



Oral component

GENERAL COMMENTS

As in previous years, most students performed very well in the 2008 Khmer examination, with the exception of those that needed to give more attention to some linguistic elements.

Many students appeared nervous, which may have been the reason why they used words that were incorrect or inappropriate. By practising talking in Khmer at a deeper level with adults, students will gain more confidence. Nervousness can be reduced if students ensure that they are well prepared for the examination. On the other hand, being overconfident with less preparation for the oral examination might also result in students not performing well.

Students' pronunciation was good. However, the use of inaccurate forms of words still needs to be addressed. Practice in using Khmer vocabulary and checking words with a dictionary is highly recommended.

Although assessors still recommend more variety in the topics for the Discussion task, there were fewer concerns regarding the general performance of students.

Good performances were made by students who:

- were prepared to interact with the assessors
- responded to questions by elaborating on information
- made polite requests to clarify meanings and unfamiliar words
- employed successful repair strategies.

SPECIFIC INFORMATION

Section 1 – Conversation

As in previous years, most students generally performed well in the Conversation, although only a few students were able to readily elaborate on their responses. It is worth noting that some students were still unsure of the vocabulary used. They also used incorrect pronunciation and were unsure of the meaning of some words.

Students should try to avoid using the less appropriate reply '*neung haey*' for 'yes'. They should use '*bart*' or '*jah*' respectively for male and female forms. Although a conversation is generally a less formal interaction, the Conversation task should be considered a more formal situation and therefore the colloquial form of '*neung haey*' is not appropriate.

If a student aims to be versatile in all levels of communication in Khmer, appropriateness of word use is very important and more attention should be given to the honorific system of the Khmer language.

Students should prepare for the task more thoroughly so that they can become more confident and ensure that they are fully engaged in the conversation. Preparing ideas in advance gives students the opportunity to move the conversation forward more easily, and elaborate on a topic more readily.

Section 2 – Discussion

Many students performed very well in the Discussion and only a few students had difficulties with vocabulary. However, students should be encouraged to study a wider range of topics for the Discussion. Once again, the topic relating to 'Poverty in Cambodia' seemed to provide a good framework for discussions.

Although some students needed to use some repair strategies, many students conveyed their ideas and opinions very well. However, inaccurate vocabulary was again a concern for some students. Attention needs to be given to the following words which students were unsure of or had learnt incorrectly:

- '*bantij*' instead of '*bantej*'
- '*projoon*' instead of '*banhjoon*'
- '*prajenh*' instead of '*banhjenh*'
- '*karaney*' instead of '*kanakney*'
- '*prak phivoad*' instead of '*prak bearvoad*'

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- *'leukdamkaen'* instead of *'leukdamkaeng'*
- *'phoom daj asray'* instead of *'phoom daj srayaal'*.

Students' performance in the Discussion was good and the language used was generally appropriate and relevant to the topic introduced. The language of the Discussion is generally more formal than the Conversation and students performed well.

Students related well to the assessors during the Discussion and well-prepared students were generally more able to exchange opinions or ideas more comfortably. Phrases such as 'According to the research I did, I found that...' and 'The paper I looked at...' were good indicators that students had done proper research on their sub-topic.

Students and teachers are encouraged to organise ideas and concepts for the Discussion and prepare supporting statements or arguments to try to build strategies for a smooth presentation.