



## Oral component

### GENERAL COMMENTS

Most students were well prepared for the examination. They were aware of the procedures. Although some were a little nervous in the beginning, their anxiety was quickly replaced by calmer behaviour due to the relaxing effect of the conversation section. During the usage of the target language, some Anglicisms were observed. These were either in the form of literal translation such as '*komputere binirim*' or borrowed words like '*holiday, shop, yes, no, I mean*'.

Most common errors occurred in Turkish greetings that are not symmetrically contrary to English, i.e. '*Hoş geldin*' requires '*Hoş bulduk*' as a response, not the repetition of the former. Similarly, '*Güle güle*' requires '*Allaha ısmarladık,*' or '*Hoşça kalın*' as a response, not the same expression repeated as in English; for example '*Good bye!*' '*Good bye!*'

The subject titles were also uttered in English although Turkish equivalents exist. Students can master the usage of these words with their teacher before the examination. Some students corrected themselves quickly when they realised that they had inadvertently used English. Many students prefer to use simple sentence structures avoiding more complex ones. Using short sentences with similar structures usually makes the conversation sound dull and boring.

### SPECIFIC INFORMATION

#### Section 1 – General conversation

Most students were able to extend the conversation and bring up new but related topics. However, because seven minutes allocated for this section is a considerable amount of time, it may not be filled easily unless the students think of more detailed responses; otherwise, they will quickly run out of words. They should think of strategies to expand their responses beyond the basic answers. Meanwhile, some students had obviously learnt by heart what to talk about, which caused the conversation to sound artificial. More spontaneous and natural conversational skills can be developed for this kind of examination. However, the interaction between the assessors and students was quite efficient, friendly and courteous. In this section some students needed too much help from the assessors. The aim of the students should be to become a conversation partner, who requires minimum support from their counterparts.

#### Section 2 – Discussion

This section was generally well understood and adequately completed by students. The information aspect of the detailed study was thoroughly dealt with but opinions and ideas were rarely given. A good mix of facts and ideas would make a discussion complete. Responses to the questions and comments were quite efficient and repair strategies were often used soon after the realisation of an error. It was evident that some facts used for the detailed study were just memorised. Although students had been well prepared, their performances were more like presentations rather than a discussion. Because some students continuously presented what they had learnt by heart, they did not show the same flexibility to the related questions or comments. Quite a few students elaborated their responses with a sufficient number of examples, justifying opinions and forming links to the texts studied. Some students brought materials directly taken from the Internet in a mere text form, which were not very suitable for discussion. Visual materials such as graphs, pictures, photographs, charts, maps, or actual objects would be more appropriate and easy to follow by both assessors and students. Most topics covered were on tourism, harmful addictions, environmental issues, traditions and career choice, all of which were suitable for discussions. However, some topics on personal issues had limited scope. With the introduction to the discussion, while some students clearly explained the theme, topic and sub-topic as well as the materials they had used in class, others needed prompting by assessors to present the initial section of their detailed study efficiently and clearly.

For the linguistic aspect of the examination, students were careful not to make mistakes while speaking and those who faltered were conscious of their error and tried to correct themselves immediately. Some regional variations in phonology were observed but these did not constitute a serious problem as they were intelligible and grammatically acceptable. Incorrect stress and intonation used by some students could be corrected with oral practice in class. Complex sentence structures should be used to make the speech sound more sophisticated and appropriate to the VCE level.

© VCAA 2003

Published by the Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne 3002

Photocopying: This publication can only be photocopied for the use of students and teachers in Victorian Schools.

