

Unlocking the Secrets of Introverted Students: A Mix of Methods to Comprehend Their English Language Learning Strategies

Thanh-Thao Le, Anh-Thi Nguyen, Hai-Yen Thieu-Thi, Hoang-Yen Phuong, Anh-Thu Huynh-Thi, Huong-Tra Nguyen, Trut-Thuy Pham

Article Info	Abstract
<p>Article History</p> <p>Received: March 03, 2023</p> <p>Accepted: June 04, 2023</p> <p>Keywords : English Language Learning, English-Majored Students, Introverted, Strategies</p> <p>DOI: 10.5281/zenodo.8003449</p>	<p><i>Research implies potential disadvantages for introverted learners in English acquisition; therefore, understanding their preferred learning strategies can redress this disparity. This investigation adopts an intricate descriptive methodology and a mixed-methods approach to scrutinize the favored English language learning strategies of a cohort of individuals who self-identify as introverts. Employing a survey questionnaire and follow-up interviews, the study offers a nuanced understanding of the predominant learning strategies among the student population. The research participants were selected from a sample of 29 self-proclaimed introverted students, pursuing a major in English, and composed of 12 males and 17 females. The results of the investigation demonstrated that the highest mean score was achieved for affective strategies, with auditory musical engagement being the most frequently utilized element, followed by compensation approaches, wherein leveraging deductive reasoning to extrapolate lexical meanings emerged as the most favored. Cognitive, metacognitive, and mnemonic strategies were also prevalently utilized, while social methodologies were the least frequently adopted. These insights underscore the importance of comprehending individual learning proclivities and customizing pedagogical methodologies to augment the potency of language instruction.</i></p>

Introduction

The burgeoning significance of English as a global lingua franca across domains like commerce, science, and technology in Vietnam necessitates individuals' exceptional communicative aptitude in the language (Vu & Peters, 2021). Addressing multinational corporations and foreign investors' requirements entails advanced English proficiency (Yehekel&Rawal, 2019), while scholars must effectively exchange knowledge with global counterparts. Consequently, English proficiency's heightened emphasis demands superior pedagogy to sustain economic competitiveness (Thao & Mai, 2020). Comprehending students' preferred learning strategies is paramount for efficacious language instruction and accommodating diverse needs. This enables teachers to tailor instruction, augmenting language acquisition (Lestari &Wahyudin, 2020), by devising engaging lessons, furnishing targeted feedback, and endorsing productive techniques (Nisbet&Shucksmith, 2017). This fosters self-awareness, growth, and development, especially for introverted students who likely exhibit distinct learning styles. Research implies potential disadvantages for introverted learners in English acquisition; hence, discerning their preferred learning strategies can redress this inequity. Personalized instruction catering to unique learning requisites empowers introverted students to actualize their potential and triumph in language mastery.

Literature Review

Characteristics of Introverts

Introverts epitomize individuals inclined toward reservedness, introspection, and favoring tranquil, solitary activities over social interactions. They typically exhibit an internal locus and predilection for reflection and contemplation, superseding external stimulation. Within English language acquisition, Petric (2022) posits introverted learners may manifest these traits:

- Solitary study predilection: Introverted learners may opt for independent study, eschewing potentially overwhelming or energy-draining group environments.
- Detail orientation: Meticulousness and attentiveness to detail may facilitate language learning through heightened sensitivity to subtle linguistic nuances.
- Intrinsic learning motivation: Introverted learners might derive gratification from learning itself, driven by an earnest aspiration to comprehend and master the language.
- Feedback sensitivity: Introverted learners may exhibit heightened vulnerability to criticism, favoring individualized over potentially overwhelming group feedback.

- Requisite for quietude and solitude: Introverted learners may necessitate tranquil, solitary time for post-class reinvigoration and potentially grapple with cacophonous or bustling environments.
- Speaking apprehension: Reticence in English-speaking settings may characterize introverted learners, necessitating additional encouragement and support for speaking skill development.

Recognizing introversion as a spectrum, not all introverted learners will evince these characteristics uniformly. Moreover, introversion does not inherently impede language learning; with appropriate support and learning environments, introverted learners can achieve notable success in English language acquisition.

English Learning Strategies

Learning strategy implementation can be construed as a conduit for amplifying information acquisition and retention (Nisbet&Shucksmith, 2017). These tactics encompass a diverse array of methodologies, including note-taking (Salame& Thompson, 2020), memorization (Oanh&Hien, 2006), self-assessment (Nisbet&Shucksmith, 2017), and feedback reception (Leenknecht et al., 2019). Within English language pedagogy, English learning strategies encompass distinct approaches and techniques employed by learners to attain and augment linguistic prowess. These strategies may comprise activities such as practicing reading, writing, listening, speaking, and grammar (Hashim et al., 2018), in addition to metacognitive practices like goal-setting, progress monitoring, and self-evaluation (Channa et al., 2015). Effectual deployment of these English learning strategies can be instrumental in empowering learners to bolster communicative proficiency and language competency.

Oxford's Framework of English Learning Strategies

The Oxford Framework for Learning Strategies (2003) postulates that learning stratagems can be taxonomized into six interdependent domains: cognitive, metacognitive, memory-related, compensatory, affective, and social. Applying this framework within the Vietnamese milieu has divulged prevalent memory-related tactics, such as rote memorization (Cong-Lem, 2019), while metacognitive strategy deployment encounters challenges (Nguyen & Trinh, 2011). Cultural and social aspects may influence affective and social strategy effectiveness (Nguyen et al., 2006). Nonetheless, it is paramount to consider cultural, educational, and teacher-centric pedagogical nuances when adapting the Oxford framework to the Vietnamese context (Vu, 2021).

