



Oral component

GENERAL COMMENTS

The LOTE oral examination consists of two sections: Section 1 – Conversation and Section 2 – Discussion. As in previous years, most students of Turkish performed very well in Section 1 – Conversation. Students were able to express themselves with ease, displaying an awareness of the topics covered, showing confidence and the ability to engage with assessors. Many students expanded on their ideas and views accurately with culturally appropriate language. The majority of errors made in this section were due to a lack of skills in basic language, vocabulary and formulaic expressions. This was mainly apparent with the names of school subjects during the conversation about school life.

In Section 2 – Discussion, students who prepared well and did not rely on too much memorised information were able to advance the discussion and respond to assessors appropriately and accurately. Successful students also showed that they had completed extensive research, expanded on their ideas readily and self-corrected when errors occurred. These students were also able to introduce the relevant theme, topic and sub-topic of their Detailed Study and discuss their resources fluently.

Errors made in Section 2 were mainly due to inadequate preparation. Some of the Detailed Study topics chosen did not lend themselves to broad discussion and this made it difficult for some students to expand on their views and express opinions fluently and with confidence.

Some students did not check the information on the Advice Slip and as a result arrived late or did not attend the correct assessment venue. It is the home schools' and the teachers' responsibility to ensure that the information on the Advice Slip is read and understood by all students prior to the examination date, and that students bring these slips with them on the examination day. As the assessment venues change from year to year, times and places have to be checked with great care.

SPECIFIC INFORMATION

Section 1 – Conversation

Communication

Apart from giving their student number in English, students should speak only in Turkish for the duration of the examination. In Section 1, students talk with assessors for seven minutes on a range of topics related to the student's personal world, including school and home life, family and friends, interests and future aspirations.

The majority of students communicated their ideas and information and extended their responses appropriately and accurately. Students demonstrated an awareness of their topics and competently engaged in an exchange on personal issues using a range of vocabulary and cultural content.

Most students showed confidence and were able to introduce new information and ideas related to their personal world. These students' responses were spontaneous and included culturally appropriate greetings. They opened and closed the conversation in Turkish, used pauses and responded accurately to the assessors' comments and questions.

Some students used English words to discuss the subjects they studied at school and school life in general. These included words such as 'Methods', 'Accounting', 'fitness' and 'Psychology'. However, these students realised their mistake and were able to correct themselves quickly.

Weaker students used many English words and were often hesitant, detracting from the flow of the conversation in Turkish. Students who prepared formulaic responses were caught off-guard when these responses became irrelevant.

Students should have the opportunity to practise listening actively in class to ensure they develop the necessary communicative skills needed to converse in Turkish. Improvised role-plays and informal conversations in class are very beneficial in encouraging independent communication skills.



Content

In general, students covered all aspects of the topics well during the conversation. Apart from the names of their school subjects, students were familiar with the content areas and used appropriate vocabulary to maintain the seven-minute exchange. A few students were not able to justify the reasons for their subject selection and ideas for their future aspirations, and these students found it difficult to use the Turkish equivalents of academic areas of study. When discussing family and hobbies, most students extended the conversation with ease. Students should be provided with many opportunities in class to practise conversing about their school life and future aspirations. Surveys and questionnaires as class activities are good ways of eliciting this information in an interesting way.

Some students needed to be reminded not to mention the names of their school, their family members and any other private information during the examination.

Language

Students with strong language skills demonstrated an excellent range of accurate vocabulary and grammar use which was appropriate to the context and the audience. They were able to self-correct and use appropriate style and register when speaking with the assessors.

Common errors made by students with limited Turkish language skills included the use of word endings, inaccurate pronunciation and anglicisms. The reciprocal verb-making affix /-ış/ was confused with the passive verb-making affix /-in-, as in *tanıştırlır* instead of *tanınır*. In addition, when talking about their future aspirations and career choices, some students incorrectly generalised the use of the noun-making ending /-lik/; for example, using *psikolojik* to mean *psikolog*. Some students also confused the use of *muhasebe* and *mühendislik*. Other common errors included ‘*seçtiklerim dersler*’, ‘*şenlikin sebebiyle*’, ‘*yüniversite*’ and ‘*city’e giderim*’.

