

## My Learning Style

Every human being has different personalities, characteristics, and we all have that something that makes us unique. As we all know, the fact stated is true in every way. Because of that same fact we have the tendency to learn in different ways. For some, it might be easier to: visualize, memorize, hear, or touch, to mention some. Personally, I consider myself a sensing learner. Sensing learners are “concrete thinkers, practical oriented toward facts and procedures” (Learning styles). It is important for students to know what learning style they have; but is also important for a teacher to know how to improve their teaching style by knowing more about the different learning styles.

According to Felder and Soloman, “Sensing learners tend to like learning facts, like to solve problems by well-established methods, and are very good at memorizing” (Learning styles and strategies). We can say that sensing learners like to stay focus and stay with the “feet on earth.” In contrast with the intuitive learners, sensors are more careful and practical. They are more likely to understand when they “see” the problem or situation in their heads. Like Bowman states in her research paper, “Sensing learners understand better when they relate to the world” (Sensing and intuitive learners). That’s why they like real life situations, and are not completely comfortable with courses that don’t apply to the real world.

I remember when my dad used to sit with me, maybe two or three times a week to read. I am a native Spanish speaker and for me to hear my dad reading an English book was not something I expected as a thirteen-year-old girl. I was too little to understand

why I would need to learn a different language. And it was even harder to understand because; I was living in a country where everybody spoke Spanish. As I got more into the reading, I started to read by myself. There were some words that I didn't understand, so I would take the Spanish-English dictionary, and look up the word so I could have a better comprehension. I couldn't continue reading if I got stuck in a single word, so at times I felt so tired of doing the same process over and over (book-dictionary-book-dictionary). The time passed and I was getting better and better, I was more fluent and had a better knowledge of the English language. Connecting my experience to my learning style, I can notice that at first, It was very hard for me because I was not able to "relate it to the real world" I was just learning because me dad wanted me to learn not because, I wanted to learn. Then, when I started to put more attention to it I would have to be completely knowledgeable and understand the sentence word by word. That is also one of the characteristics that a sensing learner has.

When I was in freshman year in high school, a group of friends went to my house to study for a math test. Fortunately, math was not a problem at that time of my life (can't say that now!) I felt very confident with math problems, or definitions. One of my friends asked me how to solve an algebra problem. I remembered step by step how the teacher taught us to solve the problem. While I wrote the numbers down I saw my friend's "what-are-you-doing" face. The problem was so easy for me that I didn't realize that my friend had no clue. I tried to teach her all the ways possible but she was still not getting it. Another friend took over and in five minutes he did what I couldn't do. My friend understood the problem, solved it, and got it right. At the end of the day I asked her what he did that make her learn and get it. "I don't know you are too structured and

Methodist and I can't learn that way," she said. And yes, she was right. I was surprised that she found my teaching so overwhelming and confused by something quite basic.

I find very easy to memorize facts, so when a teacher gives me facts and definitions to study for a test is an easy "A" for me. But I have been in classes where the instructor would just talk, without stopping and later in the test expects me to remember everything he/she said. I struggle a little bit if in math class the professor doesn't go over the process of the problem step by step. Once I get it and am sure on how to do it is so easy for me to get it right. I am also very practical and careful when doing a math problem for example. I would do it and then check step by step to make sure to have everything right.

We have seen how differently we can learn. What for some can be trouble-free, and for others a real headache makes the difference between a learning style and another. But what is a learning style? It is amazing to see how some people find very easy to remember names of NBA players, or the exact words of a song, but at the same time struggle to learn subjects for school. According to Felder, learning styles are, "characteristics strengths and preferences in the way, that [learners] take in and process information" (learning styles). I found very interesting how York and Irvin define a learning style, "Is a measure of preference or habit. It measures not potentials but propensities" (485). A learning style does not tell us how smart we are, but tells us our aptitudes, abilities, strengths, weaknesses, and ways that we learn.

As a learner I am expecting to actually LEARN. Not just to be taught and a couple of days later forget about what I've "learn." It is important for a teacher to be aware that in a single classroom everybody can have a different way to learn. It would

make a huge difference if a teacher decides to have a variety of ways to teach. According to some studies, students retain 90 percent of what they say and do (Rief). Doing different activities in class, and making us participate and communicate our thoughts is one of the best ways a teacher can help us to learn. Not to just teach in a single way, reading, explaining, showing, or practicing. But to have a combination so students can be more comfortable and it would be both teaching and learning easier and smoother process.

