



The Impact of Extroversion and Introversion on EFL Students' Second Language Acquisition

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ABSTRACT

Keywords: Second Language Acquisition, extroversion and introversion, EFL students, differences in personality

Internal factors like the personality traits of EFL students are also significant aspects that affect whether the learner's language acquisition is successful or not. This study aims to discover the differences between language learners' personality traits and examine the impact of personality traits (Extroversion and Introversion) on EFL students' Second Language Acquisition. Data regarding the topic in question were collected through questionnaires from 70 first-year English majors and three English teachers at Tra Vinh University, and interviews were conducted to find out the differences between language learners in terms of personality traits. The findings revealed that first-year English majors have two common personality types in the SLA process, and these personalities significantly impact their SLA. Extroverted learners are more likely to acquire second languages well, especially in terms of speaking skills. Whereas it is difficult to know whether introverted learners acquire a second language well or not, most of the time, their learning speed is often slower than extroverted learners. In addition, the teachers from interviews also offered suggestions to support introverted learners in acquiring a second language.

Introduction

Successful acquisition of a second language, in this case English as a Foreign Language (EFL), requires many factors such as learning environment, learning styles, teaching strategies, or the learner's cognition. Acquiring a second language besides the mother tongue is not easy for any individual in a country where English is not the first language. Recently, internal factors of language learners, such as cognition or personality traits (Extroversion and Introversion), have also been paid attention to in the process of Second language acquisition. The results of recent studies showed that personality traits had an essential impact on successful second language acquisition as well as the attainment of language proficiency (Wakamoto, 2007). Numerous theories express that personality factors of individuals like extroversion or introversion significantly affect acquiring a second language (Douglas, 2014). Along with that, Liang and Kelsen (2018) stated, "Personality traits of language learners might affect learners' second language learning." It is known that personality will more or less impact the performance of

skills in SLA.

The classification of personality traits (Extroversion and Introversion) was recognized by Jung (1971) at the beginning of the 20th century. Accordingly, extroverts are defined as people with a lot of energy; they like talking and communicating with others. They think communication will stimulate them to develop. Introverts tend to be more emotional; they feel that communication drains their energy. Therefore, they seem shy and afraid of communicating or talking with someone or a crowd, and they are not confident when participating in activities. Therefore, they will have limited opportunities to gain knowledge due to a lack of communication (Tuong, 2022). Because of personality differences, extroverted and introverted language learners' SLA may differ in many ways. Nussbaum (2002) found that "Extroverts and introverts approached small group discussion differently." In other words, when SLA occurs in the class, extroverted learners often discuss enthusiastically and argue with their partners or groups to come up with the best ideas, while introverted learners tend to listen and agree with their partner's or groups' points of view rather than arguing. As a result, the approaches of these two personalities are different, so the process and results of language acquisition will also be different. Abali (2006) also found out that "The extroverts tend to begin the discussion, introduce new topics and restate ideas in language classrooms, while the introverts generally ask questions."

The differences between extroversion and introversion in acquiring a second language have attracted much research. Previous researchers have confirmed the various roles of these two personality types in the language learning process. However, Brown (2001) also stated that extroverts seem to be better language learners because of their flexibility, love of communication, and energy in communication.

In addition, personality is one of the most important factors researchers are interested in for language learners. Because an individual's temperament (extroversion or introversion) will be linked to the language learning process, especially a second language which can be English. Numerous previous researchers also suggest that extroverted learners tend to absorb the second language better. An extrovert seems to be more hospitable, excited in communication, and enthusiastic about group activities in class (Hurd, 2002) and even outside the class (Swain, 1985). Thus, extroverted learners will take advantage of more opportunities to acquire a second language better. Extroverted learners will more easily progress and develop in SLA because of the chance they have to practice due to a lot of communication. They usually communicate and are bold in discussions, so extroverted learners tend to be risk-taking learners. This means they are ready to express their ideas, face many challenges, and take more risks to develop their own language proficiency (Cervantes, 2013).

