**Ambiguity tolerance**

It is related to the degree to which a learner tolerates ambiguity in learning. The degree to which you are cognitively prepared to tolerate ideas and proportions that run counter your belief system. Some people are open minded accepting events and facts that contradict their own vision of life. Others are narrow-minded, dogmatic and tend to reject contradictory or slightly incongruent items with their existing system.

In second language learning, those who tolerate ambiguity tend to be more successful at early stages of acquisition than those who reject ambiguity. This is because acquiring a new language implies acquiring a whole system (logical, cultural…etc) that may be in total contradiction with ones established linguistic system. So being ambiguity tolerant can lead to success in acquiring the language. Ambiguity tolerant are notably successful readers and listeners for gist as long texts, novels or long speeches inevitably contains ambiguous words and content . However, at optimal stages too much ambiguity tolerance can have a counter effect on language acquisition and the learner may never reach a stable linguistic system.

**Reflective and impulsive**

Impulsive style of learning implies an approach in which a person makes a number of different gambles before a solution is reached. On the other hand, systematic reflective learners tend to weigh all considerations in a problem and after extensive reflection come up with a probable solution.

Studies have shown that reflective students are slower but more accurate than impulsive students in reading whereas impulsive students tend to be better at speaking fluency activities.

The continuum reflective/ impulsive has some important considerations for language learners and teachers. Teachers tend to judge mistakes too harshly, especially in the case of a learner with an impulsive style who may be more willing than to gamble at answers. In some classrooms, learners with impulsive style may be judged as annoying to the extent of irritating teachers and classmates whereas it is their style or way of learning to try one answer after another outwarding their thinking and reflection. On the other hand, a reflective learner may require patience from the teacher for he tends to be silently thinking solutions. It is also conceivable that those with impulsive style may go through a number of rapid transitions of semigrammatical stages of second language acquisition whereas those with a reflective style tend to remain longer at a particular stage with larger leaps from one stage to another.

**Visual and auditory style**

Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. They sometimes, however, have difficulty with written work. .

**Kinesthetic and tactile students**

like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room.

In a study, Reid (1987) demonstrated that ESL students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, for instance, were often highly visual, with Koreans being the most visual. Many studies, including Reid’s, found that Hispanic learners were frequently auditory. Reid discovered that Japanese are very nonauditory.

**Learning styles and the language classroom:**

Knowledge about learning styles will allow teachers not only to discriminate learners in terms of their learning preferences, learning pace and the reasons behind their encountered difficulties, but also to understand themselves as teachers with particular learning style. For example a visual teacher will tend to use a lot of visual aids and the board which may suit visual learners at the expense of auditory learners. To remedy such a situation and make learners take advantage of their learning preferences while extending their abilities by acquiring other styles, Oxford (2003) propose to provide a wide range of learning activities that serve different learning styles and that can extend learners’ abilities beyond their learning comfort zone imposed by their respective learning style. This can be done by selecting a range of learner-centred activities.

**Assessing L2 Learning Style**

By far the most common type of assessment tool for L2 learning styles is the written survey. In surveys, students answer questions that reveal their particular style preferences. Style surveys vary in reliability and validity, but in the last few decades they have provided data from which teachers and students have begun to understand L2 styles. See Reid (1995) for examples of such surveys.