



Oral component

GENERAL COMMENTS

Overall, students performed very well. Successful students responded well to assessors, elaborated on their answers, and asked assessors to clarify meanings when they weren't sure. Most students were well prepared and had no problems with pronunciation; however, some grammatical mistakes occurred.

Many students seemed nervous during the examination, which could detract from their performance. This can be reduced by practising talking in Khmer on a deeper level with adults in order to improve students' confidence with using the language in such in-depth conversations. Practice will also help students to produce more natural, flowing language in their conversations.

Students should also practise different ways of presenting the same ideas, as the use of the same phrases over and over can be repetitious.

In the conversation section, cultural differences resulted in criterion 1 presenting certain set backs in making natural links with the assessors; students might have restrained themselves from advancing too readily, as this might be seen as being rude to the assessor. This issue can be addressed by understanding that it is culturally acceptable for students to move forward readily in a polite manner by using expressions such as 'If you don't mind...', 'May I please suggest...' and 'Can I please show that...'. However, the same criterion for the discussion task did not seem to present the same problem because of the more formal way of presenting. Nevertheless, students should still use expressions that stress politeness in their speech.

Section 1 – Conversation

Students displayed a high degree of fluency in their language during the conversation task. In their responses, students used tactics such as clarification, confirmation and expansion of information.

As the conversation involves personal topics and is based on a less formal level of language, students were quite confident in elaborating and expanding on information. Accuracy, range and appropriateness of vocabulary were generally very good. However, some students needed to be prompted by assessors to encourage them into further conversation.

With diverse and varied topics to cover, students who were well prepared for this section performed well.

Section 2 – Discussion

The topics undertaken for the discussion were diverse, and those which were related to students' own interests were presented particularly well. Most students presented an in-depth study of the topic they had researched. There were some interesting topics, such as 'forestry and the environment', 'code of conduct for women', 'poverty in Cambodia' and 'rights to education'.

Most students had researched their topic well and drew on information from different sources such as film, video and documentaries. However, a few students seemed to lack organisation of their ideas and opinions in their presentation. Students should ensure they choose a topic with sufficient depth to enable the discussion to be maintained for the required amount of time.

The discussion task is based on a more formal level of language; therefore, accuracy, range and appropriateness of vocabulary should be emphasised when preparing for the detailed study. In most cases, language used for the discussion task was appropriate and relevant to the topic introduced.

Students need to be careful when expressing pairs of words in Khmer; for example, *mday ning ovpouk* cannot be *mday ning beida* and *strey ning boros* should not be expressed as *srey ning boros*.

A good strategy to help students to maintain the discussion is to relate to the assessor. A well-prepared student can often exchange opinions and ideas more comfortably and confidently with the assessors.

2004 Assessment Report



A good presentation usually referred back to how the topic was researched and prepared, and a well-prepared report normally led to a smooth presentation. In the discussion, phrases such as 'According to the research I did, I found that...' and '...the paper I looked at...' were useful indicators that the students had done proper research for their topics.

Some students brought support materials for their presentation, which were generally used appropriately to illustrate given information and to demonstrate their ideas and points of discussion more clearly.

Generally speaking, pronunciation was good. However, students must be careful not to revert to English in the middle of a sentence.