This is not to say that introverted learners do not acquire a second language well. Garder and Clément (1990) clarified, "Both types of learners had equal opportunities for achievement and that language teachers should address the needs of both personality types." Moreover, when facing with situations or tasks that require careful and in-depth handling, introverted learners tend to perform better (Sharp, 2009) and their speaking skills will be outperformed when they are in their own space compared to when they perform in class but are surrounded by many peers watching them, they may get confused and stutter (Tehrani et al., 2014) While extroverts have short-term memory, introverts will often have longer-term memory because they need more time to absorb, think and evaluate information (Nussbaum, 2002). It can be seen that when studying in class, introverts will be quieter because they need time to reshape the knowledge they receive, and their own stress and anxiety will create pressure for them. That is why they are rarely enthusiastic and speak up in class.

In general, from numerous previous studies, extroverted learners who are outgoing, open in communication, and more accepting of challenges are better at acquiring a second language than introverted learners who are quiet and less communicative in class and outside the classroom. According to Dulay, Burt and Krashen (1982),

“... in nearly all the studies conducted to determine the personality characteristics associated with successful L2 learning, researchers have concluded that lower anxiety levels and a tendency to be outgoing were connected with successful L2 acquisition.”

In general, the language acquisition of these two groups of learners is also affected by many factors that need further research. Factors such as teachers' teaching methods, learning environment, or learning style can also determine the acquisition process of these two groups of learners.

Literature review

Extroversion and Introversion

The concepts of extroversion and introversion relate to human psychological characteristics. The relationship between extroversion and introversion was also recognized by Jung (1971), who observed differences in these two personalities as they expressed themselves to the outside world. Accordingly, extroverts are said to be open in communication; they like to talk with others, while introverts live in their own world and are withdrawn. Extroverts will tend to like participating in group activities, interacting, and exchanging information with their peers. On the contrary, introverts will be less active and tend to prefer being alone. Brown (2001) stated, "An extrovert is one who gets the energy from outside while an introvert finds it in their external world."

Table 1

Personality classification on which the MBTI model is based (Jung, 1971)

	Thinking	Feeling
Extroverts	analytical, strategic, plans, implements, organizes others	sociable, sentimental,
Introverts	Contemplative, theoretical, seeks self-knowledge	Inaccessible, enigmatic, self-contained, seeks inner intensity

Here is a summary of Jung's personality model on introversion and extroversion, including common traits of both types. The tables show two traits out of four MBTI traits: thinking and feeling. The adjectives describing personality given in Jung's findings clearly indicate the personality traits of the two types of people, extrovert and introvert. These characteristics can be considered common personality traits in language learners during their second language acquisition. Observing the adjectives describing the thinking of the extrovert group in the table, it can be seen that this type of person will tend to think quickly, make quick decisions, concentrate quickly, organize, and plan quickly. Meanwhile, the introverted group will tend to be calmer; they think thoroughly and meticulously and need a lot of time to concentrate, self-study, and then plan. Emotionally, introverts will be open and sociable; they will be easy to talk to and always ready to communicate. Jung's adjectives describing introverts will not be easy to talk to because they tend to be withdrawn, difficult to approach, and afraid to communicate.

Perhaps, due to different personalities, the process of acquiring a second language will also be different, and this is one of the most common topics discussed by researchers (Dornyei, 2005). Introverted learners tend to be careful, afraid of making mistakes, and avoid taking challenges (Eysenck, 2004). This will create quite a barrier or inhibition for language learners because accepting challenges and not being afraid to make mistakes will make it easier for learners to succeed and progress in their SLA. Guiora (1972) states, "Inhibition has a negative impact on at least second language pronunciation performance."

Previous studies

Many different researchers have carried out studies on the impact of personality traits in SLA. All of the researchers have revealed that there are differences between extroverted learners and introverted learners in acquiring a second language.

