

Section 3

You will hear a talk. First, you have some time to look at questions 21 to 30.

Now listen carefully and answer questions 21 to 30.

Speaker 1: So, you've all told me that you have been having difficulties with taking part in seminar discussions. I've invited you here to see if we can come up with some suggestions and solutions. Sometimes talking about these things can be helpful. Mika, you said that you think speaking and listening abilities are related?

Mika: Yes. It was really difficult because basically, I, I wasn't good at listening during discussions, you know, you need to understand what is going on. So if you miss some things that people say, it's very difficult to catch up with the topic. Also, when the tutor asked me a question, sometimes I couldn't understand the question, and I was answering by making a guess about what he was asking. Usually the result was that he said something like, I think you didn't understand my question which was quite embarrassing for me.

Speaker 1: Martina, have you personally had many difficulties taking part in discussions?
Martina: Oh, yes, definitely. Especially in the very beginning of the course. In terms of speaking, I think I feel that the students when they talk in class, there is no end to the conversation. They sometimes talk continuously regardless of whether you raise a hand. However, they will usually stop and let you speak if you just interrupt someone. At the beginning, I think I was trying to adapt to this kind of environmental classroom chemistry. It was also difficult because of my language ability. At the beginning, students, especially native speaker students, well, their English is, well I don't need to comment about their English but the speed and the fluency of their English made interaction or intervention, I mean Interruption, very difficult for students like me, like us, non-native speakers. One thing I learned to try and do is to think and try to anticipate where the discussion might go, so that when, for example, they talk about something, you know, like when they talk about, for example, how children think, I can get some ideas in my mind and then I can join in. Before, by the time I had collected all my thoughts and was ready to join in, the discussion had moved on. So basically, I think it requires you to think quickly and think ahead, if you want to join in.

Speaker 1: Nicole, have you done anything to try and improve and to participate in such discussions?

Nicole: I think I have. For example, now I have more discussions with my classmates outside the classroom and talk about them with some of the questions raised in the seminars. If you ask tutors about your concerns as I listened to you very carefully and I pay attention to the issue in future seminars. They also try to, how do you say it in English? catch your eye and see if you are ready to make a comment. If you are, they interrupt the native speakers. And what's the other idiom err... give you a floor. That's it. Tutors are very good at accommodating all the people into home. But you have to let them know you want to speak. Eye contact and body language can be useful.

Speaker 1: Martina with regards to speaking and discussions. What advice would you give to another student coming to study in England?

Martina: Be polite, when you discuss something or argue something. Don't be aggressive, just be polite and argue in a polite way. And if you say something wrong just admit it. English students don't mind if you make a mistake and you should admit it and then continue the argument or discussion. If I have a really good idea or previous knowledge about the subject under discussion, my viewers respect it. But if I don't have anything to say about the topic, that's

not good. So I advise the students from overseas to be prepared and to be polite. It's a good chance for you to talk and share, take it.

Speaker 1 : Mika. What advice would you give to International students about how to prepare for discussion activities?

Mika: If you, if you want to improve your English abilities, it takes some time. You must be realistic. You cannot make a quick Improvement easily. But what you can do immediately is to have enough knowledge on that subject. If you have enough knowledge, for example, if you know technical terms you can. There is a much higher probability that you will understand the content of the seminar. You can also help yourself by using your English outside seminars. If you make some friends from your seminar groups, you will also find that they like to discuss, discuss topics with you in the seminars so that's the advice I would give. I agree with Martina about being prepared before the discussion. I find that English students are very interested in how things are done or tackled in other countries. However, they can be impatient, if you take too long to express yourself.

Speaker 1: Well, thank you very much. I hope that's given you a few ideas. Now, there is something else I can suggest.

That is the end of Section 3. You now have half a minute to check your answers.

Now, turn to section 4

Questions 21-23

Complete the notes on what Mika says at the beginning of the discussion.

Mika says that if you miss what other people in a seminar say, it makes it hard to
21 _____ the discussion. She might have a 22 _____ if she didn't understand
what, a tutor was asking her, but if she was wrong it was 23 _____

Questions 24-27

Complete the sentences using **NO MORE THAN THREE WORDS**.

Martina says that native speaker students often continue talking even if non-native speaker students like her 24 _____

However, she points out that native speaker students will usually stop talking if you
25 _____

She says that non-native speaker students need to anticipate and 26 _____ in
order to get involved in seminar discussions.

Michal points out that non-native speaker students can use 27 _____ and body
language to indicate when they are ready to add to a discussion.

Questions 28-30

Choose one correct answer to complete each sentence.

28 Martina thinks that non-native speaker students can improve the situation by
being

- ☒ A ☐ C aggressive.

- ☒ B argumentative.
- ☐ C talkative
- ☐ D polite

29 Mika thinks that non-native speakers can improve

- ☒ A both their English and their subject knowledge quickly.
- ☐ B their English knowledge quickly, but not their subject knowledge.
- ☐ C their subject knowledge quickly, but not their English.
- ☐ D neither their English nor their subject knowledge quickly.

30 Mika says that

- ☒ A English students know a lot of technical terminology.
- ☐ B English students like making friends with her outside seminars
- ☐ C English students are interested in learning about situations in foreign countries.
- ☐ D non-native speaker students should take time to state their views.