Cognitive Language Learning Strategies

Scrutinizing cognitive learning strategies, entailing intellectual processes governing information absorption and retention, has garnered significant scholarly attention (Di Carlo, 2017). Effective cognitive learning strategies in language acquisition include chunking, elaboration, visualization, association, and repetition. Empirical evidence corroborates the positive correlation between these strategies and enhanced language proficiency outcomes, as exemplified by Chang and Liu's (2013) study, which unveiled significant progress in Taiwanese students' linguistic competency. Thus, understanding and implementing cognitive learning strategies is crucial for amplifying language proficiency and communicative competence.

Metacognitive Language Learning Strategies

Metacognitive learning strategies encompass intricate cognitive processes and self-regulatory techniques that bolster an individual's capacity to plan, monitor, and evaluate their learning endeavors' effectiveness (Leutwyler, 2009). These strategies, including self-assessment, goal-setting, and reflection, have been proven to yield improved language learning outcomes (Vandergrift & Tafaghodtari, 2010; Wang & Wang, 2018). Metacognitive strategy implementation has significantly enhanced listening comprehension (Vandergrift & Tafaghodtari, 2010) and writing proficiency (Wang & Wang, 2018) among learners. These strategies are particularly beneficial in goal-oriented scenarios, such as preparing for English proficiency exams.

Memory-related Language Learning Strategies

Employing memory-related learning strategies, which encompass techniques for information retention and recall, can substantially ameliorate language learning outcomes (Bala&Bala, 2018). Numerous studies demonstrate memory-related methods' efficacy, such as repetition, elaboration, and visualization, in enhancing language proficiency (Chang, 2015; Barcroft& Sommers, 2005). Given the vital role vocabulary, grammar, and linguistic structures play in efficacious language learning and proficiency exam preparation, memory-related strategies are indispensable for attaining language proficiency and communicative competence.

Compensatory Language Learning Strategies

Compensatory learning strategies entail techniques to counteract linguistic limitations, such as circumlocution, context-based inference, and nonverbal communicative methods (Mutlu et al., 2019). Empirical research confirms these strategies' advantageous impact on language learning outcomes (Izzah et al., 2021; Gani et al., 2015). These strategies are particularly beneficial for individuals grappling with specific linguistic inadequacies and can facilitate effective communication among those challenged by grammar or vocabulary acquisition.

Affective Language Learning Strategies

Affective learning strategy implementation involves deploying methods targeting emotion and attitude regulation within language acquisition (Robles, 2018), including techniques like cultivating positive self-talk, goal-setting, and social support acquisition. Empirical data substantiates these strategies' beneficial impact on language learning outcomes (Zakaria et al., 2019; Wael et al., 2018). These methods are especially

advantageous for learners confronting motivation, anxiety, or attitude challenges and can improve language proficiency and communicative competence through emotional and attitudinal factor modulation.

Social Language Learning Strategies

Social learning strategies encompass techniques for language acquisition via interpersonal communication and collaboration, such as peer-assisted instruction, evaluative feedback acquisition, and meaning negotiation. Implementing these strategies has been demonstrated to have a favorable impact on language learning outcomes (Vygotsky & Cole, 1978; Oflaz, 2019). These strategies are particularly beneficial for learners seeking to attain communicative proficiency and engage with native speakers of the target language. Participation in collaborative endeavors with proficient speakers or fellow learners can enhance language proficiency in educational or professional settings.

Methods

Research Design

This investigation adopts an intricate descriptive methodology and a hybrid-methods approach to scrutinize the favored English language learning strategies of a cohort of individuals who self-identify as introverts. Students were requested to self-determine their introversion status predicated on the results of the Myers-Briggs Type Indicator (MBTI), a psychometric instrument (Myers & McCaulley, 1988). The research design encompasses the acquisition of both quantitative and qualitative data via a confluence of survey questionnaires and follow-up interviews, respectively. This bifurcated data collection approach (Glik et al., 2005) facilitates a nuanced understanding of the predominant learning strategies among the student population. The survey questionnaires generate numerical data amenable to statistical analysis, elucidating prevalent patterns and tendencies. In contrast, the follow-up interviews furnish qualitative insights, permitting a more in-depth examination of the students' experiences and viewpoints, thereby augmenting our comprehension of their preferences and evaluations of the strategies' effectiveness. By employing both data collection modalities, the study yields an accurate and comprehensive representation of the preferred learning styles of the introverted cohort, providing valuable insights for language educators and students.

Participants

This manuscript, forming an integral subset of an expansive research initiative, involves study participants procured from a specific cohort comprised of 68 undergraduates specializing in English. Following the execution of the MBTI test, extroverts were officially delineated as the participants for this empirical inquiry. Notably, the sample population was drawn from a contingent of 68 English major students, out of which 29 self-categorized as introverted as per the MBTI test results. This subset included 12 males and 17 females. Participants were intentionally selected for further interviews to secure a representative stratification of the sample, adhering to the preferred learning strategy categories that were discerned from the quantitative data amassed via the administration of a questionnaire survey. The study was carried out maintaining rigorous observance of ethical guidelines, such as safeguarding confidentiality and anonymity for participants who had willingly tendered their informed consent. The cardinal research objective was to acquire a more nuanced understanding of the students' learning predispositions and necessities, facilitating the customization of pedagogical techniques to bolster the efficiency of language instruction.