One of these researchers in this field is Suliman (2014), who studied the role of extroverted and introverted personalities in second language acquisition. This study aimed to discover the differences in the language acquisition process of extroverts and introverts. Besides, this current study aimed to examine some researchers' opinions about the effect of extroversion and introversion on acquiring a second language. The participants consisted of 20 English major students at Misurata University Libya. The questionnaire was the only instrument used for collecting the data. The result of this research revealed that there were clear differences in the SLA process of the two personality types of learners (extroversion and introversion). In other words, the extroverts felt it was easy to talk and communicate with their friends; even though they did not know the answers, they were still confident in the class. Besides, they would make progress in the SLA process because they overcome the challenges in pronunciation and vocabulary. In contrast, introverts seemed to avoid communication and interaction with others in the class because they were afraid of making mistakes in the learning process. Although they still had a good performance, it seemed to be slower, and they needed more time to make up the answers in their mind. Finally, the researcher declared that extroverted learners were more fluent and better in SLA than introverted learners, who were often shy in communication.

Another similar study was conducted by Zafar and Meenakshi (2012) on the relationship between extroversion-introversion and risk-taking in the context of second language acquisition at VIT University, India. The object of this study was to identify the differences between the two personality types as well as their factors in SLA. The research found that extroverted learners took advantage of better language acquisition opportunities. They were excited to talk and communicate and enjoyed participating in group activities. However, some introverts might be suited for some learning skills such as reading and writing.

Besides these previous studies, Phuong (2021) also carried out a study on the influences of personality on students' speaking performance at ULIS University, Viet Nam. The aim of this study was to find out the influences of two types of personality on a student's speaking performance. It also mentioned some possible recommendations to help students overcome this issue. The participants consisted of 52 freshmen who were English majors and 2 English teachers who had experience in instructing speaking skills. Interviews, questionnaires, and classroom observations were the three main data collection instruments. The result from this research showed that introverted students seemed to be quite excited in daily life but shy and less active in class. They are moody, anxious, and pessimistic, so they are not active in speaking performance. Meanwhile, extroverted students seemed to be talkative, outgoing, and sociable during the class activities. They enjoyed working in groups and helping their friends as much as possible in speaking lessons. From the findings above, some recommendations were suggested to reduce the negative impact on speaking performance as follows: speaking teachers

should assign tasks for individuals to make each learner engage in the speaking tasks and vice versa. Quiet learners talk more. Another way is the teacher should be a good observer when learners work in pairs or groups, encourage each individual to speak and give a speech, and then stand up to speak and present in front of the class.

Research gap

Numerous previous studies have been conducted on the impact of personality traits (extroversion and introversion) on language learners in acquiring a second language. Most of them worked from different angles. For example, some researchers conducted their study by surveying, others used observation forms for their research, and some even used personality tests for language learners. The research context, participants, and work progress could be different. However, it seems that quite a few researchers use interviewing as an instrument for this study, and the university participants are also less targeted to do the research. For that reason, this study will be carried out to fill a gap, contributing to providing a deeper and more comprehensive understanding of the field of the research.

Research Questions

The study was conducted to determine the influence of extroversion and introversion on language learners in SLA. Moreover, this study aimed to answer the following research questions:

1. What are the typical personality traits of learners of Second Language Acquisition?
2. How do the personality traits affect the learners' Second Language Acquisition?

Methods

Pedagogical Setting & Participants

This study was conducted at Tra Vinh University (TVU). The participants involved in this study included 70 first-year English majors out of 120 students. They were chosen randomly to carry out a questionnaire survey, and 3 English teachers were chosen to conduct an interview. The teachers were selected as people who were instructed at the School of Foreign Languages at TVU and had rich experience in teaching English as a second language to students majoring in English. They would be asked about the learners' personality traits and the effect of personality traits on first-year English majors in the process of SLA. After that, they also can give possible solutions to improve the second language acquisition process for better language learners. We chose students as first-year English majors because, during the first year, students are just getting used to the University environment; everything will be quite new to them, and personality traits when acquiring a second language will easily be revealed. Thus, it will make it easier to identify their personality and survey the effect of their personality traits in SLA.

Design of the Study

The current study was conducted with the aim of examining the influence of extroversion and introversion on EFL students in SLA. Therefore, this paper was designed as a descriptive study with mixed methods (Quantitative and qualitative). The questionnaire was chosen to collect participants' data of students, and the interview was conducted to gather information about teachers. This design was also chosen because it allowed the researchers to obtain both quantitative and qualitative data with regard to obtaining deeper and more detailed results that contributed to a better study. The questionnaire consists of 3 main parts: personal information, types of learners' personalities, and the effect of personality traits in the process of SLA. The

questionnaire used in the study was adapted from the framework of Suliman's study (2014), and the draft of the questionnaire was also drawn out based on the literature review and the researcher's experience.

