

# Universal Design for Learning in Vietnam's Primary ELL Classrooms: Balancing Introverted and Extraverted Voices

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*Abstract: As Vietnam's 2025 education reforms shift instruction from a teacher-centered to a student-centered approach, ensuring that all learners are heard and supported has become increasingly urgent. This thematic literature review synthesizes findings from 15 empirical studies and 12 conceptual/framework papers to examine how Universal Design for Learning (UDL) can help balance the needs of introverted and extraverted primary English language learners (ELLs) in Vietnam. Despite limited Vietnam-specific empirical research on the intersection of UDL and personality diversity, the review suggests that UDL offers teachers a flexible, proactive framework that supports inclusive participation by enabling learners to engage according to their individual strengths. Future research should move beyond theoretical discussions towards classroom-based empirical studies investigating how UDL can effectively address personality diversity in Vietnamese primary ELL settings.*

*Keywords: English language learner; Universal Design for Learning; introversion; extraversion; personality; primary student*

## Introduction

Vietnam's ongoing educational reforms emphasize learner-centered and competency-based instruction to align with global pedagogical trends (Ministry of Education and Training [MOET], 2018; Tran, T. T. M., 2024). However, classroom practices in many Vietnamese primary English language classrooms for English language learners (ELLs) remain influenced by traditional teacher-centered and exam-oriented approaches. These practices often privilege outspoken students who actively participate in discussions, while quieter learners may have fewer opportunities to contribute meaningfully. Research suggests that such participation patterns unintentionally marginalize reflective learners (Nguyen et al., 2025; Truong, 2021).

In such contexts, personality traits, such as introversion and extraversion, play an important role in shaping students' participation and learning experiences (Jung, 1921; Wakamoto, 2000). Classrooms that prioritize verbal interaction and visible engagement may inadvertently disadvantage introverted learners, whose strengths often lie in reflection, independent work, and deeper processing. This imbalance highlights the need for instructional approaches that support equitable participation among learners with diverse personality orientations.

Universal Design for Learning (UDL) is an instructional framework that seeks to reduce barriers to learning by providing multiple means of engagement, representation, and action and expression (CAST, 2018; Rose & Meyer, 2007). By proactively designing instruction that accommodates diverse learning preferences, UDL enables students to participate in ways that align with their strengths. Although UDL has been widely discussed in inclusive education research, its application in Vietnamese primary ELL contexts, particularly in relation to personality diversity, remains limited (Tran, T. B. N. et al., 2024). Therefore, this literature review examines how UDL can support equitable participation for both introverted and extraverted learners in Vietnamese primary ELL classrooms.

This review addresses the limited application of UDL in supporting personality diversity within Vietnamese primary ELL classrooms, particularly in balancing participation between introverted and extraverted learners. It focuses on Vietnamese primary English language learners aged 5–11, while also recognizing teachers as key implementers of inclusive pedagogy. By examining how UDL principles can be applied to support different participation styles, this study aims to inform classroom practice and contribute to broader discussions on teacher training and curriculum design that foster equitable participation for all learners.

## Theoretical Framework

This review draws on two complementary theoretical perspectives: Jung's (1921) personality theory and the UDL framework (CAST, 2018). Together, they offer a lens for understanding how introversion and extraversion intersect with inclusive teaching practices in Vietnamese ELL contexts.

## Carl Jung’s Personality Theory

Jung (1921) proposed that personality is shaped by the direction of one’s psychological energy, which can be oriented either outward toward people, activities, and external stimuli, or inward toward thoughts and reflections. He termed these orientations extraversion and introversion, which are summarized in Table 1. Importantly, Jung (1921) emphasized that both orientations coexist within every person, though one typically dominates. The foundational work, *Psychological Types* (1921), provided the theoretical basis for understanding these distinctions and their implications for human diversity.

**Table 1.** Comparison of Jung’s Two Personality Types

	Introversion	Extraversion
Orientation of Energy	Directed inward toward thoughts and ideas.	Directed outward toward people and activities.
Relationship with the Object	“An abstracting attitude... withdrawing libido from the object.” (Jung, 1921, p. 2)	“A positive relation to the object... interest and attention follow objective happenings.” (p. 2)
Learning Tendencies	Prefers independent, reflective work.	Prefers group collaboration and verbal exchange.
Potential Challenges	May appear reserved or hesitant to speak.	May overlook reflection or dominate discussion.