Data Collection Instruments

Questionnaire

The study employed a survey questionnaire aiming at determining the extent to which participants utilized diverse learning strategies for English language acquisition. The questionnaire comprised 20 components, primarily focusing on evaluating the application of cognitive (Q4. Practicing, repeating, and applying formulas; Q5. Skimming and scanning; Q6. Translating, utilizing general rules, and applying them to situations; Q7. Taking notes and summarizing), metacognitive (Q11. Focusing on specific tasks or activities; Q12. Reading books or engaging in discourse with others and applying the acquired knowledge; Q13. Establishing a schedule or organizing one's physical surroundings; Q14. Recognizing, evaluating, locating, and rectifying faults), memory-related (Q1. Utilizing images, keywords, and the preservation of sounds in memory; Q2. Utilizing different colors or highlights to differentiate words; Q3. Using flashcards), compensatory (Q8. Utilizing deductive reasoning to infer the meanings of words; Q9. Employing morphological and syntactical cues; Q10. Asking for assistance to get missing information), affective (Q15. Practicing meditation; Q16. Listening to music; Q17. Engaging in positive self-talk for the enhancement of self-assurance), and social learning strategies (Q18. Adopting checklists for peer-assessment; Q19. Requesting the speaker to reiterate, reword, or moderate their speech tempo; Q20. Cooperating with others). The survey integrated both quantitative and qualitative aspects, soliciting evaluations of strategies on a Likert-type scale and open-ended responses regarding participants' experiences and preferences. The questionnaire underwent a comprehensive process of reliability and validity testing to affirm its robustness, with a 0.89 Cronbach's alpha score indicative of its reliability and a validation process through content validation and expert review affirming its validity. The questionnaire's purpose was to provide an all-encompassing understanding of participants' favored learning strategies for

English language acquisition, with the data analyzed using descriptive and inferential statistical techniques to discern patterns in preferred learning strategies.

Semi-structured Interviews

The qualitative interview component of the study aimed to elicit rich, in-depth perspectives and experiences from a purposively selected subset of participants regarding their favored English language learning strategies. The semi-structured interview format facilitated open-ended and unencumbered exploration, with questions crafted to elicit information about participants' utilization of diverse learning strategies, their inclinations, and their subjective evaluations of their efficacy. Interviews were conducted face-to-face and were recorded and transcribed for later analysis. The interview questions were informed by questionnaire survey results and aimed to provide deeper comprehension of participants' perceptions and experiences regarding their preferred learning strategies. For instance, questions may have included inquiries such as "Can you describe a situation where you utilized group work as a learning strategy? To what extent was it effective for you?" or "What learning strategies do you typically employ when preparing for an English language proficiency examination?"

Data Analysis

The current study utilized a convergent parallel mixed-methods design, integrating both quantitative and qualitative methodologies in data collection and analysis. The quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) software, with a Scale test implemented to evaluate the reliability and validity of the survey questionnaire. Descriptive statistics, including mean scores and standard deviations, were employed to analyze the participants' favored learning strategies. Meanwhile, the qualitative data obtained from the semi-structured interviews underwent a process of thematic analysis. The verbatim transcriptions were rigorously analyzed through a deductive approach to identify recurring themes and patterns in the 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 emerged. Ultimately, the quantitative and qualitative data were synthesized 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 in order to tailor pedagogical approaches and enhance the effectiveness of language instruction.

Results and Discussions

The aim of the research was to uncover the favored learning strategies of a group of individuals who self-perceive as introverts, following the establishment of the commonly employed techniques by the student body. Table 1 presents the results of the assessment on the students' preferred learning strategies classified into six primary domains in accordance with the Oxford's framework.

Table 1.

Introverts' most frequently used language learning strategies (N29)

Main Clusters	Min.	Max.	Mean	SD
Affective Strategies	2.33	5.00	3.76	.79
Compensation Strategies	2.00	5.00	3.75	.69
Cognitive Strategies	2.00	5.00	3.73	.65
Metacognitive Strategies	1.50	5.00	3.63	.80
Memory Strategies	2.66	5.00	3.60	.54
Social Strategies	2.33	5.00	3.54	.71

The results indicate that the highest mean score was achieved for affective strategies (M=3.76). The second-highest mean score was achieved for compensation strategies (M=3.75). The mean scores for cognitive strategies, metacognitive strategies, memory strategies, and social strategies were 3.73, 3.63, 3.60, and 3.54, respectively. The outcomes herein are congruent with antecedent inquiries delving into the favored learning stratagems of language acquirers. For instance, a plethora of investigations have substantiated that affective stratagems, encompassing self-dialogue, objective formulation, and social reinforcement, are integral constituents in language acquisition and can positively influence linguistic proficiency outcomes (Robles, 2018; Zakaria et al., 2019; Wael et al., 2018).

The elevated mean score for affective stratagems in the current study corroborates these deductions and intimates that introverted students placed considerable weight on employing affective stratagems in their language learning endeavors. Analogously, prior research has evinced the advantageous repercussions of compensatory stratagems, such as circumlocution, contextual conjecture, and nonverbal communicative modalities, in language acquisition (Noprianto, 2017; Palloff & Pratt, 2007). The high mean score for compensatory stratagems in this study substantiates these findings and posits that introverted students may deem these stratagems particularly advantageous for surmounting linguistic constraints. Although cognitive, metacognitive, memory, and social stratagems also procured relatively high mean scores, the diminished scores

for metacognitive and memory stratagems in comparison to affective and compensatory stratagems may insinuate that introverted students may assign lower prominence to these stratagems.

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

Table 2.

Introverts' favored learning strategies in each main cluster (N29)