Data collection & analysis

A descriptive statistic test was performed to analyze data in order to determine the results of the study. The technique was selected due to the fact through this research, it became extremely necessary to analyze in a deep way the content provided by the data, which made easier the process of understanding the influence of personalities on language learner's and teachers' perspectives on second language learners' personalities as well as what they expected to be improved in the future.

Pilot and procedure

First, the questionnaire was designed and piloted for its validity and internal reliability coefficient. The participants in the pilot were 10 first-year English majors. Then, the questionnaires were delivered to the official quantity. The data collected from the questionnaires were analyzed using the software SPSS version 20 (Statistic Package for the Social Sciences).

Questionnaires

In this study, the researcher used a questionnaire that consisted of 3 parts and was answered by a group of first-year English majors to collect information. All the items were designed by using a 5-point Likert Scale method of the frequency of behavior questions ranking from always, often, sometimes, rarely to never for part 2; agree, strongly agree, neutral, disagree, strongly disagree for part 3. The questionnaire is a powerful tool that researchers use to gather, analyze, and use data to formulate strategies. In addition, surveys are not really expensive. For instance, an online survey has a very small cost per respondent. Moreover, surveys can be flexible due to their various modes, and using a mixed mode of survey research may be necessary. The surveys allow respondents to answer with valid answers.

Interviews

The interview with three English teachers at TVU aimed to identify the common personalities of second language learners and find out the impact of personalities on the SLA process of first-year English majors. Teachers were asked questions based on the results of previous research as well as referencing related research documents. The interview lasted nearly 30 minutes for a teacher. The teachers were very enthusiastic in contributing ideas based on their teaching experience.

Findings

This section presents the findings and discussion according to the study's objectives. The study aimed to examine the impact of extroversion and introversion on EFL students' SLA. The researchers will summarize and analyze all information collected from the data collection instruments. Data is presented using descriptive statistics such as frequencies, percentages, tables, and graphs. All the statistics collected from the questionnaires were computed to check the frequency and the internal reliability coefficient.

The final result revealed that the questionnaire employed in this study was reliable, with a significantly high Cronbach Alpha's coefficient of .85 for 21 items in total. The following sections discuss key findings of the current research in depth. From students' responses, the researchers are able to obtain a great deal of information about learners' personalities and their

impact on the SLA process. The statistical analysis and the data analysis results are performed using SPSS.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Personalities affect SLA	70	1,00	5,00	2,6457	,91044
Valid N (listwise)	70				

First, the descriptive statistic test was performed on the mean score of the influence of extroversion and introversion on EFL students' Second Language Acquisition. The result showed that first-year English majors agree that personality traits impact Second Language Acquisition ($M=2.64$, $SD=.91$). Also, a one-sample t-test was conducted on the mean score of linguistic problems compared with the test value of 3. The result indicated that this mean score was considerably different from 3. It is reported that the participants acknowledged that introversion or extroversion influenced their Second Language Acquisition process. In other words, introverted and extroverted learners acquire second languages differently.

Research question 1: The common personalities of first-year students of TVU as perceived by the students.

Table 2

Personality types of second language learners.

No	Statement	Always	Often	Sometimes	Rarely	Never
1	Do you like working in groups?	18.6%	37.1%	31.4%	7.1%	5.7%
2	During break time, do you like chatting with your friends?	24.2%	40%	28.6%	7.14%	0%
3	Are you comfortable when your peers correct your writing and point out your mistakes?	42.9%	34.3%	17.1%	4.2%	1.4%
4.	Are you excited about participating in clubs (English clubs, radio clubs...)?	18.6%	40%	28.5%	12.8%	0%
5.	If you take a test, do you like doing the oral test?	12.8%	18.5%	48.6%	14.3%	5.7%
6.	Do you like arguing during group activities?	12.8%	22.8%	44.3%	17.1%	2.9%

