



2013

Languages: Filipino GA 3: Examination

Oral component

GENERAL COMMENTS

Overall, students performed very well in the 2013 Filipino oral examination. Most students demonstrated a very good level of linguistic competence in Filipino, as shown in the quality of their presentation and discussion and in the way they communicated fluently during the conversation. Most students were well prepared, confident and interactive. A few, however, managed only to give average performances. Some of these students were fluent in Filipino, but the discussion exhibited limited breadth and depth of information and ideas because the students did not prepare adequately for the topic.

In order to improve linguistic competence and performance in the examination, it is advisable that students are well prepared for the Detailed Study and have completed appropriate research for their chosen topic. Practice presenting the topic is likely to increase the chance of developing correct grammar, pronunciation, tempo and rhythm. In addition, it will deepen the understanding of the functional use of grammar and assist the student to employ it in an appropriate context. Students are encouraged to seek out Filipino programs and materials; for example, listen to Filipino radio programs and talk with friends in Filipino. Activities where students can talk to Filipinos in the Philippines through Skype and other media may also assist students to improve their confidence in speaking Filipino and become more familiar with the pragmatics of the language.

SPECIFIC INFORMATION

Section 1 – Conversation

Most students communicated in Filipino very effectively. They were engaging, polite and respectful and had clear thoughts and well-organised ideas. Although a few students needed to be prompted by assessors and had limited knowledge of vocabulary, grammar and culturally accepted expressions, they were still able to use repair strategies to converse with confidence and to speak spontaneously. Students also demonstrated a good level of understanding of the verbal system of Filipino, particularly the use of aspect to indicate completed action (perfective aspect; the traditional understanding is past tense) and non-completed aspect (imperfective).

Section 2 – Discussion

Most students gave an organised and well-developed description of their chosen text and had a very good range of relevant information and ideas. Their responses to questions showed a very good level of understanding of Filipino, and they were able to provide their own interpretations and analysis of the text they presented.

Students chose topics such as Tourist destinations in the Philippines, Fiesta, *Kahulugan ng trabaho sa Pilipinas*, *Apolinario Mabini* and Benigno Aquino, Sr. Visual materials related to the topics aided the students to present spontaneously. However, some students were not able to elaborate on their ideas and waited to be prompted with questions, to the extent that the discussion resembled a question-and-answer session.

Students could mention or acknowledge the specific source of the text used for their discussion to help them introduce their Detailed Study more systematically. Visual materials helped to stimulate the memory of the students and encouraged them to speak confidently; however, the number of visuals used should be limited as there was a tendency for students to rely too much on them and the content of the discussion consisted only of the introduction of visual materials. As a result, in terms of criterion 7, the content of the discussion did not demonstrate a very good range of information, ideas were not elaborated on and opinions were not substantially defended. Overall, preparation and practice are the keys to excelling in the Filipino oral examination.