Items	Mi n.	M ax.	Me an	S D
Q16. Listening to music	2. 00	5.0 0	4.1 7	1. 00
Q17. Engaging in positive self-talk for the enhancement of self-assurance	2. 00	5.0 0	3.8 6	.9 2
Q15. Practicing meditation	1. 00	5.0 0	3.0 0	1. 23
Affective Strategies	2. 33	5.0 0	3.7 6	.7 9
Q8. Utilizing deductive reasoning to infer the meanings of words	2. 00	5.0 0	4.2 8	.8 0
Q9. Employing morphological and syntactical cues	2. 00	5.0 0	3.6 2	.9 4
Q10. Asking for assistance to get missing information	1. 00	5.0 0	3.3 4	1. 17
Compensation Strategies	2. 00	5.0 0	3.7 5	.6 9
Q4. Practicing, repeating, and applying formulas	1. 00	5.0 0	4.0 7	.8 8
Q6. Translating, utilizing general rules, and applying them to situations	1. 00	5.0 0	3.7 2	1. 00
Q5. Skimming and scanning	1. 00	5.0 0	3.5 9	1. 18
Q7. Taking notes and summarizing	1. 00	5.0 0	3.5 5	1. 21
Cognitive Strategies	2. 00	5.0 0	3.7 3	.6 5
Q14. Recognizing, evaluating, locating, and rectifying faults	2. 00	5.0 0	3.8 6	.8 8
Q12. Reading books or engaging in discourse with others and applying the acquired knowledge	1. 00	5.0 0	3.7 2	.9 6
Q11. Focusing on specific tasks or activities	1. 00	5.0 0	3.5 2	1. 18
Q13. Establishing a schedule or organizing one's physical surroundings	1. 00	5.0 0	3.4 1	1. 15
Metacognitive Strategies	1. 50	5.0 0	3.6 3	.8 0
Q2. Utilizing different colors or highlights to differentiate words	2. 00	5.0 0	3.9 0	.9 8
Q1. Utilizing images, keywords, and the preservation of sounds in memory	2. 00	5.0 0	3.9 0	.9 4
Q3. Using flashcards	1. 00	5.0 0	3.0 0	1. 23
Memory Strategies	2. 66	5.0 0	3.6 0	.5 4
Q20. Cooperating with others	1. 00	5.0 0	3.8 6	.9 5
Q18. Adopting checklists for peer-assessment	1. 00	5.0 0	3.4 1	1. 12
Q19. Requesting the speaker to reiterate, reword, or moderate their speech tempo	1. 00	5.0 0	3.3 4	1. 29

Social Strategies	2.	5.0	3.5	.7
	33	0	4	1

Accordingly, the results of the affective strategies revealed that the most frequently utilized item was “Listening to music” (M=4.17), followed by “Engaging in positive self-talk for the enhancement of self-assurance” (M=3.86) and “Practicing mediation” (M=3.00).

In the interviews, Participants 3 and 5 proffered their perspectives on why they chose “Listening to music” as a preferred English language learning strategy in comparison to other methodologies, as reported that:

“Listening to music is an effective way to learn English. It provides entertainment and helps with vocabulary and language rhythm. English songs make it easier to remember words by associating them with melody. Additionally, it helps with language immersion and speaking confidence.” (Participant 3)

“Music is my preferred method for learning English. It is enjoyable and helps with vocabulary, pronunciation, and understanding language flow. Listening to English songs makes language learning feel less like studying. Music helps with pronunciation and accent and makes language learning effective and enjoyable.” (Participant 5)

This viewpoint concurs with antecedent inquiries into the function of musicality in linguistic acquisition, particularly amidst introvert personalities. Investigations have substantiated that introverted individuals exhibit a proclivity towards secluded educational pursuits, such as auditory musical engagement, as it facilitates interaction with the language in a low-risk and minimally strenuous milieu (Cohen, 2022). Moreover, the incorporation of musicality as a linguistic advancement methodology is acknowledged to augment introverted scholars’ enthusiasm and participation, as it proffers an entertaining and pleasurable approach to learning (Israel, 2013; Kao & Oxford, 2014). In addition, the affirmative repercussions of musicality on learners’ dispositions and conceptualizations concerning the objective language can further amplify motivation and linguistic competence for introvert persons (Badstübner&Ecke, 2009; Zakaria et al., 2019; Wael et al., 2018). These revelations buttress the opinions articulated by the Participants 3 and 5, insinuating that auditory musical involvement may constitute an exceedingly efficacious and aptly tailored English linguistic development stratagem for introverted individuals.

With regards to the compensation strategies, the item with the highest utilization rate was “Utilizing deductive reasoning to infer the meanings of words” (M=4.28), followed by “Employing morphological and syntactical cues, as well as seeking assistance or clarification” (M=3.62), and “Asking for assistance to get missing information” (M=3.34).

The reasons for their preference towards utilizing deductive reasoning to infer the meanings of words as an English learning strategy were stated in the interview by Participant 5.

“I use deductive reasoning for English word meanings for a more intuitive understanding. This is better than memorization or translation, which lack context. Deductive reasoning involves thinking about word relationships, considering context, and making meaning inferences. This improves vocabulary and overall language skills.” (Participant 5)

The predilection for employing syllogistic ratiocination to extrapolate semantic connotations of lexemes as an English pedagogical methodology amidst introvert personages is in harmony with preceding scholarly endeavors within the domain of secondary linguistic acquisition. Bialystok et al. (2001) manifested the preeminence of bilingual entities in capitalizing on their linguistic processing aptitudes to derive inferences and formulate interconnections amidst lexical items, vis-à-vis monolingual personages. Introverted individuals may discern this modus operandi as alluring, attributable to its reclusive and pensive essence, as it empowers autonomous erudition and vigorously fosters the construction of their language apprehension, eschewing dependence on explicit tutelage or social interplay. This methodology can be particularly advantageous for introverts, who might experience inundation or trepidation within more communicative linguistic pedagogical milieus. The viewpoints enunciated by Participant 5 are in agreement with these revelations and signify that syllogistic ratiocination may serve as a potent stratagem for introverted English linguistic acquirers.

In the realm of cognitive strategies, the most frequently employed strategy was “Practicing, repeating, and applying formulas” (M=4.07), followed by “Translating, utilizing general rules, and applying them to situations” (M=3.72), “Skimming and scanning” (M=3.59), and “Taking notes and summarizing” (M=3.55).

In the interviews, Participant 4 shared her perspective on why she preferred the strategy of practicing, repeating, and applying formulas in their English language learning process. She explained the reasons for her preference and how it has impacted her language proficiency and overall understanding of the language.