*Note.* Table adapted from *Psychological Types* by Jung (1921), Harcourt, Brace and Company

Building on Jung’s work, Geyer (2012) clarified that *introversion* and *extraversion* describe the direction of psychological energy, which is either inward toward subjective experience or outward toward the external world. He further noted that Western societies often idealize extraversion, associating it with confidence and success, which can lead to undervaluing introversion. Similarly, Rush (2019) emphasized that when individuals are pressured to act against their natural orientation, such as introverts conforming to constant social demands, they experience emotional strain or fatigue, highlighting the importance of recognizing and supporting diverse personalities.

In this study, Jung’s (1921) typology informs the analytical lens used to interpret the literature. Specifically, the distinction between introversion and extraversion guides the examination of participation patterns, learning preferences, and instructional needs across the reviewed studies. This perspective enables a critical analysis of how classroom practices may privilege extraverted behaviors while overlooking introverted forms of engagement, thereby providing a foundation for exploring how UDL can support more equitable and inclusive participation.

## The UDL Framework

The UDL framework, developed by the Center for Applied Special Technology (CAST, 2018), offers a proactive and inclusive model for addressing learner variability in diverse classrooms. Grounded in neuroscience and educational design, UDL is based on the understanding that no single teaching method fits all students; instead, instruction must provide multiple pathways for engagement, representation, and action and expression. Specifically, the framework promotes three core principles: (a) Multiple Means of Engagement: motivating learners and supporting self-regulation; (b) Multiple Means of Representation: presenting information in varied formats; and (c) Multiple Means of Action and Expression: enabling diverse ways to demonstrate learning. CAST (2018) emphasized that “there is not one means of engagement that will be optimal for all learners” (p. 5), highlighting the necessity of preemptively designing flexible instruction. This approach encourages teachers to plan lessons that accommodate linguistic, sensory, and personality differences before challenges arise.

Building on this foundation, Rose and Meyer (2007) argued that learning challenges often stem from rigid curricula rather than student deficits. They proposed separating learning goals from methods, maintaining consistent objectives while allowing varied routes for achievement. Extending their work, Meyer et al. (2014) conceptualized UDL as a framework that removes unnecessary barriers while maintaining high expectations for all learners, promoting the development of *expert learners* who are purposeful, resourceful, and strategic. In language-learning contexts, Rao and Torres (2017) demonstrated how UDL principles can support ELLs by combining cognitive supports such as scaffolding and multimodal input with affective supports that promote motivation, choice, and a supportive learning environment, thereby enhancing engagement and accessibility. Collectively, these scholars positioned UDL as both a mindset and a design framework for fostering equitable, flexible, and inclusive education for every learner.

In this study, the UDL framework serves as a guiding structure for examining inclusive teaching practices across the reviewed literature. Its three core principles, including multiple means of engagement, representation, and action and expression, are used to assess how instructional strategies accommodate diverse learning needs. This approach allows for a focused exploration of how classroom practices can be designed to support varied participation styles, ensuring that both introverted and extraverted learners have equitable opportunities to engage, access content, and demonstrate their understanding.

## **Methodology**

### **Literature Search Strategy**

This paper employs a thematic literature review to examine how UDL can support equitable participation for introverted and extraverted learners in Vietnamese primary ELL classrooms. The literature search was conducted using Google Scholar, ERIC, ResearchGate, and EBSCO. The search employed exact keyword strings, including “introvert and extravert in ESL class”, “UDL in Vietnamese classroom”, “primary ESL class in Vietnam”, and “teaching English to children in Vietnam”. Boolean operators such as AND, OR, and NOT were used to refine and expand the search results. Priority was given to peer-reviewed journal articles, academic books, and graduate theses published between 2000 and 2025, with the exception of foundational theoretical works by Jung.

### **Selection Criteria and Sources**

Studies were selected based on three criteria: (a) relevance to UDL, personality traits, or inclusive language education; (b) focus on educational contexts involving English language learners or classroom participation; and (c) theoretical or empirical contributions that inform inclusive pedagogical practices. The initial search yielded a broad set of results, which were screened in multiple stages. First, titles and abstracts were reviewed to remove irrelevant studies. Next, full-text articles were assessed based on the inclusion criteria, and duplicate sources were excluded. After this screening process, a total of 27 sources (15 empirical studies and 12 conceptual or framework papers) were included in the final review. A complete list of these studies is provided in Appendix A.

