Resource 9: All about auditory learners

Learners who favour the auditory style tend towards the following:

- having a preference for music over art
- remembering what was discussed rather than seen (ie, names but not faces), especially their own verbal expressions
- struggling to visualise
- having an ability to spell out loud rather than on paper
- using verbal repetition to try to remember something
- not needing to write instructions down in order to remember them
- not always writing legibly
- struggling to make sense of written information until it has been spoken aloud
- disliking copying material down
- leaving out or mixing up words when writing
- saying long and sometimes overly repetitive descriptions, but overall, being strong orally
- preferring well-ordered explanations which follow a logical sequence

What you might find auditory learners doing in your classroom

- talking or humming/singing to themselves
- mimicking those around them, often extremely accurately
- verbally expressing answers rather than writing them down
- talking and discussing, not always when appropriate
- reading aloud
- listening first before taking notes
- repeating key facts and figures aloud in order for them to sink in
- setting information to rhyme
- using different voices to study (for example, by creating a script)
- brainstorming with other (probably auditory preferring) pupils

How the auditory learner affects output

- because they are easily distracted by noise, the auditory learner will want to eliminate as much background noise as possible

- reading notes out loud

- recording notes to listen to

- talking to friends about what they have learned

The body language of the auditory learner

The auditory learner will often turn an ear towards the speaker rather than looking at them with full eye contact. Ironically, they may appear not to be listening.