# Uncovering the Edge of Ambivertedness in Acquiring the English Language

Thao T. Le
School of Foreign Languages, Can Tho University, Can Tho, Vietnam

Thuy T. Pham
Department of English, Nam Can Tho University, Can Tho, Vietnam

Yen H. Phuong
School of Foreign Languages, Can Tho University, Can Tho, Vietnam

Hai-Yen T. Thieu
School of Foreign Languages, Can Tho University, Can Tho, Vietnam

Thi A. Nguyen
School of Foreign Languages, Can Tho University, Can Tho, Vietnam

Tra H. Nguyen
School of Foreign Languages, Can Tho University, Can Tho, Vietnam

Anh-Thu T. Huynh
School of Foreign Languages, Can Tho University, Can Tho, Vietnam

*Abstract*—**The current study endeavors to investigate the preferred English language learning strategies among individuals who self-identify as ambiverts. A mixed-methods research design, comprising a survey questionnaire and follow-up interviews, was implemented to gather data from a sample population of 68 English-major students, of which 22 self-identified as ambiverts. The study aimed to elucidate the influence of the balance between introversion and extroversion on ambiverts' favored learning strategies and to examine the benefits this balance provides in terms of selecting strategies that are best adapted to their unique needs and preferences. The results demonstrate that ambiverts favored affective learning strategies, such as musical accompaniment and positive self-talk, as well as compensatory strategies, such as deductive reasoning and seeking assistance. Furthermore, ambiverts displayed a proclivity for metacognitive strategies, including the recognition of faults and focusing on specific tasks, and memory-related strategies, including the utilization of color-coding and the integration of images and keywords. The study also revealed that social strategies, such as collaboration with others and seeking clarification, were favored by ambiverts, emphasizing the significance of interaction and engagement in the learning process. These findings have important implications for language educators and may inform the development of more inclusive learning materials that cater to a broad range of learning styles, including ambiverts, and enhance the effectiveness of language instruction.**

*Index Terms*—**ambiverts, language learning strategies, Vietnam**

## I. INTRODUCTION

The escalating prominence of English as an international lingua franca in spheres such as commerce, science, and technology within Vietnam necessitates individuals' exceptional communicative capabilities in the language (Vu & Peters, 2021). Catering to the demands of multinational corporations and foreign investors requires sophisticated English proficiency (Yeheskel & Rawal, 2019), while academics must adeptly engage in knowledge exchange with global peers. Consequently, the intensified emphasis on English proficiency mandates superior pedagogical approaches to maintain economic competitiveness (Thao & Mai, 2020). Discerning students' favored learning strategies is crucial for efficacious language instruction and addressing diverse needs. This empowers educators to customize instruction, enhancing language acquisition (Lestari & Wahyudin, 2020), by creating engaging lessons, providing targeted feedback, and promoting effective methodologies (Nisbet & Shucksmith, 2017). This cultivates self-awareness, expansion, and development, particularly for ambiverted students who likely exhibit unique learning styles.

Gaining an insightful understanding of ambiverts' preferred language learning strategies is crucial for research as it can inform the development of more effective pedagogical approaches and learning materials. Ambiverts, as individuals who exhibit both extroverted and introverted tendencies, bring a unique perspective to the language learning process.

By studying their learning preferences and habits, researchers can uncover how to best support ambiverts in their language acquisition journey. This can have far-reaching benefits for language education and the development of pedagogical practices that cater to a diverse range of learners. Moreover, a deeper understanding of ambiverts' language learning strategies can inform the creation of more inclusive language learning environments that accommodate a broad spectrum of learning styles.

## II. LITERATURE REVIEW

*Characteristics of Ambiverts*

Ambiverted language learners are individuals who exhibit both extroverted and introverted tendencies, thereby embodying characteristics of both personality types and displaying a remarkable ability to modify their conduct according to situational demands (Davidson, 2017; Petric, 2022). The following are some of the salient features of ambiverted language learners:

- Modifiability: They are capable of adjusting their pedagogical approach in response to their surroundings and the specific learning task at hand. They can exhibit extroverted and gregarious behavior in social settings, while concurrently relishing solitude and tranquility for concentrated learning.
- Versatility: They have a well-roundedness that stems from their ability to competently maneuver both social and solitary learning environments.
- Interpersonal Communication: They are skilled communicators, which is a crucial attribute for language learning as it enables them to engage in speaking exercises with native speakers and other language learners.
- Autonomy: They possess the ability to work effectively both independently and in groups, thus affording them ample opportunities to learn.
- Assurance: They are frequently self-assured in their abilities and exhibit a willingness to take calculated risks and attempt novel experiences, which is an advantage in language learning as it necessitates abundant practice and exposure to new material.

In conclusion, ambiverted language learners possess a singular combination of traits that permit them to effectively balance their social and solitary learning styles, thereby rendering them adaptable and well-rounded learners.

