



2003

LOTE: Khmer GA 3: Examination

Oral component

GENERAL COMMENTS

Overall, students performed very well (with diverse and varied topics to cover).

Some successful strategies used were: responding to the assessors, elaborating on ideas stressing comments made by assessors, making a request and asking to clarify meaning.

Most students were well prepared. However, others were uncertain about the meaning of some words they used. A number of students stated school subjects incorrectly and others had problems with pronunciation. Generally, both sections of the examination were completed within the timeframe set for the tasks.

Nervousness is one problem experienced by students. It can be cultural, but it can be eased by more practice talking in Khmer on a deeper level with adults and trying to gain confidence in such conversations. Nervousness can also be reduced by good preparation.

A good strategy to maintain the discussion is to relate; a well-prepared student exchanges opinions or ideas more comfortably with the assessors.

SPECIFIC INFORMATION

Section 1 – Conversation

Students displayed a high degree of fluency in the language. The range of responses included clarification, correction, confirmation, and expansion on information. However, some students needed prompting by assessors in order to be able to continue with the conversation.

As the conversation is based on a less formal level of language, and ideas with more personal topics, students were quite confident in elaborating and expanding on information. Also, accuracy and range of appropriateness of vocabulary were more easily attainable.

A number of students confused some words, e.g. ‘ability’ and ‘safety’. Others used the word ‘maths’ in Khmer incorrectly; instead of ‘*kanith vithiea*’ they said ‘*kumnith vithiea*’.

There were slips in English words in the conversation or in some instances there was the use of words that were too colloquial, e.g. ‘*purkmak*’ rather than ‘*mith pheak*’. Some students were unable to distinguish between ‘identity’ and ‘identity card’.

Section 2 – Discussion

The topics undertaken for the discussion were diverse. Noticeably, topics relating to Cambodian issues, which are the students’ own interests, were very well handled. Most students presented an in-depth study of the topics researched. These were well-researched with information drawn from different sources.

Generally, the discussion section worked well with appropriate structure, although a few students lacked an organisation of ideas and opinions in their presentation. For some topics students were able to maintain the discussion for the section appropriately instead of running out of words.

The discussion is based on a more formal level of language; therefore, accuracy of vocabulary, range and appropriateness of vocabulary are areas for more emphasis within the study. In most cases, the language used for discussion was appropriate and relevant to the topic introduced, except for compound nouns. Students used repetition of elements for one compound noun, examples ‘*anuvat thveu pithi*’; ‘*chamnap chap arom*’; ‘*pheap-yon kon Thai*’; ‘*kar kamhos*’; ‘*kar samleak bampak*’; ‘*choul thveu mlop*’; ‘*bat tomlop*’; ‘*kar chumneur sasna*’; ‘*pheap sandap thnop*’; ‘*kar bot pisaot*’.

Other problem areas were the incorrect use of words: ‘*vichmean*’ and ‘*avichmean*’ used as nouns; ‘*pahu vachanak*’ used for ‘*pahu vapathor*’ and uncertain ‘*preah puth atemar*’; ‘*kamabarl komar*’ (in Kabil Mohar Prom story); ‘*srey pesyachar*’; ‘*krasuong kapear borotes*’; ‘*protes borotes*’. Requiring attention is the use of English words in the middle of a sentence but, generally, pronunciation was not a great problem.

Good results come from thorough research and preparation. In the discussion, phrases such as ‘According to the research I did, I found that ...’ ‘... the paper I looked at ...’ are very useful in indicating that students have done thorough research for their topic. It is also suggested that students use more support documents.

Successful topics were ‘Children and Parents in Australia’, ‘Deforestation’ and ‘Street Children in Cambodia’. Some students came equipped with materials for their presentation, which were used most appropriately to illustrate given information, ideas and indicate points for discussion.

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