

**Table 1: Sensory/Perceptual Learning Style**

	Characteristics of learners	Support teachers can provide
<b>A. Visual</b>	Prefer charts, graphs, something to read, or a picture.	Use flash cards, videos, or other visual aids.
<b>B. Auditory</b>	Prefer listening to lectures, conversations, tapes, etc., when learning.	Provide opportunities to listen to lectures and discussion. Recap verbally.
<b>C. Tactile/Kinesthetic</b>	Prefer aids that can be touched, manipulated, or written; and may practice language by drawing and/or tracing.	Provide hands-on experiences to understand language and culture (e.g., cultural interchanges using nonverbal communication strategies).

**Table 2: Psychological Type (Personality)**

	Characteristics of learners	Support teachers can provide
<b>A. Extroverted</b>	Energized by the outside world; active, interaction-oriented, and outgoing; have broad interests; tend to reflect later (motto: "Live it, then understand it").	Make available a wide range of social, interactive learning tasks (games, conversations, discussions, debates, role-plays, simulations).
<b>B. Introverted</b>	Energized by the inner world; prefer concentration; focus on thoughts and concepts; have fewer interests, but deep ones; like to be reflective (motto: "Understand it, then live it").	Encourage more independent work (studying, reading, or working on the computer) or one-on-one work with another person.
<b>A. Random-Intuitive</b>	Like finding the big picture; enjoy formal model-building and abstract terms; focus on the future; look for possibilities; random access (when asked for 5 examples, they give 4 or 6 instead).	Provide future-oriented activities that call for language, such as speculating about possibilities.
<b>B. Concrete-Sequential</b>	Like to work step-by-step; follow directions carefully; tend to be linear and sensory-oriented; focus on the here and now; concrete sequential (when asked for 5 examples, they give exactly 5).	Suggest that they perform tasks on a one-step-at-a-time basis and that they find ways to get feedback every step of the way (from peers, teachers, or natives outside of class).
<b>A. Closure-Oriented</b>	Decision makers; action takers; make and follow lists; want quick closure and control; have a low tolerance for ambiguity; often jump to conclusions by wanting to know answers right away; often hard working and decisive; find deadlines helpful.	Encourage learners to plan ahead and make their own deadlines. Provide them with specific directions, and encourage them to ask questions.
<b>B. Open-Oriented</b>	Information gatherers; like to take in a lot of information and experience before making a decision; think learning should be fun; can make work into play; might make lists, but don't check off each item; tend to be flexible and open to change; have a high tolerance for ambiguity; see deadlines as artificial and arbitrary.	Provide opportunities for discovery learning and information gathering.