The final results show that first-year English majors demonstrated two basic personality types. The first and most obvious type from Table 2 is extroversion. These extroverts are always comfortable and feel natural when their friends correct their writing or help them point out mistakes (42.9%) without fear or embarrassment. Next, extroverted learners like chatting with their friends during break time (40%). It can be seen that the personality of extroverts is that they love to communicate and talk to others regardless of whether they know them or not. Besides that, these extroverts also enjoy participating in clubs at school (40%). In addition, one thing that is easy to see about this personality is that they like to work in groups (37.1%) instead of working independently, and they also tend to argue animatedly when working in groups (44.3%). Moreover, it can be seen that extroverted learners will sometimes prefer speaking tests to writing tests (48.6%).

Table 3

Personality types of second language learners.

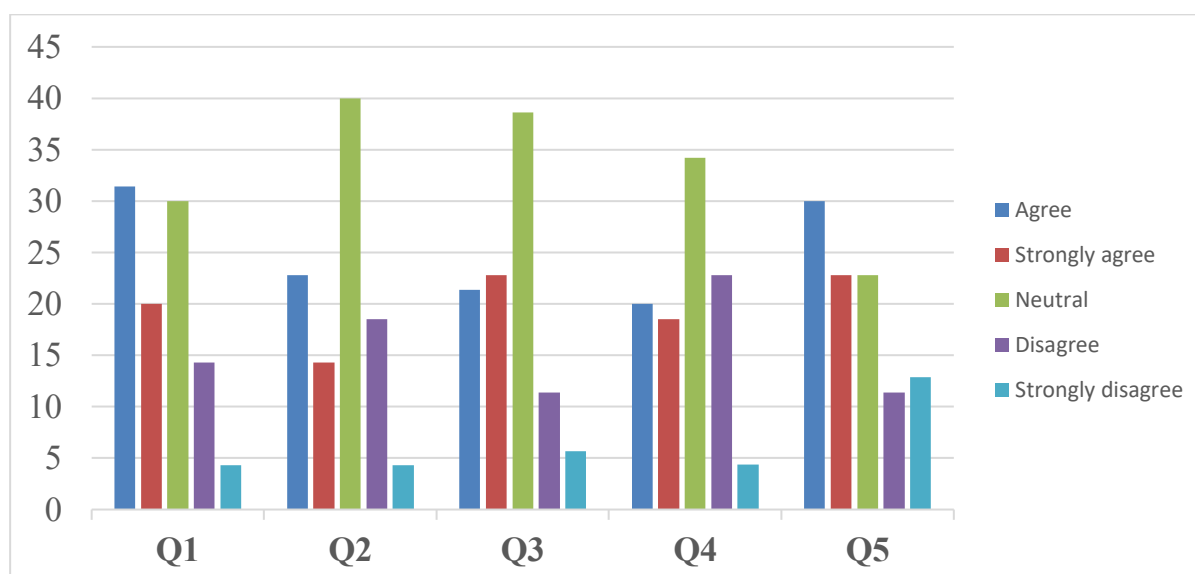
No	Statements	Always	Often	Sometimes	Rarely	Never
1	Before you give the answers, are you worried and have to organize everything in your mind?	34.3%	42.8%	12.8%	8.6%	1.4%
2	Do you like studying alone at the library?	22.8%	25.7%	38.9%	5.7%	7.1%
3	While talking, do you feel comfortable if you are in front of a crowd?	5.7%	25.7%	35.7%	25.7%	7.1%
4.	When participating in conversations, are you mostly the one doing the talking?	5.7%	27.1%	48.5%	18.6%	0%
5.	Do you find it easy to get to know and talk to strangers?	10%	21.4%	37.1%	27.1%	4.3%

From the participant's responses, a second personality was also revealed in Table 3. That is introversion. First and foremost, introverts rarely act as talkative people (48.5%) when participating in a conversation because they prefer to listen rather than communicate. The next most obvious characteristic of introverts is before giving the answers, they always worry and have to organize everything in their mind (42.8%). This means they are very cautious and not ready to answer immediately. Moreover, introverts sometimes tend to study in the library (38.9%) because they like quiet places and like to study alone to concentrate easily instead of studying with friends or groups. One common thing with introverts is that they sometimes feel uncomfortable speaking in front of a crowd (35.7%), making it difficult for them to get to know and talk to strangers (37.1%).