*English Learning Strategies*

The implementation of learning strategies has been shown to be a crucial factor in promoting the acquisition and retention of knowledge (Nisbet & Shucksmith, 2017). These strategies encompass a diverse range of techniques, including note-taking (Salame & Thompson, 2020), memorization (Oanh & Hien, 2006), self-testing (Nisbet & Shucksmith, 2017), and feedback acquisition (Leenknecht et al., 2019). In the context of English language education, English learning strategies refer to the specific techniques and methods utilized by learners to attain and enhance their linguistic proficiency. Such strategies encompass activities such as the practice of reading, writing, listening, speaking, and grammar (Hashim et al., 2018) as well as metacognitive techniques such as goal-setting, progress monitoring, and self-evaluation (Channa et al., 2015). The effective implementation of these English learning strategies can play a significant role in enhancing the communicative competence and language proficiency of learners.

*Oxford's Framework of English Learning Strategies*

The Oxford Framework for Learning Strategies (2003) delineates six interrelated domains of learning strategies: cognitive, metacognitive, memory-related, compensatory, affective, and social. The application of this framework in the Vietnamese educational context has revealed some trends in learning strategy preference, such as a tendency towards memory-related strategies, such as rote memorization (Cong-Lem, 2019), and difficulties in the implementation of metacognitive strategies (Nguyen & Trinh, 2011). Cultural and social factors may influence the effectiveness of affective and social strategies (Nguyen et al., 2006). However, it is crucial to consider the cultural, educational, and instructional context when adapting the Oxford framework for use in Vietnam (Vu, 2021).

*Cognitive Language Learning Strategies*

The investigation of cognitive learning strategies, which encompasses the mental processes involved in the acquisition and retention of information, has garnered significant scholarly attention (Di Carlo, 2017). Research has identified several cognitive strategies, including chunking, elaboration, visualization, association, and repetition, that have been shown to be effective in language learning. Empirical evidence supports the positive relationship between the implementation of these strategies and improved language proficiency outcomes, as demonstrated in a study conducted by Chang and Liu (2013) which revealed significant progress in the language competency of Taiwanese students. Therefore, the comprehension and implementation of cognitive learning strategies are essential for the enhancement of language proficiency and communicative competence.

*Metacognitive Language Learning Strategies*

The implementation of metacognitive learning strategies, which encompasses the employment of sophisticated cognitive processes and self-regulating techniques, has been demonstrated to be highly advantageous for language learning. These strategies, including self-evaluation, goal setting, and reflection, have been shown to result in superior language proficiency outcomes, particularly in the areas of listening comprehension and writing skills (Vandergrift & Tafaghodtari, 2010; Wang & Wang, 2018). The ability to plan, monitor, and assess one's own learning endeavors

through the utilization of metacognitive strategies is especially crucial when preparing for language proficiency exams, where goal setting and progress tracking are key considerations (Leutwyler, 2009).

*Memory-related Language Learning Strategies*

The application of memory-related learning strategies, which encompass techniques aimed at facilitating the retention and retrieval of information, has been shown to greatly enhance language learning outcomes (Bala & Bala, 2018). Numerous empirical studies have demonstrated the effectiveness of memory-related techniques, such as repetition, elaboration, and visualization, in improving language proficiency (Chang, 2015; Barcroft & Sommers, 2005). Given the central role that vocabulary, grammar, and other linguistic structures play in effective language acquisition and preparation for proficiency exams, the implementation of memory-related strategies is essential in attaining language proficiency and communicative competence.

*Compensatory Language Learning Strategies*

The implementation of compensatory learning strategies, comprising techniques that alleviate linguistic constraints and barriers, has been demonstrated to have a positive impact on language learning outcomes (Mutlu et al., 2019). Empirical research has substantiated the effectiveness of compensatory methods, such as circumlocution, context guessing, and nonverbal communicative techniques, in enhancing language proficiency (Izzah et al., 2021; Gani et al., 2015). These strategies are especially useful for learners facing specific linguistic challenges, as they serve to facilitate effective communication and overcome difficulties related to grammar or vocabulary.

*Affective Language Learning Strategies*

The application of affective learning strategies refers to the utilization of techniques aimed at regulating emotions and attitudes in the context of language acquisition (Robles, 2018). These strategies encompass various methods, such as the promotion of positive self-talk, the setting of objectives, and the acquisition of social support. The positive impact of these strategies on language learning outcomes has been substantiated by empirical studies (Zakaria et al., 2019; Wael et al., 2018). These techniques are particularly useful for learners who encounter difficulties in motivation, anxiety, or attitude and can enhance language proficiency and communicative competence by regulating emotional and attitudinal factors.

*Social Language Learning Strategies*

The implementation of social learning strategies encompasses techniques for language acquisition through interpersonal interaction and collaboration, including practices such as peer instruction, soliciting evaluative feedback, and negotiating meaning. The efficacy of these strategies has been well established through research, with studies demonstrating their positive impact on language learning outcomes (Vygotsky & Cole, 1978; Oflaz, 2019). These strategies are particularly advantageous for individuals seeking to develop communicative proficiency and interact with native speakers of the target language. Engagement in collaborative activities with proficient speakers or other learners can greatly enhance language proficiency in educational or professional settings.

