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**THE CORRELATIONS BETWEEN SHY COLLEGE EFL STUDENTS IN
TAIWAN AND THEIR ENGLISH LEARNING**

A Thesis in

Curriculum and Instruction

by

Chien-Tzu Liao

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The thesis of Chien-Tzu Liao was reviewed and approved* by the following:

Ladislaus M. Semali
Associate Professor of Curriculum and Instruction
Thesis Advisor
Chair of Committee

Thomas D. Yawkey
Professor of Curriculum and Instruction

Edgar P. Yoder
Professor of Agricultural and Extension Education

Roger C. Shouse
Associate Professor of Educational Leadership

Patrick W. Shannon
Professor of Education
Coordinator for Graduate Programs in Curriculum & Instruction

*Signatures are on file in the Graduate School

ABSTRACT

The study explores the impact of shyness and communication apprehension on Taiwanese college EFL students' English learning, and also discovers the relationship between shyness and communication apprehension.

The research procedure begins with conducting surveys from two self-report scales to measure the levels of shyness and communication apprehension and then, proceeds to analyzing the survey results by appropriate statistical methods in the SPSS program.

The results show that shyness and communication apprehension do not influence Taiwanese college EFL students' English learning in the aspects of speaking, listening, and reading, Gender shows no differentiation regarding shyness and communication apprehension, but has a weak correlation with reading achievement. Shyness can only predict or classify communication apprehension at a low percentage.

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Chapter 1

BACKGROUND AND PROBLEM

Introduction

In the past, most people in Taiwan did not see shyness as a problem because of the structure of Confucian civilized society. On the contrary, shyness could be regarded as an example of the virtues of modesty, humbleness, trustworthiness in traditional Confucianism's moral philosophy. However, in the recent decades, with emphasis on globalization, language competence has been regarded as one of the important elements for promoting Taiwan's economic competence in the global market. English is one of the languages to be learned because it spotlights communicative competence in a meaningful, worldwide context. The approach of communicative language teaching reforms the traditional form-focus emphasis on language learning. In practice, when communicative competence is in classroom goal, most college students feel timid or shy when they must respond to answer questions in a conversation language class. An investigation of college students' beliefs in strategy use (Yang, 1999) reported that approximately 80% of college students believed that they would learn to speak English very well. However, the timid behavior in the conversation class reflects that a distance between their beliefs and reality. Communication anxiety and preoccupation with fear of negative judgment by others are general traits of shy students, which is likely to be a problem that impedes students' oral and aural training in learning English.

Currently, few scholars and researchers have conducted research concentrating on personality and foreign language learning in Taiwanese college students. This study is, perhaps, a pilot study to clarify the question of shyness being an obstacle to language

skills such as speaking, listening, and reading in a Taiwanese college EFL language learning context through the support of empirical study.

Shyness in Taiwan

Taiwan is a small island with a population of 22,894,000 living in a territory of approximately 3,720 sq km. According to Zimbardo's early survey (1977, p.212), approximately 53 percent of Taiwanese were reportedly shy, and the percentage of Taiwanese and Japanese college students considered shy was 60% (Carducci, 1995). The assumed reasons for being shy may derive mainly from the traditional Confucian ethic philosophy in an ancient hierarchical society which does not encourage people to freely express or act as themselves during family and public occasions. Confucianism consists of three propositions: benevolence (ren), righteousness (yi), and proper behavior according to established rites and social norms (li). These propositions of Confucianism guide interpersonal relationships to two categories, intimacy and distance, and superiority and inferiority (Hwang, 2001, p.324). These apply to the five dimensions of Chinese ethics, sovereign and subordinate, father and son, husband and wife, brothers, and friends. People in a Confucian society must take on specific role obligations based on the three aforementioned propositions as benevolence, (ren), righteousness (yi), and acting by rites and propriety (li). Therefore, the expectation is that the superior, in each dyadic relationship, makes decisions while those in lower positions should listen to those expectations based on the principles of obedience, filial duty, and loyalty. Under the construction of interpersonal relationships in the ancient Confucian social structure,

people just behaved by the rules originating from the hierarchal system to avoid going beyond the propriety of ethical norms; therefore, shyness easily hid in people's personalities, and was not seen as a problem.

When applied to the classroom, the Confucian philosophy held that the role of teacher represented the authority figure juxtaposed to "father" throughout a lifetime in Chinese culture and based on the principles of respecting superiors in relationships between teachers and students. Therefore, clearly the learning occurring in a teacher-centered setting forced students to be obedient as passive gainers instead of inspiring students' potentials to be creative as critical thinkers. Finding the differences in language learning between shy or non-shy students in the educational context is difficult. Consequently, the strategies for teaching a second language still emphasized correct grammar and the structure of the sentences, and the assessment of students' language abilities by relying on paper-based tests. Learning in silence was common in the classroom. In such a context, ignoring shyness was quite easy and neglected it as a cause for lower competence in academic performance, the engagement of social relationships, and career development. Contrarily, Taiwanese people see these inhibited behaviors as the representation of moral values like modesty and trustworthiness.

Until more recent decades, from 1949, under the impact of westernization the Confucian society encountered the challenge of approaching modernized society, and further, postmodernity. Gradually, Taiwanese people started to accept the idea that maintaining good relationships between parents and children, students and teachers, or peers to peers require sophisticated communication skills. The idea of communication released the hierarchal constraints and tended to encourage verbal expressions to show

people's concerns, and affection to their beloved ones in a more direct way. Today, shyness emerges from people's phobias of speaking their true feelings, even to their intimate partners.

Contemporarily, the implementation of a 9-year compulsory education in 1968 allowed every student to have an equal opportunity to finish at least their junior high school level of education. In the meantime, in spite of adopting English to the reformed curriculum as a required subject, second language learning remained as grammar translation and the structure of sentences. Evaluation of learning was by abstruse, tricky, and unrealistic questions. In the classroom, students were busy taking notes and rarely asked questions. Determining the difference between shy students and non-shy students was by the behaviors of volunteering to answer questions or not. Outstanding academic achievement was the only goal for educators and students, as well as the highest expectation for most parents, so the direction of pedagogy was for students to accomplish higher grades on exams rather than on their cognitive development from learning. No spotlights focused on how alternative pedagogy matched students' needs to enhance learning. Students were expected to adjust themselves to accommodate teachers' teaching strategies; otherwise students took the risk of being withdrawn and being blamed for their failure in academic performance. No empirical studies considered how a shy personality affected elementary and secondary students' language learning because learning was an individual task and usually occurred in a private setting where shy or non-shy personalities did not affect the learning process. Besides, shy children or adolescents could not be seen as a problem for learning because people believed that these students are temporarily shy and it will disappear with maturity.

During that time, most people did not have the concept that the elements of effective learning should involve student-centered learning pedagogy. From activity perspectives, learning could not be absolutely isolated from the social context but should be through the process of interaction with the social context and self-cognition instead. Therefore, shyness could be a variable to influence on the effectiveness of learning, especially language learning.

Until recently, the pressure from globalization pushed the Taiwanese government to initiate a series of educational reforms in 1994 to prepare the younger generations to be competitive in the world. One of the policies published by the Council on Education in *Blueprint* is “deregulation of the system: lifting unnecessary bans, promoting education in all possible ways, and emphasizing autonomy and self-discipline” (Mok, 2000, p. 642). The policy decentralized the administration of the local schools and advocated their autonomy to create more dynamic curricula. The remarkable achievement is that the choice of textbook was open to all of the versions reviewed and approved by the authorities since 1996.

In 2001, most elementary schools launched a basic level of English program at 5th or 6th grade, compared to before, which uniformly started at the 7th grade level. Next year, most elementary school advanced the age of learning English to 2nd grade. Quiet visibly, Taiwanese people saw English as a world language due to the decline in Japanese economy, and the fading glory of Japanese colonization. The Taiwanese saw language ability as a required skill because of great efforts emphasizing the impact of globalization on this small island. English became the prior language to learning other major foreign languages. Although current first-year college students did not receive the reformed

curriculum in elementary school education, most of them went to private language schools such as Sesame Street, Giraffe, Hess Educational Organization, and so on, to situate themselves in a bilingual learning environment as soon as possible when they were preschoolers. However, most college students' foreign language skills do not achieve a satisfactory standard, especially in speaking and writing. My four years of experience in teaching English reading reveals that most first-year college students are too shy for group discussion in English, and students who have good grades in this course are more willing to give responses in the classroom than students with low-grades.

Current shyness studies in Taiwan appear to be more relevant to the effects of shyness on children's mental development, the impact of children's relationships with family, and the effects of shyness on adolescent development. Still little research explores the correlation between Taiwanese shy adult students and their language learning development. A research result of shy Indian high school students shows that "(s)hyness was related to cognitive interference as well as poorer performance on the information processing tasks" (D'Souza, 2003, p.115). Another study conducted by many researchers reported that students with more shyness tend to produce negative effects such as poor academic performance, which may affect their personality in the future (D'Souza, Urs, & James, 2000). These two studies reveal that shyness could hinder students' academic performance and have impacts on their psychological development in the future.

According to experience, students who look shy hardly engaged in collaborative learning in language courses, such as group discussions or seminars. This may decrease their opportunities to have oral practice in English and to polish their communication skills when the communicative language teaching approach was applied to the great mission of

second language acquisition. Research results from Lightbown and Spada (1990) supported the,

hypothesis that form-based instruction within communication context contributed to higher levels of linguistic knowledge and performance. The findings of the study suggest that accuracy, fluency, and overall communicative skills are probably best developed through instruction that is primarily meaning-based but in which guidance is provided through timely form-focus activities and correction in context (p. 443).

Lightbown and Spada's research suggested that effective language learning is best in a communicative context and form-focus activities, and corrections are still necessary. Students who have a shy personality may not get the benefits from communication-oriented classroom learning activities like group discussions, seminars or debates, which is, furthermore, apt to cause generalized social phobia or avoidant personality disorder. A research finding from interviewing 21 students who returned to a university at a later age than the norm reported that "seminars were the most likely situation to evoke shyness that could range from mild nervousness to extreme tension and discomfort" (Crozier & Garbert-Jones, 1996, p.195). A shy professor in his published journal paper confessed that he had an extreme fear of speaking in public, such as at graduate seminars, faculty meetings, conference presentations, interviews, and teaching. His shyness made him feel painful when he had to speak in front of people (Benton, 2004). These two studies may only show the surface of how university's seminars could be daunting for people who identified themselves as being shy, and how their continuous shyness could lead to the consequences of social phobia, avoiding communication, and low self-esteem because of

lacking confidence in speaking in public. These two ethnographic studies seem not to manifest the connection between shy personality and academic achievement. In fact, they framed the concept that shy people demand more instructors' strategies to provide low-risk opportunities to speak without feeling threatened in order to overcome their shyness step-by-step. This concept is especially important for first-year EFL college students.

The same concepts can be applied to describe Taiwanese freshmen's transitions to university life. Taiwanese freshmen could be the largest proportion of students experiencing shyness as compared to the rest of college EFL students because they are in the transition from a quite familiar setting to a brand new environment. New people they meet in an unfamiliar social setting could make them behave timidly and with inhibition. During this period, asking newly admitted students to speak English with unfamiliar peers in a language class or to express themselves in front of a large group of strangers makes them tense. Besides, these freshmen are not likely prepared for having a different academic career due to the assumption that they unused to being allowed more autonomy in their studies, and learning beyond their imagination is creative, productive, and problem-solving. During the transactional period, freshmen become shy because they are being novices in the contexts of their first-year learning.

Learning-centered curricula substitute for exam-oriented curricula, and the campus is more flexible and open, which are quite different from the more controlled settings in high school education. During the adjustment period, shyness easily arises. Asendorpf's (1989) common pathway model describes two different processes to the final common pathway to shyness. One is inhibition from the unfamiliar, and the other is inhibition from being ignored or rejected by other people. Asendorpf's common pathway

model could explain what causes most Taiwanese EFL beginners to behave shyly in their first year. In such a predicament, if shyness continues to be shown by students in their sophomore year, shyness could impact their language learning due to interaction being strongly emphasized in EFL teaching pedagogy. Students who tend to avoid communication with their partners or fear to speak incorrectly could lose opportunities for learning from errors, sharing information, and more practice in verbal expression. The negative effects could lead to a worsening cycle of low learning motivation and being behind in language classes.

Currently, no empirical evidence shows the correlation between Taiwanese students' language learning and shyness. Most students express that speaking and listening are their weakness in learning English. As a previous investigation by Zimbardo (Carducci, 1995), an estimated 60% of Japanese and Taiwanese college students are considered shy. According to the report ranking TOFEL scores of 21 Asian countries from 1998-1999 by ETS (Educational Testing Service), Taiwan was fifteenth with a score of 510, the same as North Korea, compared with China, which was fourth at 562 (Shao, Yu-Ming [邵玉銘], 2001). The above evidence creates skepticism as to any linkage between shyness and EFL college students' competence in foreign language skills. Although some linguists argue the reliability of TOFEL, TOFEL scores could be a reference for making the comparisons between different types of students.

Purpose of the Study

In order to clarify the assumptions related to shyness and English learning, the study intends to explore the impact of shyness on Taiwanese college EFL education at beginners' levels. The focus is on speaking, listening, and reading skills development. Also, the research examines how shyness correlates with communication apprehension based on general shyness theory. Meanwhile, the study clarifies the suspicion that communication apprehension may impede Taiwanese college students' oral and audio English learning.