Research question 2: The influences of personality (extroversion and introversion) on EFL students' Second Language Acquisition.

Figure 1

The Influences of extroversion and introversion on EFL students' SLA.

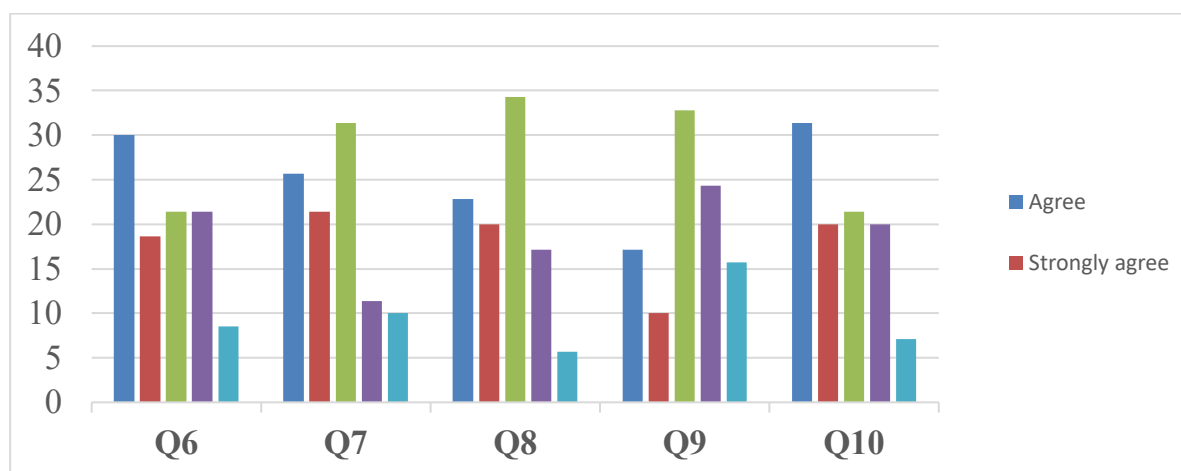


Accordingly, the survey obtained students' agreement on the impact of personality on their second language acquisition as follows.

Firstly, a lot of participants agreed that their speaking skills are not proficient due to fear of communication – Q1 (31.4%). This can be considered a common thing among introverted learners because they are afraid to communicate and practice. On the contrary, extroverts like to communicate, so they will have more chances to improve their speaking skills than introverts. Secondly, learning motivation and interest in learning play an essential role in SLA, so many students agreed that they easily lose motivation and feel bored when they rarely share and communicate with friends – Q2 (40%). Thirdly, the learning process has not progressed much because of lacking interaction with others, which many students vote off– Q3 (38.6%). The participants think that the most important thing when acquiring a second language is to constantly communicate, interact, and practice with their peers. Without those things, the learning process will take a long time to improve, making progress difficult. Fourthly, the language acquisition process is limited because of a lack of cooperation with everyone – Q4 (34.2%). It can be seen that in the process of acquiring a second language, many activities require cooperation with partners, teachers, and peers to solve the tasks or problems. If introverted learners do not often enjoy such activities, their language skills will not have a chance to develop. As a result, it will become a limitation, hindering their progress in SLA. Therefore, many first-year students contributed their votes that language skills take a long time to improve because they are often afraid to express themselves – Q5 (30%).

Figure 2

The Influences of extroversion and introversion on EFL students' SLA.



