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## ABSTRACT

### **The impact of shyness on the academic performance of English learners in SQU**

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Since shyness becomes a crucial problem that challenges many university students, this study examines the effect of shyness on the academic performance of English learners in SQU. Although there are a lot of studies conducted under this issue, there is a significant debate on the effect of shyness on the academic performance of English learners; in addition, there is a lack of research on the effect of extroversion and situational shyness in an educational context. Therefore, this study covers how shyness affects the academic performance of English learners and the development of learning second language skills: Reading, Writing, Speaking. Then, it examines how different factors such as gender, classroom size, teaching style, and type of assessment can affect the different types of shyness. The data of this research was collected through a survey method and analyses of quantitative data.

The findings reveal that shyness has no significant impact on the academic performance of English learners in SQU. However, shyness influences learning language skills. While it can affect learning speaking skills for both types of shyness, it has a slight effect on learning reading skills just for situational-shy students. Moreover, gender plays a crucial role in the distribution of extroversion and situational shyness between participants. In addition, factors like classroom size, teaching style, and type of assessment can affect different types of shyness differently.

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While this study highlights the significance of a flexible curriculum, materials, teaching strategies, and assessment tools to enhance the learning process and provide fair teaching for individual differences, it admits some limitations related to small sample size and self-report data collection.

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