### **Data Analysis**

The selected literature was analyzed using thematic analysis, a method suitable for identifying patterns and synthesizing findings across qualitative and conceptual studies (Braun & Clarke, 2006). This approach was chosen because it allows for the systematic organization of diverse research findings into meaningful themes, making it appropriate for a literature review that integrates both empirical and theoretical sources. The analysis followed a six-phase process, including familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006). Both deductive and inductive approaches were applied: initial coding was guided by the theoretical frameworks of UDL and personality theory, while additional themes emerged from recurring patterns identified across the studies. Through this process, five key themes were identified: the Vietnamese ELL context, the “Extrovert Ideal,” recognizing introverted strengths, equity in teaching approaches, and the application of UDL-based differentiated strategies.

### **Researcher Positionality**

As a Vietnamese educator with experience teaching English language learners, my perspective is shaped by familiarity with teacher-centered and exam-oriented classroom practices in Vietnam. In such environments, outspoken students often receive greater attention, while quieter learners may participate less visibly (Phuong et al., 2025; Tran, T. T. M., 2024; Truong, 2021). These experiences inform my interest in inclusive teaching approaches that support diverse forms of participation. My core value of ensuring equal learning opportunities aligns with the UDL framework's principles of flexibility, engagement, and accessibility (CAST, 2018). Likewise, my awareness of the Extrovert Ideal common in Asian classrooms (Cain, 2015) motivates me to explore teaching practices that balance the needs of both introverted and extroverted students.

## Participation, Personality, and UDL in Vietnamese Primary ELL Classrooms

### Vietnamese ELL Context and Educational Reforms

Vietnam's English-language education has developed within a globalized context where English proficiency is both an educational and economic priority. As Le et al. (2023) explained, the rise of English as a global lingua franca across commerce, science, and technology demands strong communicative competence for competitiveness. Vietnam's Ministry of Education and Training also highlights the role of foreign-language competence in preparing students for international integration within its competency-based reforms (MOET, 2018). Furthermore, the National Foreign Language Project 2020 framed English as "a competitive advantage" (Nguyen et al., 2016, p. 193). However, implementation revealed inequalities favoring urban and affluent learners over rural and low-income students (Nguyen & Nguyen, 2007), particularly in terms of access to qualified teachers, learning resources, and exposure to communicative teaching methods. As a result, students in disadvantaged areas often experience fewer opportunities to develop English proficiency and participate actively in classroom interactions, which may further reinforce existing educational disparities.

At the policy level, Vietnam's Ministry of Education and Training (MOET, 2018) sought to shift instruction toward "learner-centered" (p. 39) and "competency-based approaches" (p. 39), emphasizing that education must "tập trung người học, chú trọng phát triển phẩm chất, năng lực HS" [focus on learners and emphasize the development of students' qualities and competencies] (Tran, T. B. N. et al., 2024, p. 39). This reform represents a significant step toward promoting inclusivity and student agency in Vietnamese classrooms, reflecting global movements in equitable education. However, challenges remain, as "học sinh khuyết tật thường ít được kết bạn hơn... ít có cơ hội nhận được sự quan tâm, khuyến khích và kì vọng" [students with disabilities often have fewer friends... fewer opportunities to receive attention, encouragement, and expectations] (Tran, T. B. N. et al., 2024, p. 38). This contrast highlights the persistent gap between policy intentions and classroom realities, where inclusive ideals have not translated into consistent practice across diverse learner groups.

Earlier studies also revealed persistent barriers. For example, Nguyen and Nguyen (2007) found shortages of qualified teachers and instructional materials, which can limit the implementation of communicative and student-centered approaches, particularly in under-resourced contexts. Similarly, Bernat (2004) observed that many Vietnamese ELLs continue to associate language learning with grammar translation, emphasizing memorization and accuracy over communication. These conditions may restrict opportunities for active participation and reduce the range of ways students can engage with and demonstrate their learning. Despite these challenges, Vietnamese students remain highly motivated, providing a strong foundation for ongoing reform. Overall, Vietnam's ELL landscape reflects ambitious but uneven progress, highlighting the need for more inclusive and flexible approaches such as UDL. Achieving true inclusivity also requires attention to individual personality differences, as explained through Jung's (1921) theory of introversion and extraversion.