In addition, other personality effects such as the speaking speed are not proficient because of lack of practice (30%) – Q6, few partners, and little participation in communication will make the SLA process less effective (31.4%) – Q7. Besides, the participants, especially introverted learners, also admitted that they have a good language acquisition process, but the rate of progress is quite slow – Q8 (34.3%). Furthermore, 24.3 % of votes from participants disagreed with the statement that introverts and extroverts acquire second languages equally – Q9. It means they admitted that introverted and extroverted learners will acquire a second language differently. Finally, the most important conclusion is that 31.4 % of the votes received from first-year students agreed that personality traits (extroversion and introversion) influence the process of second language acquisition – Q10. This assertion is similar to the results obtained from the in-depth interviews with 3 English teachers. They all agreed that personality traits affect the process of second language acquisition, especially affecting speaking skills.

Discussion

The results from Table 2 showed the extroverted personality in first-year students. Specifically, extroverted learners are willing to have their friends correct their work and point out mistakes for them. They feel comfortable with that because they tend to accept mistakes and challenges to improve. On the contrary, if introverted learners are, they will rarely feel comfortable if others point out their mistakes because they usually do not want others to discover them. Besides that, the next obvious characteristic of extroverted learners is that they like to talk and chat with people, whether during class or outside the class. That is also the reason why they prefer group work and collaborative activities in pairs and groups rather than working independently. To explain this issue, there are some following reasons. It can be clearly seen that extroverts' characteristics are being open, energetic, and love communication; they are also the type of people who like to argue during a group discussion. This is quite consistent with the results obtained from an interview with an English teacher. Mr. P believes, *"When extroverted students are given a topic, they immediately get excited and argue compared to introverted students, who are often quieter, mostly listen and will vote on the answer afterward."*

Finally, extroverted learners tend to prefer oral tests over written ones. The truth is that because their characteristics are that they excel in communication, it is understandable that they prefer speaking tests. They feel comfortable and stress-free when taking an oral test instead of taking a written test. This is also the interview result obtained from the second English teacher. Mr. A thinks, *"Most extroverted learners like something comfortable and unstructured, so they perform quite well on oral tests. Their speaking speed is quite good, and they are fluent because they are not afraid to make mistakes. As for introverts, they mostly prefer written tests."*

Before answering or giving an answer, introverted learners always worry and arrange the answer in their minds perfectly. This is understandable because most introverts are very meticulous, careful, and think a lot. They are always careful when speaking or giving answers. Therefore, this can also be a limitation in their language acquisition process because it inhibits their speed and flexibility. A teacher in an interview talked about this - Ms. Q said, *"The introverted students she used to teach when she called them to answer questions, they stood for a long time to give the answer. It was not because they did not know, it was because they did not know how to interpret it and they were afraid of saying the wrong things."*

Moreover, because of existing characteristics such as not enjoying talking and not communicating often, they will also choose to study alone in the library rather than studying with friends or in groups. They like quiet places; they express themselves well when they work independently. In addition, for introverted learners, getting acquainted, making friends, or talking with strangers is also difficult for them. Mr. P, from the in-depth interview, expressed that *"Communication and conversation are often very rare in introverted learners. They tend not to like to make many friends and only talk to 1 or 2 people who are really close to them. Classroom activities are also really difficult to engage introverted learners."*

The result from Figure 1 illustrates the influences of extroversion and introversion on EFL students' SLA. Typically, the communication speed of people acquiring a second language is not yet proficient because they are afraid of communication. Communication is an important key in acquiring any language. Only by communicating can learners realize where they are lacking and need to improve every day. Fear of communication when acquiring a second language will greatly inhibit learners' speaking skills. This will happen more in introverts than extroverts, so it can be seen that most introverts' speaking skills are not as dominant as extroverts.

In addition, motivation and interest in learning play vital roles for both types of learners (extroversion and introversion). However, if learners rarely communicate and share with friends during the language acquisition process, they will sometimes become discouraged because of pressure, disorientation, and a lack of learning experience. Therefore, learning combined with sharing and interacting with friends will give learners twice the energy and motivation to learn, contributing to making their second language acquisition process easier and better.

The results from Figure 2 also demonstrated the effects of personality on learners' second language acquisition. Lack of practice will lead to poor speaking speed. This is more likely to happen in introverted learners because, as mentioned above, they communicate less, share less, and are more inclined to practice individually rather than practice with friends. Therefore, they will have less opportunity to learn from others and not recognize their own shortcomings in the process of language acquisition. Besides, introverted and extroverted learners acquire second languages differently. Many participants agreed with this statement, as did the in-depth interview results from English teachers. Indeed, these two types of learners will acquire a second language differently depending on their speed, learning style, and learning goals. Many previous studies also match this result, but most extroverts will have a more dominant and flexible learning process in acquiring a second language.