“Practice, repetition, and application of formulas are the key to language learning success for me. They focus on language mechanics and improve skills through repetition. This leads to improved accuracy and fluency, and better understanding of real-life language use. This approach enhances speaking confidence and competence.” (Participant 4)

The passage proffered by Participants 2 and 4 corresponds with antecedent investigations accentuating the significance of dynamic involvement and reiteration in linguistic education. Empirical evidence has evinced that redundancy is a pivotal constituent in fostering enduring preservation and recollection of nascent lexicon and

grammatical configurations (Polišenská et al., 2015; Seibert Hanson & Brown, 2020). Additionally, vigorous engagement and implementation of language in authentic circumstances have been ascertained to augment the attainment of linguistic proficiency and ameliorate fluency (Chang & Liu, 2013; Ginting, 2021). As introverted personages exhibit a predilection for secluded and self-governed erudition, the prospect to rehearse and utilize language in a regulated and premeditated fashion may be perceived as an appealing facet of the educational process. By concentrating on reiteration and dynamic application, introverts can endeavor to cultivate their adroitness and cognizance in a manner congruous with their favored instructional modality. These revelations insinuate that stratagems, encompassing practicing, iterating, and implementing formulae, may prove efficacious in fostering linguistic learning outcomes.

In the realm of metacognitive strategies, the strategy of recognizing, evaluating, locating, and rectifying faults (M=3.86) was the most frequently utilized among the participants. This was followed by the strategy of reading books or engaging in discourse with others and applying the acquired knowledge (M=3.72), the strategy of focusing on specific tasks or activities (M=3.52), and the strategy of establishing a schedule or organizing one's physical surroundings (M=3.41).

The following two excerpts, by Participant 6, showcase the experiences and perspectives of two introverts who preferred recognizing, evaluating, locating, and rectifying faults as their primary English learning strategy. The individuals elaborate on why they found this strategy to be particularly effective and beneficial for their language learning journey.

“Recognizing, evaluating, locating, and fixing faults is an effective English learning strategy. It identifies areas for improvement and leads to self-awareness and reflection. This approach results in targeted improvement and progress over time.” (Participant 6)

The predilection for discerning, appraising, pinpointing, and ameliorating discrepancies as an English acquisition stratagem by Participant 6 is congruous with antecedent inquiries accentuating the paramountcy of self-contemplation and self-rectification in linguistic education (Bolfíková&Pirohová, 2021; Lazareva&Temnova, 2020; Vandergrift & Tafaghodtari, 2010; Wang & Wang, 2018). These investigations have substantiated that through attentiveness to their own linguistic utilization, learners can detect domains necessitating enhancement, effectuate rectifications, and supervise their advancements temporally. This modus operandi can eventuate in augmented scholar autonomy and a profounder comprehension of the language. Introverted personages may perceive this methodology as enticing, as it facilitates a more reclusive and introspective approach to linguistic acquisition. By concentrating on discerning, appraising, pinpointing, and rectifying their own inaccuracies, introverts can participate in self-regulated erudition and assiduously labor to construct their grasp of the language. This approach can further assist introverts in circumventing sensations of discomposure or mortification that may emanate from committing errors within more sociable linguistic educational milieus.

In the realm of memory strategies, the most frequently employed approach was the utilization of different colors or highlights to differentiate words (M=3.90), followed closely by the utilization of images, keywords, and the preservation of sounds in memory (M=3.90), with the usage of flashcards (M=3.00) occupying the third position.

The following two excerpts of Participants 1 and 2 highlight the reasons why some introverted students prefer using different colors or highlights to differentiate words and using images, keywords, and preserving sounds in memory as their preferred English language learning strategies. These strategies have proven to be highly effective for these students, allowing them to improve their language skills and achieve their learning goals.

“Using different colors or highlights for words improves memory in English learning. It visually organizes information and enhances word recall. The visual cues also aid long-term retention.” (Participant 1)

“For me, using images, keywords, and sounds enhances English learning by creating memorable associations. This leads to easier recall and improved vocabulary and language skills.” (Participant 2)

The extant inquiry has unveiled that the deployment of visual facilitators and mnemonics is espoused by introverted contributors as mnemonic stratagems for their English linguistic acquisition. This concurs with antecedent discoveries within the sphere of secondary language attainment, which have evinced that the incorporation of visual prompts, such as disparate hues or emphases, can efficaciously augment recollection and preservation of lexicon and grammatical schemata (Barcroft& Sommers, 2005; Chang, 2015; Cubilo&Winke, 2013). Furthermore, the employment of imagery, pivotal terms, and conservation of auditory stimuli in memory has likewise been ascertained to be an advantageous methodology, as it permits the correlation of neoteric vocabulary with visual or aural representations, culminating in an enhancement of protracted retention (Dunlosky et al., 2013; Ellis & Beaton, 1993). The engagement of mnemonic apparatuses, such as essential terms, has additionally been discovered to be a feasible technique for systematizing and conserving data in memory (Gray, 1997; Worthen& Hunt, 2011). These stratagems enable introverts to adopt a more self-regulated and individualized modus operandi for memory and recollection, as opposed to dependence on sociable or interactive methodologies. This penchant for visual aids and mnemonic contrivances may additionally mirror

introverts' robust visual and aural processing proficiencies, permitting them to efficaciously affiliate neoteric lexicon with visual or aural cues.

On the contrary, the social strategies were found to be the least frequently employed, with the highest mean score being recorded for "Cooperating with others" (M=3.86). This was followed by "Adopting checklists" (M=3.41). The lowest mean score of 3.34 was recorded for "Requesting the speaker to reiterate, reword, or moderate their speech tempo".

The utilization of social strategies in English language learning was found to be the least utilized among introverted participants in this study. However, some participants still found collaboration with others to be a valuable approach to language learning. In the following two excerpts, Interviewee 10 share their experiences and perspectives on why they preferred working with others as a language learning strategy.

