

LOTE: Hindi GA 2: Oral examination

GENERAL COMMENTS

Generally, the performance of students was better than in previous years. Most students were able to carry out an effective conversation. They presented interesting reports and were able to discuss matters related to their reports. Some students found particular scenarios difficult but most students did well on all parts of the examination. However, grammatical errors and the use of English during the conversation are matters of concern. This year, the reports were more varied. Some students struggled with the negotiation process but generally they did quite well. It is important that students prepare adequately by practicing various situations in the classroom. Students should be guided to choose topics which allow for good discussion.

SPECIFIC INFORMATION

Part 1 – General conversation

In the general conversation, students were expected to cover at least three of the following areas: family, school, leisure, work and future aspirations with at least one of these areas being covered in some depth. Most students were able to satisfy these requirements. The areas which were covered most in depth included leisure and future aspirations.

There was a good variety in the range of responses received to questions on various areas. For example, questions about leisure activities garnered responses about outdoor games and sports requiring the use of technical terms, as well as indoor passive activities such as films. Similarly, questions about future aspirations often lead to the use of English words as students lacked knowledge of equivalent Hindi words. Some students had difficulty in using verbs appropriate to the gender of the subject. In general, the quality, standard and range of responses can be summarised as very good to excellent.

Capacity to deal with the content of a conversation about a range of general topics

Generally, most students performed well. However, some students used English and non-standard forms of Hindi. They were able to answer questions relating to school, family, leisure, work and future aspirations. They were also able to explore at least one of these areas in depth. Few students required encouragement, as most of the students were able to carry out a conversation without a great deal of accommodation from the assessors.

Part 2 – Report and discussion

Students responded well to this task and had prepared their reports thoroughly, although a few had some difficulties during the discussion.

There was a wide range of topics chosen for reports. These included terrorism, asylum seekers, human cloning, atomic energy, television, education, friendship, euthanasia, cricket, my first day at school, child-labour, smoking, co-education.

Some students made good use of aids to illustrate their report. Most students were able to answer questions related to their report during the discussion of their chosen topic. However, the preparation of some students was limited and they were unable to handle issues related to their chosen report topics.

The quality of student responses generally was very good. As in previous years some students had learnt their reports by rote and found it difficult to continue once their chain of thought was interrupted, but generally, students were able to deliver their reports well, sometimes using illustrative aids. Their speed of delivery and presentation were generally adequate to the demands of the task. Some reports explored a variety of issues related to their chosen topic while others concentrated on specific aspects.

Capacity to select and introduce the topic and develop the content of the report

Students had prepared reports on a variety of topics and with few exceptions demonstrated their capacity to select and introduce the topic and develop the content of the report very well. Students used creative ways to illustrate their reports. Some used pictures and drawings, others used models. Reports dealing with issues were found to be more interesting because they easily lead to a discussion. Topics chosen should easily lead to discussion and not simply a question-answer session. The reports ranged in quality from very good to excellent and most students showed adequate preparation. Students presented their reports clearly and coherently within the prescribed time limit. Some students had difficulty in continuing their report when they forgot part of their report. These students needed encouragement from the assessors to be able to continue. Students should be advised to prepare their reports in point form rather than learning the whole report by rote. Some students had to be reminded that the time available for their report was over but most were able to finish their reports within the allocated time period.

Capacity to convey information and develop ideas and opinions during discussion of the report

Many students showed that they were well prepared for the discussion of their reports and reached a good standard despite some difficulties with their Hindi. However, those students who were not well prepared for discussion found

it difficult to elaborate the points or to defend opinions expressed in their reports. Students who achieved high grades were able to present ideas/opinions coherently and effectively. They were able to involve the assessors in discussion and demonstrated good control of language in expressing agreement or disagreement with a particular point of view. They also conversed naturally. Students who achieved low grades were unable to present and discuss opinions and ideas.

Part 3 – Situational role-play

There was a wide range of responses to the variety of situations and scenarios. In each case, the scenario involved a process of negotiation. Some students showed very good negotiating skills while others gave up rather easily. In each case, students demonstrated good skills in the use of appropriate register and language suitable for the task.

