**Tutoring and Active Listening Techniques or "How to Get Your Tutee to Talk More Than You"**

TEN SECOND RULE

After asking a question or follow up question, or beginning a problem, allow at least ten seconds for the student to respond. This may seem like a long time, but if you are patient, often the student will have time to think of a response.

Don't be afraid to allow an awkward silence to occur before you jump in. This will let the student know that you are listening and expect him or her to participate.

PUTTING DOWN THE PENCIL

As a tutor, try working without a pencil or pen, in order to force the tutee to write and be more active. Make sure the paper or book is in front of the tutee, not the tutor.

ECHOING

Often a distortion develops between what a speaker intends to say and what a listener actually hears. To improve communication and help a student clarify what her or she is trying to say, a tutor should reflect or restate what he or she has just heard.

Examples: "I heard you say...Am I right?" "Are you saying that..." "In other words.."

PROBING

Probing can be useful for helping a student understand reading assignments, prepare to write, review a concept for a test or quiz, or for conversation in a foreign language or ESL. A probing response forces the tutor to listen carefully, and pushes the student to think and move beyond the first statement.

• Clarifying--Asking a student for more information or meaning, restate

Examples: "What do you mean by that?" "Tell me more!" "Be more specific." "Anything else?" "So what's an example of that?"

• Challenging--Asking a student to justify, reflect, or think about answer

Examples: "What are you assuming?" "How can that be?" "How would you do that?" "Are you sure?"

• Refocusing--Asking a student to relate answer to another idea or topic

Examples: "How is that related to..." "If this were true, then what would happen if..."

• Prompting--Giving a student a hint, or rephrasing a question to help lead to the answer after a student has tried and failed to understand

Examples: "Let me put it another way..." "Here's a clue..." "So what's the first step?" "Remember when

we talked about..."

• Requesting--Summary Asking for a restatement of what has just been said

Examples: "OK, now you explain back to me what we just said." "Now you teach it to me."

"Summarize the steps for me."

Dealing with Difficult Clients

Problem: The client says the teacher and the assignment are stupid.

Problem: The client says the assignment is too hard.

Problem: The client won’t follow instructions because they’re lazy or they don’t trust you.

Problem: The client wants you to do everything for them.

Problem: The client doesn’t really want/need help, but just wants the candy.