### The Extrovert Ideal

Jung's (1921) distinction between *introversion* and *extraversion* provides a psychological foundation for understanding learner differences and social biases in education. He described these orientations as complementary ways of directing one's energy, either inward toward reflection or outward toward social interaction. Although Jung (1921) argued that neither type is superior, education and society have increasingly favored extraversion, forming the Extrovert Ideal, which equates talkativeness and enthusiasm with intelligence and success. Wakamoto (2000) found

that extraverts' risk-taking in communication made them appear more competent language learners, while Brown (2007) noted that teachers often "admire the talkative, outgoing student who participates freely" (p. 166).

Similarly, Cain (2015) and Dow (2013) pointed out how classroom norms equate sociability with engagement, marginalizing quieter students. In ELL education, extraverted learners typically outperform in speaking proficiency and group tasks (Nggawu & Nguyen, 2023; Thach, 2025). Within Vietnamese classrooms that emphasize communicative and cooperative learning (Le et al., 2023; Truong, 2021), this extravert-oriented culture further privileges confident, vocal learners while undervaluing the reflective strengths of introverts. Thus, a deeper exploration of introverted learners' hidden capacities is necessary.

### **Recognizing Introverted Strengths**

While extraversion is often celebrated in educational settings, Jung (1921) emphasized that introversion represents a distinct but equally valuable orientation. He explained this distinction, writing:

*The introverted attitude to the object is an abstracting one, at bottom, he is always facing the problem of how libido can be withdrawn from the object, as though an attempted ascendancy on the part of the object had to be continually frustrated.* (Jung, 1921, p. 2)

This description of introversion as an "abstracting" orientation suggests that introverted learners tend to withdraw attention from external stimuli in order to focus on internal reflection and processing. It is important to distinguish introversion from shyness, as introversion reflects a preference for internal processing and selective engagement, whereas shyness is often associated with social anxiety or fear of judgment (Cain, 2015; Jung, 1921). In classroom contexts, this inward focus can support deep thinking, careful analysis, and sustained attention, which are valuable for tasks such as reading, writing, and independent learning.

Several studies (Brown, 2007; Dow, 2013; Leung, 2015; Wakamoto, 2000) consistently highlight the often-overlooked strengths of introverted learners. Wakamoto (2000) found that introverts often rely on cognitive and metacognitive strategies such as analyzing, monitoring, and self-practice, which advance accuracy and language control. Brown (2007) stressed their "inner strength of character," patience, and precision, particularly in pronunciation (pp. 166–167). Furthermore, Dow (2013) described introverts as deep thinkers and reflective listeners whose quiet engagement leads to meaningful learning. Similarly, Leung (2015, p. 69) urged educators to recognize the "quiet strengths" of students as vital complements to extraverted participation.

Reviewed studies challenge the assumption that talkative students are the most engaged. Flanagan and Addy (2019) reminded educators that "participation does not equal how much someone talked," urging recognition of contributions such as note-taking and reflective collaboration (p. 40). Truong (2021) added that introverted students demonstrated respect, empathy, and support within groups even when less vocal. Likewise, Mustoip et al. (2024) and Thach (2025) underscored introverted learners' strengths in reflection, critical thinking, and independent creative tasks such as writing, drawing, and vocabulary projects.

Acknowledging these quiet strengths challenges extravert-centered assumptions and encourages educators to reconsider how participation is defined in classroom settings. As Flanagan and Addy (2019) argued, participation should not be measured solely by the frequency of verbal contributions, but also by forms of engagement such as reflection, listening, and collaborative support. Similarly, Truong (2021) highlighted that introverted learners often contributed through attentive listening and group support, even when they spoke less frequently. Recognizing these diverse forms of engagement supports more equitable teaching practices that value both visible and less visible participation, reinforcing the importance of inclusive approaches that accommodate different learner strengths.

