

Table 1: Sensory/Perceptual Learning Style

	Characteristics of learners	Support teachers can provide
A. Visual	Prefer charts, graphs, something to read, or a picture.	Use flash cards, videos, or other visual aids.
B. Auditory	Prefer listening to lectures, conversations, tapes, etc., when learning.	Provide opportunities to listen to lectures and discussion. Recap verbally.
C. Tactile/Kinesthetic	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
A. Extroverted	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. Introverted	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.
A. Random-Intuitive	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. Concrete-Sequential	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).
A. Closure-Oriented	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. Open-Oriented	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.