

IELTS LISTENING – Dissertation Tutorial Record (Education)
S34T3



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TUTOR: Hello, Sandy. How have you been getting on with your dissertation?

SANDY: Fine, and I've been working hard on the various action points we agreed on our last tutorial.

TUTOR: Do you want to talk me through what you've done?

SANDY: Yeah, sure. Well, we agreed on three main targets for me to aim for. The first one was to find out about suitable data analysis software.



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TUTOR: Yes.

SANDY: And what I decided to do was to look through Q21 catalogues specialising in IT.

TUTOR: That's a good idea. What did you come up with?

SANDY: I found the names of two promising ones.

TUTOR: Right.

SANDY: But I also thought it'd be worthwhile talking to a lecturer.

TUTOR: Oh right. Who did you see?

SANDY: Jane Prince. Do you know her? She's in the Q22 Computer Centre.

TUTOR: Yes, of course, she's the new Head.

SANDY: Yes. Well, she was very helpful.

TUTOR: Oh, that's good. Did she suggest anything in particular?

SANDY: Yeah. She recommended software called Vivat and said I should book up for a couple of practice sessions using Vivat.

TUTOR: Great. I'm sure you'll find them useful.

SANDY: And, of course, the second target was to draw up a survey Q23 checklist which I ...

TUTOR: Yes, you emailed me it last week.

SANDY: Have you had a chance to look ...?

TUTOR: Of course, um I think it's good. Very much on the right lines. I'd say your first two sections are spot on. I wouldn't suggest that you change anything there, but in section three you really do need to have questions on Q24 teaching experience.

SANDY: Yeah. I was thinking that section looked a bit short.

TUTOR: Right.

SANDY: And my third target was, do further reading on discipline.

TUTOR: Oh yes. I mentioned a couple of writers, didn't I?

SANDY: Yes, well I got hold of the Banerjee and I thought that was excellent.

But I'm afraid I didn't manage to get hold of the essays about Q25 classroom management – you know, the ones by Simon Ericsson.

The bookshop said it was out of print and the library doesn't have a copy.

TUTOR: Oh right, and I'm afraid I've lent my copy to another student.

What I suggest you do is try the library again – this time apply for it through the service called special loans.

Have you done that before? You're entitled to six books a year.

SANDY: Yes. No problem. That's what I'll do.

TUTOR: So, lots of useful work done.

TUTOR: So, let's look at some new targets. We'll start by having a chat about your Chapter One. I very much enjoyed reading it. Your written style is very clear and you've included lots of interesting descriptions of education in your target area. I've just got a couple of suggestions for some additional work.

SANDY: Of course. Could I just ask – what do you think I should call it?

TUTOR: Well, I'd go for something like Context Q26 Review. What do you think?

SANDY: Well, short and to the point.

TUTOR: Exactly. Now, as regards specific areas to work on, I'd be quite interested to have a few more statistics about the Q27 schools in the different zones.

SANDY: Oh, that wouldn't be a problem. I can get them from the Internet.

TUTOR: Great, and although you did make a reference to quite a few different writers, I think you should aim to cite more works written later than Q28 2000.

SANDY: OK. That's more difficult, but I can try When do you want that done by?

TUTOR: Oh, it's not urgent. Um I should aim for the Q29 end of term. But in the meantime, I think you should also be thinking about Chapter Two.

SANDY: Should I be drafting it already?

TUTOR: No, but I think you should note down its main sections.

SANDY: Yes. You know, I always find that the hardest part.

TUTOR: I always find it helpful to put some ideas on index cards.

SANDY: Yeah.

TUTOR: Um ... and then you can sort them, and even lay them out on the floor. It's a real help.

SANDY: Well, I'll certainly try it! When would the deadline be for that?

TUTOR: My advice would be to get it done before you embark upon the Q30 research. You can always change it later if you need to.

SANDY: OK. I'll get going on that then.

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