### **The Need for Equity in Teaching Approaches**

In Vietnamese primary ELL classrooms, participation often reflects an implicit preference for extraverted behaviors, positioning quieter learners at a disadvantage. This imbalance underscores the need for equity-oriented teaching approaches that recognize and accommodate diverse personality traits and learning preferences. Jung (1954) highlighted this idea by stating that "every child is an individual, and this individual must be allowed to develop his particular nature" (p. 120). His view reminds educators to value each learner's uniqueness and support their personal

growth rather than expecting everyone to learn in the same way. Wakamoto (2000) further asserted that teachers must recognize the different strategy preferences of extraverts and introverts and provide learning opportunities that enable both types of students to thrive. This call for balanced instruction aligns with Brown's (2007) reminder that educators should consider cultural and personality factors when interpreting student participation, ensuring that introverted learners are not misjudged as disengaged or passive.

Contemporary scholars also echo this need for fairness in classroom participation. Cain (2015) critiqued the "one-size-fits-all" model that privileged extraverted behavior, while Le et al. (2023) and Mustoip et al. (2024) advocated for balanced pedagogies that combined collaborative and independent tasks. Within Vietnamese classrooms, Truong (2021) and Thach (2025) emphasized that equitable approaches must create space for both vocal and reflective learners to engage meaningfully. Together, these perspectives affirm that equity in teaching is achieved when instruction respects individual differences, removes participation biases, and ensures all students can succeed on equal footing.

### **Applying Differentiated Strategies Through UDL**

Differentiated instruction grounded in UDL ensures that teaching is responsive to the individuality of each learner. Jung (1954) emphasized that each learner possesses a unique psychological orientation that should be recognized and supported in educational contexts. This perspective aligns with contemporary inclusive education principles, highlighting the importance of adapting instruction to meet diverse learner needs. Wakamoto (2000) observed that extraverted learners tend to depend more on social strategies, whereas introverted learners often use cognitive and metacognitive approaches, suggesting the importance of providing diverse opportunities for participation.

Teachers who alternate between independent and collaborative tasks allow both types of learners to thrive. Brown (2007) noted the necessity for cultural sensitivity in interpreting classroom silence, while Dow (2013) and Leung (2015) recommended flexible grouping and adaptable classroom layouts to enhance comfort and engagement. Within Vietnamese classrooms, Nguyen and Nguyen (2007) and Le et al. (2023) advocated for multimodal learning through songs, stories, games, and reflective writing. These strategies demonstrate how instruction can be intentionally varied to align with learners' differing cognitive and social preferences. For example, multimodal activities and flexible grouping provide multiple means of engagement and expression, allowing both introverted and extraverted learners to participate meaningfully. When instruction integrates UDL principles, diversity becomes a source of strength, fostering equity, engagement, and meaningful learning for all.

### **Gaps in the Research**

#### **Limited Application of UDL in Vietnamese Primary ELL Contexts**

Despite national efforts to promote learner-centered and competency-based instruction (Tran, T. B. N. et al., 2024), the application of UDL principles within Vietnamese primary ELL classrooms is still in its infancy. Most existing studies focus on secondary, tertiary, or special education contexts, resulting in a lack of empirical evidence demonstrating how UDL can be operationalized for younger learners. Primary classrooms differ significantly in cognitive development, attention span, and learning motivation, which makes direct adaptation from higher-level contexts insufficient. This gap indicates that while policy rhetoric supports inclusivity, practical implementation at the foundational levels of education remains limited.

#### **Insufficient Integration of Personality-Based Learning and UDL**

Although researchers such as Wakamoto (2000), Brown (2007), and Thach (2025) have explored the influence of personality traits on language learning, their findings are rarely linked to UDL's flexible and proactive design principles. This disconnect leaves unexplored how introverted and extraverted learners can be supported through multiple means of engagement, representation, and expression. The lack of research integrating psychological theories of personality with inclusive teaching frameworks prevents a comprehensive understanding of how UDL can balance learner differences and foster equitable participation in the Vietnamese ELL context.

#### **Lack of Teacher-Focused Implementation Strategies**

While inclusivity is emphasized in national policy documents, little guidance is available on how teachers can apply UDL-based differentiated strategies in real classrooms. Few studies address teacher training, resource development, or lesson planning models that reflect Vietnamese cultural and institutional realities. As a result, teachers often rely on traditional, exam-driven approaches that may unintentionally reinforce the Extrovert Ideal. This gap highlights the limited research and practical models available to guide the effective implementation of UDL in Vietnamese primary ELL classrooms.