"For me, cooperating with others is a key component of my English language learning strategy. It allows me to practice speaking and listening in a real-world setting, as well as gain insights and new perspectives from others. By working together, I can receive feedback, have meaningful conversations, and build relationships with other language learners. This approach has been essential in helping me to gain a deeper understanding of the language and become more confident in speaking English." (Participant 10)

The exploitation of synergistic endeavors with confreres as a stratagem for linguistic acquisition has been comprehensively chronicled in prior examinations. Empirical evidence has corroborated that collaborative erudition activities can furnish language acquirers with prospects to rehearse oratory and audile proficiencies in a nurturing milieu (Barkley et al., 2014; Oflaz, 2019; Vygotsky & Cole, 1978). Furthermore, collaborating with others can assist linguistic scholars in obtaining feedback, participating in substantive dialogues, and forging rapport with fellow language learners, thereby amplifying their motivation and sense of camaraderie (Barkley et al., 2014; Perrault et al., 2011). The outcomes of the current investigation are congruent with these revelations, as Interviewee 10 disclosed that he favored collaboration with others as a tactic for their English linguistic education. It is imperative to acknowledge that although introverted personages may exhibit a predilection for reclusive and contemplative learning methodologies, they can nevertheless reap benefits from convivial and cooperative linguistic erudition activities. Synergy with compatriots can proffer introverts with opportunities to exercise elocution and audition in a supportive context, garner feedback, and establish connections with other language acquirers. This can contribute to enhancing their motivation, bolstering their self-assurance, and refining their overarching linguistic aptitude.

Conclusion

The inquiry endeavored to scrutinize the favored English linguistic acquisition stratagems of a cohort of self-perceived introverted personages, and the outcomes proffered invaluable discernments into the preferred tactics of this demographic. The examination disclosed that the apex mean score was attained for affective methodologies, with auditory musical engagement being the most recurrently employed element, succeeded by compensation approaches, wherein leveraging syllogistic ratiocination to extrapolate lexical connotations emerged as the most favored. Cognitive tactics, encompassing practicing, iterating, and implementing formulae, were also prevalently utilized, while metacognitive techniques, such as discerning, appraising, pinpointing, and ameliorating discrepancies, were espoused by introverted participants. Within the sphere of mnemonic stratagems, the deployment of disparate hues or emphases, imagery, pivotal terms, and conservation of auditory stimuli constituted the most commonly employed. Sociable methodologies were ascertained to be the least frequently adopted, with synergy with compatriots achieving the highest mean score. These results concur with preceding research on the role of musicality in linguistic education, the preeminence of bilinguals in capitalizing on syllogistic ratiocination, the paramountcy of redundancy and dynamic involvement, and the merits of self-contemplation and self-rectification. The exploitation of visual facilitators and mnemonic contrivances as mnemonic stratagems for linguistic acquisition, and the predilection for collaboration with others as a tactic for language learning, also surfaced as significant revelations. These insights underscore the importance of comprehending individual erudition proclivities and customizing pedagogical methodologies to augment the potency of linguistic instruction.

Implications

The investigation concerning the favored English linguistic acquisition stratagems of introverted personages possesses numerous pedagogical ramifications. Primarily, it accentuates the importance of comprehending individual erudition proclivities and customizing pedagogical methodologies to augment the potency of linguistic instruction. The elevated mean score for affective approaches insinuates that introverted scholars allocate considerable emphasis on capitalizing on tactics such as auditory musical engagement in their language education, as it facilitates their interaction with the language in a low-stakes and low-pressure milieu. Moreover, the employment of musicality can amplify motivation, involvement, and comprehensive linguistic aptitude.

Secondarily, the study buttresses the perspective that syllogistic ratiocination can serve as an efficacious stratagem for introverted English linguistic acquirers, as it enables self-regulated and introspective learning. Similarly, the paramountcy of dynamic involvement and redundancy in linguistic education is underscored, as introverted learners may exhibit a predilection for reclusive and self-directed erudition activities. Additionally, the investigation implies that self-contemplation and self-rectification can constitute an effective methodology for linguistic acquisition among introverted individuals.

Tertiarily, the inquiry highlights the merits of exploiting visual facilitators and mnemonic contrivances as mnemonic stratagems for linguistic education among introverted students. These tactics allow introverts to adopt a more self-regulated and individualized modus operandi for memory and recollection and may mirror their robust visual and aural processing proficiencies. Ultimately, the study infers that introverted personages can nevertheless reap benefits from convivial and cooperative linguistic erudition activities, such as synergy with compatriots. Collaboration can proffer introverts with opportunities to exercise elocution and audition in a supportive context, garner feedback, and establish connections with other language acquirers, which can contribute to enhancing their motivation, bolstering their self-assurance, and refining their overarching linguistic aptitude.

Limitations

This investigation possesses some constraints that ought to be contemplated when construing the outcomes. Primarily, the sample size encompassing 29 self-avowed introverted scholars may not accurately typify the more expansive populace of introverted English linguistic acquirers. The specimen was extracted from a distinct demographic of students pursuing a major in English, and the conclusions may not generalize to alternate cohorts of introverted language learners.

The study hinges upon the students' self-evaluation of their introverted status predicated on the outcomes of the MBTI. Albeit the MBTI is a ubiquitously employed psychometric apparatus, self-appraisal is subjective and may be vulnerable to prejudice or inaccuracies.

The amalgamated-methods modus operandi employed in this inquiry furnishes a multifaceted comprehension of the erudition preferences of introverted learners, but it may concurrently introduce limitations. For instance, the information amassed through the survey questionnaire may be susceptible to social desirability bias, wherein participants may respond in a manner they perceive as socially commendable, rather than offering an accurate portrayal of their authentic experiences and inclinations. The qualitative interview component may also be swayed by the interviewer's biases, culminating in a skewed representation of the participants' encounters.

The statistical scrutiny of the survey data proffers invaluable discernments into the prevalent learning stratagems among introverted scholars, but it may not encapsulate the intricacy and subtleties of the participants' experiences and proclivities. The qualitative data assembled through the follow-up interviews provides a more in-depth examination of the participants' viewpoints but is circumscribed by the purposive selection of interview participants and the subjective essence of the data accumulation.

While these limitations should be factored in when interpreting the results, this investigation imparts valuable insights into the favored English linguistic acquisition stratagems of introverted students. By capitalizing on both quantitative and qualitative data collection techniques, the study furnishes a nuanced understanding of the preferred learning modalities of the introverted cohort and proffers invaluable recommendations for linguistic educators and students. Further inquiry is requisite to corroborate the findings of this study and to scrutinize the learning predilections and requisites of introverted language learners in more extensive detail.

