraw-Hill.
- Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at risk of school failure? *Child Development, 76*, 949-967. <http://dx.doi.org/10.1111/j.1467-8624.2005.00889.x>.
- Hamre, B., Hatfield, B., Pianta, R., & Jamil, F. (2014). Evidence for general and domain-specific elements of teacher-child interactions: Associations with preschool children's development. *Child Development, 85*, 1257-1274.
- Hopko, D. R., Stowell, J., Jones, W. H., Armento, M. E. A. & Cheek, J. M. (2005). Psychometric properties of the Revised Cheek and Buss Shyness Scale. *Journal of Personality and Assessment, 84* (2), 186-193.
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics, 21*, 112-126.
- Horwitz, E. K., Horwitz, M. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70* (2), 125-132.
- Huck, S. (2012) *Reading statistics and research* (6th ed.). Pearson Education.
- Jamil, F. M., Downer, J. T., & Pianta, R. C. (2012). Association of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion. *Teacher Education Quarterly, 39* (4), 119-138.
- Jones, J. (1999). From silence to talk: Cross-cultural ideas on students' participation in academic group discussion. *English for Specific Purposes, 18* (3), 243-259.

- Kagan, J. (2012). The biography of behavioral inhibition. In M. Zentner & R. L. Shiner (Eds.) *Handbook of temperament* (pp. 69-82). The Guilford Press.
- Kemple, K. M., David, G. M., & Hysmith, C. (1997). Teachers' interventions in preschool and kindergarten children's peer interactions. *Journal of Research in Childhood Education, 12*, 34-47. <https://doi.org/10.1080/02568549709594714>.
- Kouraogo, P. (1993). Language learning strategies in input-poor environments. *System, 21*(2), 165-173.
- Lan, G., Nikitina, L., & Woo, W. S. (2021). Ideal L2 self and willingness to communicate: A moderated mediation model of shyness and grit. *System, 99*. <https://doi.org/10.1016/j.system.2021.102503>.
- Larsen-Freeman, D. & Long, M. H., (1991). *An introduction to second language acquisition research*. Routledge. <https://doi.org/10.4324/9781315835891>.
- McWilliams, S. E. (2019). *Teacher shyness and self-efficacy when working with shy children in early childhood education: A mixed methods study* [Unpublished doctoral dissertation]. University of Nebraska-Lincoln.
- Mills, R. S. L., & Rubin, K. H. (1990). Parental beliefs about problematic social behaviors in early childhood. *Child Development, 61*, 138–151. <https://doi.org/10.2307/1131054>
- Minor, L. C., Onwuegbuzie, A. J., & Witcher, A. E. (2000, November 16). *Preservice teachers' perceptions of characteristics of effective teachers: A multi-stage mixed methods analysis* [Paper presentation]. The Annual Meeting of the Mid-South Educational Research Association, Lexington, KY, United States.
- Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research, 8* (4), 999-1011. <https://doi.org/10.12973/eu-jer.8.4.999>.
- Ożańska-Ponikwia, K. (2012). What has personality and emotional intelligence to do with 'feeling different' while using a foreign language? *International Journal of Bilingual Education and Bilingualism, 15*(2), 217-234. <https://doi.org/10.1080/13670050.2011.616185>.
- Panicacci, A. & Dewaele, J.-M. (2017). 'A voice from elsewhere': Acculturation, personality and migrants' self-perceptions across languages and cultures, *International Journal of Multilingualism, 14*(4), 419-436. <https://doi.org/10.1080/14790718.2016.1273937>.
- Rausch, T., Karing, C., Dörfler, T., & Artelt, C. (2016). Personality similarity between teachers and their students influences teacher judgement of student achievement. *Educational Psychology, 36*(5), 863–878. <https://doi.org/10.1080/01443410.2014.998629>.
- Rimm-Kaufman, S. E., & Kagan, J. (2005). Infant predictors of kindergarten behavior: The contribution of inhibited and uninhibited temperament types. *Behavioral Disorders, 30*, 331–347.
- Rothbart, M. K., & Bates, J. E. (2006). Temperament. In W. Damon, R. Lerner, & N. Eisenberg (Eds.), (6th ed.). *Social, emotional, and personality development. Vol. 3. Handbook of child psychology* (pp. 99–166). Wiley.