## III. METHODS

*Research Design*

This study employs an intricate descriptive methodology and a mixed-methods approach to explore the favored English language learning strategies among a sample of self-identified ambiverts. Participants were asked to self-assess their ambiverted status based on the results of the Myers-Briggs Type Indicator (MBTI), a widely used psychometric instrument (Myers & McCaulley, 1988). The research design involves the collection of both quantitative and qualitative data through a combination of survey questionnaires and follow-up interviews, respectively. This dual data collection approach (Glik et al., 2005) provides a comprehensive understanding of the dominant learning strategies among the student population. The survey questionnaires generate numerical data that are amenable to statistical analysis, thereby revealing common patterns and tendencies. Conversely, the follow-up interviews provide qualitative insights, enabling a more in-depth exploration of the students' experiences and perspectives, thereby enhancing our understanding of their preferred learning strategies and their perceptions of the strategies' efficacy. The use of both data collection techniques generates a comprehensive and accurate portrayal of the favored learning styles of the ambiverted cohort, offering valuable insights for language educators and students alike.

*Participants*

This document, constituting an essential component of a comprehensive research endeavor, includes study participants derived from a unique cohort consisting of 68 undergraduate students majoring in English. Upon administering the MBTI test, individuals exhibiting ambivert characteristics were formally identified as the subjects for this empirical investigation. The sample population for this study consisted of 68 students from an English-major cohort, of which 22 self-identified as ambivert. This subgroup consisted of 7 male and 15 female students. Participants for the subsequent qualitative interviews were purposively selected to achieve a representative cross-section of the sample, in accordance with the predominant learning strategy categories that were identified through the administration of a questionnaire survey. The study was conducted in accordance with ethical principles, including ensuring confidentiality and obtaining informed consent from participants. The primary objective of the study was to gain a deeper understanding of the students' learning preferences and needs, with the aim of customizing pedagogical approaches and improving the efficacy of language instruction.

*Data Collection Instruments*
*Questionnaire*

The study employed a survey questionnaire to determine the extent to which the participants utilized various strategies for English language acquisition. The survey encompassed a totality of 20 elements, with its primary concentration aimed at appraising the employment of cognitive strategies (Q4. The practice, repetition, and application of formulas; Q5. Rapid reading and keyword identification; Q6. Translation, invocation of general principles, and their application to respective scenarios; Q7. Note-taking and summarization), metacognitive strategies (Q11. Concentration on specific tasks or activities; Q12. Pursuit of knowledge through book reading; Q13. Establishment of a schedule for environmental organization; Q14. Identification, assessment, localization, and rectification of errors), memory-related strategies (Q1. Commitment to memory of images, keywords, and auditory signals; Q2. Use of variegated colors or highlights to signify words; Q3. Flashcard utilization), compensatory strategies (Q8. Inference of word meanings; Q9. Employment of morphological cues like suffixes, prefixes, word order, and other linguistic indicators; Q10. Search for pertinent data in scholarly articles/textbooks), affective strategies (Q15. Practice of mindfulness or meditation; Q16. Music engagement; Q17. Self-dialogue to augment self-assurance), and social learning strategies (Q18. Use of checklists for peer-evaluation; Q19. Request for clarification; Q20. Collaboration with peers). The questionnaire was designed to incorporate both quantitative and qualitative elements, including Likert-type scale evaluations and open-ended responses for participants to elaborate on their experiences and preferences. The reliability and validity of the questionnaire were rigorously tested, with a 0.89 Cronbach's alpha score indicating its reliability and a validation process involving content validation and expert review confirming its validity. The primary objective of the questionnaire was to gain a comprehensive understanding of the participants' preferred learning strategies for English language acquisition, with the data analyzed using both descriptive and inferential statistical methods to identify patterns in the preferred learning strategies.

*Semi-structured Interviews*

The qualitative interview component of the study aimed to elicit rich and nuanced perspectives from a purposeful subset of participants regarding their favored English language learning strategies. The semi-structured interview format facilitated an open-ended and unencumbered exploration, with questions designed to gather information about participants' utilization of diverse learning strategies, their preferences, and their subjective evaluations of their effectiveness. The face-to-face interviews were recorded and transcribed for subsequent analysis and aimed to provide a deeper understanding of participants' perceptions and experiences concerning their preferred learning strategies. For instance, questions might have probed into participants' experiences with group work as a learning strategy, their preferred strategies for preparing for an English language proficiency examination, and the like.

*Data Analysis*

The present study employed a convergent parallel mixed-methods design, incorporating both quantitative and qualitative methodologies in data collection and analysis. The quantitative data was analyzed utilizing the Statistical Package for Social Sciences (SPSS) software, with a reliability and validity test implemented to assess the survey questionnaire. Descriptive statistics, including mean scores and standard deviations, were employed to analyze participants' favored learning strategies. In parallel, the qualitative data collected from the semi-structured interviews underwent a rigorous process of thematic analysis. The verbatim transcriptions were meticulously examined using a deductive approach to identify recurring themes and patterns in participants' responses. These themes were then coded and categorized based on their relevance to the research questions, undergoing a cyclical refinement process until a final set of themes was established. Ultimately, the quantitative and qualitative data were integrated to provide a comprehensive and holistic understanding of the students' preferred learning strategies in the context of English language acquisition, offering valuable insights for language educators and students to tailor their pedagogical approaches and improve the effectiveness of language instruction.