### **Limitations of the Review**

This review is subject to several limitations. First, the literature search was restricted to selected databases, including Google Scholar, ERIC, ResearchGate, and EBSCO, which may have excluded relevant studies published elsewhere. Second, although both empirical and conceptual sources were included, the availability of research specifically focused on Vietnamese primary ELL contexts remains limited, potentially affecting the comprehensiveness of the analysis. Finally, as a thematic literature review, the study relies on the interpretation of existing research rather than primary data, which may introduce subjective bias in the synthesis of findings.

### **Recommendations**

#### **Implications for Practice**

To support both introverted and extraverted learners in Vietnamese primary ELL classrooms, teachers should intentionally design learning environments that acknowledge personality diversity and promote flexible participation. Grounded in Jung's (1954) emphasis on individual development, instruction should avoid uniform expectations and instead draw on UDL principles to provide multiple pathways for engagement, representation, and expression (CAST, 2018). Practically, this means offering individual, pair, and group learning options and arranging flexible spaces such as quiet corners, group tables, and open floor areas to accommodate reflective and collaborative learning styles (Tran, T. B. N. et al., 2024). Teachers can also sequence tasks from individual reflection to pair rehearsal and group discussion, gradually supporting quieter students while still engaging more expressive learners (Thach, 2025).

These practices are increasingly visible in Vietnamese bilingual and private school settings, such as Vinschool, where classrooms are designed to support flexible, student-centered learning in line with Vietnam's broader competency-based reforms (Tran, T. T. M., 2024). Public schools can also adapt these strategies by rotating desk clusters, incorporating floor mats for story time, and using simple visual or digital tools to allow quieter students to contribute before speaking (Truong, 2021). Ultimately, proactive lesson design that anticipates learner variability fosters equitable participation and creates inclusive English classrooms where both introverts and extraverts feel seen, supported, and confident in their learning.

#### **Policy Recommendations**

To strengthen equity in Vietnam's primary ELL education, policymakers should embed UDL principles into national teacher-training and curriculum reforms. Although the Ministry of Education and Training's (MOET, 2018) competency-based curriculum promotes learner-centered approaches, research shows teachers still require scaffolded support to implement flexible, student-responsive instruction (Ho & Dimmock, 2023). Extending this need for flexibility, instructional approaches should also address diverse personality traits to ensure equitable participation for both introverted and extraverted learners. Accordingly, teacher-education programs should include UDL and personality-responsive pedagogy to help educators design varied participation pathways, consistent with UDL's emphasis on proactively planning for learner variability (CAST, 2018).

Furthermore, assessment policies should enable multiple modes of demonstrating learning, such as oral, written, and project-based tasks in alignment with UDL's call for varied forms of expression (CAST, 2018). This flexibility allows students with different strengths and participation styles, including both introverted and extraverted learners, to demonstrate their understanding in ways that are most meaningful to them. For example, while extraverted learners may perform well in oral presentations and group discussions, introverted learners may benefit from written reflections or project-based tasks that allow for deeper processing. By integrating these principles into teacher standards,

curriculum guidelines, and school evaluation processes, supported by ongoing professional development, Vietnam can build inclusive ELL classrooms where all learners are supported to succeed according to their strengths.

### **Potential Barriers**

Although Vietnam's policy direction emphasizes learner-centered education (MOET, 2018), several practical and structural barriers may limit the effective implementation of UDL-aligned, personality-responsive practices in primary ELL classrooms. At the classroom level, entrenched exam-oriented traditions continue to prioritize accuracy, correctness, and visible performance, which can discourage flexible participation structures (Phuong et al., 2025). Additionally, teachers may face constraints related to time, curriculum demands, and large class sizes, making it difficult to implement differentiated strategies such as flexible grouping or multimodal learning (Nguyen & Nguyen, 2007; Tran, T. B. N. et al., 2024). At the systemic level, limited professional development opportunities and insufficient institutional support further hinder the translation of inclusive principles into classroom practice. These challenges highlight that, beyond theoretical alignment, successful implementation of UDL requires sustained structural support, teacher training, and contextual adaptation.