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I am John. I have a nice black dog. It can jump and run. I'm happy. This is Nick. He has a frog. There was a cooker, a cupboard for the dishes, a table, three or four chairs, and two beds. Uncle Henry and Aunt Em had a big bed, and Dorothy had a little bed. There was a small hole with a ladder under the house where they hid during a storm. Very often, there are storms in Kansas, and winds are very strong during a storm. 1. How many rooms were there in the house? one two three. The time has passed when everyone laughed at him, and it is no longer a mark of eccentricity to defend him. His faults are accepted as the necessary complement to his merits. It is still possible to discuss his place in art but one thing can never be doubtful, and that is that he had genius. Here are all the common English idioms and phrases you need to understand native speakers! 1. Hit the books 2. Hit the sack 3. Twist someone's arm 4. Stab someone in the back, and way more. You'll be a master of English expressions by the end of this article. Sit tight is a great example of why you can't translate idioms in English word-for-word. It literally would mean that you sit down squeezing your body in a tight way which if you did would be very uncomfortable, not to mention you'd look really strange. But if a person tells you to sit tight they want you to wait patiently and take no action until you hear otherwise. Mrs. Carter, do you have any idea when the exam results are going to come out? Who knows Johnny, sometimes they come out quickly but it could take some time. He (read) has been reading that novel for the past three days. He (intend) intend to finish it next week. In his lifetime, he (read) has read many novels, but this is the first Hemingway novel he (read, ever) has ever read. 9. Tomorrow, after he (eat) eats dinner, John (go) will go to a movie. 8. A: I was in your hometown last month. It looked like a nice town. I (be, never) am never there before. B: What (do, you) did you do in that part of the country? A: My wife and I (drive) were driving to Washington, D.C. to visit her family. 9. A: May I borrow some money? The person who (sit) was sitting next to me told me to hold my breath. I (try) had tried that, but it didn't work. The instructor (lecture) was lecturing, and I didn't want to interrupt him, so I just sat there trying to hiccup quietly. Spanish instead of English, but I'll get used to it. It's lucky my mum's Spanish and made sure we all learnt the language as we were growing up! Read A-H and listen carefully to each speaker. The words you hear will be different from those below. A 1 got bored with what we were doing after a while. 6 For me, playing computer games is the more relaxing way to spend my free time. 7 Joining a sports club can help people to become more healthier. 8 I am the fittest now than I have ever been in my life. Adjectives with ed and -ing. 3 Complete the words to form adjectives with -ed or -ing. 24. I am \_\_\_\_\_ tennis this afternoon. A) play B) playing C) to play D) played. 25. We are not \_\_\_\_\_ outside. A) go B) went C) going D) to go. 26. Where are you \_\_\_\_\_? A) go B) going C) to go D) went. 27. Are you \_\_\_\_\_ a good time? Yes, we \_\_\_\_\_. All the three tests are designed to test students' ability in the English language, although somehow they work in the same way. The IELTS and TOEFL are the most popular tests that are accepted globally, whereas PTE is a new entrant in this field with a little bit different from the other two tests. Students should select tests that suit them to practice in terms of the test structure and their comfort to prepare and perform for the same. This website gives you the opportunity for downloading free resources and make practice on IELTS, TOEFL, PTE.

For where there are two or three assembled in my name, there am I in the midst of them." - Weymouth Bible. For where two or three are gathered together in my name, there I am in the midst of them." - World English Bible. I am in the midst of them - By my Spirit, to quicken their prayers, guide their counsels, and answer their petitions. People's Bible Notes for Matthew 18:20. Mt 18:20 In my name. As I read the different things that people say to interpret God's words for the most part there all Wrong. Where two or three are gathered together in my name there I am in the midst of them. The Holy Spirit guides me into its meaning for me not for anyone else but me. Same goes for anyone else that reads his words for guidance. Myself and Jesus are two by itself. I am John. I have a nice black dog. It can jump and run. I'm happy. This is Nick. He has a frog. There was a cooker, a cupboard for the dishes, a table, three or four chairs, and two beds. Uncle Henry and Aunt Em had a big bed, and Dorothy had a little bed. There was a small hole with a ladder under the house where they hid during a storm. Very often, there are storms in Kansas, and winds are very strong during a storm. 1. How many rooms were there in the house? one two three. The time has passed when everyone laughed at him, and it is no longer a mark of eccentricity to defend him. His faults are accepted as the necessary complement to his merits. It is still possible to discuss his place in art but one thing can never be doubtful, and that is that he had genius. Additional exercises The future ENGLISH GRAMMAR IN USE FOR INTERMEDIATE. Use the words given in brackets. Use the present continuous (I am doing), going to or will (I'll). 1. You have made all your holiday arrangements. Your destination is Jamaica. FRIEND: Have you decided where to go for your holiday yet? You: \_\_\_\_\_ I am going to Jamaica \_\_\_\_\_ (I /go). 2. You have made an appointment with the dentist for Friday morning. You and your friend are looking at the menu. Maybe your friend has decided what to have. You ask her/him. You: What \_\_\_? (you /have).