## IV. RESULTS AND DISCUSSIONS

The objective of the present study was to ascertain the preferred learning strategies of a cohort of individuals who self-identify as extroverts, after conducting a comprehensive evaluation of the commonly employed techniques among the study population. The results of the analysis, which were classified into six primary domains in line with the Oxford framework, are presented in Table 1.

TABLE 1
AMBIVERTS' MOST FREQUENTLY USED LANGUAGE LEARNING STRATEGIES (N=22)

|  | Min. | Max. | Mean | SD |
|---|---|---|---|---|
| **Affective Strategies** | 1.66 | 4.66 | 3.61 | .65 |
| **Compensation Strategies** | 2.00 | 4.33 | 3.55 | .56 |
| **Cognitive Strategies** | 1.50 | 4.25 | 3.53 | .65 |
| **Social Strategies** | 2.00 | 4.66 | 3.47 | .68 |
| **Metacognitive Strategies** | 2.00 | 4.00 | 3.31 | .50 |
| **Memory-related Strategies** | 1.33 | 4.33 | 3.17 | .81 |

Table 1 displays the frequently used strategies as reported by the ambiverted group. Akin to the extroverts group, this group's most frequently used strategies were affective strategies (M=3.61), followed by compensation (M=3.55), cognitive (M=3.53), and social strategies (M=3.47). The metacognitive (M=3.31) and memory-related strategies (M=3.17) were the least utilized strategies by ambiverts.

Table 2 exhibits the scrutiny findings for each constituent within the six primary classifications of learning stratagems.

TABLE 2
AMBIVERTS' MOST FREQUENTLY USED ITEMS ON THEIR LANGUAGE LEARNING STRATEGIES (N22)

| Items | Min. | Max. | Mean | SD |
|---|---|---|---|---|
| **Q16.** Music engagement | 2.00 | 5.00 | 4.00 | .69 |
| **Q15.** Practice of mindfulness or meditation | 2.00 | 5.00 | 3.45 | .86 |
| **Q17.** Self-dialogue to augment self-assurance | 1.00 | 4.00 | 3.36 | .79 |
| **Affective Strategies** | **1.66** | **4.66** | **3.61** | **.65** |
| **Q8.** Inference of word meanings | 2.00 | 5.00 | 3.73 | .70 |
| **Q10.** Search for pertinent data in scholarly articles/textbooks | 2.00 | 5.00 | 3.45 | .80 |
| **Q9.** Employment of morphological cues like suffixes, prefixes, word order, and other linguistic indicators | 2.00 | 5.00 | 3.45 | .86 |
| **Compensation Strategies** | **2.00** | **4.33** | **3.55** | **.56** |
| **Q6.** Translation, invocation of general principles, and their application to respective scenarios | 1.00 | 5.00 | 3.55 | .96 |
| **Q5.** Rapid reading and keyword identification | 1.00 | 5.00 | 3.55 | 1.01 |
| **Q4.** The practice, repetition, and application of formulas | 2.00 | 5.00 | 3.55 | .91 |
| **Q7.** Note-taking and summarization | 2.00 | 5.00 | 3.50 | .80 |
| **Cognitive Strategies** | **1.50** | **4.25** | **3.53** | **.65** |
| **Q19.** Request for clarification | 2.00 | 5.00 | 3.64 | .79 |
| **Q20.** Collaboration with peers | 1.00 | 5.00 | 3.59 | .85 |
| **Q18.** Use of checklists for peer-evaluation | 2.00 | 5.00 | 3.18 | .85 |
| **Social Strategies** | **2.00** | **4.66** | **3.47** | **.68** |
| **Q14.** Identification, assessment, localization, and rectification of errors | 2.00 | 4.00 | 3.50 | .60 |
| **Q11.** Concentration on specific tasks or activities | 1.00 | 5.00 | 3.32 | .84 |
| **Q12.** Pursuit of knowledge through book reading | 2.00 | 4.00 | 3.27 | .63 |
| **Q13.** Establishment of a schedule for environmental organization | 2.00 | 5.00 | 3.14 | .83 |
| **Metacognitive Strategies** | **2.00** | **4.00** | **3.31** | **.50** |
| **Q2.** Utilizing different colors or highlights to differentiate words | 1.00 | 5.00 | 3.41 | 1.01 |
| **Q1.** Utilizing images, keywords, and the preservation of sounds in memory | 1.00 | 5.00 | 3.41 | 1.05 |
| **Q3.** Using flashcards | 1.00 | 5.00 | 2.68 | 1.00 |
| **Memory-related Strategies** | **1.33** | **4.33** | **3.17** | **.81** |

These results suggest that the ambiverts in the study had a strong preference for affective learning strategies, particularly listening to music and engaging in positive self-talk, as indicated by their high mean scores (M=3.64 and M=3.59, respectively). Practicing meditation was also favored, albeit to a lesser extent, as evidenced by the slightly lower mean score (M=3.18).

In the interviews, Participant 2 explained why he preferred listening to music as an affective learning strategy to other types as follows:

Music is a powerful source of inspiration and motivation for me. Whether it is classical to concentrate or pop to get pumped, music affects my mood and energy in a way meditation does not (Participant 2).

