**How Auditory Learners Receive and Reproduce Information**

Let auditory students record their lessons and listen to them again later.

Auditory learners receive information through hearing. When they receive auditory stimulation, their brains begin processing and analyzing this information quicker and in a more organized manner.

These students must listen to learn. When reproducing information, auditory listeners usually choose to express themselves through speaking. They generally reproduce using words they heard while listening. They learn best when they participate in discussions where they are both listening and speaking.

While everyone is different, and some people study well with music (I know I do), Auditory learners are incredibly susceptible to aural distraction. A bit of quiet music might put your child in the mood – but make sure your child is sensible about it! It’s pretty easy to tell when something is distracting.

**Characteristics of auditory learners**

Easily verbalize what they are thinking. They often talk a lot.

They like languages and have an ability to pick them up easily.

Practice activities may generate frustration in these students.

They memorize what they hear.

They speak to learn (using discussion).

They prefer to learn in an independent manner at their own pace and to receive individual attention.

Instructions, diagrams, or written examples can be confusing for the child.

They speak clearly without stopping.

They can be hard to listen to and may interrupt often.

They can struggle with visually decoding words and remembering how even simple words look.

It can be difficult for them to sustain eye contact.

They like to read, but love to be read to.

**Study Tips for Auditory Learners**

-Auditory learners should try to incorporate study techniques that have them either listening to information and repeating it out loud.

-All auditory learners should aim to ask questions during a lesson. Even a simple question will greatly increase information retention. This way, their teacher will put an idea into words, or paraphrase what they’ve been saying.

-Using a dictaphone during class can be a great way to review a lesson without having to rely solely on textbooks or written information. Many audio players now come with recorders built in – but just make sure that the teacher knows that it’s there for study purposes (and not to help them ignore the lesson!)

- Auditory learners could benefit from taping their notes once they’ve written them. This will force them to say out loud what they’ve just learnt in a way that makes sense to them – cementing it into their head. They can also use the spoken notes to revise later.

-YouTube is another website that has hundreds of educational videos

-Word association can be a great way to learn facts and lines. Auditory learners make better connections when facts can be repeated out loud – especially when in a memorable fashion. Mnemonic devices are a great way to help remember facts.

-Auditory learners can benefit from repeating information out loud to themselves. Even better than pure repetition would be to paraphrase, or pick out the main points of what they’ve just learnt and say it to themselves.

-Stick to lectures and tutorials when possible. While some students find lectures terribly boring, auditory learners will usually enjoy them. There are hundreds of free video tutorials on YouTube and Khan Academy that your auditory learners will love. I would highly suggest taking advantage of lecturing if possible. Videos are also great because they have an auditory component. If it seems like your child is phasing out, he or she may have simply stopped watching and is instead engrossed in the words.

-Use jingles songs, rhymes, and mnemonics. Let students make up a song to help remember information and allow them to perform it in class.

- Use of tape recorder to prerecord material so the student can use headphones and hear it while the rest of the class is reading it silently.

– Use service learning students at local high school

- Books on tape/CD: if students are reading books independently, offer this option whenever possible.

- Block out extraneous stimuli: have headphones available to block out background noises. The headphones were not plugged into anything but helped muffle noises from the class.

- Highlight essential information: use highlighters to highlight essential information and then read what is highlighted out loud.

- Present a small amount of work: give assignments in small chunks so it is not so overwhelming to the student.

-Glue 2 elbow pieces of PVC pipe. Have students hold one end to their ear and one end to their mouth. They can read aloud whatever they have written to hear if it sounds like what they wanted to say. This helps their reading and writing skills also.

- Read aloud any written directions.

-Have a student repeat or explain the directions.

- Mnemonic Devices – teach students mnemonic devices to help them learn new material (ex. ROYGBIV = the colors of the rainbows; HOMES= names of the Great Lakes; Please Excuse My Dear Aunt Sally = order of operations) or have students come up with their own.

- Story telling – have them retell a story in their own words.

- Response modes can be done orally – instead of writing answers down, allow them to answer test questions aloud in a tape recorder.

**Learners with strong auditory preferences will enjoy using or creating the following:**

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| * One-to-one conferences | * Recorded books/Audio books | * Lectures and talks |
| * Podcasts | * CD/Computer recordings | * Teaching the class |
| * Mobile phones, voice recorders, ipods | * PowerPoint stories with audio narratives | * Websites with audio functions, e.g. SpellingCity.com |
| * Audio conferences | * Interviews | * Role plays |
| * Drama performances and skits | * Speeches: formal/rehearsed and informal/impromptu | * Poetry recitals |
| * Rote recitals | * Story-telling and re-telling | * Songs/Musical narratives |
| * Panel discussions | * Debates | * Mock courts |
| * Music and rhythm – different genres, different instruments | * Tapping beats | * Raps |
| * Monologues | * Dialogues | * Group games: adding to the story |
| * Oral summaries of texts or classmates’ answers | * Oral paraphrasing of texts or classmates’ answers | * Reading aloud |
| * Humming, whistling, vocalising sounds | * Radio programs and documentaries | * Puppet shows |
| * Acting as advisors and mentors to teams in group activities | * Peer tutoring | * Learning Buddies |
| * Impersonations | * Oral surveys | * Speaking and listening games |
| * Oral quizzes | * Soap box | * Concentration games |