Recommendations for Further Research

The constraints inherent in the present investigation imply that additional exploration is essential to augment our comprehension of the favored English linguistic acquisition approaches of introverted persons. Suggestions for ensuing inquiries encompass enlarging the sample magnitude, examining diverse population demographics, executing longitudinal investigations, incorporating manifold instruments, contrasting the learning stratagems of introverts vis-à-vis extraverts and ambiverts, deliberating the impact of cultural determinants, and appraising the effectiveness of the preferred learning tactics. These propositions endeavor to furnish a more exhaustive and intricate understanding of the learning predilections and requisites of introverted individuals, which can inform pedagogical methodologies and bolster the efficacy of language instruction.

References

- Badstübner, T., & Ecke, P. (2009). Student expectations, motivations, target language use, and perceived learning progress in a summer study abroad program in Germany. *Die Unterrichtspraxis/Teaching German*, 42(1), 41-49. <https://doi.org/10.1111/j.1756-1221.2009.00034.x>
- Bala, E., & Bala, A. (2018). Learning to learn: Strategopedia. *International Journal of Social Sciences & Educational Studies*, 5(2), 164-170. <https://doi.org/10.23918/ijsses.v5i2p164>

- Barcroft, J., & Sommers, M. S. (2005). Effects of acoustic variability on second language vocabulary learning. *Studies in Second Language Acquisition*, 27(3), 387-414. <https://doi.org/10.1017/S0272263105050175>
- Barkley, E. F., Cross, K. P., & Major, C. H. (2014). *Collaborative learning techniques: A handbook for college faculty*. John Wiley & Sons.
- Bialystok, E., Craik, F. I., Green, D. W., & Gollan, T. H. (2009). Bilingual minds. *Psychological Science in the Public Interest*, 10(3), 89-129. <https://doi.org/10.1177/1529100610387084>
- Bolfiková, E., & Pirohová, I. (2021). Introducing a study of second chance school teachers from the self-reflection perspective of discourse analysis and ethnomethodology. *Konteksty Pedagogiczne*, 2(17), 159-189.
- Chang, C. H., & Liu, H. J. (2013). Language Learning Strategy Use and Language Learning Motivation of Taiwanese EFL University Students. *Electronic Journal of Foreign Language Teaching*, 10(2), 196-209.
- Chang, S. H. (2015). Memory Strategies Used by Teachers. *Ohio Journal of Teacher Education*, 29(1), 5-19.
- Channa, M. A., Nordin, Z. S., Siming, I. A., Chandio, A. A., & Koondher, M. A. (2015). Developing reading comprehension through metacognitive strategies: a review of previous studies. *English Language Teaching*, 8(8), 181-186. <https://doi.org/10.5539/elt.v8n8p181>
- Cohen, L. D. (2022). *Authentic Low-Stakes Practice to Make Meaning Lasting for ELLs: Creating Vocabulary Chants and Songs to Enhance the Word Generation Curriculum* (Doctoral dissertation, Otterbein University).
- Cong-Lem, N. (2019). Language learning strategies among Vietnamese EFL High School students. *Indonesian JELT*, 14(1), 55-70. <https://core.ac.uk/reader/296261830>
- Cubilo, J., & Winke, P. (2013). Redefining the L2 listening construct within an integrated writing task: Considering the impacts of visual-cue interpretation and note-taking. *Language Assessment Quarterly*, 10(4), 371-397. <https://doi.org/10.1080/15434303.2013.824972>
- Di Carlo, S. (2017). Understanding cognitive language learning strategies. *International Journal of Applied Linguistics and English Literature*, 6(2), 114-126. <https://doi.org/10.7575/aiac.ijalel.v.6n.2p.114>
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58. <https://doi.org/10.1177/1529100612453266>
- Ellis, N., & Beaton, A. (1993). Factors affecting the learning of foreign language vocabulary: Imagery keyword mediators and phonological short-term memory. *The Quarterly Journal of Experimental Psychology*, 46(3), 533-558. <https://doi.org/10.1080/14640749308401062>
- Gani, S. A., Fajrina, D., & Hanifa, R. (2015). Students' learning strategies for developing speaking ability. *Studies in English language and education*, 2(1), 16-28. <https://doi.org/10.24815/siele.v2i1.2232>
- Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. *VELES: Voices of English Language Education Society*, 5(2), 215-228. <https://doi.org/10.29408/veles.v5i2.3968>
- Glik, D. C., Parker, K., & Hategikamana, G. M. B. (2005). Integrating qualitative and quantitative survey techniques. *International quarterly of community health education*, 25(1), 115-133. <https://doi.org/10.2190/W18N-5210-0457-XJN7>
- Gray, R. (1997). Mnemonics in the ESL/EFL classroom. *The Language Teacher*, 21(4), 18-21.
- Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language Learning Strategies Used by Adult Learners of Teaching English as a Second Language (TESL). *TESOL International Journal*, 13(4), 39-48.
- Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy information and computer education journal (LICEJ)*, 2(1), 1360-1365.
- Izzah, N., Azisah, S., & Nurpahmi, S. (2021). Improving students' ability in reading comprehension through the interactive compensatory model. *English Language Teaching for EFL Learners*, 3(2), 63-70.
- Kao, T. A., & Oxford, R. L. (2014). Learning language through music: A strategy for building inspiration and motivation. *System*, 43, 114-120. <https://doi.org/10.1016/j.system.2014.01.003>
- Lazareva, A., & Temnova, E. (2020). Self-reflection of senior university students in language studies. In *INTED2020 Proceedings* (pp. 1665-1668). IATED. <https://doi.org/10.21125/inted.2020.0537>
- Leenknecht, M., Hompus, P., & van der Schaaf, M. (2019). Feedback seeking behaviour in higher education: the association with students' goal orientation and deep learning approach. *Assessment & Evaluation in Higher Education*, 44(7), 1069-1078. <https://doi.org/10.1080/02602938.2019.1571161>
- Lestari, M., & Wahyudin, A. Y. (2020). Language learning strategies of undergraduate EFL students. *Journal of English Language Teaching and Learning*, 1(1), 25-30. <https://doi.org/10.33365/jeltl.v1i1.242>
- Leutwyler, B. (2009). Metacognitive learning strategies: Differential development patterns in high school. *Metacognition and Learning*, 4(2), 111-123. <https://doi.org/10.1007/s11409-009-9037-5>