The statement of Participant 2 exemplifies the versatility inherent in ambivert individuals, who possess both introverted and extroverted traits (Davidson, 2017; Petric, 2022). The assertion that music holds a significant influence on his mood and energy levels aligns with the notion of extroverted tendencies, as the use of external stimuli (music) to regulate emotions and motivation is a common characteristic of extroverted individuals (Jamshidzad et al., 2020).

Besides, positive self-talk was favored by Participant 4 with the following reasons:

> Positive self-talk is a technique that I find helpful for maintaining a positive mindset and boosting my confidence. By intentionally choosing to think positively and reframing negative thoughts, I can approach challenges with a more optimistic and proactive attitude (Participant 4).

The utilization of positive self-talk as a mechanism to cultivate mental fortitude and augment self-assuredness concurs with the hypothesis that individuals exhibiting ambiverted traits tend to demonstrate an inclination towards deliberate and proactive regulation of their emotional and affective conditions (Aguilar, 2018; Davidson, 2017). The emphasis on transforming negative cognitions and adopting a proactive and optimistic stance in the face of adversity indicates that Participant 4 might exhibit a more extroverted disposition (Neff et al., 2007), as he seems to actively engage and overcome challenges.

The results also suggest that the ambiverts in the study preferred compensation learning strategies such as utilizing deductive reasoning to infer the meanings of words (M=3.73), asking for assistance to get missing information (M=3.45), and employing morphological and syntactical cues (M=3.44), as indicated by their mean scores.

The findings in qualitative data also explained why ambiverts preferred utilizing deductive reasoning to infer the meanings of words to other types of compensation language learning strategies. Participant 6's excerpt displayed the aforementioned explanation:

> With deductive reasoning, I can use my existing knowledge and the information available to me to make logical conclusions about the meaning of a word. For example, if I come across the word "photosynthesis," I can use my knowledge of roots and prefixes to break down the word into its component parts: "photo" meaning light and "synthesis" meaning to create or produce. From there, I can infer that photosynthesis refers to the process by which plants use light to create energy" (Participant 6).

The demonstration of deductive reasoning by Participant 6 aligns with the hallmark traits of ambiverts as possessing both introverted and extroverted tendencies (Davidson, 2017; Petric, 2022). This cognitive process of drawing conclusions and making inferences from available information highlights the individual's capacity for critical thinking and information synthesis, characteristic of the ambivert personality type (Galate & Galate, 2023; Yusoff et al., 2016). This combination of skills has been shown to be advantageous in various contexts, such as learning, problem-solving, and decision-making (Petric, 2022).

Additionally, the quantitative data analysis results suggest that the ambiverts in the study had a relatively consistent preference for cognitive learning strategies, with the mean scores being relatively close for each strategy. The highest mean scores were for utilizing general rules and applying them to situations (M=3.55), skimming and scanning (M=3.55), and practicing, repeating, and recognizing formulas (M=3.55), indicating that these strategies were favored by the ambiverts in the study. Taking notes and summarizing was still preferred, but to a slightly lesser extent, as indicated by the lower mean score (M=3.50).

Participant 8 explained why she was in favor of utilizing general rules and applying them to situations as follows:

> Using general rules means finding patterns that work in different situations. I use these rules to predict new situations, like finding patterns in grammar to guess unknown words in a new language. Applying these rules means using what I learned to make decisions and solve problems in new ways. This takes critical and creative thinking and using my knowledge in new ways (Participant 8).

The statement highlights the dichotomous nature of ambiverts, who possess a combination of introverted and extroverted traits (Davidson, 2017; Petric, 2022). Ambiverts are known to possess critical and creative thinking skills and the ability to apply their knowledge in new and innovative ways (Galate & Galate, 2023; Yusoff et al., 2016). This adaptable and flexible approach to problem-solving, as demonstrated by Ambivert 8's utilization of general rules, aligns with previous studies that indicate a proclivity for success in problem-solving and decision-making among ambiverts. The ability to balance introspective and analytical abilities with proactive and innovative action is a hallmark of the ambivert personality type.

Participant 1 preferred skimming and scanning to other types of cognitive learning strategies. She shared her thoughts as follows:

> Skimming means quickly reading to understand a text. It helps me get the main ideas without getting bogged down in details. It is good for a quick overview or when I do not have much time. Scanning is searching for specific information. If I need a statistic, I will scan a report to find it fast without reading everything" (Participant 1).

This statement highlights the characteristic of ambiverts as individuals who possess both introverted and extroverted tendencies (Davidson, 2017; Petric, 2022). The ability to quickly understand and retain information, through skimming and scanning, is a common trait among ambiverts, as they are able to effectively balance their attention to detail with their ability to quickly grasp the essence of information (Hayes & Stratton, 2022). The use of these techniques is particularly beneficial for individuals who need to navigate large amounts of information in a limited amount of time, and previous studies have shown that ambiverts often excel in time-sensitive and information-rich environments (Colwell, 2015; Stough et al., 1996).

On the other hand, Participant 3 found practicing, repeating, and recognizing formulas effective to him. He stated,

> Practicing and repeating formulas means doing problems repeatedly until I understand. This helps me remember and be confident. Recognizing formulas means knowing which one to use quickly. This takes good understanding and the ability to find the right one fast. Being able to recognize formulas quickly saves time and makes me more productive, especially on tests or in high-pressure situations (Participant 3).

