



2013

Languages: Turkish GA 3: Examination

Oral component

GENERAL COMMENTS

The 2013 Turkish oral examination comprised two sections: Section 1 – Conversation and Section 2 – Discussion. Information on the format and the specific requirements of the oral examination is available in the *VCE Turkish Study Design*. Students and teachers are encouraged to check these requirements at the start of the year and review possible topics and subtopics for the Detailed Study.

During the seven-minute Conversation in Section 1, most students had good communication skills and the capacity to link with assessors, maintaining and advancing the conversation. Advanced and highly competent students were also able to display effective communication and repair strategies. These students responded to and expanded on the assessors' comments and questions with meaningful and relevant comments on topics such as family and friends, hobbies, school life, interests and aspirations.

Some of the key strategies applied by advanced speakers during the conversation included carrying the conversation forward despite minor errors in pronunciation, using culturally appropriate vocabulary and accurate language, including addressing the assessors appropriately. These students were confident and demonstrated high-level thinking and analytical skills in using spoken Turkish, showing an excellent level of listening comprehension and understanding.

Students who were hesitant or did not have the ability to respond to assessors' comments and questions were not able to maintain or advance the conversation, and failed to show fluency and confidence in using basic appropriate and accurate vocabulary. Other students repeated and/or relied on irrelevant formulaic utterances when talking about their school life and mentioning the names of the subjects they were currently studying. This did not help to achieve effective communication. Some of these students also made communicative errors such as pausing unnecessarily, pronunciation errors with basic words and used anglicised terminology.

Section 2 – Discussion is eight minutes' long and is based on students' 15 hours of study and preparation in class. In one minute, students introduce the focus of their Detailed Study topic. Students who scored highly had prepared very well and completed thorough research. These students demonstrated the capacity to present and discuss an excellent range of information, ideas and opinions on their Detailed Study topic effectively and convincingly.

Students are advised to consult their teachers and select and prepare their topics in advance. Students are required to show breadth in their understanding of the chosen topic as well as elaborate on information, ideas and opinions by providing relevant examples and evidence.

Objects with minimal language such as photographs, diagrams and maps may be brought to support Section 2.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were able to achieve excellent results in the Conversation, despite minor grammatical mistakes. Most students displayed a high level of understanding, indicated by their confidence, level of language use and comments.

Communication

Criterion 1: Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Most students were able to express themselves using familiar vocabulary and language. Common errors related to grammar use, including sentences such as *Spor oynuyorum*. Some students struggled with pronunciation. It is highly recommended that students practise using spoken Turkish or read aloud more often in order to improve their pronunciation.

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Poor performances involved the use of many English words, such as city, shop, university, computer and exercise. It was also interesting to see that the affixes some students mispronounced also included these words. Some students omitted the endings of words such as *gidiyorum* or *okuyacağım*, which were pronounced as *gidiyom* and *okuycam*. Some weaker students replaced the sound of *ü* at the start of the word *üniversite* and uttered *yüniversite* instead.

Content

Criterion 2: Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity of support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

High-scoring students demonstrated excellent preparation and a range of information, ideas and opinions. They were able to clarify, elaborate on and defend opinions and ideas very effectively.

Students who did not achieve high scores for this criterion presented a limited range of information that was not always relevant. These students also did not appear to be prepared and had difficulty clarifying or elaborating on opinions and ideas.