Significance of the Study

This shyness study could be a pilot study for exploring the correlation between shyness and first-year Taiwanese college students' language competence in speaking, listening, and reading. The significance of the study arises from giving Taiwanese higher education in English as foreign language an insight into the influence of shyness and communication apprehension in English learning. The information derived from the study can inspire educators' innovation in the hemisphere of EFL teaching and learning to improve students' English learning as well as to assist in conquering the psychological problems in learning English.

The overall study is a source for providing different perspectives for educators, students, psychologists and sociologists to consider for their professional research when they plan to undertake relevant studies.

Limitations of the Study

The limitations of the study originate from two perspectives: the research design as well as the obstacle existing in the research procedure.

- 1. Qualitative research investigation.** This research relying on Manova or Anova to interpret the correlation between Taiwanese college sophomore's shyness and their English learning can only show a positive or negative correlation, but hardly distinguish how shyness interferes with English learning. Although the findings show no correlation between shyness and English learning, the mean scores for each subject declines by increasing shyness. To facilitate the research design, some open interviews involve the expectation of deeper understanding for the relevance of the individual's shyness. Qualitative research can reinforce the shyness study with more practical experiences of shyness effects on English learning.
- 2. Language and Culture.** The factor analysis of the shyness scale presents low consistency Alpha .504 for component 3. Usually it suggests that Cronbach's α lower than .60 ($< .60$) be deleted from the scale or be negotiated with the language, based on a lack of consistency with the other items. After examining component 3 consisting of item 2 and item 9, language and culture are more likely elements interfering with the factor loading when the surveyed subjects are not native English speakers. "[A]wkward" in item 2 is not a common word used in Taiwanese, so "socially somewhat awkward" may cause surveyed students to have difficulty in imaging such a situation. The lacking consistency identified in item 9 may be assumed to originate in the perception of "social competence."

Students have a different social syntax to interpret “social competence,” so most shy or somewhat shy students may not think or notice that they have an incapacity for social competence or overestimate their social skills. Two cultural traits can explain why the difference in perception forms. One of the traits is that few students have the opportunity to attend unfamiliar social occasions alone.

Company such as parents, relatives or friends is always nearby to let the shy hide to avoid starting conversations or expressing themselves to strangers. The other comes from the traditional values in study. Few Taiwanese parents would notice the importance of children’s social skills development because academic achievement always takes a priority. Children are usually not encouraged to express themselves during the social occasions. Therefore, unsurprisingly, the surveyed students may not realize their social abilities. The suggested solution to retrieve the validity of component 3 is redo the survey questions with a clear explanation by the investigator. By doing so, the survey results can be nearer the truth. Although the Cronbach's α of component 3 is low, the reliability Alpha of the total of 13 items is .829, which represents a robust shyness scale for measuring shyness.

Chapter 2

REVIEW OF RELATED LITERATURE

Most people have the experience of being shy. A research article by Carducci (1995) entitled, “Are you shy?” suggests that the incidence of shyness in the U.S. may now be as high as 48% and rising. In Taiwan, approximately 55% of people experience shyness to a considerable degree (Henderson & Zimbardo, 1996). Shyness could be considered to be normal, or at least not undesirable, but to some degree, shyness could have a tendency to result in social anxiety disorder from psychological perspectives. Shyness also has negative effects on children’s development such as exaggerated self-concern, or low self-esteem, lack of confidence, which could extend to long-term effects on their adolescent development and adult life. Usually, shy people tend to avoid communication and extremely shy people always have difficulties with speaking in public. Personality traits could make hardly able to engage in teachers’ language class activities, which may result in the following consequences: no confidence in speaking out, withdrawnness, and low motivation in learning. Shyness, a universal experience, may emerge as a problem when students have difficulties in communication competence in second language learning. The following description is an attempt to illustrate shyness with three components: self-consciousness, emotional process and behavior, as well as how shy students may interact with peers and instructors in a second language learning classroom.

What Is Shyness?

“Shyness is a fuzzy concept” said Zimbardo (1977, p.13), a social psychologist at Stanford University in his book *Shyness*. Merriam-Webster on-line dictionary defines shyness as “timid, circumspect,” and “reserved” (www.m-w.com/thesaurus.htm).

Carducci (1995) reported, in a survey conducted at several American colleges, that 40% of 800 surveyed students currently consider themselves to be shy. To identify shyness is difficult, because shyness behavior is difficult to trace. Many uncontrolled variables may interfere with identifying shyness in different individual’s situations. An individual may be shy in public, but be very outgoing in private. Others perform well before the public, yet are shy in their private lives. Such people are called “the shy extrovert” (Carducci, 1995, p. 37). David Letterman, the famous host of a late-night TV show, is a good example of the shy extrovert person. The person can master his job well and has a successful life, so that even his best friends are not aware that he has the sensations of shyness. Although shy extrovert people may appear outgoing, they feel shy when they confront a new situation. The extrovert shy personality could explain the common situation that outgoing children may act shy or cling to parents when they are exposed to a new environment, or when they face strangers. This is why half of a group of students who saw themselves as shy were not viewed this way by their friends, and 80 to 85% of the population belongs to this type of privately shy, according to the report of psychologist Paul Pilkonis (Carducci, 1995).

Zimbardo categorized shy people into different types of shyness, which seems to be complicated and easily confuses people with questions like what shyness is, how shy is too shy, and what types of shyness they exhibit. An approach to easily understand what

comprises shyness is to refer to three components which are adopted by many theorists and currently widely discussed by researchers and therapists for identifying the symptoms of shyness. The three components are the cognitive component, affective component, and behavioral component.

Cognitive Component

The cognitive component of shyness is defined by an individual's negative thoughts of themselves. These shy people always worry about other people's evaluations, and fear rejection. They tend to have low self-esteem, less self-confidence, and too much self-focused attention. Crozier (2001) suggests that negative self-judging cognitions are most likely to be the pathway of social phobia. Shy people are always extremely concerned about being socially evaluated by others, so they tend to exhibit wariness and avoid social engagement. This excessive self-consciousness, and being overwhelmingly preoccupied with negative opinions from others, will make them lose confidence and be timid about attending social functions. Their lives are trapped between two fears: "being invisible and insignificant to others, and being visible but worthless" (Carducci, 1995, p.35). These people will act reticent in class, in a meeting, or in any occasion which requires one to talk actively. Typical shyness can be found in those whose reticence cannot be concealed, such as the type of the privately shy or the extrovert-shy.

Self-consciousness could be a criterion for people to scrutinize if they are extrovert shy. Extrovert shy is more likely similar to privately shy, or a very little distinction exists in the degree of shyness. Currently, no evident definition identifies them.

The privately shy individual's pain is invisible to everyone but the self, because all appearances are normal. For example, a study reported that many mature students had experienced shyness at least in their first-year in college or university (Crozier & Garbert-Jones, 1996). "Mature students" here means that they return to school to take courses at college or university later than the normal age. Self-consciousness could explain the causes of many mature students' shyness in their return to higher education. The age difference causes them to be shy or reticent because their previous failures in achieving academic potential makes them lack confidence on campus and feel oppressed and anxious about young 19- year-olds' clever performances.

Based on the comparative psychological prejudice of age difference, the mature students tend to have a lower academic self image because of too much self-awareness and worries of being uncompetitive with younger students. The fear of acting inadequately could cause students to be unwilling to speak when they are not ready in language class. According to observation of conversation classes for one semester, some first-year college students seem to be too shy to interact with their partners in English, so they always sit in the corner of the classroom or hide behind their classmates. Some of them receive very low scores on their oral tests, but some scores are close to mean or a little higher. The most frequent reasons for explaining their unwillingness to participate in conversation are two: in fear of incorrect pronunciation and being teased by peers; insufficient time to respond. The phenomenon raises an issue that shyness could interfere with second language learning.

Affective Component

The affective component attempts to discuss shyness with respect to measuring emotional processes involved in shyness. Figure 1, adopted from Crozier's (2001) model of the emotional process, explains how shyness is elicited.

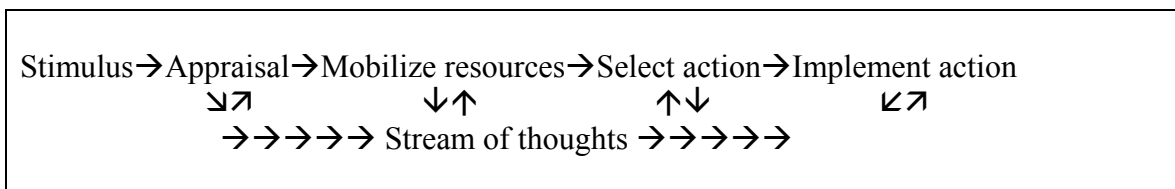


Figure 1. The Model of Emotional Process of Shyness

Source: Crozier, W. Ray (2001). *Understanding shyness-psychological perspective*, p.33.

Commonly people equate the affective component with the cognitive component, but they provide different sources for a reference for identifying shyness from a psychological perspective. The affective component focuses on what causes shyness, but the cognitive component is more likely the effect of shyness. From the outline of Figure 1, five stages exist to reflect the emotional processes for shy people. The **stimulus** could be externally or internally generated events, depending on how the individual interprets the nature of emotional reaction to the stimulus. Therefore, a stimulus can include a real event, memory, imagination, or anticipation. Usually when the shy individual can't identify the source of the stimulus, the external stimulus will transform to an internal one such as worry and anxiety.

Appraisal in the model of emotional process means appraisal of threat, which can be explained as an appraisal of survival value and which is expected to “evolve systems

for monitoring the environment and detecting signs of danger” (Crozier, 2001, p.38). The appraisal process encounters bias when shy people tend to decrease the threshold of value by deciding that a threat is impending. Consequently, failure to correctly detect the signs of danger is easy. Empirical research shows that highly anxious people tend to interpret ambiguous information as threatening (Eysenck, 1992). The findings revealed that these people tended to write more negative homophones when they were requested to write words and read them aloud. For example, “die” rather than “dye” or “pain” more than “pane.” The bias resulting from shyness in the appraisal process sometimes leads shy people to exaggerate the outcomes of the threat.

In an elementary English writing class in Taiwan for freshman, whose college major is Information Management, one girl spoke softly and continued worrying about not being good enough. In the first week after school, she asked if she would fail. She repeated the questions many times in the following weeks because she was not confident with English writing. Even though promised that she would be fine if she had done everything asked, she gave up her final writing. Her worries were full of a preoccupation with worse outcomes for her final grade. Her reaction to this course reflects the bias in the appraisal process and demonstrates the mental process for people whose shyness results from extreme anxiety.

The stage of **mobilizing for action** concentrates on the somatic reaction in terms of shyness and on the linkage to anxiety. The frequent visible symptoms are sweating, skin pallor, trembling, shaking, nervous hand movements, and stammering. The other physical changes reported by the shy respondents in the Stanford survey are “increased pulse rate, pounding heart, blushing, and perspiration” (Crozier, 2001, p.39). Besides, shy

people easily become tense and behave inhibitedly with unfriendliness when they are talking to strangers or entering an unfamiliar setting. These symptoms, relevant to shyness, constitute one source of anxiety.

Recent research attempts to explore the connection between neuro-anatomical structures distributed to the cerebrum and human's emotional reaction to unfamiliar situations by employing measurements. Measurements developed by brain imaging techniques such as positron emission tomography (PET) and functional magnetic resonance imaging (fMRI) have examples to show that human emotions are reflected on the cortex and the amygdale. The stage of mobilizing for action suggests that the measuring results only can be a reference for researchers or psychologists to interpret the factors of shyness; otherwise the results need much more stated evidence. Emotion is the outcome of a complex system of human interactions, so interpreting anxiety solely by measurements or the patterns of reaction is risky. The reliability of psychological measures should be considered carefully.

In the process of **selection of action**, the contradictory responses from shy people are discussed when the shy in an unavoidable social situation. They intend to interact with people because of the demands of the reality and the pressure from many kinds of social situations. However, their non-proficiency in social skills frustrates their motivation to actively socialize, which emerges as a conflict between their self-expectation and lack of confidence. Selecting the action is difficult for them and the situation may go cyclically.

The last stage of **implementation of action** points out the possible strategies shy people adopt to cope with shyness after struggling with the conflicts between their

internals and externals. Usually, shy people are apt to adopt self-protective strategies to reduce the risk of being negatively judged by others (Crozier, 2001). Self-protective strategies encourage shy people to behave safely, such as avoiding socializing, avoiding drinking and eating in public, mentally rehearsing sentences, and gripping utensils or cups. Psychologists don't think these safety behaviors will benefit shy people in social occasions. Contrarily, these behaviors will unconsciously label the shy as a particular group, which is invisible in a social context and is easily separated from the society. Social phobia can not be reduced without eliminating these safety behaviors.

By reviewing Crozier's model of the emotional process, the notion of the affective component demonstrates the process of how shyness originates in fear and anxiety from a psychological perspective. The process literally occurs before individual's self-consciousness. Although differences exist in the tendency of an individual's emotional reaction to situations, information from this model reveals some problems, which could impact students' learning. On the stage of mobilizing for action, a research experiment found that shyness impairs people's memories, as well as perception (Zimbardo, 1977). This raises a research question that shyness could hinder language learning based on its negative effects: impaired memory and more negative perceptions.