This aligns with the characteristics of ambiverts as individuals who exhibit a balance between introversion and extroversion (Davidson, 2017; Petric, 2022). Ambiverts have a versatile approach to learning and can effectively utilize both intuitive and analytical thinking in problem-solving (Galate & Galate, 2023; Yusoff et al., 2016). The use of techniques such as practicing and repeating formulas and quick recognition of them showcases the ambivert's efficiency and productivity in high-pressure situations (Titze et al., 2017), reflecting their ability to strike a balance between rote memorization and conceptual understanding.

Besides, the results suggest that the ambiverts in the study preferred social learning strategies such as requesting the speaker to reiterate, reword, or moderate their speech tempo (M=3.64) and cooperating with others (M=3.59), as indicated by their higher mean scores. Adopting checklists was still preferred, but to a lesser extent, as indicated by the lower mean score (M=3.18).

Participant 7 displayed the reasons why he was comfortable for requesting the speaker to reiterate, reword, or moderate their speech tempo as follows:

> Asking the speaker to repeat or reword means asking them to say it again or in a different way. This is helpful when I miss something or do not understand. It is especially useful in group settings or when the speaker is speaking fast. By asking for a repeat or reword, I can better understand and stay involved in the conversation (Participant 7).

This statement aligns with previous research on ambiverts, who are characterized by their adaptable interpersonal skills and communicative competence (Davidson, 2017; Petric, 2022). The reported use of active listening and the request for repetition or rephrasing highlights the ambivert's engagement and investment in the communicative exchange, reflecting their ability to effectively understand and interact with others in group settings or professional/personal contexts.

On the other hand, Participant 2 shared why he preferred cooperating with others to other types of social learning strategies. He stated,

> Working with others means going after a common goal together, like group projects or team assignments. By working with others, I learn and improve my own knowledge. It also helps me build communication and interpersonal skills like active listening and conflict resolution, which are important for personal and professional relationships. Working with others is also fun and makes learning enjoyable (Participant 2).

This statement aligns with previous studies on ambiverts, who exhibit a proclivity towards cooperative learning and group collaboration (Davidson, 2017; Zulkarnain & Nurmayana, 2022). Ambiverts benefit from this approach to learning through the acquisition of knowledge and skills from diverse perspectives and experiences (Dorjee & Ting-Toomey, 2020; Grant, 2013). Their ability to work effectively with others is a key interpersonal competency, valued in both personal and professional contexts. Research also suggests that ambiverts are more motivated and engaged in the learning process when the experience is collaborative and enjoyable (Huang & Dunn, 2022).

These results suggest that the ambiverts in the study preferred metacognitive learning strategies such as recognizing, evaluating, locating, and rectifying faults (M=3.50) and focusing on specific tasks or activities (M=3.32), as indicated by their higher mean scores. Reading books or engaging in discourse with others and applying the acquired knowledge (M=3.27) and establishing a schedule or organizing one's physical surroundings (M=3.14) were still preferred, but to a lesser extent, as indicated by the lower mean scores.

Participant 8 detailed the benefits of recognizing, evaluating, locating, and rectifying faults to explain why she preferred this type to other types of metacognitive learning strategies as follows:

> Recognizing faults means finding areas to improve from self-reflection, feedback, or assessments. Evaluating faults is seeing their severity and impact, being honest and objective. Locating faults is finding the cause of the problems by analyzing my learning. Rectifying faults is making a plan to improve, like practicing, getting help, or changing study habits (Participant 8).

This statement is in concurrence with the established traits of ambiverts, who are characterized by their ability to balance introversion and extroversion (Davidson, 2017; Petric, 2022). Ambiverts are known for their adaptability, introspective nature, and the ability to self-evaluate and improve. The act of recognizing faults, evaluating their impact objectively, and developing practical solutions aligns with the traits of ambiverts, who possess a combination of introspective and proactive qualities (Xu et al., 2014). This ability to balance their strengths and weaknesses and continuously strive for improvement is a hallmark of the ambivert personality type.

Meanwhile, Participant 10, who preferred focusing on specific tasks or activities to others, shared his view points about this strategy as follows:

> Focusing on specific tasks means breaking down big goals into smaller, manageable parts. This helps me prioritize and make progress in a structured way, avoid distractions, and stay focused. Setting goals and deadlines for each task keeps me motivated and on track. It also helps me understand the subject better by focusing on specific concepts or skills (Participant 10).

The statement "Focusing on specific tasks means breaking down big goals into smaller, manageable parts" aligns with the characteristics of ambiverts as individuals known for their organizational and goal-oriented tendencies (Davidson, 2022; Grant, 2013). The strategy of breaking down larger goals into smaller tasks enables ambiverts to prioritize their resources effectively, advance in a structured manner, and steer clear of distractions. The setting of specific goals and deadlines for each task fosters motivation and accountability, and deepens comprehension of the subject matter.

