

Listening

Strategies for Tutoring

Listening

- Students spend **20%** of all school related hours just listening.
- If television watching and just half of the conversations are included, students spend approximately **50%** of their waking hours just listening.
- For those hours spent in the classroom, the amount of listening time can be almost **100%**.



Keys to Good Listening

Tune In
Question
Actively Listen
Review

Keys to Good Listening

■ **Tune In**

- As the person begins speaking, determine the speaker's topic and recall what you may already know about the topic.

Keys to Good Listening

■ Question

- Throughout the conversation/lecture, ask questions in your mind.
- Leads to understanding of material, speaker's organization of material, and supporting details.
 - "What is the point the speaker is trying to make?"
 - "Why is this important?"

Keys to Good Listening

■ **Actively Listen**

- Determine the basic message.
- Answer questions being raised.
- Anticipate what will be said and take in what is said.

Keys to Good Listening

■ **Review**

- Check on the anticipated message after it is delivered—evaluate meaning and impact, summarize, compare ideas.
- Should lead to further questions.

Listening vs. Active Listening

- Another key to successful tutoring is to **ACTUALLY LISTEN** to your tutee's responses.
- This sounds easy, but it is harder than you may think.
- Active listening is an acquired skill.

Listening

- **Listening** is the absorption of the meanings of words and sentences by the brain.
- **Listening** leads to the understanding of facts and ideas.
- **Listening** takes attention, or sticking to the task at hand in spite of distractions.
- **Listening** requires concentration, which is the focusing of your thoughts upon one particular problem.

Active Listening

■ Goals

- **Understand** and **remember** what is heard
- **Assess** and **interpret** what is heard
- **Relational** goals—giving positive impressions, advancing the relationship, or demonstrating care

Active Listening

Three listening skill clusters

Attending Skills

Following Skills

Reflecting Skills

Attending Skills

Posture of Involvement

Eye Contact

Appropriate Body Motion

Non-distractive Environment

Attending Skills

- **Posture of involvement**
 - Inclining one's body toward the speaker
 - Facing the speaker squarely
 - Maintaining an open body posture
 - Positioning yourself an appropriate distance from the speaker
- **Eye Contact** (most cultures)
 - Sustained, direct, reflective

Attending Skills

- **Appropriate body motion**
 - Nodding your head
 - Facial expressions reflect emotions back to the speaker
 - Adjusting your body position in non-distracting ways
- **Non-distractive environment**
 - Eliminate distracting noises, movement

Following Skills

Door Openers

Minimal Encouragers

Infrequent Questions

Attentive Silence

Following Skills

- Door openers: non-coercive invitations to talk
 - Description of another person's body language, e.g. "You're beaming, what's up?"
 - An invitation to talk or continue talking, e.g. "Please go on."
 - Silence, giving another person time to decide whether to talk.
 - Pay attention to demonstrate interest.

Following Skills

■ Minimal encouragers

- Brief indicators to the other person that you're with them
- "Uuhmm," "Oh?" "I see," "Right," "Really?" "I understand," "Go on," "Sure."

■ Infrequent questions

- Open ended, asked one at a time
- Beware of the key listening error of asking too many questions

Following Skills

- **Attentive silence**
 - most listeners talk too much
 - learn the value of using nonverbal attentive listening behaviors with verbal silence
- See Pauses & Silences discussion

Reflective Skills

Paraphrasing

Reflecting Feelings

Reflecting Meanings

Summative Reflection

Reflective Skills

■ Paraphrasing

- Re-stating what you believe to be the essence of a speaker's comments: "So you're suggesting that we change the proposal?"

■ Reflecting feelings

- "It sounds like you are angry with your group members."

Reflective Skills

- **Reflecting meanings (tying feelings to content)**
 - “So you were angry with your group members for pushing the proposal topic through without your input?”
- **Summative reflection**
 - “If I understand correctly, you want the proposal topic to be changed and you want some kind of guarantee that proposal topics must be passed by all group members, right?”

Critical Thinking/Listening

- Listening attentively enables you to ask good questions for clarification.
- Listening critically provides the basis for good probing questions.
- **Remember: Practice is the key to successfully incorporating these skills into your communication repertoire.**

Active Listening Tips

- **Do not interrupt** even if you think the student is heading toward an incorrect answer.
 - At times a student may realize his own mistake.
 - On other occasions you may simply have misunderstood where the student was going with his/her answer.
 - Furthermore, interrupting students creates an atmosphere that discourages participation.

Active Listening Tips

- Wait for a second or two following a student response to be sure that you have listened to everything and that the student has finished talking.
- While listening to the student, try to determine whether you do understand his/her point. If you don't understand, ask for more information or explanation.

Active Listening Tips

- You might wish to paraphrase a long answer and check with the student to be sure your perception of his response is accurate.
- Use the student response to lead to the next question or to make a point. Again, this demonstrates that you are listening.

Active Listening Tips

- Listen for the content of what the student is saying, not simply for expected jargon or key phrases.
- Focus your attention on the student, not on what you intend to do next (i.e., ask a question, or end the session).