Another problem of concern emerges from safety behaviors as mentioned on the stage of implementation of action. "Safety behaviors" could block shy students from participating freely or asking questions in the classroom, which could create an unaided learning environment. This anxiety laden situation could cause them to withdraw from English learning.

Behavioral Component

Even though various types of shyness hides in personal traits, they can be identified by common internal reactions reflecting on external behavior. Some research has found that shyness is distinguishable through people's patterns of behaviors. Younger children may suck their thumbs, alternatively smiling and running away. Shy older children always like to play solitarily, and appear to have a low need for social interaction. Shyness is also recognized through an avoiding, downward gaze and physical and verbal quietness. Although not all shy children meet the criteria, shy behaviors such as withdrawal, crying, or displaying distressed facial expressions are the symptoms of social phobia, which should alert parents to seeking help for preventing such problems. James C. McCroskey and Virginia P. Richmond (1991) indicate that the behaviors of children who are apprehensive about communication and quiet children are nearly identical. General personality traits such as shyness, quietness, and reticence frequently result in communication apprehension. That is to say, as a social phobia, this condition can be accurately described as extreme shyness. Shyness makes people speak softly, and feel embarrassed or hesitant when they speak in public. Benton is typical of the extremely shy. Benton (2004) analyzed himself in "Shyness and Academe" that he felt very anxious and reluctant to speak in faculty meetings. He also worried that he didn't act perfect in front of the other people such as faculty, administrators, and students. The symptoms of extreme shyness can be seen in shy introverted people (Zimbardo, 1981) and only 15 to 20% of shy people actually fit the stereotype (Caducci, 1995).

Appearance is an important source of self-consciousness for shy people because it is related to “face” issues. Other aspects of behaviors linked with nervous movements like biting the lip or fingernails, hiding the face, fidgeting and blushing are often taken into account.

In summary, the three components of shyness draw a common situation from the analysis of empirical studies. They show that “shyness is a social phobia, its essential feature is a persistent, irrational fear of, and compelling desire to avoid situations in which the individual may be exposed to scrutiny by others” (Zimbardo, 1981, p.11). This provides criteria to assist in identifying shyness.

Shyness and Culture

More shyness research focuses on biological components, genetic inheritance, early growth environment, technology and cultural background to discuss origins. However, this research pays more attention to cultural background based on the expectation that the perception of the cultural influences on shyness could inspire educators to create alternative strategies to enhance second language learning for shy students. Besides, cultural background seems to be a more controlled element for teachers to handle in a second language learning classroom.

Cultural background is another noticeable element in creating shyness. Henderson and Zimbardo’s (1996) earliest studies of cross-cultural surveys related to shyness, found, in *Shyness*, the following data: 57% of people reported as shy in Japan, 55% in Taiwan, the percentage in Germany, Mexico, India and Newfoundland is similar to the 40% in

U.S. statistics, and 31% in Israel. The study shows that the highest level of shyness, found in Japanese students, resulted from the ways that parents deal with attributing credit for success and blame for failure. In Japan, if a child performs successfully, parents receive credit, as well as grandparents and teachers. If the child fails, the child will receive all the blame. Wagner(1998) quotes from Bernardo Carducci in *The Washington Post*, “ In Japan, it is the promotion of the group that is most critical, and you guard your behavior because you don’t want to embarrass the group”(p. 6). Zimbardo argues that, for these children, the psychological belief of “I can’t win” takes hold, so as to cause children in this culture take no chances of doing anything to stand out. They are more quiet and modest.

Students in Israel, less shy than those in any other country, have a contrary situation in comparison to Japanese students, so they are more likely to take the risk of failure. In Taiwan, the situation is similar to Japan’s. Individual honor bestows credit on the entire family, but blame for failure is entirely on the individual. People in a Confucian society must take on specific role obligations based on the three aforementioned propositions: benevolence (ren), righteousness (yi), and acting by rites and propriety (li). These propositions of Confucianism guide interpersonal relationships in two categories, intimacy and distance, and superiority and inferiority (Hwang, 2001), which apply to five dimensions of Chinese ethics: sovereign and subordinate, father and son, husband and wife, brothers, and friends. Therefore, the superior in each dyadic relationship makes decisions, while those in lower position listen to what is expected of them without any argument. Under the construction of interpersonal relationship in Confucian social structure, people in lower position should take the obligation of obedience, filial duty,

and loyalty. Therefore, Chinese children were discouraged from expressing their own ideas to parents and teachers based on the propriety in relationships of intimacy and distance, and superiority and inferiority.

Children must have remarkable academic performance to glorify the whole family because this is supposedly the best way for them to accomplish filial duty. Those who did not achieve the goal of the whole family would take the blame for failure, which tended to cause them to be more reticent or shy.

Based on Confucian philosophy of respecting the superior, Taiwanese young people should not debate the elder's speech to maintain their modesty; adults believe that young persons should hear and see, not speak. Shyness easily hides in people's personality in such a Confucian society where shyness was not seen as a problem. Some American parents have the same societal value concerning verbal behaviors. Friedman (1980) agrees that some American parents believe in a 'children should-be-seen-and-not-heard' philosophy. These reinforced inhibited behaviors will develop a certain personal style, which may be carried into classroom life.

When Is Shyness a Problem?

Shyness can be a normal and adaptive response to overwhelming social experiences. Some cultures in the world value silence more than American culture. In many Asian, German, and Finnish cultures, silence is golden. Silence was a good personality trait because people believed "Speak less, think more." A temperament of silence is similar to shyness, so shyness equated with the virtues of courteousness in

Confucianism. In some societies, shyness might be regarded as different qualities of personality traits in different genders. A woman's shyness might be regarded as an attractive quality along with "gentle, modest, or perhaps flirtatious, whereas it might be seen in a man as a sign of weakness or a lack of appropriate assertiveness" (Crozier, 2001, p. 76).

Shy people tend to impress people by the stereotype of fine character, such as a good listener. They can easily avoid interpersonal conflicts and are seldom aggressive, criminal, or overbearing. However, when shyness blocks access for them to a normal, and healthy life, that is a problem. Generally, researchers gravitate to the negative consequences stemming from shyness with aspects of schooling, vocation, relationships, and self-development. Specifically, this paper intends to examine the correlation between shyness and Taiwanese college students' academic achievement, concentrating on second language learning.

Shyness in a Second Language Class

Occasionally, shy students can withdraw temporarily and get control of themselves if they belong to the type of temporarily shy.

Teachers may find that shy children avoid the front row, and the middle seat in the next few rows. In a circle arrangement in classroom, shy students prefer the seats along the side, while verbal students choose to sit opposite of the teacher. Shy students are reluctant to ask questions or to seek help in school when they need it. A study related to second language learning and shyness reported that Japanese students in Japan seldom raised their hands to ask questions in class, compared to Canadian students in Canada.

The situation alleged that shyness in Japan might affect their second language learning (Hinenoya & Gatbonton's, 2000). According to Pilkonis's observation (1977) on students in conversation with a member of the opposite gender, shy adults talked less, and were more hesitant to make the first contribution to the conversation than the non-shy. Paulhus and Morgan (1997) found that shy people were apt to be rated by the other group as less intelligent due to their quietness and less frequent contributions to discussion. Although the impression diminishes after shy groups gain more acquaintance, the tendency to equate shyness with less intelligence could cause shy people to be perceived as incapable. Besides, their lack of enthusiasm apparent from behavior limits teachers from caring more about them. Thus, they achieve less, and have less motivation, than other students who are not shy. They could be at a disadvantage in a learning environment compared to their verbal peers.

Communication Skills and Second Language Learning

Shyness can be a problem in developing social communication skills and building a self-concept. Shyness creates difficulty for people to express themselves in public, so that others cannot easily understand them. The frustration from the lack of human interaction skills and the excessive preoccupation with others' reactions makes shy individuals develop poor self-images. Even though they are exposed to different groups, their shyness will likely not decrease. Their communication apprehension may cloud their minds and stop them from speaking to others. From this point of view, shy students hardly avail themselves of the opportunities to interact with peers, the target language

group. Low self-esteem and novelty in communication may highly motivate the shy to fully devote themselves to studies in order to change other people's negative views by outstanding academic achievement. Or, they may be preoccupied with dealing with the side effects of extreme anxiety, which distracts their attentions from studies.

Research conducted by Lancy D'Souza (2003) reported that "high levels of anxiety and contradictorily shyness did not influence the academic achievement of Indian students," (p. 109) and the level of shyness in different genders is equal. Meanwhile, the research results suggest that shyness is an important issue when students are evaluated by oral tests and classroom participation. The research also indicates that shy students have significantly lower GPA's (grade-point-averages) than the non-shy. Findings and suggestions from Lancy's shyness research raise the interests in exploring the impact of shyness on Taiwanese college students' English learning.

The Development of Second Language Teaching and Learning

By reviewing the evolution of second language teaching and learning in the U.S.A., some of the teaching approaches were regarded as innovations, and some of them were seen as improvements of old approaches or extensions of those based on the framework of existing ones. In 1968, the Taiwanese government considered English as a subject and introduced it to the curriculum in 7th grade when Taiwan implemented a 9-year compulsory education program. English did not become a "world language" until recently. That event raised Taiwanese attention to the importance of second language competence, so most elementary schools launched English programs for 2nd graders based

on the belief that English plays an important role in accelerating the development of internationalization. In order to confirm the quality of citizens' language ability, Taiwanese government advocated a General English Proficiency Test (GEPT) around 2002 to reinforce the English language ability of a population educated in an old educational system. In the meanwhile, the GEPT could be seen as an inducement for further education to supplement the English insufficiency of those who experienced ineffective English learning at an early age.

Regardless of the validity of the GEPT, English competence seems to be the goal of the people in the whole state. Before elementary schools' adopted English curricula, many private English institutes and children's language schools blossomed as a trend. However, most college students' performance of language skills does not achieve the satisfactory standard according to observation on college students, especially for speaking skills. Although the application of second language teaching and learning theories and strategies has a limitation by the entrance exams for senior high school and university in Taiwan, the success of approaches in the second language field still can be traced to the practices of commercial audio materials, textbooks, evaluation and personal learning and teaching experiences. The five teaching approaches, Grammar-Translation, Natural Method, Direct Method, Audiolingual, and Communicative language Teaching are more obviously applied to classroom language instruction than the other contexts. Discourse upon the development of English teaching in the past three decades is an attempt to examine which approach could be most beneficial for EFL students. By comparing these five approaches, the previous four approaches could be judged as flexible strategies to compensate learners' imperfectness in communication competence.

Second language teaching theory dominates the field of second language acquisition. Learning motivation, self-concept, and teacher-student relationship could be assumed to have more a powerful influence on EFL students' English learning than how the application of theories of language teaching matches the demands of foreign learners.

The Grammar-Translation Method

Grammar-Translation is traditional for early age teaching of English in Taiwan. The structure and form are criterion but neglect the meanings of sentences in social contexts. The test questions revolve around intricate grammatical rules rather than comprehension of meaning. Few interactions occur in the process of instruction and pronunciation is neglected by too much focus on exercises in grammatical analysis. According to Halliday's definition of language functions (1970), language serves as the functions of expressing practical experiences and consciousness, establishing and maintaining social relations, and enabling them to construct texts, discoursing issues related to the situation or distinguishing a text from a random set of sentences. The Grammar-Translation approach makes language lose the function of expressing a learner's feelings and experiences before it develops the other two functions. The banking model of language teaching and learning forces learners to store these grammatical rules and vocabulary in short-term memory, which makes learners spend longer to retrospect these words and rules after taking exams than processing new vocabulary and grammar knowledge by the Communicative Language Teaching approach. The usual deficiency of the Grammar-Translation approach is that it impedes

the development of learners' ability to construct a meaningful text. Most written work by Taiwanese college students shows correct grammar and correct structure of sentences, but the instructor has difficulty in commenting on their writing because of the troubles in comprehending the meaning of the written content. The whole paper looks like a jigsaw puzzle pieced together with cumulating sentences without concerns for logical description or negotiation of meaning. Most students expect instructors to correct their grammar rather than give comments on improving their writing. Grammar-translation trains students to be proficient in taking grammar exams but neglects the fact that the purpose of grammar rules is to make sentences have meaning rather than regulating sentence structure.

Although some problems emerge from the Grammar-Translation approach, this approach still can assist students in comprehending meaning in a related context if the instructor uses it in an appropriate way. The instructor can simulate the situation through activities to demonstrate the grammar rule and explain the usage of grammar. In the process of instruction, grammatical communication rises and integrates into part of the strategies. The interaction between teachers and learners or learners and learners can reinforce learners' grammatical competence. Many students cease learning English because of entangled grammatical rules and difficulty in memorizing vocabulary. Therefore, grammar-translation can not be the unique approach to cover the whole range of classroom instruction. Grammar communication strategies should be taken into account.

The Natural Method

In the U.S.A, the Natural Method came after the Grammar-Translation approach and challenged the value of translation and the effectiveness of formal instruction.

Proponents of the Natural Method tended to avoid using textbooks in the classroom and substitute them with games and activities even though textbooks were used later as inducement for aiding individual comprehension (Bowen, Madsen, & Hilferty, 1985).