The quality of student responses was generally very good. Most students were able to handle the role-play well. Some students had difficulty in sustaining the role-play within the allowed time limit and others tended to repeat points they had already made. Most students demonstrated good linguistic skills and spoke well according to their assigned roles. Some students needed to further their skills in developing the content of the role-play.

Capacity to develop the content of the role-play

Most students demonstrated that they had used the 15 minutes preparation time well. Many students successfully adapted the language to their role in the allocated scenario. They also showed good negotiating skills and used appropriate register. They developed the content of the role-play in a realistic and coherent manner. Less successful students had a great deal of difficulty in developing the content of the role-play. Some of these students tended to treat this part of the assessment as a question-answer session and their role-plays were full of pauses in inappropriate places and incoherent utterances. They showed a lack of negotiation and communication skills. Students need to acquire a range of strategies for overcoming communication gaps and greater control over the language used.

All parts of the task

Accuracy, variety and appropriateness of language overall

Many students achieved 'high' for this aspect of the task. They used a broad range of appropriate vocabulary and sentence structure, demonstrated good control of language and were confident in the discussion of various ideas and opinions. They showed good knowledge of linguistic elements and their utterances were logical, clear, accurate and relevant to the topic under discussion. However, some students were often lost for Hindi words and tended to use English words instead. Lack of knowledge of Hindi numerals and use of non-standard structures was evident and some students needed a degree of accommodation from the assessors and only used a limited vocabulary. Grammatical errors, particularly relating to agreement of the verb with the subject, were common.

Communicative competence

Most students were able to use the language effectively to link with the assessors. They demonstrated possession of good communication skills. Students who scored poorly made little attempt to involve assessors in the discussion. They tended to use random utterances when faced with communication problems. It is important to realise that a discussion is a two-way interaction and it is important to use appropriate language to link with the conversational partner. Students should be aware of what to do in a variety of situations, for example forgetting a word, not understanding a question, not knowing a Hindi equivalent, agreeing/disagreeing with assessors. Random utterances or silence in these circumstances indicates a lack of communicative competence.

Skills in presentation, including manner of delivery and degree of accuracy in pronunciation (sounds, phrasing and intonation)

Less successful students made good use of presentation skills. They used effective body language (eye-contact, motion of hands to make a point). Few words, if any, were mis-pronounced. Less successful students gave a dull delivery and mispronounced quite a few words. Attention needs to be paid to the pronunciation of words, particularly for words involving the sound of "ज" and "ज़", "फ" and "फ़".

GENERAL COMMENTS

Generally, students performed well in the written examination. Their standard of writing was better than in previous years. The number of spelling mistakes was fewer this year and students' knowledge of Hindi numerals also showed some improvement. Grammatical mistakes are still a matter of concern. Most students were able to pick up relevant points from the spoken passages but others had difficulty in combining them to present a report based on these points. In Paper 2, students wrote on a wide range of topics and demonstrated good writing skills. However, lack of knowledge of the features of various discourse forms caused difficulties. Some students went beyond the prescribed word-limit.

SPECIFIC INFORMATION

Paper 1 – Processing spoken information

Part A and Part B

As described in the study design, the assessment task comprised two recorded passages, which were played three times. The two passages had a common linking theme of family systems. The first passage was a radio-talk and the second passage was a telephone conversation. The total listening time for both passages was approximately 5 minutes and included the prescribed male and female voices.

In Part A, students were expected to answer some questions based on the first passage and were asked to fill up blank spaces related to the second passage. Both the tasks were set in Hindi and English and students were allowed to respond in either Hindi or English.

In Part B, students were required to write the script of a speech (for or against the joint family system) drawing information from both passages, in the range of 120–150 words. The discourse form was different from that in either of the passages, as stipulated in the study design.

Most students selected the relevant information in Part A. Some students had difficulty in using the appropriate discourse form in Part B. Most students stayed within the word limit. The quality of responses in Part A was generally very good, apart from a few linguistic errors including the use of incorrect gender and spelling mistakes.