Finally, personality traits (extroversion and introversion) also influence first-year students' second language acquisition. This means personality is also a factor in deciding whether a learner can absorb a second language well or not. Introverts will have a different way of acquiring from their perspective, although the learning process will be quite slow or take a long time to progress. Meanwhile, extroverts will also have a different way of learning by loving communication; they may speed up their learning speed, and the process of acquiring a second language will be more successful.

Table 4

Results from in-depth interviews on the question of personality traits affecting learners' second language acquisition process.

Teacher	Statement	Extroverted learners	Introverted learners
T1	"Agree that personality partly affects the process of acquiring a second language."	acquiring a second language better because they are confident, not afraid to make mistakes, and enthusiastic about activities.	Acquiring a second language more slowly because they are timid, shy, and afraid to show off in public.
T2	"Personality traits have potentially affect second language learners."	more agile and quicker to absorb; although sometimes it cannot be said that they absorb thoroughly or fully, their speaking skills will be better than introverts.	Quiet, less enthusiastic, and rarely proactive in learning, introverts may absorb lessons more slowly than extroverts.
T3	"Personality traits have a significant effect quite a lot on second language learners."	Acquiring a second language more quickly, tending to speak positively, and not being afraid of being wrong.	They like to explore and discover, but only in their own space. They will rarely share, communicate, and express themselves in class.

In addition, the teachers participating in the interviews also offered some possible solutions for introverted learners to help them find a better learning environment in the SLA process. Firstly, the teacher in class should spend time chatting and asking questions to introverts after class to see if they have any problems in the learning process or if they have any wishes in class activities. Sometimes introverts still absorb the lesson well but do not like to show it off, or sometimes they have difficulties in learning but are afraid to share it. Secondly, it is difficult to attract introverted students to participate in classroom activities, so teachers can start with individual activities, slowly move to pairs, and then flexibly switch to groups if teachers notice that those students are gradually comfortable with the atmosphere in the classroom. In addition, it also enhances reading or writing activities such as designing posters, drawing comic books, drawing themed paintings, or giving individual speaking assignments because they can improve students' vocabulary significantly (Dinh, 2023). Because introverts are more inclined towards those skills. Finally, teachers should survey and discover the topics that introverts are interested in or love to increase their participation and motivation as well as stimulate sharing and cooperation among classmates. Moreover, teachers can pay attention to seating arrangements and can alternate an extroverted student with an introverted student to harmonize and help the introverted students gradually get acquainted. Teachers also play an important role in responding to responses in class. For introverted students, teachers should pay attention to feedback to help them confidently give their opinions instead of criticizing or disparaging them.

The above findings showed that the results of this study are quite similar to the results research of Suliman (2014) at the English Department, Faculty of Arts Misurata University, Libya. They proved that "Students of the English Department at Misurata University have two common personalities: introverts and extroverts. Besides, extroversion and introversion have a significant influence on the second language acquisition process". We totally agree with their findings. These are also two personality types that are similar to the research results of first-year English majors at Tra Vinh University that I am conducting. Along with that, the influence of personalities on the process of second language acquisition is too obvious.

Conclusion

In conclusion, according to the participants' responses to the questionnaire, first-year English majors revealed two typical personalities that can be seen in the process of acquiring a second language: extroversion and introversion. The results obtained from questionnaires and in-depth interviews with teachers confirmed that personality influences the second language acquisition of first-year English majors. In other words, extroverted and introverted learners acquire second languages differently.

In addition, the teachers involved in the interviews were also enthusiastic in offering suggestions to assist introverted learners in acquiring a second language more effectively with the hope that both types of learners, extroverts, and introverts, acquire a second language in one way or another will still be effective and successful that the teachers participating in the interview continuously contributed their experiences, solutions and interactions to bring useful results to the interview.

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