The Natural Method experienced some movements toward more a mature methodology. After many scholars' and proponents' contributions to the reform of the Natural Method, the characteristics of this method can be distinguished from Grammar-Translation as the following description shows:

1. In the first stage of the Natural Method movement, only foreign language is used in the classroom. By rejecting Grammar-Translation, gestures or body language accompany language teaching. Learners begin to recognize sounds combined with play objects or acts. Then, increasing complex phrases associates with sentences to produce more expressions. The teacher directs classroom interaction and emphasizes self-reliance.
2. In the later stage, Frenchman François Gouin (1880) provided a more systematic approach than the early stage of Natural Method movement. He integrated part of TPR (Total Physical Response) to his conversational-based instruction. Students are allowed to speak out in their native language about what they are acting and then speak in the target language. Finally, students become able to characterize the language in which they acted by familiar subjects and relevant conversational discourse.

Although the Natural Method only prevailed in the late nineteenth century for a short time, it established the fundamental theory of the Direct Method for the twentieth century. Usually, the methodological argument encompasses the usage of a textbook, which scholars may question if the Natural Method can offer a systematic approach for foreign language teaching and learning. The second critique arose from the heavy demands on teachers to create their own curricula. Besides, the frequency of acting like a showman to instruct the class assumes that intellectual discipline is absent and compromises the teacher's authority.

The Natural Method does have the value of motivating students and cultivating their interests in language learning. In the late twentieth century, some empirical evidence shows that Taiwanese youngsters love to go to private language schools or language institutes using the Natural Method with preschoolers or pupils. Most young children have fun with English learning because the native English-speaking teachers' strategies, framed by Natural Method, really attract their interests. However, some of them retreat while some of them develop potential for advanced levels of English learning. The distinction between successful and unsuccessful EFL youngsters lies in comprehensibility and nature. Youngsters may feel frustrated when their problems cannot be solved in the classroom since the native English-speaking teachers cannot speak Chinese. The problems may block students from comprehending the context, stunt their advancement or fall behind the other students. The situation can explain why some children may stop learning English until their adult years or forever. It may also explain origins of foreign language anxiety.

From cognitive learning theory, learners will internalize for themselves after they receive a stimulus from outside. Then, they will process the information and externalize what they learn. With obstructive input, most likely, learners will choose to retreat. By pairing a foreign language speaker and a native teacher for a class, these teachers can assist young learners in solving their problems in both classrooms and compensate for the imperfection in the Natural Method. The compensation strategy corresponds to one of the direct strategies in Oxford's Strategy Classification System (Oxford, 1990), which contains three methods: switching to the mother tongue, getting help, and using mime or gesture, to overcome limitations in speaking and writing. From the above evidence, the mother tongue cannot be totally discarded in foreign language learning classroom. The evidence also explains why Frenchman François Gouin allows children to speak in their native language before learning the target language. The Natural Method can be seen as a pioneer of the Direct Method.

The Direct Method

The Direct Method holds a similar philosophy as the Natural Method: simulating the natural way children learn a second language is the same way they acquire their first language. The Direct Method approach has more credibility than the Natural Method through linguistics' elaboration. According to Richards and Rogers (1986), a summary of the main principles of the Direct Method are:

1. Expected spontaneous use of language with no translation between first language and second language.

2. Little analysis of grammar rules is in classroom instructions.
3. Classroom instructions are based on target language teaching. Concrete vocabulary acquisition occurs through objects and visual aids; abstract vocabulary teaching arises from activities associating ideas.
4. Emphasis on speaking and listening in the classroom. The instructor monitors accuracy of pronunciation and grammar.
5. Organization of question-and-answer, from simple to difficult, occurs between teachers and students in small intensive classes.

The above five points present a more systematic approach and practicality for a wider range of age groups to study English. The Direct Method in comparison to the Natural Method requires a higher standard of pronunciation and grammar use. Language has a well-organized plan, to be taught with a variety of teaching materials and teaching strategies, which compensate for the assumed deficiencies of the Natural Method. However, the Direct Method is an ideal approach in the Taiwanese educational system because of constraints on budget, time and workloads of the teachers. H. Douglas Brown (2001) pointed out in his book, “The Direct Method did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use” (p. 22). Except for these commonly involved reasons, the Direct Method did not prevail in Taiwanese curriculum due to the requirements of entrance exams for senior high school and university. The entrance exams did not have listening and speaking tests for English, so most instructions had its basic design in the reinforcement of reading and grammar rules. The Direct Method was more likely to be regarded as a commercial logo for recruiting new students for private language schools

and institutes and to be practiced in their classrooms at the pre-school level. In the recent ten years, the Direct Method has been in a more widespread use in colleges due to more emphasis on language skills in general education. Even so, the Direct Method had only limited effect on college students because more than a half of Taiwanese college students believe that learning vocabulary and grammar are very important for learning foreign languages (Yang, 1999).

The Direct Method encountered the criticism of weak theoretical foundations (Brown, 2001). The vulnerability in the Direct Method is that knowing questions triggers the interaction in the classroom. Nevertheless, the well-organized teaching contents and increasing communication assisted by various teaching materials was seen as a revolutionary approach to the traditional classroom in Taiwan.

The Audiolingual Method

Reviewing the history of second language teaching and learning in the U.S. revealed that the Audiolingual Method arose from training the army to learn foreign language through an intensive language program. This method depends on significant aural/oral exercises to practice to become orally proficient in the languages of both allies and enemies.

The Audiolingual Method has its foundation in linguistic and psychological theory (Brown, 2001). The structural linguistics underlying the Audiolingual Method hold a tenet that “the primary medium of language is oral: Speech is language” (Richards & Rodgers, 1986, p. 49). American linguists as Richard and Roger support the linguistic

principles on which language teaching methodology with the notion that language is free speech. The experience of human language learning confirms that learning to speak occurs before learning to write. Therefore, tapes, visual aids, and language labs are frequent parts of the Audiolingual Method for reinforcing learners' aural and oral ability.

From the perspective of behaviorism, as Figure 2 outlines, the learning process:

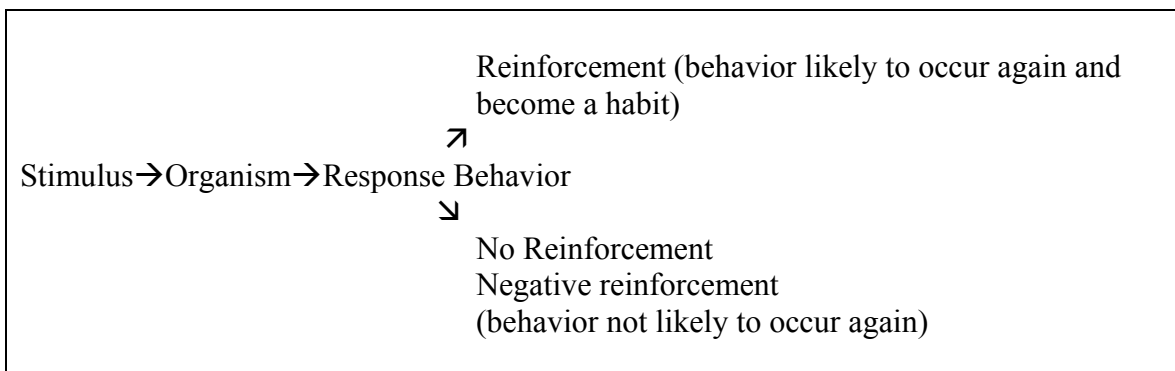


Figure 2. Learning Process Based on Behaviorism

Source: Richards, J. C. & Rogers, Theodore S.(1986). *Approaches and methods in language teaching*, p. 50.

Humans are seen as organisms capable of a wide range of behaviors. Stimulus serves as a medium to trigger response. Reinforcement encourages the repetition of behavior or impedes the repetition of inappropriate behavior. Reinforcement established on the psychological foundation of behaviorism as well as its methodological practice shape the concept of learning. The central learning principle of Audiolingualism considers that:

(foreign) language learning is basically a process of mechanical habit

formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behavior—that is, the automatic production and comprehension of utterances—and can be learned by inducing the students to do likewise (p. 51).

Based on the habit-formation models, the Audiolingual Method (ALM) relies considerably on the methodology of mimicry drills and pattern practices to reinforce students' language learning. However, the popularity of the ALM faded as a result of the critical challenge of the failure to teach long-term communication proficiency and denial from Noam Chomsky.

Researchers claim that the language learning process does not take place necessarily through habit formation, grammatical errors are acceptable during the learning process, and the knowledge of language that learners should know is not explicated by linguistics. The linguist Noam Chomsky (1966) rejected the behaviorism theory of language learning and the description of language by structural linguists. He claimed that human language learning is different from other behaviors because the characteristics of it involve the innovation of forming new sentences and patterns in accordance with abstract rules. The main point of Chomsky for debating behaviorism is that language is learned by the learners' underlying knowledge of abstract rules, which means the innateness of the human mind and the process of experience. Learning sentences occurs by the generation of learners' underlying competence instead of only by imitation and repetition.

By reviewing the methodology of the Audiolingual Method, well-prepared materials and tests play a role in facilitating learners' listening and speaking skills through accurate models for dialogue practice and relevant design for evaluation, but the instructions based on the Audiolingual Method lacks the interaction with content. Its ultimate failure derives from disabling students' long-term communicative proficiency. Too much emphasis on the accuracy of pronunciation and form of the sentences could be an overwhelming pressure causing EFL learners to hesitate to speak out. Disregarding the content of the dialogues seems to identify language learning as a task in the classroom but not in reality, which contravenes the "nature" of language to be spoken with people and negates integration of learners' spontaneous responses. Thus, learners could make little progress to higher levels of competence in foreign language. The consequence is quite similar to the Grammar-Translation Method. The Audiolingual Method was not popular in Taiwan until the recent decades due to the reason that time and school budgets restricted lab usage and aural/oral language learning products.

Communicative Language Teaching

The origins of Communicative Language Teaching (CLT) can be found in the late 1960's and is a current, generally accepted approach in second language acquisition. CLT starts from the theory of language as communication and the goal of it is to develop communicative competence (Hymes, 1972). A famous scholar Savignon (2003) defines competence as "expression, interpretation, and negotiation of meaning" (p. 56). The definition refreshes the previous four language teaching approaches with more emphasis

on the meaning and the context rather than form, structure, and pronunciation. The definition reveals that CLT practice is a learner-centered approach. Many theorists attempted to establish a theory to underlie CLT from learning perspectives. For example, Savignon (1983) used second language acquisition research as a source for learning theory. Another second language acquisition theorist, Krashen (1982), who is not directly associated with CLT but whose theories are cited as compatible with the CLT approach, supported the notion that language learning comes from using language in a communicative way more than from practicing language skills.

In order to simplify the definition of CLT, four characteristics may best describe the goal of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence:

1. Curriculum designed is to “engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes” (Brown, 2001, p. 43). Expectation is that learners are able to use language by meaning rather than by forms of language.
2. Learners’ responses are to be spontaneous and fluent rather than accurate.
3. Classroom activities mix functional communicative activities with social interaction activities to equip learners with skills necessary in a real social context. Learners ultimately can use language productively and receptively.
4. Teachers play the role of facilitating the communication process between all participants and various classroom activities and texts. Teachers also play the role of independent participant, responsible for leading learners to construct meaning through genuine linguistic interaction with others.

Currently CLT is regarded as a more mature pedagogy to supplement the imperfection in the other four approaches in the field of second language acquisition. It underscores the communicative competence in language learning. Emphasis on language acquisition in social and cultural contexts results in a significant distinction between CLT and the other approaches. Interaction raising language to function in a meaningful context is central to the CLT approach, but some degree of vagueness hovers in the question of whether CLT is suitable for any kind of student including those who have inhibitions or shy personalities.

Five Approaches and the Evolution of FLT

These five approaches—Grammar-Translation, the Natural Method, the Direct Method, the Audiolingual Method, and Communicative Language Teaching represent the evolution of foreign language teaching (FLT) and learning in the U.S., and merge into Taiwanese curricula for English teaching and learning without a visible chronological process of transition. Judging which approach is best for Taiwanese college students' language learning is difficult because of too many involved complicated elements beyond the dimension of language theories. As I claimed in the introduction paragraph, no theory dominates second language acquisition except for the adjustment of strategies used by instructors. Nevertheless, people are convinced that the flexibility in CLT approach may provide strategies to create the pathways for different kinds of students. Some scholars such as Brown (1994) agreed that the creation of a meaningful context by the CLT approach will lower interpersonal ego barriers. On the other hand, Babcock (1993), a

native English teacher in Taiwan, by her observations in English learning classrooms, pointed out that “students are feeling shy, nervous, high levels of stresses, acute embarrassment and ‘loss of face’ along with a sense of impending failure” (p. 7) when they are called upon to give the teacher their own opinions on a particular subject.

Situations such as the above can be more likely explained as occasional miscommunication occurring due to missed language cues. This brings inhibition when cultural conflicts are present between teachers and students. Class silence could result in a shut-down of communication between teachers and students.