Part A

The capacity to select and use relevant information

Most students chose relevant information from the two spoken passages and attempted to use this information effectively.

Part B

The capacity to select and use relevant information

Most students were able to select relevant points from both passages. However, some students left out important information from Part A not included in Part B, perhaps in the belief that the information selected in Part A should not be repeated in Part B. Other students used extraneous information in Part B. Student responses should be based solely on the information provided in the texts.

Form and organisation

Observations and conventions of the discourse form

The discourse form for Part B was the script of a debate. Several students did not use the essential elements of this discourse form (e.g. form of address at the beginning and conclusion). Others listed points for and against the joint family system although they were asked to write only either for or against the topic.

Linking of related ideas

Generally, students were able to link related ideas although, some relied too heavily on information from one passage ignoring the other passage.

Organisation of information from sources into a meaningful sequence

Most students were able to organise the information into a logical sequence and presented information convincingly. Some students presented various points without developing them into an argument and as a result received low scores.

Effective expression

Control of language required to complete the task

The standard of the language used was generally very good. However, there were many students who demonstrated careless use of linguistic elements. Spelling errors were quite common. Inappropriate use of conjunctions occurred. Some examples of misspelt words are given below. Correct forms are indicated within brackets:

तुम्ने (तुमने), ऐकता (एकता), नशा (नाश), पहेली (पहली),
पैसला (फैसला), भीलकुल (बिल्कुल), उच्चता (उच्च), कु (को),
कुच (कुछ), उजवाल (उज्जवल), भीना (बिना). रूप्या (रूपया)

Degree of independence from the wordings of the original

Some students tended to repeat the information from the original sources but many attempted and were successful in presenting the information in their own words. This work flowed more smoothly than that of students who tried to cut and paste information obtained in Part A.

Paper 2

Parts A and B

In Part A, students were asked to write at least 150 but not more than 200 words in Hindi in response to a task selected from a list of six tasks. In one of these tasks, some illustrative material was also included. Tasks accommodated a broad range of students' interests and aspirations and covered a range of different test types and kinds of writing.

Students produced a wide range of responses depending upon their choice of topic. The most popular tasks were a letter, review of a film and short-story. Each of these tasks gave students the opportunity to display their creativity, resulting in a wide range of responses. Few students attempted the others.

In Part B, students were presented with three pieces of written discourse in Hindi, all of which were related to a common theme, namely, computers and technology in India. Students had to complete a task in Hindi that required them to select and use relevant information from the given texts to write their own piece of discourse within 120–150 words. The texts given to students represented different discourse forms (letter to the editor, magazine article and a graph) and differed from the discourse form (report) required of students to complete the task.

Some students were able to successfully synthesise the information from the given texts while others had difficulty in interpreting the graphical information in Text 3 and decided to ignore it. The range of responses was quite varied.

The quality of responses in Part A was generally very good, apart from a few linguistic errors including incorrect gender and spelling mistakes. Students wrote on a variety of topics and chose a wide range of discourse forms. Students wrote several interesting, informative and entertaining pieces in Hindi. However, there were some instances where students disregarded instructions for a particular discourse form. Generally, students responded well in Part B, writing a report on the use of computers and technology in India.

Part A – Writing in Hindi

Capacity to deal with the chosen topic

Generally, students dealt with topics in sufficient breadth.

Suitability of the writing for the topic

Almost all students achieved high scores because their style of writing was suitable for the topic they chose.

Maintenance of the readers' interest

Some of the letters were very imaginative and the interview segments were quite interesting.

Form and organisation

Generally, students showed a good knowledge of discourse forms. Letters, film reviews, short stories were quite well done. However, some students showed little familiarity with report writing. The importance of discourse forms cannot be overemphasised. Even in letter writing, some students did not write the date or address and very few students understood the meaning of the word "भवदीय".