- Rubin, K. H., & Coplan, R. J. (2004). Paying attention to and not neglecting social withdrawal and social isolation. *Merrill-Palmer Quarterly, 50*, 506–534. <https://doi.org/10.1353/mpq.2004.0036>.
- Rudasill, K. M., & Rimm-Kaufmann, S. E. (2009). Teacher-child relationships quality: The role of child temperament and teacher-child interactions. *Early Childhood Research Quarterly, 24*, 107-120. <https://doi.org/10.1016/j.ecresq.2008.12.003>.
- Rudasill, K. M., Rimm-Kaufman, S. E., Justice, L. M., & Pence, K. (2006). Temperament and language skills as predictors of teacher-child relationship quality in preschool. *Early Education and Development, 17*, 271–291.
- Smith, B. L., Smith, T. D., Taylor, L., & Hobby, M. (2005). Relationship between intelligence and vocabulary. *Perceptual and Motor Skills, 100*, 101-108. <https://doi.org/10.2466/pms.100.1.101-108>.
- Spielberger, C. D. & Rickman, R. L. (1990). Assessment of state and trait anxiety in cardiovascular disorders. In D. G. Byrne & R. H. Rosenman (Eds.), *Anxiety and the heart* (pp. 73-83), Hemisphere Publishing Corporation.
- Stipek, D. & Miles, S. (2008). Effects of aggression on achievement: Does conflict with the teacher make it worse?. *Child Development, 79* (6), 1721-1735. <https://doi.org/10.1111/j.1467-8624.2008.01221.x>.
- Sugawara, A., & Cunningham, B. (1988). Preservice teachers' perceptions of children's problem behaviors. *The Journal of Educational Research, 82*, 34–39.
- Swenson, S. E. (2015). *Teachers' perceptions of their interactions with shy preschool children: A phenomenological inquiry* [Unpublished master's thesis]. University of Nebraska-Lincoln.
- Timperley, H.S. & Robinson, V.M. (2001). Achieving school improvement through challenging and changing teachers' schema. *Journal of Educational Change, 2*, 281–300. <https://doi.org/10.1023/A:1014646624263>.
- Thijs, J. T., Koomen, H. M., & van der Leij, A. (2006). Teachers' self-reported pedagogical practice toward socially inhibited, hyperactive, and average children. *Psychology in the Schools, 43*, 635–651. <https://doi.org/10.1002/pits.20171>.
- Tsui, A. (1996). Reticence and anxiety in second language learning. In K. Bailey & D. Nunan (Eds.), *Voices from the Language Classroom* (pp. 145-167), Cambridge University Press.
- Witcher, A., Onwuegbuzie, A. J., & Minor, L. C. (2001). Characteristics of effective teachers: Perceptions of preservice teachers. *Research in the Schools, 8*, 45–57.
- Yüksel-Şahin, F. (2012). Certain predictors of shyness among Turkish pre-service teachers. *Procedia – Social and Behavioral Sciences, 47*, 207-217. <https://doi.org/10.1016/j.sbspro.2012.06.640>.