According to Yang’s (1999) investigation of Taiwanese college EFL students’ beliefs, “although 39% of the [Taiwanese college] students felt timid about speaking English with other people, a similar number of students (38%) rejected that statement” (p. 523). The result presents a very critical point about students’ beliefs and actual behaviors. The 38% of students may be assumed to resist their shyness by rejecting the statement, and this may be seen as a signal of their private shyness. A research investigating learning preferences of Taiwanese EFL college students among the learning styles of auditory, visual, kinesthetic, and group/individual learning, indicated that no learning preferences exist for these students (Lin & Shen, 1996). Most college students in Taiwan employ multiple learning styles, and the shy population is included. Meanwhile, the study supported that “students whose learning styles matched teachers’ did not have better performance than those [whose did] not” (Lin & Shen, p. 6). Nevertheless, the study results suggested that learning motivation, self-concept, and teacher-student relationship are positively correlated with students’ learning styles. In other words, students’ intentions, self-consciousness and teacher-student relations should be evaluated prior to

the decision to employ a teaching approach. The premise of instruction design for foreign language learning should include attention to creating a comfortable and relaxing classroom setting within less cultural conflicts to avoid inhibiting the interaction between teachers and students. This could benefit any kind of student.

Ehrman (1993), who engaged in the study of language ego contributing to second language success, believed that people with “thin” ego boundaries (vulnerability, permeability, ambiguity tolerance) will find different pathways to success from those with “thick” ego boundaries (hard-driving, perfectionistic). In Taiwan, most students learn by adjusting themselves to the instructor’s cognitive strategies by instinct. The above two statements can explain why little research has attracted the study of shyness and foreign language learning. From the other perspective, no empirical research supports the notion that shyness could be a factor interfering with the self-adjustment of Taiwanese college EFL students for improving their speaking and listening skills. This research could be the pilot study to explore the correlation between shyness and Taiwanese EFL college beginners’ listening, speaking and reading skill development.

Summary

From a psychological perspective, shyness consisting of self-consciousness, affective, and behavioral components focuses on the symptoms of social phobia. Social phobia makes people apt to fear to communicate with strangers in public. Although shy or inhibited behaviors are acceptable in Taiwan, the assumption is that problem arises

when the individual's communication apprehension interferes with learning in the classroom, especially for language classes.

The overview of the development of English as second language teaching and learning approaches in Taiwan, Grammar-Translation, the Natural Method, the Direct Method, and the Audiolingual Method were used frequently in second language classes and the classroom interaction was raised by instructors with a fixed pattern. The recent advocacy of Communicative Language Teaching (CLT), verbal interaction in a meaningful context is encouraged and facilitates CLT curriculum. In the CLT stage, shy students may suffer from their fear of being negatively judged for strange accent, grammatical errors or mistakes in speaking.

Taiwanese students, raised by the influence of traditional Confucian beliefs, encounter a reformed evaluation in English learning. Speaking and listening are given much more emphasis in language evaluation because of the developing globalized trade in Taiwan. This provides the rationale for undertaking this study.

Chapter 3

METHODOLOGY

In this chapter, four stages describe the methodology. Four research questions arising from the literature review are central to the shyness study and the answers to which are necessary for educators and higher educational administrators. Sample collection, instruments, validity and reliability, and research procedures appeared in detail in the subsequent sections of this chapter.

Research Questions

The primary purpose of this study is to explore if shyness impedes the development of Taiwanese college beginners' language skills in speaking, listening, and reading. As mentioned in the previous chapter, communication apprehension is generally regarded as an obvious trait distinguishing shy behavior. So the study also attempted to discover if communication apprehension can be a factor influencing English learning, especially since communicative language teaching approach has been regarded as the most effective approach for second language acquisition. Meanwhile, the study explicated the correlation between shyness and communication apprehension, and uncovered the gender myth regarding shyness.

The intention of this study directed the following questions:

1. Does shyness impede Taiwanese students' development of language (English) skills in the aspects of speaking, listening, and reading?

2. Does communication apprehension influence Taiwanese students' development of language skills in the aspects of speaking, listening, and reading?
3. Do gender differences influence shyness resulting in different academic performance of English learning?
4. How does shyness correlate with communication apprehension?

Population and Sample

The original ideal research population was first-year college students in a 4-year school program. However, due to the difficulty in collecting scores for speaking, listening, and reading in one semester or one school year, sophomores substituted for freshmen for the research population.

Randomly selected research samples at sophomore level came from four universities in southern Taiwan and ranged from 22 to 60 per university, total of 200 valid samples. The research participants had to have finished some credits in language courses including reading and conversation (oral-aural training) as a requirement for their general study. Although different universities had different requirements for language courses, generally four credits of reading and two credits of conversation (oral-aural training in English conversation) are common for achieving the basic requirements in a general study area. In comparison between different majors, engineering, management, liberal arts and education, lower standards of language skills can be satisfactory for the majors in engineering than the other fields of study.

Instrumentation

Revised Cheek and Buss Shyness Scale (RCBS) (Cheek, 1983) and Personal Report of Communication Apprehension-24 (PRCA-24) were the instruments of the research design, and these two scales belong to the category of self-reporting measurement. A psychologist, McCroskey (1997), claimed that shyness and communication apprehension can be measured by self-report, observer rating, or physiological arousal at either trait or state level.

Self-report scale is the most widely employed approach to measure in the areas of shyness and communication apprehension. The reasons for the preference of using self-report scale are the following: First, the personality trait of private shyness and the effects of communication apprehension on individual people in some occasions could not be traced by external behaviors. “Human behavior is a product of at least two interacting factors: characteristic predispositions of the individual (traits), and situational constraints on behavior at a given time (states)” (McCroskey, 1997, p.192). The observer should very carefully judge the situation given to the individual to provide a measure with strong face validity. Secondly, most people argue that the validity of self-report could be weakened by respondents’ unwillingness to tell the truth. The reason to debate the suspiciousness of the argument of validity lies on more positive construction of respondents’ individual traits. Perhaps, self-report can help understand the respondents themselves and provide an appropriate approach to help improve their mental development. If respondents have no reason to fear negative consequences from any answer given, self-report scale is the most common way used for measuring shyness and

communication apprehension. Respondents can report their feelings in broad categories of communication situations as well as specific ones.

Cheek and Buss (1981) developed a 9-item self-report scale for measuring shyness and sociality and then extended the scale to a 13-item unifactorial measure of those through revising some of the items in the original one. The Revised Cheek and Buss Shyness Scale (RCBS) (Cheek, 1983) is a scale measurement with 13 items and each item has 5-point scale (Likert-type instrument) to measure shyness and sociality.

A research team comprised of research members from the University of Tennessee –Knoxville and Wellesley College reported that the 13-item measure was associated with strong internal consistency $\alpha = .90$ ” (Hopko, Stowell, Jones, Armento & Cheek, 2005) and correlated strongly with the 9-item RCSB ($r = .96$). Table 1 shows the moderate-strong correlations among RCBS and other measures of shyness, anxiety, and depression to establish strong support for the reliability of the 13-item RCBS.

Table 1

Correlations among Self-Report Assessment Instruments

Instrument	1	2	3	4	5	6	7	8	9
1. RCBS	--	.84*	.56*	.77*	.63*	.37*	.64*	.59*	.43*
2. SIAS		--	.69*	.69*	.65*	.43*	.60*	.59*	.47*
3. SPS			--	.47*	.61*	.48*	.43*	.53*	.50*
4. SRS-II				--	.54*	.31*	.63*	.52*	.44*
5. FNE					--	.44*	.37*	.48*	.52*
6. BAI						--	.25*	.42*	.61*
7. HS							--	.56*	.30*
8. HA								--	.39*
9. BDI									--

RCBS = Revised Cheek and Buss Shyness Scale

* $p < .01$.

SIAS = Social Interaction Scale

SPS = Social Phobia Scale

SRS-II = Social Reticence Scale

FNE = Fear of Negative Evaluation Scale

BAI = Back Anxiety Inventory

HS = "How shy are you?"

HA = "How anxious are you?"

BDI = Beck Depression Inventory

Source: 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 Assessment*, 84(2), 185.

This study employed RCBS to distinguish the shyness levels of Taiwanese college students.

Another self-report scale of measurement, Personal Report of Communication Apprehension-24 (PRCA-24), was used based on the recommendation of McCroskey (1997). PRCA-24 is a trait-like measure of communication apprehension in the public speaking context including meetings or classes, small group settings, or dyadic settings. PRCA-24 consists of four subscales, and each subscale is a 6-item, 5-step, Likert-type instrument. The reliability of each subscale in PRCA-24 is usually above .80, and they are more appropriate for use with groups of older individuals.

Procedures

Pilot Study

Because of the difficulty in completing reports of speaking, listening, and reading scores from freshmen, a pilot study preceded this study to discover the shyness effects among students at freshman, sophomore, and junior levels.

The Revised Cheek and Buss Scale (RCBS), sent to three different universities located in southern Taiwan, asked each college participant to finish the surveys and to complete their background information (see Appendix A). One hundred fifty-six valid survey reports comprised in the pilot study.

After collecting the shyness data, the distribution of shyness levels represented by the mean score in three different grade levels assisted in making the decision to change the research subjects. In addition, the applied Point-biserial correlations statistical method tested if the distribution of shyness in three grade levels had a gender influence in the pilot study.

The pilot study proceeded according to the following steps.

1. The Revised Cheek and Buss Shyness Scale (RCBS) was the instrument to measure the three grade levels of college participants from three different Taiwanese universities.
2. The descriptive statistics and Point-biserial correlations were a reference for changing the research subjects.

Actual Study

The results of the pilot study showed the practicability of replacing freshmen with sophomores to further the study. The study began with collecting survey data from The Revised Cheek and Buss Scale and Personal Report of Communication Apprehension 24. The participants also completed their background information as shown in Appendix A. After completing data collection, SPSS provided appropriate statistical methods for analyzing data.

Based on the reason that the reliability of the two scales mentioned in the instrument section used American participants to analyze data, reexamining the reliability of the scales was necessary based on ethnic concerns. The following steps concisely state the procedure:

1. The Revised Cheek and Buss Shyness Scale (RCBS) and Personal Report of Communication Apprehension 24 (PRCA-24) measured the levels of shyness and communication apprehension.
2. Research participants' final grades from instructor's monitoring and evaluation for

courses of Reading and Oral & Aural Training (English Conversation) were the representation of academic achievement. The research participants reported their grades for speaking, listening, and reading. They also provided their background information.

3. Correlation, curve estimation, two-way Manova, one-way Anova, partial correlations, independent t-test, and discriminant regression in SPSS derived the answers to the research questions.
4. Factor analysis tested the validity and reliability of the two scales.

Chapter 4

Results

This chapter presents the study results using appropriate statistical methods to find the answers to the research questions. A pilot study preceded the conducting of the actual research. The results of the pilot study demonstrates very little difference in shyness between the original subjects (freshmen) and the alternative subjects (sophomores), which provides support for carrying on the research using sophomore data. Following the discussion of the pilot study, the outcomes of the statistical analysis focus on answering the research questions and also discuss the validity and reliability of the instruments.

Pilot Study

According to a large body of literature on student shyness, shy feelings surface as a result of being situated in an unfamiliar setting or meeting new people. The university is initially an unfamiliar social world for first-year college students who act acutely shy or feel temporarily shy. Therefore, college freshmen are considerably appropriate as research targets for studying shyness. However, most academic records of English speaking, listening, and reading cannot be reported completely until the second or third semester because of the limits of language curriculum design in Taiwan. That needed time requirement is too great and puts the research at the risk of failure when tracing the participants. It also raises doubt that the individual's shyness will change by the time they

finish their third semester. The two considerations for the selection of a research sample confirm the necessity of a pilot study. The function of this pilot study was to assist in making a decision regarding the appropriateness of research samples.

Demographic Characteristics of the Sample Subjects in the Pilot Study

Table 2

The Distribution of Taiwanese College Participants Grouped by Gender and College Year(N=156)

College year	The number of participants	Valid percent
Freshman	52	33.3
Sophomore	52	33.3
Junior	52	33.3
Total	156	100.0
Gender		
Male	71	45.5
Female	85	54.5
Total	156	100
Missing data		
Missing data	0	0
Total	156	100.0

The three levels of Taiwanese college students are a random selection from three different 4-year university systems. Table 2 presents the total of 156 participants. These students have different majors in a wide range of fields, and each class level had 52

students to complete the Likert-type scale of the self-report survey. The distribution of different gender is similar (male to female is 71 to 85).

Table 3

The Levels of Shyness in Taiwanese College Students (N=156)

College year	Nonshy	Somewhat shy	Very shy	Total
Freshman	11(21.2%) 20.0%	41(78.8%) 43.2%	0(0%) 0%	52(100%)
Sophomore	20(38.5%) 36.4%	27(51.9%) 28.4%	5(9.6%) 83.3 %	52(100%)
Junior	24(46.2%) 43.6%	27(51.9%) 28.4%	1(1.9%) 16.7%	52(100%)
Total	55(35.3%) 100%	95 (60.9%) 100%	6(3.8%) 100%	156(100%)

The crosstabulation in Table 3 shows that sophomore students have the highest percentage in the “Very shy” category compared with freshmen and juniors. Five sophomores of six participants are very shy, which is 83.3% of all shy persons.

Furthermore, the mean of shyness scores in the three college levels is further evidence which relates to the extent of shyness. In Table 4, the difference in shyness between sophomores and freshmen is not different and both of them are in the scoring range of “Somewhat shy” (between 34 and 49).