Finally, these results suggest that the ambiverts in the study had a relatively consistent preference for memory-related learning strategies, with the mean scores being relatively close for the first two strategies. Utilizing different colors or highlights to differentiate words (M=3.41) and utilizing images, keywords, and the preservation of sounds in memory (M=3.41) were favored by the ambiverts in the study, as indicated by the higher mean scores. Using flashcards was not significantly preferred by the ambiverts in this study, as indicated by the lower mean score (M=2.68).

In the interviews, Participants 2 and 5 shared their different points of view regarding the impacts of utilizing different colors or highlights to differentiate words and those of utilizing images, keywords, and the preservation of sounds in memory on their English learning. Specifically, Participant 2 explained why he preferred utilizing different colors or highlights to differentiate words to others as follows:

> Using different colors or highlights for words means assigning colors to different ideas or information. This helps see connections and quickly find key information, especially for exams or projects with a lot of information. Using colors or highlights makes studying more enjoyable and helps understand how concepts fit together (Participant 2).

The utilization of images and keywords to recall information, as well as the preservation of sounds, further supports the idea of ambiverts being adaptable learners who are able to effectively leverage multiple learning modalities to retain information (Lawrence, 2014). The use of visual aids, such as mental images, and the focus on key words or phrases highlights the ambivert's ability to navigate between different learning styles, while the preservation of sounds reflects their ability to utilize auditory cues to recall information (Petric, 2022; Kusumarasdyati, 2022).

On the other hand, Participant 5 preferred utilizing images, keywords, and the preservation of sounds in memory to others with the following explanations:

> Using images means making visual connections between words and mental pictures. This makes it easier to recall information later. For example, I might make mental images of a list of items and their order. Using keywords is focusing on key words or phrases to remember information. This helps me recall complex or technical information quickly. Preserving sounds means using sounds to remember information, like repeating it out loud or making sound associations. This makes it easier to recall later (Participant 5).

The utilization of visual aids and auditory methods to aid memory recall aligns with the documented versatility of ambiverts. Studies have demonstrated that ambiverts possess the capability to form visual connections between words and mental images, thereby facilitating easier recall (Stough et al., 1996). Additionally, the adoption of keywords to remember technical information highlights their aptitude for retaining complex information (Griffin, 2022). The utilization of auditory methods, such as preserving sounds, further showcases the resourcefulness of ambiverts in optimizing their memory recall processes.

Interestingly, the interviewees had the same opinions about using flashcards as ineffective English learning strategy to them. Participants 3 and 6 shared,

> I learn better when I understand the concepts and connect ideas. Flashcards focus on memorizing and can be boring and too simple. This makes it hard to recall information in a nuanced way (Participant 3).

> I like to learn through interactive methods like group discussions or visual aids. This helps me understand concepts and recall information better. Flashcards are repetitive and boring, making it hard to stay motivated and focused. They also do not show the complexity of the information, making it hard to recall in a nuanced way (Participant 6).

This aligns with prior research indicating that ambiverts tend to learn more effectively through interactive and engaging methods (Kusumarasdyati, 2022), rather than through rote memorization techniques such as flashcards (Krišto, 2012). As noted by Participant 3 and 6, they prefer to comprehend underlying concepts and form connections between ideas, and find flashcards to be monotonous and unstimulating. This orientation towards interactive learning is conson with the hallmark traits of ambiverts, characterized by their versatility and the harmonious balance between introversion and extroversion.

## V. CONCLUSION

The present study aimed to gain a deeper understanding of the preferred English language learning strategies of individuals who self-identify as ambiverts. A mixed-methods approach was employed, consisting of a survey questionnaire and follow-up interviews, to collect both quantitative and qualitative data from a sample population of 68 English-major students, 22 of whom self-identified as ambiverts. The results of the study highlight the impact of the balance between introversion and extroversion on ambiverts' preferred language learning strategies, and demonstrate the advantages that this balance affords them in terms of being able to select learning strategies that are best suited to their individual needs and preferences. The study found that ambiverts preferred affective learning strategies, such as listening to music and engaging in positive self-talk, as well as compensation strategies, such as utilizing deductive reasoning and asking for assistance. Additionally, the study found that ambiverts favored metacognitive strategies, such as recognizing faults and focusing on specific tasks, and memory-related strategies, such as using different colors or highlights and using images and keywords. The study also found that ambiverts preferred social strategies, such as cooperating with others and asking for clarification, highlighting the importance of interaction and engagement in the learning process for ambiverts. These findings suggest that the balance between introversion and extroversion in ambiverts is beneficial for their language learning, enabling them to select strategies that cater to their unique needs and preferences. The insights gained from this study have the potential to inform the development of more effective pedagogical approaches and learning materials that accommodate a broad range of learning styles, including ambiverts.

## VI. IMPLICATIONS

Based on the results of the study, several pedagogical implications can be drawn. To begin with, language educators should incorporate affective learning strategies, such as listening to music and engaging in positive self-talk, into their instruction to support ambiverts in their language acquisition journey. Secondly, educators should promote the use of

compensatory strategies, such as deductive reasoning and seeking assistance, to help ambiverts navigate obstacles in the language learning process. Additionally, language educators should emphasize metacognitive strategies, such as recognizing faults and focusing on specific tasks, to foster self-awareness and understanding of the learning process among ambiverts. Furthermore, memory-related strategies, such as using different colors or highlights and incorporating images and keywords, should be encouraged to aid ambiverts in recalling information. The creation of opportunities for interaction and engagement, such as through cooperative work and asking for clarification, should be incorporated into the learning process to support ambiverts' language acquisition. Moreover, language instruction should be tailored to meet the diverse needs and preferences of ambiverts, taking into account their balance between introversion and extroversion and their preferred learning strategies. Finally, these findings have the potential to inform the development of more inclusive learning materials that cater to a broad spectrum of learning styles, including ambiverts, and promote effective language instruction.