Section 2 – Discussion

Section 2 consisted of no more than a one-minute introduction and a seven-minute discussion of a selected Detailed Study topic which students had studied for 15 hours in class.

For this section of the examination, students needed to demonstrate the capacity to maintain and advance the exchange as well as present information, ideas and opinions on their chosen topic, using appropriate and accurate vocabulary and grammar. It is vital that students be aware of the one-minute introduction where they must indicate the focus of their Detailed Study. Sub-topics should be selected carefully to ensure they generate plenty of discussion, and a variety of resources should be used in class.

Students are reminded that they must be aware of examination rules and regulations as a number of students came to the examination venue with their support material saved onto their mobile phones. Students are not allowed to bring any electronic equipment, cue cards or materials containing large amounts of written information into the examination. These materials will be retained by the supervisor until the end of the oral examination.

Communication

Successful students were able to respond readily and confidently by advancing the exchange with original ideas, views and information. Students who had prepared well introduced their topic and resources effectively in the one-minute introduction. These students responded to the assessors’ questions with appropriate communicative strategies and required minimal support. However, some students did not mention their theme, topic or sub-topics and struggled to respond. Students must be aware of the structure of Section 2 – Discussion and the criteria for assessment.

As in previous years, some students attempted to present their Detailed Study topic in report format, presenting large amounts of memorised information and ideas. This not only interrupted the flow of the discussion and prevented a real exchange, but also caused students to adopt a monotonous tone of voice. Students with weak Turkish vocabulary skills struggled to respond relevantly to the assessors’ questions. It is recommended that teachers provide students with plenty of opportunity to discuss their topics and sub-topics in a range of class activities. Students must work on developing relevant linguistic strategies for discussion, including turn taking, pausing, listening, and knowing how to avoid a dead end by taking charge and changing the direction of the conversation.

Content

Many Detailed Study topics related to Turkish-speaking communities, Turkish culture, migration and the younger generation. Some students with sub-topics such as tourist destinations and Nazar Boncuğu failed to advance the discussion with confidence and enthusiasm. Students who referred to a wide range of resources, including parents and



guest speakers, demonstrated the capacity to elaborate on their information, ideas and opinions by providing appropriate reasons, examples and evidence.

Some students had not prepared thoroughly for the discussion and did not offer a range of information or ideas which were relevant to the topic. Topics which led to limited discussion included tourist destinations or historical monuments in Turkey.

Students should study their topics in a broad context so they are able to present an excellent range of information relevantly and accurately. Topics should be analysed in depth in order to develop an adequate scope beyond a presentation or a retelling of basic concepts. The content of the discussion should include a wide range of issues and ideas. Students must source a range of reference materials to explore and compare aspects of Turkish language and culture. The Detailed Study topic must be chosen long before the examination in order to accommodate 15 hours of class study.

Language

Students who used a range of vocabulary and structures relevant to their Detailed Study topic were able to present their views and ideas with confidence and accuracy. Students who did not prepare well and chose an unsuitable sub-topic often failed to use accurate and appropriate vocabulary and structures. Some students struggled with more detailed and specialised vocabulary and knowledge needed to discuss their chosen topic. These students made errors more frequently, used a narrow range of structures and vocabulary, and had to rely more on the use of English words such as 'city', 'topic', 'part time' and 'university' to continue the discussion.

The most commonly used English words were nouns. Occasionally, students with weak language skills used words such as 'like' or 'just' in English.

Some students made errors when using phrasal verbs in Turkish, for example, *halı dökmek* for *halı dokumak*, and saying *güle güle* for *hoşçakalın* when leaving the room, a commonly recurring stylistic error. *Güle güle* is a Turkish expression for 'goodbye', which is only used by the person who is staying and waving goodbye, not used by the person who is about to leave. Students often confuse the use of this expression as this distinction does not exist with the use of the English equivalent 'goodbye'.