In addition, material and resource constraints further limit classroom practice. Overcrowded classes and limited physical resources, particularly in rural and disadvantaged areas, make it challenging for teachers to implement flexible, equitable learning environments (Tran, T. T. M., 2024). In such conditions, it becomes difficult to design learning spaces and participation structures that accommodate diverse learner needs, including providing balanced opportunities for both introverted and extraverted students to participate meaningfully. Consequently, well-designed reforms may translate unevenly into practice, and the benefits of UDL-aligned, personality-responsive teaching risk being realized primarily in better-resourced schools unless targeted support and equitable investment are prioritized.

### **Suggestions for Future Research**

Future research should investigate how UDL can be effectively applied to support personality diversity in Vietnamese primary ELL classrooms, particularly through classroom-based and context-sensitive studies. Mixed-method research examining strategies such as reflective journaling, flexible grouping, and multimodal instruction could provide deeper insight into how UDL principles can be operationalized to meet the needs of both introverted and extraverted learners. In addition, longitudinal studies on teacher training models aligned with Vietnam's competency-based curriculum would offer practical guidance for sustainable implementation. These directions are particularly important given the limited empirical research connecting personality traits in language learning with UDL's multiple means of engagement, representation, and expression in real Vietnamese classroom contexts.

### **Conclusion**

This paper examined how UDL can be applied in Vietnamese primary ELL classrooms to balance the needs and voices of introverted and extraverted learners. It demonstrated that UDL is highly relevant to the Vietnamese context, supporting ongoing educational reforms toward learner-centered pedagogy and equitable participation. First, research indicates that UDL provides flexible pathways for engagement, representation, and expression, making it a suitable framework for young learners aged 5–11, who benefit from varied sensory, social, and independent learning opportunities. Second, studies suggest that personality traits strongly shape participation: introverted learners tend to excel in reflective, self-paced tasks, while extraverted learners thrive in collaborative and verbal activities. Without intentional support, traditional teacher-centered classrooms may reinforce participation inequities. Third, UDL-aligned strategies such as flexible seating, think-pair-share routines, tiered activities, rotating group roles, and multimodal assessment emerge as effective methods to promote fair and meaningful involvement. Overall, despite the limited availability of Vietnam-specific empirical research on UDL and personality diversity, applying UDL principles can support teachers in designing flexible, balanced learning environments. These approaches, in turn, benefit learners by fostering inclusive classrooms where both introverted and extraverted students can engage confidently and equitably.

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**Appendix A**  
*List of Reviewed Studies*

<b>Author(s)</b>	<b>Year</b>	<b>Study Type</b>
Bernat, E.	2004	Empirical
Brown, H. D.	2007	Conceptual
Cain, S.	2015	Conceptual
CAST	2018	Framework
Dow, S. E.	2013	Conceptual
Flanagan, K. M., & Addy, H.	2019	Empirical
Geyer, P.	2012	Conceptual
Ho, L., & Dimmock, C.	2023	Empirical
Jung, C. G.	1921	Conceptual
Jung, C. G.	1954	Conceptual
Le, T. T., et al.	2023	Empirical
Leung, W. F.	2015	Conceptual
Meyer, A., Rose, D. H., & Gordon, D.	2014	Conceptual
Mustoip, S., et al.	2024	Empirical
Nggawu, L. O., & Nguyen, T. P. T.	2023	Empirical
Nguyen, L. C., et al.	2016	Empirical
Nguyen, P. T. L., et al.	2025	Empirical
Nguyen, Q. T., & Nguyen, H. T. M.	2007	Empirical
Phuong, H. Y., et al.	2025	Empirical
Rao, K., & Torres, C.	2017	Empirical
Rose, D. H., & Meyer, A.	2007	Conceptual
Rush, M. J.	2019	Conceptual
Thach, N. M. L.	2025	Empirical
Tran, T. B. N., et al.	2024	Empirical
Tran, T. T. M.	2024	Conceptual
Truong, T. P.	2021	Empirical
Wakamoto, N.	2000	Empirical

**ABOUT THE AUTHOR**

**Minh Bao Ngoc Pham** is a graduate of the Master of Education program at Thompson Rivers University, Canada. Her research focuses on inclusive pedagogy, Universal Design for Learning (UDL), and learner diversity in English language education. Drawing on her experience teaching English language learners in Vietnam, her work explores how personality differences, particularly introversion and extraversion, shape classroom participation and how inclusive instructional frameworks can support equitable learning environments. Her current research interests include Universal Design for Learning, personality-responsive pedagogy, and English language education in Vietnamese primary classrooms.