



## GENERAL COMMENTS

Most students performed very well in the examination; however, some students performed better in the Discussion than the Conversation.

Students who performed well in the oral examination:

- responded to the assessors and elaborated on information
- made requests
- asked assessors to clarify meaning
- used successful repair strategies.

Nervousness was a problem experienced by many students. This can be reduced if students practise talking in Khmer on a deeper level with adults, which should help them to gain confidence in conversations. Nervousness can also be reduced if students ensure they are well prepared for the examination. On the other hand, some students may have been over-confident in the subject and therefore did not prepare well, which resulted in them being unable to secure maximum marks for the examination.

Generally speaking, pronunciation was very good as most students were of Khmer-speaking background. Students need to ensure they have a greater familiarity with Khmer concepts and words, as English words were often used during the examination. This must be avoided, and could be achieved by further practice in using Khmer concepts and vocabulary.

Students should also be familiar with different sentence structures and different ways of asking and answering questions. Some students required excessive prompting from assessors to be able to continue.

## SPECIFIC INFORMATION

### Section 1 – Conversation

As the Conversation is based on personal topics and enables the use of a less formal level of language, students were generally quite confident in elaborating and expanding on information. Accuracy, range and appropriateness of vocabulary were also more easily attainable; however, colloquialisms should be avoided; for example, the vulgar form of 'eat' (*sii*) in *ban muoy thgai sii muoy thgai*. Another unsatisfactory format that tended to occur was when replying 'yes' (*neung haey*).

The Conversation task presented certain set backs for natural links with the assessors due to cultural considerations. Students may have restrained themselves from advancing too readily, as it might be seen as being impolite towards the assessors. This issue can be addressed by understanding that it is acceptable to move forward readily in a polite manner by using certain expressions such as 'If you don't mind...', 'May I please suggest...' and 'Can I please show that...'

Students who were well prepared were able to engage in the conversation confidently and fully. They could also prepare ideas in advance on how to move the conversation forward so that an elaboration of a story could be obtained more readily. Students and teachers should organise ideas and concepts for the Conversation and prepare supporting statements or arguments.

### Section 2 – Discussion

The topics undertaken for the Discussion section were diverse, and those that related to Cambodian issues presented particularly well. Most students successfully presented an in-depth study of the topic they had researched.

There were some interesting topics, such as 'Education quality in Cambodia', 'The effects of natural disasters on Cambodian people', 'Social norms in Cambodian society', and 'Rights to education for girls'. The topic on 'Khmer migrants in Australia' did not prove to be very successful.

Most students presented a well-researched topic and had drawn information from various sources such as films, text books, magazines and websites.

# 2005 Assessment Report



Students generally performed well in the Discussion section and used appropriate structures, good repair strategies, and clear elaborations to defend their opinions and ideas confidently.

The Discussion task uses a more formal level of language; therefore, the accuracy and the range and appropriateness of vocabulary should be emphasised more in the preparation for this section. In most cases, the language used during the Discussion was appropriate and relevant to the topic introduced. However, some incorrect expressions were noticed: *katta taeng leu* (the above factors), *khetkham jet* for *bangkham jet* (forced to) and *rean kuor* for *rean kraov maung* (extra lesson).

A good strategy to help students maintain the discussion is to relate to the assessors. Well-prepared students are generally more able to do this as they can exchange opinions or ideas more comfortably with the assessors.

Good performances in the Discussion usually related back to how well the sub-topic had been researched and prepared. In the discussion, phrases such as 'According to the research I did, I found that...' and 'The paper I looked at...' are very useful to indicate that students had done proper research on their sub-topics. Students should also ensure that they use polite formats appropriately, as stated above in the Conversation section.

Some students came equipped with supporting materials, which were generally used appropriately to illustrate given information and to demonstrate ideas and points of discussion more clearly.