Language

Criterion 3: Accuracy of vocabulary and grammar

Criterion 4: Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Criterion 5: Clarity of expression

- pronunciation, intonation, stress and tempo

Students who were able to achieve excellent results for all of the three criteria used fluent, sophisticated and appropriate vocabulary, grammar and complex sentence structures. They used sentences such as *Boş zamanlarımda kitap okurum, sinemaya giderim, müzik dinlerim ve ayrıca ailemle pikniğe gideriz*. Advanced students also used culturally appropriate expressions in Turkish such as *Vallahi, Sizin de bildiğiniz üzere bir kahvenin kırk yıl hatırı vardır derler, Küçük kardeşime göz kulak olarak annem ve babamın üzerindeki yükü azaltırım, babam ailesine çok düşkündür*. These students were usually able to self-correct and consistently used appropriate style and register with excellent pronunciation and intonation. There were fewer instances than in previous years of students using English words during the conversation. Inappropriate vocabulary included *biraz dizi bakarım, affedersiniz yani izlerim, okulda bu yıl işletmecilik ve üstün matematik dersini aldım, duygusallaşıyorum*.

A common grammatical error involved the order of words in sentences, in particular students using the predicate in the middle of the sentence rather than at the end. In Turkish the subject is followed by an object and the sentence is completed by a predicate or verb. However, as the predicate or the verb is in the middle instead of at the end in English, some students had difficulty placing the predicate at the end when talking. They used sentences such as *Arkadaşlarımla sinemaya severim çok gitmeyi*. Class activities on grammar, sentence structure and vocabulary are crucial for students' language development.

Section 2 – Discussion

Section 2 is an eight-minute discussion between the assessors and the student on a Detailed Study topic studied in class over a 15-hour period (see page 22 of the *VCE Turkish Study Design* for further details).

Communication

Criterion 6: Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange



Within Section 2 – Discussion, communication becomes more important as students cannot rely on their immediate knowledge and skills as much, or more familiar information at a personal level. While the Conversation may be more natural and basic in terms of communication for most students studying Turkish, communication during the Discussion requires a more conscious effort, higher-level thinking, and analysis and synthesis of a particular topic.

Successful students maintained and advanced the discussion on their topic. They demonstrated an excellent level of understanding of assessors' comments and questions and responded with original input, ideas and opinions. These students needed little support from the assessors in order to carry the discussion forward. They employed effective repair strategies.

In contrast, some students could not communicate their ideas, opinions or information effectively, and presented irrelevant prepared material. Students who gave a rote-learned presentation were not able to maintain the flow of communication or advance the exchange.

Content

Criterion 7: Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

Students who achieved good results for content displayed adequate preparation, selected appropriate topics or subtopics, and provided highly appropriate and relevant support with specific examples and evidence. These students showed that they could add new relevant perspectives and information to the Discussion and were not limited to assessors' comments and questions.

Language

Criterion 8: Accuracy of vocabulary and grammar

Criterion 9: Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Criterion 10: Clarity of expression

- pronunciation, intonation, stress and tempo

Many students were able to use sophisticated vocabulary and highly accurate structures. This included the formation of more complex and compound sentences, use of cultural idioms and figurative language as well as accurate syntax with a predicate at the end of a sentence rather than at the end of a clause or subclause. For example, *Turizm, ülke ekonomisine döviz bakımından gelir sağlarken, bir yandan da ülkeyi dünyaya tanıtıyor* and *Avustralya'ya ilk 1960 yıllarında göç edenler kısa bir süre için kalıp tekrar geri dönmeyi düşünüyorlardı*. These students also demonstrated an excellent range of vocabulary and structures relevant to their chosen topic, as well as appropriate style and register.

Some students were not adequately prepared. These students struggled to understand assessors' comments and questions and often made basic errors. Common errors related to vocabulary and grammar included

- influence of English: *Yeah, evet buraya göç yaptılar sonra gitmek için ilk yıllarında, internette gezerek, Ben daha çok öğrendim Bursa'yla ilgili*
- confusing case endings in Turkish: *uç ağaya bindiler, turist yerlere gezmek, arkolojik için, turist ilgisini çekiyor, İtalyanlardan işgal altındayken*
- expressions: *...şehri söylenmesinin nedeni, dediğim üzere, orada koruma var (orası koruma altında), ...hakkında bilgilenmek istedim, yılda kırk gün sıcaklı geçer.*