Most of the writing was culturally appropriate. Generally, students kept to the prescribed word limit. Some students went to extraordinary lengths by counting the exact number of words and deleting major portions of their work to keep it within the prescribed word limits. It is important to note that the finished piece of writing should be self-contained and should flow smoothly. On the other hand, some students ignored the word limit completely.

Organisation of content

Most students organised and presented information in a well-structured manner, but in some cases, students had difficulty in linking the various parts of their writing. The use of transition sentences to connect various paragraphs in the writing needs to be emphasised.

Clarity of expression

Students whose language control was proficient, performed well, using appropriate vocabulary and structures. Others translated literally when letter writing where they had difficulty in finding Hindi equivalents. For example:

'भाई ने परिच्छा पास नहीं किया ; instead of ('भाई ने परिक्षा पास नहीं की) or

आप से हमको भौत उमीद रखते हैं instead of आप से हम बहुत उम्मीद रखते है ;

बैंड बजना कोही ठीक काम नहीं होता instead of बैंड बजाना कोई ठीक काम नहीं है।

Students also had difficulty in changing singular verb forms to plural verb forms and putting the dot in the appropriate places.

Variety and appropriateness of vocabulary and sentence structuring

Range of vocabulary

A few students had a limited range of vocabulary but most students did well and achieved high scores.

Variety in sentence structure

Most students used a wide variety of sentence structures.

Appropriateness of vocabulary and sentence structure

Most students used vocabulary and sentence structures appropriate to their chosen tasks. There were very few students who used inappropriate vocabulary or structures.

Part B

The capacity to select and use relevant information

Most students were able to select relevant points. Others included irrelevant points taken from extraneous sources.

Form and organisation

The task in Part B required students to write a report on the use of computer technology in India. Most students handled this task well. However, some students had difficulty in interpreting Text 3 and did not use it in their report. Other students made heavy use of Text 2 ignoring some of the main points contained in Text 1. It is important to emphasise that in an evaluative piece, students need to take into account both the positive and negative aspects and draw their own conclusions on the basis of the available evidence.

Linking of related ideas

Generally, students did this well.

Organisation of information from sources into a meaningful sequence

Some students had difficulty in organising the selected information into a meaningful sequence but most students did well and achieved high scores.

Effective expression

Control of the language required to complete the task (appropriateness, clarity of expression, including accuracy in the use of linguistic elements.

Students whose language control was proficient, performed well, using appropriate vocabulary and structures. Others translated literally when letter writing when they had difficulty in finding Hindi equivalents.

Degree of independence from the wording of the original information

Some students were able to reorganise the information in their own words but most merely transposed the information from the written passages. Therefore, few students scored highly.

Paper 3 – Discussing a theme

(completed interstate students)

There were two prescribed themes for this paper, namely, the role of women in Indian society and the festivals of India. Two tasks were set on each of these themes requiring different discourse forms (script of a radio talk, magazine article, newspaper article, letter). Students were required to select one task and write a maximum of 250 words about their chosen theme in Hindi or English. The study of the themes included culture and literature in Hindi. Students were expected to base their answers on these works.

A wide variety of responses resulted. In some cases the similarity of the responses was marked as if students had learnt by rote. The quality of responses was generally very good. Most students chose to describe a festival and went

into great detail about the origins of the festivals and how they are celebrated. Very few students attempted tasks from the theme on the role of Indian women.

Most students handled this paper quite well except for those who exceeded the maximum word-limit of 250.

Understanding and appreciation of works

Some students chose to respond in English but most responded in Hindi. The responses were generally of good quality. Most students referred to more than two sources in their responses including material published in electronic form (e.g. CD-ROM).

Depth of treatment

Most students treated the topic of their choice in sufficient depth.

Content relevant to the task

In most cases, content was relevant for the chosen task.

Appropriate and effective use of sentence structure

Most students made effective use of sentence structure, appropriate for the task. They used simple as well as fairly complex sentences. Less successful students only used basic sentences and yet conveyed their messages quite effectively.

Accuracy and variety of language use

Capable students used a wide range of vocabulary and presented their chosen topic in an interesting manner. However, fairly complex sentences sometimes resulted in errors in the use of linguistic elements.