Table 4

The Mean of Shyness (N=156)

	Mean of shyness	Standard Deviation
Freshman	36.9423	9.3889
Sophomore	36.1923	10.2728
Junior	33.7692	7.6533

Due to the lack of significant difference, sophomores were considered as an appropriate alternative research subjects. In addition to comparing the percentage of shyness at three different levels, another variable, gender, was also examined with correlation statistics to discover if gender is correlated with shyness scores.

Results in Table 5 indicate the r_{pt-bis} value is .112, which means the relationship between shyness and gender is not statistically significant at the .05 level. That further supports the notion that gender does not have a statistical influence on shyness in the pilot study.

Table 5

Point-biserial Correlations between Shyness Score and Gender

		gender	shyness
gender	Point-biserial Correlation	1	.112
	Sig. (2-tailed)		.164
	N	156	156
shyness	Point-biserial Correlation	.112	1
	Sig. (2-tailed)	.164	
	N	156	156

The results of the pilot study indicate that shyness levels do not have a significant difference between freshman and sophomore college students, and gender does not influence shyness levels. Therefore, the researcher ultimately uses sophomore college students as a substitute for freshman for the actual study.

Validity and Reliability

At the undertaking this research, as noted in the instrument section, the Revised Cheek and Buss shyness Scale associates with a strong internal consistency ($\alpha = .90.$) and moderately correlates with the other self-report shyness assessment instruments. Due to the research subjects, ethnic differences from the original RCBS use, the constructed validity of the shyness scale might suggest a threat from cultural differences. Therefore, the validity of the Revised Cheek and Buss Shyness Scale was reexamined by factor analysis statistical method. Table 6 summaries the results of factor analysis.

Table 6

Summary of Factor Analysis of the Revised Cheek and Buss Shyness Scale

Item	Total variance explained		Component		
	Variance	Cumulative	1	2	3
	20.428%	20.428%			
7			.755		
1			.730		
13			.549		
4			.530		
6			.530		
11			.452		
	16.356%	36.784%			
3				.638	
5				.627	
10				.608	
12				.555	
8				.425	
	13.499%	50.283%			
2					.779
9					.658
Eigenvalues			4.317	1.191	1.029
Cronbach's Alpha			.768	.645	.504
Cronbach's Alpha of a total of 13 items is .829.					

Each item has significant factor loading, $>.40$, by Varimax method with Kaiser Normalization found in principle component analysis (PCA). The three components can explain 50.28% of the total variance. Although the Cronbach's α of each component seems not very satisfactory, component 1 and 2 are internally consistent at an acceptable

standard; component 3 is not. The analysis results show that the Cronbach's α of component 3 is below .60, which does not affirm that the construct validity of the shyness scale is sufficient to measure a shy personality. After reexamining the two survey questions, items 2 and 9, the language was the most likely reason for interference with the responses made by the research participants. "[S]ocially awkward" in item 2 and "[S]ocial competence" might cause confusion for most participants with the meaning or uncertainty about the situation in the two questions. It suggests that the survey investigator should explain more clearly the described situation through the survey questions or substitute other more common words for "[S]ocially awkward" for ESL participants.

The Cronbach's α for a total of 13 items is .829, which indicates that the reliability of the score generated by the scale is sufficient. Based on acceptable reliability and high Pearson correlation among shyness and each of the other survey questions, deleting these two survey questions was unnecessary.

Regarding Communication Apprehension Self-Report scale, obviously the CA scale has acceptable validity shown through examining the factor loadings in Table 7.

Table 7

Summary of Factor Analysis of Communication Apprehension 24 Scale

Item	Total variance explained		Component					
	Variance	Cumulative	1	2	3	4	5	6
18	11.097%	11.097%	.722					
15			.634					
11			.583					
13			.535					
10			.452					
1	10.925%	22.022%		.778				
2				.736				
4				.716				
3				.501				
6				.493				
19	10.821%	32.843%			.758			
24					.636			
22						.580		
9						.535		
5	10.054%	42.897%				.682		
7						.617		
8							.576	
23	9.812%	52.709%					.665	
17							.655	
20							.598	
21							.578	

(Table 7 *Continued*)

Item	Total variance explained		Component					
	Variance	Cumulative	1	2	3	4	5	6
	8.76%	61.469%						
14								.711
12								.649
16								.627
Eigenvalues			2.663	2.622	2.597	2.413	2.355	2.102
Cronbach's Alpha			.789	.738	.718	.622	.720	.684
Cronbach's Alpha of a total of 24 items is .900.								

Each item has, at least, higher than a .40 factor loading and the internal consistency of Cronbach's α values of six components all reach to the acceptable standard. A total variance of 61.469% can be explained by the principle component analysis. The internal reliability of Cronbach's α is .90. Thus, the communication apprehension scale can effectively test the trait-like CA.

Demographic Characteristics of the Sample Subject at Sophomore Level

Participants were sophomores and were randomly selected from four different private universities located in the southern part of Taiwan. This study comprised 200 samples with valid responses from more than 224 participants, 104 male and 96 female students. Most of invalid data results from incomplete scores for Speaking, Listening, and Reading or the uncertainty in some scores reports. Most surveys returned came at the

beginning of these research participants' Spring semester in their sophomore year. The majors of these sample subjects tend to be primarily in the field of management.

Table 8

The Description of Involved Items (N=200)

Item	Mean	Standard Deviation	Demographic distribution
Gender			Male 104 Female 96
Speaking 1~100	65.1100	13.3118	200
Listening 1~100	64.5150	14.0197	200
Reading 1~100	68.8200	13.4137	200
Shyness	36.9350	7.9040	200
<34 non-shy	28.4286	4.2309	Non-shy 70
34~49 somewhat shy	40.3607	3.9981	Somewhat shy 120
>49 shy	53.5000	3.2059	Shy 10
Communication	71.0450	13.1391	200
Apprehension (CA)			
<51 low CA	43.8000	6.7528	Low CA 15
51~80 middle CA	68.5290	7.7188	Middle CA 138
>80 high CA	87.1277	5.4955	High CA 47

Table 8 reveals a common situation in Taiwanese college students' academic performance as well as the extent of shyness and communication apprehension.

Expectedly normal is that the English reading scores are higher than the other two scores in a non-native English-speaking learning environment. The means of shyness and communication apprehension (CA) are each in the middle range through the evaluation, "Somewhat shy" from 34 to 39 and "Middle of trait CA" from 51 to 80. Although only 5% of these sample subjects seem to have a serious shyness problem, the total of 65% of them including "shy" and "somewhat shy" students may behave uncomfortably or fear exposing themselves in a particular situation such as classroom. This can be a motivating factor for exploring if shyness influences the academic performance of English learning.

Table 8 also uncovers the information that most Taiwanese college students have a higher level or middle level of traits CA, and only 7.5% of participants fall in the category of low CA. The purpose of the research is to obtain a deeper understanding of how shyness correlates with CA and how these two personal traits interact with the English learning aspects of speaking, listening, and reading. Besides, gender is another significant element which may influence the evaluation of shyness and CA. Gender is another possible variable in language learning when associated with shyness and CA. The intention is to understand the impact of shyness on English learning and forms the research questions previously stated in Chapter 3. These research questions are:

1. Does shyness impede Taiwanese students' development of language (English) skills in the aspects of speaking, listening, and reading?
2. Does communication apprehension influence Taiwanese students' development of language skills in the aspects of speaking, listening, and reading?

3. Do gender differences influence shyness resulting in different academic performance of English learning?
4. How does shyness correlate with communication apprehension?

Procedures

Figure 3 illustrates how the research proceeds using SPSS to test the relationships among shyness, CA, gender, and English learning. The detailed process is presented in the five steps outlined in Figure 3. The actual results for each of the five steps are shown on the pages which follow Figure 3.

Step 1. Explore the correlations between all variables by Pearson correlation and curve estimation.

By using the Correlations statistics method, the intertwined relations appear in Table 9.

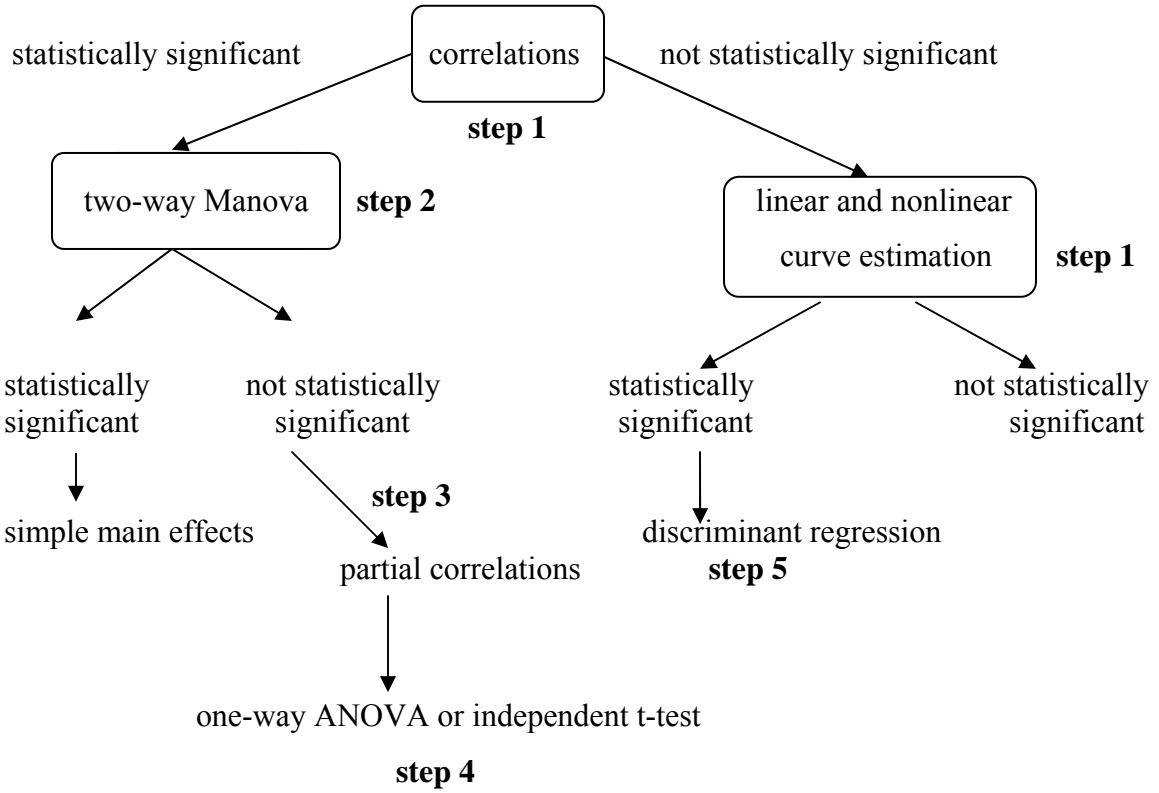


Figure 3. The Procedure or Sequence of Analysis

Table 9

Correlations between Variables (N=200)

	Gender	Speaking	Listening	Reading	Shyness	Communication apprehension
Gender PPMR (M=1, F=2)		.019	.113	.174*	-.076	.079
Sig(2-tailed)		.788	.112	.013	.286	.265
Speaking PPMR	.019		.757**	.571**	-.191**	-.117
Sig	.788		<.001	<.001	.007	.100
Listening PPMr	.113	.757**		.631**	-.161*	.000
Sig	.112	<.001		<.001	.023	1.000
Reading PPMR	.174**	.571**	.631**		-.117	
Sig	.013	<.001	<.001		.100	
Shyness PPMR	-.076	-.191**	-.161*	-.117		.523**
Sig	.286	.007	.023	.100		<.001
Communication apprehension						
PPMR	.079	-.117	-.034	.000	.523**	
Sig	.265	.100	.630	1.000	<.001	

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Currently, findings show that gender has a strong correlation with reading scores. Shyness is highly correlated with speaking ($r = -.191$), and CA ($r = .523$) but has a moderate correlation ($r = -.161$) with listening. Revealed is that the three scores from speaking, listening, and reading interact with each other at a significant level. Since CA highly correlates with shyness and seems not to have any correlations with English learning, the assumption is that the correlations between CA and language scores are not linear. Curve estimation confirms this assumption again. The results of executing curve estimation find that CA does not have significant correlations with language learning achievement. The next step is to conduct a two-way Manova statistic method to test the hypothesis that gender differences in shyness does not influence English learning. The justification for using two-way Manova in step 2 is that there is a moderate correlation found between the dependent variables (Tabachnick and Fidell, 2007).

Step 2. Two-way Manova tests how gender and shyness influence speaking and listening learning

First of all, two-way Manova tests if gender has an interactive effect on shyness and how that interaction influences speaking and listening. The results in Table 10 show that gender factor does not interact with shyness at a statistically significant level when examining the value of Wilks' Lambda (Λ), .993, $p = .851$. Wilks' Lambda (Λ) is the most commonly used statistic from those in the Manova test (Tabachnick & Fidell, 2007). Except for that, the p values of the gender factor and the shy factor are all above .05. These values indicate no gender differences, and that only have little influence on Taiwanese college students' English speaking and listening development.