## VII. LIMITATIONS

This study is subject to certain limitations that must be taken into account when interpreting its results. Firstly, the sample size of 22 self-identified ambiverted English language learners may not be representative of the broader population of ambiverted language learners. The sample was drawn from a specific cohort of English-major students, and the results may not generalize to other populations of ambiverted language learners. Secondly, the study relies on participants' self-assessment of their ambiverted status, which is based on the results of the MBTI. Although the MBTI is a widely used psychometric instrument, self-assessment is inherently subjective and may be subject to bias or inaccuracies. Additionally, the mixed-methods approach employed in this study, while offering a comprehensive understanding of ambiverted learners' learning preferences, may also introduce limitations. For example, the data collected through the survey questionnaire may be influenced by social desirability bias, whereby participants may respond in a way they perceive as socially acceptable rather than providing an accurate representation of their experiences and preferences. The qualitative interview component may also be subject to the biases of the interviewer, leading to a skewed portrayal of participants' experiences. The statistical analysis of the survey data provides valuable insights into the predominant learning strategies among ambiverted learners, but it may not capture the complexity and nuances of participants' experiences and preferences. The qualitative data gathered through the follow-up interviews offers a more in-depth exploration of participants' perspectives, but it is constrained by the purposive selection of interview participants and the subjective nature of data collection.

## VIII. RECOMMENDATIONS FOR FURTHER RESEARCH

Regarding the limitations of the methodology, it is suggested that future studies in this field aim to increase the sample size and expand the geographical scope of the data collection to enhance the generalizability of the findings. Additionally, incorporating objective assessment methods could mitigate the potential impact of social desirability bias and recall bias on self-reported data. Furthermore, considering a more rigorous quantitative or qualitative methodology, such as extending the duration of data collection or implementing a more exhaustive qualitative approach, could provide a more comprehensive understanding of the students' preferred learning strategies. Future research could also explore the comparative analysis of preferred learning strategies across different cultural and linguistic contexts, and evaluate the durability and stability of these strategies over time. Additionally, examining the interplay between motivation and preferred learning strategies, incorporating technology into language learning, and collecting the perspectives of language instructors could provide valuable insights into the implementation of preferred learning strategies in language education. Moreover, analyzing the relationship between preferred learning strategies and language learning outcomes, and exploring the influence of individual differences, such as learning styles and personality traits, on preferred learning strategies could offer a more nuanced perspective on language learning. Finally, assessing the transferability of preferred learning strategies to other subjects and languages, and exploring their potential applications beyond language education, could contribute to a more comprehensive understanding of their effectiveness and versatility. These research avenues have the potential to further our understanding of preferred learning strategies and their impact on language learning outcomes, and inform the development of more effective and personalized language instruction for all students.

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**Thao T. Le** is a lecturer at Can Tho University, specializing in language skills courses. He also serves as an editor for Jurnal Komunikasi Pendidikan, an international journal managed by Universitas Veteran Bangun Nusantara. LE's research interests include TESOL, educational policies, and classroom-based studies.



**Thuy T. Pham** is a lecturer at Nam Can Tho University, where she primarily teaches courses on language skills, translation, and interpretation. She is currently preparing for her Ph.D. studies, and her research interests focus on teacher professional development.



**Yen H. Phuong** is currently an associate professor at the School of Foreign Languages, Can Tho University, Vietnam. She carries studies on language teaching approaches, students' learning autonomy, self-regulated learning strategies and teachers' professional development. She published articles in different journals and is the editor of one Scopus-indexed book on alternative assessment in language teaching.

**Hai-Yen T. Thieu** is an undergraduate student majoring in English Studies. She is interest in educational psychology studies.



**Thi A. Nguyen** is currently a lecturer of English at Can Tho University, Vietnam. His main research interests involve pre/in-service teacher training, teacher education and language teaching methodology, particularly in the field of Task-based Language Teaching (TBLT). Most of his publications on TBLT and English language teaching were oriented towards the development of a researched-pedagogy. An overarching goal of his research is to promote positive educational practices and experience exchange among researchers, teachers, and the like.



**Tra H. Nguyen** teaches French at School of Foreign Languages, Can Tho University, specializing in French as a Foreign Language Didactics. She holds a Master's degree in Language Science from the University of Rouen, France, and a Doctorate in Language Science from the Free University of Brussels, Belgium. Dr. Nguyen's research interests include French language didactics, action research, and linguistics research.



**Anh-Thu T. Huynh** is an English lecturer with a passion for language and literature. She holds a Master's degree in TESOL from Can Tho University, Vietnam, and has extensive experience teaching English to university students. She is committed to helping her students improve their language proficiency and develop their critical thinking skills.