- Mutlu, A. K., Andarab, M. S., & Karacan, C. G. (2019). Self-efficacy and the use of compensatory strategies: A study on EFL learners. *European Journal of Educational Research*, 8(1), 249-255. <https://doi.org/10.12973/eu-jer.8.1.249>
- Myers, I. B., & McCaulley, M. H. (1988). *Myers-Briggs type indicator: MBTI*. Palo Alto: Consulting Psychologists Press.
- Nguyen, P. M., Terlouw, C., & Pilot, A. (2006). Culturally appropriate pedagogy: the case of group learning in a Confucian Heritage Culture context. *Intercultural Education*, 17(1), 1-19. <https://doi.org/10.1080/14675980500502172>
- Nguyen, T. M., & Trinh, L. Q. (2011). Learners' Metacognitive Strategy Use and Reading Comprehension: Insights from a Vietnamese Context. *Journal on English Language Teaching*, 1(1), 9-19.
- Nisbet, J., & Shucksmith, J. (2017). *Learning strategies*. Routledge.
- Noprianto, E. (2017). Extrovert versus introvert students: What EFL learning strategy do they use. *Asian TEFL*, 2(2), 119-135.
- Oanh, D. T. H., & Hien, N. T. (2006). Memorization and EFL Students' Strategies at University Level in Vietnam. *TESL-EJ*, 10(2), n2.
- Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. *European Journal of Educational Research*, 8(4), 999-1011. <https://doi.org/10.12973/eu-jer.8.4.999>
- Oxford, R. L. (2003). Language learning styles and strategies: Concepts and relationships. *IRAL, International Review of Applied Linguistics in Language Teaching*, 41(4), 271-278. <https://doi.org/10.1515/iral.2003.012>
- Palloff, R. M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*. John Wiley & Sons.
- Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: Successful process factors for community collaboration. *Administration in Social Work*, 35(3), 282-298. <https://doi.org/10.1080/03643107.2011.575343>
- Petric, D. (2022). The introvert-ambivert-extrovert spectrum. *Open Journal of Medical Psychology*, 11(3), 103-111. <https://doi.org/10.4236/ojmp.2022.113008>
- Polišenská, K., Chiat, S., & Roy, P. (2015). Sentence repetition: What does the task measure?. *International Journal of Language & Communication Disorders*, 50(1), 106-118. <https://doi.org/10.1111/1460-6984.12126>
- Salame, I. I., & Thompson, A. (2020). Students' Views on Strategic Note-Taking and Its Impact on Performance, Achievement, and Learning. *International Journal of Instruction*, 13(2), 1-16. <https://doi.org/10.29333/iji.2020.1321a>
- Seibert Hanson, A. E., & Brown, C. M. (2020). Enhancing L2 learning through a mobile assisted spaced-repetition tool: an effective but bitter pill?. *Computer Assisted Language Learning*, 33(1-2), 133-155. <https://doi.org/10.1080/09588221.2018.1552975>
- Thao, L. T., & Mai, L. X. (2020). English language teaching reforms in Vietnam: EFL teachers' perceptions of their responses and the influential factors. *Innovation in Language Learning and Teaching*, 16(1), 29-40. <https://doi.org/10.1080/17501229.2020.1846041>
- Vandergrift, L., & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language learning*, 60(2), 470-497. <https://doi.org/10.1111/j.1467-9922.2009.00559.x>
- Vu, D. V., & Peters, E. (2021). Vocabulary in English language learning, teaching, and testing in Vietnam: A review. *Education Sciences*, 11(9), 563.
- Vu, T. T. (2021). Early childhood education in Vietnam, history, and development. *International Journal of Child Care and Education Policy*, 15(1), 1-18. <https://doi.org/10.1186/s40723-020-00080-4>
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking Performance. *International Journal of Language Education*, 2(1), 65-71. <https://doi.org/10.26858/ijole.v2i1.5238>
- Wang, I. K. H., & Wang, I. K. H. (2018). *Learning vocabulary strategically in a study-abroad context* (pp. 231-268). Springer International Publishing.
- Worthen, J. B., & Hunt, R. R. (2011). *Mnemonicology: Mnemonics for the 21st century*. Psychology Press.
- Yeheskel, A., & Rawal, S. (2019). Exploring the 'patient experience' of individuals with limited English proficiency: A scoping review. *Journal of immigrant and minority health*, 21(4), 853-878. <https://doi.org/10.1007/s10903-018-0816-4>
- Zakaria, N., Hashim, H., & Yunus, M. M. (2019). A review of affective strategy and social strategy in developing students' speaking skills. *Creative Education*, 10(12), 3082-3090. <https://doi.org/10.4236/ce.2019.1012232>

Author Information

Thanh-Thao Le
Can Tho University
Can Tho city, Vietnam

Anh-Thi Nguyen*
Corresponding author
Can Tho University
Can Tho city, Vietnam

Hai-Yen Thieu-Thi
Can Tho University
Can Tho city, Vietnam

Hoang-Yen Phuong
Can Tho University
Can Tho city, Vietnam

Anh-Thu Huynh-Thi
Can Tho University
Can Tho city, Vietnam

Huong-Tra Nguyen
Can Tho University
Can Tho city, Vietnam

Trut-Thuy Pham
Nam Can Tho University
Can Tho city, Vietnam