Table 10

Multivariate Tests of the Effect of Gender and Shyness in Speaking and Listening Scores

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.889	774.437(a)	2.000	193.000	.000	.889
	Wilks' Lambda	.111	774.437(a)	2.000	193.000	.000	.889
	Hotelling's Trace	8.025	774.437(a)	2.000	193.000	.000	.889
	Roy's Largest Root	8.025	774.437(a)	2.000	193.000	.000	.889
gender	Pillai's Trace	.012	1.154(a)	2.000	193.000	.318	.012
	Wilks' Lambda	.988	1.154(a)	2.000	193.000	.318	.012
	Hotelling's Trace	.012	1.154(a)	2.000	193.000	.318	.012
	Roy's Largest Root	.012	1.154(a)	2.000	193.000	.318	.012
shyL	Pillai's Trace	.022	1.087	4.000	388.000	.362	.011
	Wilks' Lambda	.978	1.083(a)	4.000	386.000	.365	.011
	Hotelling's Trace	.022	1.079	4.000	384.000	.367	.011
	Roy's Largest Root	.016	1.599(b)	2.000	194.000	.205	.016
gender * shyL	Pillai's Trace	.007	.341	4.000	388.000	.850	.004
	Wilks' Lambda	.993	.340(a)	4.000	386.000	.851	.004
	Hotelling's Trace	.007	.339	4.000	384.000	.852	.004
	Roy's Largest Root	.007	.643(b)	2.000	194.000	.527	.007

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

Design: Intercept+gender+shyL+gender * shyL

Step 3. Partial correlations between gender, shyness and reading

Partial correlation analysis was used to test the correlations among shyness, gender and reading. Results show that both zero-order correlations and partial correlations between gender and reading are statistically significant as Table 11

summarizes. The correlations between shyness and gender or shyness and reading are not statistically significant.

Table 11

Partial Correlations between Shyness, Gender, and Reading

Control variables			Gender		
			Reading	1=Male, 2=Female	Shyness
-none-(a)	Reading	Correlation	1.000	.174	-.117
		Significance (2-tailed)	.	.013	.100
		df	0	198	198
	Gender 1=Male, 2=Female	Correlation	.174	1.000	-.076
		Significance (2-tailed)	.013	.	.286
		df	198	0	198
Shyness	Correlation	-.117	-.076	1.000	
	Significance (2-tailed)	.100	.286	.	
	df	198	198	0	
Shyness	Reading	Correlation	1.000	.167	
		Significance (2-tailed)	.	.018	
		df	0	197	
	Gender 1=Male, 2=Female	Correlation	.167	1.000	
		Significance (2-tailed)	.018	.	
		df	197	0	

(a) Cells contain zero-order correlations.

Step 4. One-way Anova and independent t-test results to assess differences in reading and the variables of gender and shyness

In order to explore more detailed information, one-way Anova and independent t-test were used to separately test two independent variables, shyness and gender, and their influences on reading. The results of one-way Anova show that the levels of learners' shyness seem not to influence their reading as Table 12 indicates.

Table 12

The Variance between Shyness Levels and Reading Scores from One-way Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	444.068	2	222.034	1.237	.293
Within Groups	35361.452	197	179.500		
Total	35805.520	199			

Gender only can explain 3% of the variances (eta squared) in reading from the results of the independent t-test as shown in Table 13. This means that gender has very a weak correlation effect with English reading scores.

Table 13

The Association between Gender and Reading Score from T-Test

	Eta	Eta Squared
Reading * gender 1=Male, 2=Female	.174	.030

Step 5. Discriminant analysis regression results to understand how shyness

correlates with CA

Well known is that shyness has a statistically significant correlation ($r = .523$, $p < .001$) with CA (Table 9). Furthermore, the expectation is that discriminant analysis can statistically explain how different levels of shyness may be used to classify different levels of CA.

In the category of Standardized Canonical Discriminant Function Coefficients presented in Table 14, the non-shy to very shy group has a higher coefficient with CA than the somewhat shy to the very shy group. Contrastingly, function 2 shows that the somewhat shy to the very shy group are more likely correlated with CA than the other group.

Table 14

Summary of Discriminant Analysis of Shyness to Communication Apprehension

Shy1: nonshy Shy2: somewhat shy	Standardized Canonical Discriminant Function Coefficients		Structure Matrix		Canonical Discriminant Function Coefficients (Unstandardized coefficients)	
	function 1	function 2	Function 1	Function 2	Function 1	Function 2
Shy1	1.402	1.688	.976	-.218	3.154	3.797
Shy2	.479	2.141	-.769	.639	1.024	4.580
(Constant)					-1.718	-4.077

Function 1: Eigenvalue(λ) .176 Wilks' Lambda= .829 Chi-square= 36.858***

Function 2: Eigenvalue(λ) .026 Wilks' Lambda= .975 Chi-square= 5.014*

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

From Table 15, both function 1 and function 2 achieve a statistically significant level. Function 1 is more reliable for discriminating different levels of CA for the entire group than function 2 because the p value of its chi-square is statistically significant at the .001 level compared to function 2 at the .05 level.

Table 15

Classification Results for Communication Apprehension (CA)

CA levels	Exact members	Predicted Group Membership		
		low CA	middle CA	high CA
low CA	15(100%)	12(80%)	0(0%)	3(20%)
middle CA	138(100%)	54(39.1%)	0(0%)	84(60.9%)
high CA	47(100%)	4(8.5%)	0(0%)	43(91.5%)

27.5% of original grouped cases correctly classified.

The data in Table 15 explains how many people at each level of CA can be correctly classified by shyness and its ratio to the entire group. In the group of low level of trait CA, 12 out of 15 participants can be correctly classified by shyness, which is 80% accuracy. No participants belonging to middle-level CA can be predicted by shyness. Forty-three samples at the high level of CA can be correctly predicted, 91.5%, in the total sample of 47. This group is more likely to have higher correlations with shyness. Only 27.5% of originally grouped cases can be correctly classified from the results of Discriminant regression, which indicates that overall shyness is a poor indication of CA levels. However, shyness still has strong discriminability to low and high levels of CA.

Summary of the Results Based on Answering Research Questions

The statistical analysis attempted to offer answers with logical and authentic explanations to the research questions. Some unclear or surprising problems emerged, which requires further investigation. Based on the results derived from the research procedure, the answers to each research question are as follows:

Question 1. Does shyness impede Taiwanese students' development of language (English) skills in the aspects of speaking, listening, and reading?

The results show that shyness does not statistically impede Taiwanese college students' English learning in the aspects of speaking, listening, and reading.

However, from the multiple comparisons in Table 16, the non-shy group presents a sharp contrast to the very shy group in academic achievement of speaking, listening, and reading, especially in listening.

The non-shy group had listening scores 9.53 points higher than the very shy group, on average. The situation may serve notice to instructors that students who are very shy and reticent need a variety of strategies to encourage verbal interaction in the classroom. Even though the shy personality does not markedly influence English learning from the inferential statistical results, the tendency that the more shy had lower scores for English learning indicators suggests the necessity for further observation.

Table 16

Multiple Comparisons between Shyness Groups with Scores for Speaking, Listening, and Reading Based on Observed Means

		mean difference	Std Error	Sig.	
speaking	nonschy	somewhat shy	2.5024	2.00647	.461
		very shy	7.4857	4.51017	.255
	somewhat shy	nonschy	-2.5024	2.00647	.461
		very shy	4.9833	4.39114	.526
	very shy	nonschy	-7.4857	4.51017	.255
		somewhat shy	-4.9833	4.39114	.526
listening	nonschy	somewhat shy	1.3952	2.10266	.803
		very shy	9.5286	2.10266	.134
	somewhat shy	nonschy	-1.3952	2.10266	.803
		very shy	8.1333	4.60164	.212
	very shy	nonschy	-9.5286	4.72637	.134
		somewhat shy	-8.1333	4.60164	.212
reading	nonschy	somewhat shy	.7310	2.01497	.936
		very shy	7.1143	4.52927	.293
	somewhat shy	nonschy	-.7310	2.01497	.936
		very shy	6.3833	4.40974	.353
	very shy	nonschy	-7.1143	4.52927	.293
		somewhat shy	-6.3833	4.40974	.353

Question 2. Does communication apprehension influence Taiwanese students' development of language skills in the aspects of speaking, listening, and reading?

The study found that CA has little correlation with speaking, listening, or reading. This means that students with higher levels of CA do not differ from students who have lower levels of CA regarding English learning. Surprisingly, college students' CA problems do not affect their English speaking and listening learning. The survey questions for CA were designed to distinguish learner's levels of trait CA by self-consciousness and consisted of four dimensions: group discussion, interpersonal activities, meeting, and public speaking. The results suggest that individual learner's self-reported fear of interaction in the classroom has no connection with their academic performance of English learning.

Question 3. Do gender differences influence shyness resulting in different academic Performance of English learning?

Shyness does not correlate with gender. The results indicate that no gender difference in shyness levels, which may be a surprise to people who believe that gender reflects differences in characteristics and behavior. Shyness does not interact with gender, thus questioning the myth that one gender tends to be more shy than the other. Even so, the findings show that gender can explain about 3% of the variance in reading scores. Table 17 presents the mean of reading for each gender, which indicates females' mean reading scores are a little higher than males' mean reading score.

Table 17

Mean of Reading Score Grouped by Gender

Gender	Mean reading	N
Male	66.5769	104
Female	71.2500	96
Total	68.8200	200

Question 4. How does shyness correlate with communication apprehension (CA)?

The results show that shyness is statistically able to predict or classify communication apprehension at specific levels. Although discriminant regression statistically explains that only 27.5% of originally grouped cases is correctly classified by shyness, shyness can predict lower levels and higher levels of CA with more accuracy. McCroskey and Richard (1982) define “shyness as the tendency to be timid, reserved, and most specifically, talk less.” Table 18 reflects such a tendency by revealing that 60% of very shy persons have high levels of CA, which is very high compared with the other two shyness groups.

Table 18

The Distribution of Shyness Levels and Communication Apprehension Levels for Taiwanese College Sophomores

sophomore	Low CA	Middle CA	High CA	Total
Non-shy	12(17.1%)	54(77.1%)	4(5.7%)	70(100%) 35%
Somewhat shy	2(1.7%)	81(67.5%)	37(30.8%)	120(100%) 60%
Very shy	1(10.0%)	3(30.0%)	6(60.0%)	10(100%) 5%
Total	15(7.5%)	138(69.0%)	47(23.5%)	200(100%) 100%

Chapter 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The purpose of the study was to explore whether shyness impedes college EFL Taiwanese students' English learning and how shyness correlates with communication apprehension. The research was inspired by two facts. Firstly, as the literature review in Chapter 2 shows that 39% of Taiwanese college students feel timid about speaking English with other people (Yang, 1999), and the TOFEL scores of Taiwanese students was ranked fifteenth in 21 Asian countries from 1998-1999 reported by ETS (Educational Testing Service)(Shao, Yu-Ming [邵玉銘], 2001). The research was born by the impact of the facts and was endowed with the mission to improve the effectiveness of English learning through understanding English learners' personal traits. Another motivation is skepticism that most shy people have symptoms of social phobia and fear communication with others in public settings. The research was an attempt to clarify the above assumption by exploring to what extent shyness correlates with communication apprehension (CA) as well as the possibility of influencing Taiwanese college students' language development.

Two self-report measurements evaluated sophomore college students' shyness and the extent of CA. Before doing the survey questions, the research participants attached their grades for speaking, listening, and reading courses and background information from which includes grade level, major, gender and the age for beginning to

learn English. Some of the background information is reserved for further study (see Appendix A).

To facilitate the study, four research questions derived from the situation of Taiwanese college students' English learning concentrated on the influences of shyness and communication apprehension in English learning, gender differences in shyness and English learning, and the correlation between shyness and communication apprehension. The statistical methods selected from SPSS focused on resolving the four research questions as previously stated.

Findings

Findings from the results of running the SPSS program offer answers to the research questions and meanwhile induce some problems worthy of further investigation. The findings are as follows:

1. 60% of Taiwanese college sophomores belong to the “somewhat shy” group and only 5% is identified as “Very shy.”
2. A surprising percentage (69%) of Taiwanese college sophomores has middle-level traits of communication apprehension (CA) problems and 23.5% of sophomores have higher levels of CA.
3. Shyness does not impede Taiwanese college students' English learning in aspects of speaking, listening, and reading.

4. The statistical data from the results of the correlations test and curve estimation does not show significant differences among the three levels of CA in Taiwanese college students' academic performance in English learning.
5. Gender does not indicate any difference in shyness nor in academic achievements in speaking and listening, but has a weak association (3%) with reading.
6. Also, gender does not significantly relate to communication apprehension.
7. The findings show that only 27.5% of communication apprehension can be classified or predicted by shyness and lower levels and higher levels of CA are more markedly tracked by shyness.
8. As to the strength of prediction or classification of shyness, the non-shy group is more powerful than the somewhat shy for detecting traits CA. Middle levels of CA are hardly identified by the shy participants.