Geniş Türkçe Özet

Giriş

Öğretmenlerin öğrencilerin çeşitli ihtiyaçlarını karşılamak ve güvenli ve etkili bir öğrenim ortamı oluşturmak için kullandığı sınıf yönetimi stratejilerini (öğretmen stratejileri), öğrencilerin sınıftaki performansını ve akademik başarılarını etkileyen etkenler arasında öğretmen ve öğrenci utangaçlığı ve cinsiyeti önemli bir yere sahiptir (Bullock et al., 2015; Coplan et al., 2011; Deng et al., 2017; Fajet et al., 2005; Jamil et al., 2012; Timperley & Robinson, 2001). Bir bireyin kişiliğinin ve bu kişiliğin sınıf ortamındaki etkilerinin önemli bir parçası olan utangaçlık, eğitim araştırmalarında önemli ölçüde dikkat çekmektedir (Bastian et al., 2017; Jamil et al., 2012). Belirli araştırmacılar öğretmenlerin utangaçlığı ve öğretmen stratejileri arasındaki bağlantıyı ve öğrenci utangaçlığının öğretmen stratejileri üzerindeki etkisini araştırmaya çabalamışlardır (Arbeau & Coplan, 2007; Coplan et al., 2011; Coplan et al., 2015). Öğretmenler üzerine odaklanan çalışmaların yanı sıra öğretmen adaylarının utangaçlığı ve sınıftaki belirli durumlarla başa çıkmak için kullandıkları stratejiler de ilgili alanyazında dikkat çekmektedir ve belirli araştırmacılar öğretmenleri örneklem olarak alan çalışmalarda incelenen benzer ilişkileri öğretmen adayları örnekleminde de incelemeye çalışmışlardır (Deng et al., 2017; Deng et al., 2020). Ancak önceki çalışmalarda belirtildiği üzere konuyla ilgili alanyazın öğrenci utangaçlığı, öğretmen utangaçlığı, öğrenci cinsiyeti, öğretmen cinsiyeti ve bu olgularının etkileşiminin öğretmenlerin ve öğretmen adaylarının stratejileri üzerindeki etkisini kesin olarak açıklamaktan oldukça uzaktır ve bu değişkenler arasındaki bağlantılarla ilgili ancak sınırlı sayıda kanıt bulunmaktadır (Coplan et al., 2011; Deng et al., 2020). Öğretmen utangaçlığı, öğrenci utangaçlığı ve öğretmen stratejileri göz önüne alındığında diğer eğitim alanlarındaki öğretmen adaylarının ve öğrencilerin utangaçlığını, cinsiyetleri ve öğretmen stratejilerini araştıran çalışmalara rastlansa da İngiliz dili eğitimi alanındaki öğretmen adaylarının utangaçlığı, cinsiyeti ve stratejileri arasındaki ilişkinin araştırılmasına ihtiyaç duyulmaktadır (Deng et al., 2020). Bu yüzden bu çalışma öğrenci utangaçlığı ve cinsiyeti, öğretmen utangaçlığı ve cinsiyeti ve öğretmen utangaçlığı ve öğrenci utangaçlığı etkileşimleri bakımından İngilizce öğretmeni adaylarının strateji kullanımları arasındaki farkları araştırmayı amaçlamaktadır.

Yöntem

Araştırmanın amaçlarını gerçekleştirmek için sayısal verilere odaklanmak ve daha genellenebilir sonuçlar elde etmek üzere bir nicel anket çalışması tasarlanmıştır (Creswell, 2009). Bu doğrultuda Pamukkale Üniversitesi'nde İngiliz dili eğitimi programında eğitim görmekte olan ve öğretmenlik uygulaması dersleri kapsamında belli bir seviyede öğretim tecrübesi kazanmış 99 İngilizce öğretmeni adayından Yeniden Düzenlenmiş Cheek ve Buss Utangaçlık Ölçeği (Revised Cheek & Buss Shyness Scale; Cheek, 1983) ve Çocuk Davranış Vinyetleri'nden (Child Behavior Vignettes; Coplan et al., 2011; Deng et al., 2017) oluşan bir anket tamamlamaları istenmiştir. Verilerin normallik ölçüleri incelendikten sonra veriler araştırma soruları doğrultusunda birbirinden ayrı seriler halinde iki yönlü tekrarlayan ölçümlerde varyans analizi ve iki yönlü varyans analiziyle incelenmiştir (Field, 2018).

Bulgular

Bulgular İngilizce öğretmeni adaylarının utangaç erkek ve girişken kız öğrencilere karşı sosyal öğrenme stratejilerini daha fazla kullanırken utangaç kız ve girişken erkek öğrencilere karşı yüksek güç stratejileri kullanımının daha sık olduğunu göstermiştir. Öte yandan İngilizce öğretmeni adaylarının stratejileri arasında öğrenci utangaçlığı ve öğretmen utangaçlığı etkileşimi

bakımından önemli bir farklılığa rastlanmamıştır. Erkek İngilizce öğretmeni adaylarının kadın İngilizce öğretmeni adaylarından daha fazla yüksek güç stratejilerine başvurduğu görülmüştür. Öğrenci utangaçlığı ve öğretmen utangaçlığı etkileşimi bakımından İngilizce öğretmeni adaylarının utangaç ve girişken öğrencilere karşı yüksek güç stratejilerini kullanmaktan çekindiği bulgusuna rastlanmıştır. Sosyal öğrenme stratejileri açısından da öğretmen stratejileri kullanımında öğrenci utangaçlığı ve öğretmen utangaçlığı etkileşimi bakımından önemli bir farklılığa rastlanmamıştır.

