



## Oral Component

### GENERAL COMMENTS

Most students developed and displayed good communication skills and satisfied the criteria of the Turkish oral examination. Many students showed that they were well prepared; however, some displayed a few linguistic and structural deficiencies.

The majority of students were able to use a wide variety of vocabulary and structures to discuss and justify a point of view or opinion when confronted with queries and opposing ideas. The pronunciation of the basic elements of Turkish phonology and stress, rhythm and intonation were accurate enough to be clearly intelligible. Some students immediately corrected errors they had inadvertently made. Almost all students used verbal and body language in a courteous and culturally acceptable manner.

### Areas of concern

#### Pronunciation

Regional differences in pronunciation were evident. Although regional accents are tolerated, it should be kept in mind that the accepted accent, or the model pronunciation, is Istanbul Turkish.

The word 'university' was mispronounced by some students because of the addition of 'y' in the initial position. In Turkish it is a clear 'ü' not 'you' sound.

Compound nouns were sometimes mispronounced; for example, *anitkadir* instead of *anitkadir*.

#### Morphology

The agreement of suffixes between parts of speech was sometimes not correct. Suffixes were often misused in noun forms; for example, the suffixes of *-i*, *-e*, *-de* and *-den* should be correctly used at the end of a noun, depending on the verb. Transformational drills can be used to eliminate these types of grammatical errors.

#### Syntax

Some students attempted to use complex sentences with various conjunctions; however, others used only simple sentence structures that sounded dull and were below the standard of VCE Turkish.

#### Lexicon

There was some confusion in kinship terms (that is, mother's side as opposed to father's side) observed by assessors. Some students also had difficulty in describing the occupations of family members.

Antonyms were confused in some pairs of opposite meanings; for example, *avantaj/dezavantaj* (advantage/disadvantage) and *ithalat/ihracat* (import/export).

It was evident that some students directly translated vocabulary or expressions from English, especially when talking about their subjects. This has the same effect as directly using English words. However, this mistake is observed less each year.

### Conversation

This part of the oral exam was satisfactorily completed by most students, who expressed themselves easily. Most of them were aware of the areas to be covered and were competent enough to engage in an oral exchange on personal issues. However, some students seemed to recite a memorised speech. Some students started talking about the topics without even waiting for the assessor to bring up the subject.

### Discussion

Some students tended to use this section in a report format. Some did not give the theme, topic and sub-topic while introducing their detailed study. Although a majority of students knew what was expected of them, a few had not prepared their discussion points. Tourism was used as a detailed study topic by quite a few students, but some of them were unable to deal with the topic effectively. Assessors expressed their dissatisfaction with some of the outcomes of

# 2004 Assessment Report



this topic. However, when a student recounted their own experience as a tourist in a foreign country, they were quite successful.

Irrelevant or incomprehensible content for the discussion topic was sometimes observed. Some students found it hard to convey a range of information. They found it hard to fill the seven to eight minutes reserved for the discussion with their opinions, ideas and facts. Recitation rather than natural discussion was also a problem with some students who lost track when interrupted with a comment or question.

Resources used during the detailed study should be in Turkish, and they should be clearly introduced at the start of discussion; that is, audio, visual and written texts must be explained with their titles.

Some students effectively used the support materials they had brought with them, while others did not create the opportunity to show them due to inadequate preparation, or they could not explain what the resources were. Some materials were mere printouts directly from the Internet. Some pie charts were printed in black and white and did not differentiate sectors of information adequately, and some graphs had content only in English. When used properly, visual materials helped alleviate nervousness as well as helping to liven up the discussion. Therefore, teachers can continue to encourage their students to take some support materials with them to the exam venue. When preparing for the oral exam, students should practise using their visual materials if they plan to use visual aids.

The information, ideas and opinions were often imbalanced and the terms of 'theme', 'topic' and 'sub-topic' were confused. The resources used in class did not seem to have been based on items prescribed in the Turkish Victorian Certificate of Education Study Design. The audio, visual and written texts covered for the detailed study were usually not mentioned or only partly explained before the discussion started. Students should be taught to talk about the resources in detail during the initial section of the discussion. Some students appeared to have changed their detailed study topic at the last minute.

As for the topic choice, 'addictions', 'youth problems' and 'environmental issues' were handled well, whereas some others were not. The Internet was the most common resource used. Students and teachers should frequently visit the VCAA website to guide them in the right direction when preparing for the oral exam.