Discussion

The study found that shyness does not impede Taiwanese college students' English learning in the aspects of speaking, listening, and reading. However, the averaged scores of the three skills for the non-shy are seven to nine points higher than the shy, especially for listening, and the subordinate high is the "somewhat shy" group. Although the difference in scores does not reach to a significant level, it supports the notion that shy students need some strategies to cope with their shyness in their English conversation courses. By comparing the means of three skills, listening has the lowest, which reflects Taiwanese students' weakness in English learning. A study conducted by Huei-Chun

Teng (2000) found that Taiwanese college FEL students need skills to detect key words in their conversational listening tasks and the ability to follow different modes of lecturing such spoken, audio, and audio-visual. This suggests that selected EFL teaching materials should have a variety of contents, and the contents better integrated into the classroom sessions for creating a natural EFL learning environment, as communicative language teaching theory suggests.

Regarding the issue of communication apprehension (CA) impeding Taiwanese college students' English learning, the statistical data from the results of correlations tests and curve estimations do not show significant differences among the three levels of CA in Taiwanese college students' academic performance in English learning. The r scores for speaking and listening are all negative, $-.117$ and $-.034$ each. That logically reflects that students with higher levels of CA tend to have lower scores for speaking and listening compared with those of lower levels of CA. As to reading, no connection exists between CA and reading scores based on $r = .000$. CA is a personal fear of speaking in public and is shown from surveys as an origin of language disorder for some people (Horwitz, 2002). In this analysis, CA has closer relationships with speaking and listening achievement than reading, and reading seems to be a subject that allows students to learn partially isolated.

Gender is a factor attracting many researchers' interests as a factor in their research topics. Gender does not anticipate any difference in shyness nor in the academic achievements of speaking and listening. As summarized in the previous chapter, gender has a weak association (3%) with reading. On average, female participants exceed males in reading by five points in this study, which could raise significant gender issues

relevant to English reading in future research. Gender also doesn't significantly relate to communication apprehension.

Social phobia is seen as one cause of shyness from the self-consciousness component theory. Communication apprehension is considered a type of social phobia and usually occurs when the individual's demand on exposing themselves to a public situation cannot be rejected in their living. The connection between shyness and communication apprehension is the basis for the idea for exploring how they are correlated. The findings show that only 27.5% of communication apprehension can be classified or predicted by shyness and lower levels and higher levels of CA are more markedly tracked by shyness. As to the strength of prediction or classification of shyness, the non-shy group is more powerful than the somewhat shy to detect traits CA. Middle levels of CA is hardly identified among shy people. In most studies, the characteristics of CA partly overlap those of shyness. The non-overlapped characteristics of CA focus on communication or speaking more than shyness. To psychologists, shyness is different from communication apprehension, but they are likely identical to instructors from students' behavior. In Table 18, 23.5% of Taiwanese sophomores have higher levels of CA and 69% of them are in the middle range of CA. The percentages reflect the general situation that few volunteers answer questions in conversation classes and most of students are hesitant to interact with peers in language classes. How to conquer the problem and create a smoother communicative environment as CLT advocates is a task for Taiwanese educators. The researcher, as an educator, providing shy students with low-risk opportunities to speak is creating the first step forward reducing communication apprehension in the classroom.

By comparing the recent study related to Taiwanese EFL students' beliefs conducted by Yang, obviously shy populations are shrinking. EFL college students, 39%, reported that they felt timid in language classes from Yang's study, but only 5% of sophomores in this study were identified as "Very shy." The decline in shyness reflects the movement in social construct but seems not to influence EFL learning. The situation implies that personal traits may not be a salient influence for EFL learning even though the supposition is not categorically proven.

The findings in the empirical study provides higher education in Taiwan updated information related to the effect of shyness and communication apprehension on English learning to assist in creating improved EFL learning strategies. However, due to the limited research sample, the findings are not general to all Taiwanese students at the higher education levels.

Conclusion

In summary, the findings revealed non-significant relationships among shyness, gender, and English learning except for gender having a very weak correlation with reading achievement. In addition, no gender difference exists in communication apprehension problems. Communication apprehension only connects with shyness but shows a more likely negative correlation with speaking and listening skills. The contribution of the shy study highlights two things. Not as many Taiwanese college students feel shy as was assumed before undertaking the investigation. Based on the survey results, only 5% of sophomores reported "Very shy." The study did not survey

freshmen because they did not have baseline data. On the other hand, surprisingly most students are more likely to have higher levels or middle levels of CA problems. This suggests that the effects of CA could be a limit to individual's oral and aural English learning. Therefore, very likely, from the survey, this trait could pose a limit to future careers when the tendency of higher levels of CA with lower speaking and listening skills is more significant and supportable by further investigation.

Recommendations for Further Study

As to the future research, a follow-up study can explore in more depth based on the four issues:

1. The approach for mutual reinforcement among speaking, listening, and reading

skills with moderate influence of shy personality. The continuity in the shy research can follow the generated track of shy Taiwanese college students and English learning. Based on the knowledge from the findings, the three language skills, speaking, listening, and reading, are markedly correlated, and likely the tendency is more shy students with lower grades. That implies that EFL researchers and psychologists could explore how these skills mutually reinforce each other with the moderate influence of shy personality through a larger sample size.

2. The correlation among confidence, shyness, and leadership. The cognitive component of shyness defines shyness in terms of the fear of being judged and self preoccupation with negative evaluations by others. This kind of shy characteristic brings consequences such as low self-esteem and less self confidence in conversations

(Woody et al, 1997). So, confidence is seen as a factor causing shyness or increasing shyness levels. This research recruits samples from four different private schools ranked average or below, but still reveals the difference in that the higher ranked school, the less shy college students. The research topic could attract school administrators' attention to investigate related to the entangled relationships among confidence, shyness, and leadership.

- 3. A wider range of research samples.** This study focused on students in private universities. Future studies should include public universities using a national probability sample.
- 4. Gender and reading ability.** This research indicates that gender and reading have a very minimal relationship and no significant interaction exists between gender and shyness. The study found the females seem to perform better in reading skills than males. The recommendation is that the gender issue needs to be affirmed by further multiple tests.
- 5. Multiple communication apprehension measurements including formal and private settings.** The research demonstrates that no significant relationship between communication apprehension (CA) and English learning for college sophomores. Erison and Garder (1992) had the same findings from their research related to CA and college GPA (grade point average). Contrarily, some relevant studies found that anxiety is inversely associated with math scores, English scores, reading scores, and grades (Bourhis & Allen's, 1992). Another research showed that CA has some effect on oral testing of learning (Bettini & Robinson, 1990). Research conducted by McCroskey & Andersen (1976), McCroskey, Booth-Butterfield, and Payne (1989) all

found that extremely high CA causes students to have significantly lower college GPAs. On the other hand, other studies detect a minimal relationship between apprehension and college students' academic achievement (Davis & Scott, 1978; Porter, 1979), but some research did not find any associations with CA and academic performance in the life sciences (Garrison, Seiler, & Boohar, 1977). With this overview, apparently large body of research tends to find that CA has an impact on academic learning, but the research results show inconsistency in comparison with each other. Further development of a CA study may recommend a CA instrument with a wider range of measuring traits-like CA. The personal report of communication apprehension 24 (PRCA 24) measurement undertaken in this study concentrates on four kinds of formal contexts, group discussion, meetings, interpersonal activities, and public speaking where CA more likely occurs. The dimension of PRCA 24 does not cover the informal context because people usually do not feel anxiety when communicating in private.

Through the observation, high CA students tend to behave passively in classrooms such as asking questions after class, borrowing notes from peers, waiting for other students to ask questions, and avoiding discussion activities (Neer, 1990). The characteristics originating from CA cannot defeat a student who has high learning motivation but negatively affect classroom performance scores through reticence. This supports the assumed explanation for why the correlation between CA and academic achievement is not convincingly marked. In order to pursue more accurate CA research, students' social experiences in private settings need to be taken into account when CA research is designed.

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Appendix A

The Form of Personal Information

Instructions: Before you begin to do the survey questions, please fill out your personal information in the underlined blank and then, answer the following questions.

Name: _____ Student I.D. _____ Class: _____

1. Please circle your gender Male or Female
2. At what age did you start to learn English? _____
3. Please report your final grades for English speaking: _____
listening: _____
reading: _____

Appendix B

The Revised Cheek and Buss Shyness Scale (RCBS)

INSTRUCTIONS: Please read each item carefully and decide to what extent it is characteristic of your feelings and behavior. Fill in the blank next to each item by choosing a number from the scale printed below.

1 = Very uncharacteristic or untrue, strongly disagree

2 = Uncharacteristic

3 = Neutral

4 = Characteristic

5 = Very characteristic or true, strongly agree

Questions

- _____ 1. I feel tense when I'm with people I don't know well.
- _____ 2. I am socially somewhat awkward.
- _____ 3. I find it difficult to ask other people for information.
- _____ 4. I am often uncomfortable at parties and other social functions.
- _____ 5. When in a group of people, I have trouble thinking of the right things to say.
- _____ 6. It takes me long to overcome my shyness in new situations.
- _____ 7. It is hard for me to act natural when I am meeting new people.
- _____ 8. I feel nervous when speaking to someone in authority.
- _____ 9. I have doubts about my social competence.
- _____ 10. I have trouble looking someone right in the eye.
- _____ 11. I feel inhibited in social situations.
- _____ 12. I find it hard to talk to strangers.
- _____ 13. I am more shy with members of the opposite sex.
-

If you scored over 49, you're probably very shy. If your score is between 34 and 49, you're somewhat shy. If you scored below 34, you're probably not a particularly shy person, although you may feel shy in one or two situations. Most shy people score over 39 and a few reach the possible high score of 65 (Cheek, 1983).

Appendix C

Personal Report of Communication Apprehension 24

This instrument is composed of twenty-four statements concerning feelings about communicating with others. Please indicate the degree to which each statement applies to you by marking whether you

Strongly Agree	Agree	Are Undecided	Disagree	Strongly Disagree
1	2	3	4	5

- _____ 1. I dislike participating in group discussions.
- _____ 2. Generally, I am comfortable while participating in group discussions.
- _____ 3. I am tense and nervous while participating in group discussions.
- _____ 4. I like to get involved in group discussions.
- _____ 5. Engaging in a group discussion with new people makes me tense and nervous.
- _____ 6. I am calm and relaxed while participating in group discussions.
- _____ 7. Generally, I am nervous when I have to participate in a meeting.
- _____ 8. Usually, I am comfortable when I have to participate in a meeting.
- _____ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
- _____ 10. I am afraid to express myself at meetings.
- _____ 11. Communicating at meetings usually makes me uncomfortable.
- _____ 12. I am very relaxed when answering questions at a meeting.
- _____ 13. While participating in a conversation with a new acquaintance, I feel very nervous.
- _____ 14. I have no fear of speaking up in conversations.
- _____ 15. Ordinarily I am very tense and nervous in conversations.
- _____ 16. Ordinarily I am very calm and relaxed in conversations.
- _____ 17. While conversing with a new acquaintance, I feel very relaxed.
- _____ 18. I'm afraid to speak up in conversations.
- _____ 19. I have no fear of giving a speech.
- _____ 20. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 21. I feel relaxed while giving a speech.
- _____ 22. My thoughts become confused and jumbled when I am giving a speech.
- _____ 23. I face the prospect of giving a speech with confidence.
- _____ 24. While giving a speech, I get so nervous I forget facts I really know.

SCORING:

Step 1: Group discussion: $18 + (\text{scores for items 2, 4, \& 6}) - (\text{scores for items 1, 3, \& 5})$.
Score can range from 6 to 30.

Step 2: Meetings: $18 + (\text{scores for items 8, 9, \& 12}) - (\text{scores for items 7, 10, \& 11})$.
Score can range from 6 to 30.

Step 3: Interpersonal: $18 + (\text{scores for items 14, 16, \& 17}) - (\text{scores for items 13, 15, \& 18})$.
Score can range from 6 to 30.

Step 4: Public Speaking: $18 + (\text{scores for items 19, 21, \& 23}) - (\text{scores for items 20, 22, \& 24})$. Score can range from 6 to 30.

Group Discussion Score: _____ Interpersonal Score: _____

Meetings Score: _____ Public Speaking Score: _____

To compute the total score for the PRCA-24, simply add your sub scores together.

Scores below 51 represent people who have low levels of trait CA.

Scores above 80 represent people who have high levels of trait CA (McCroskey's, 1997).

VITA

EDUCATION

- Ph. D. Curriculum & Instruction, Bilingual Education
Pennsylvania State University, University Park, PA 2006
- M. Ed. Secondary Education
Indiana University, South Bend, IN 2000
- B. A. Foreign Languages & Literature, English Major
National Chen Kung University, Taiwan, R.O.C. 1992

PUBLICATION

陳奇銘，廖千慈，“導入知識管理之績效分析”第七屆兩岸中華文化與經營管理學術研討會，2004

陳奇銘，廖千慈，黃加州“運用知識管理建構 e-Service~以誠建公司為例”2004 知識經濟暨第二屆演化式計算應用研討會，2004

陳奇銘，廖千慈，張琬愉“知識經濟對勞動就業之影響分析”第九屆兩岸中華文化與經營管理學術研討會，2006

WORK EXPERIENCE

- Instructor, in Aletheia University 2000—2004
English Teacher in English Institution 1995—1996
Business Secretary in Wah Lee Industrial Corp. 1992—1995

RELATED EXPERIENCE

Lecturing on “Learning English in an effective way to earn the big benefits in the age of knowledge economy” to YWCA students.

Assisting with holding a symposium on The Tendency of Higher Education Development in the Economic Age.

Supervising Taiwan Literature Library.