Tartışma

Mevcut çalışma önceki çalışmalarla kıyaslandığında utangaç kız ve girişken erkek öğrencilere karşı yüksek güç stratejileri kullanımı açısından önceki deneysel çalışmalarda elde edilen bulgularla uyumsuzluk göstermektedir. Örneklemleri ilkökul ve okul öncesi öğretmenlerinden ve öğretmen adaylarından oluşan önceki araştırmalar (Coplan et al., 2011; Coplan et al., 2015; Deng et al., 2017; Deng et al. 2020) ve mevcut çalışma arasındaki uyumsuzluk İngilizce öğretmeni adaylarının ve öğretmen stratejisi tercihlerinin diğer bölümlerdeki öğretmen adaylarından ayrılan özellikleri olduğuna işaret etmektedir. Sosyal öğrenme becerileri açısından İngilizce öğretmeni adayları öğretmen utangaçlığına odaklanan önceki çalışmalardaki öğretmen ve öğretmen adaylarının davranış şekillerine benzer davranışlar sergilemişlerdir (Arbeau & Coplan, 2007; Deng et al., 2017). Araştırmacılar tarafından öğretmen cinsiyeti ve öğretmen stratejileri arasındaki ilişkiyi inceleyen bir çalışmaya rastlanmadığı için bu çalışmanın ilgili alanyazına önemli bir katkıda bulunduğu düşünülebilir. İngilizce öğretmeni adaylarının stratejilerinin diğer öğretmen adaylarının stratejilerinden diğer bir farkı da öğretmen utangaçlığı ve öğretmen cinsiyeti etkileşiminde gözlemlenmiştir. Bu doğrultuda okul öncesi ve ilkökul öğretmeni adaylarının stratejileri öğretmen adaylarının cinsiyetlerine bağlı olarak değişiklik göstermezken (Coplan et al., 2011; Deng et al., 2020) İngilizce öğretmeni adaylarının stratejileri cinsiyetlerine bağlı olarak farklılık göstermiştir. Buna ek olarak hem ilgili alanyazın hem de mevcut çalışma hem öğrenci utangaçlığı hem de öğretmen utangaçlığı bakımından öğretmen adaylarının stratejilerinin farklılık gösterdiği sonucuna vardığı için bu çalışma öğretmen utangaçlığı ve öğrenci utangaçlığı etkileşimi bakımından öğretmen stratejileri farklılıklarına odaklanan önceki araştırmaları desteklemektedir.

Sonuç ve Öneriler

İngilizce öğretmeni adaylarının farklı utangaçlık seviyelerine sahip öğrencilere karşı öğretmen stratejileri kullanımında diğer öğretmen yetiştirme programlarındaki öğretmen adaylarından çoğunlukla ayrıştığı sonucuna varılmıştır. Ayrıca bu çalışmanın önemli bir çıkarımı da İngilizce öğretmeni adaylarının öğrencilerin kişiliklerinden kaynaklı durumları öngörebilme ve stratejilerini ve tepkilerini öğrencilerin davranışlarına göre düzenleyebilme becerisidir. Bu yüzden bu çalışma sonucunda yapılabilecek çıkarımlar öğretmenlerin öğrencilerine karşı tepkilerini etkileyen kişiliklerinin önemi ve öğretmenlerin öğretmenlik mesleğine başladığında kişiliklerinin olumlu taraflarından faydalanabilmeleri için kişilik özelliklerini gözleme ve izleme gerekliliği olarak sıralanabilir. Mevcut çalışmanın sınırlılıklarına bakıldığında öğrenci ve öğretmen utangaçlığıyla ilgilenen araştırmacıların bu olguları yabancı dil öğretmeni yetiştirme bağlamında incelemeleri ve bu bağlamdaki öğretmen adaylarıyla diğer alanlardaki öğretmen adaylarını bu olgular üzerinden karşılaştırmaları bu çalışmanın bulgularını doğrulayarak veya yanlışlayarak ilgili alanyazına katkıda bulunmaları önerilmektedir.