Year 10 Second Language Learners

Oral — Average

Content
Students respond to questions about familiar topics such as their name and age, family, school life, and hobbies with basic detail. They give minimal additional information about the given topic (sometimes in English) only when the assessor provides prompts/scaffolds.

Assessor: 누구와 같이 살아요?
Student: 네 (pause)
Assessor: 아버지, 어머니, ...
Student: 어머니, ... 아빠, 엄마, 형, 누나.
Assessor: 형은 몇 살이에요?
Student: ur... twenty-two
Assessor: 이십 살 ... uh, 스무살이에요?
Student: (nods)

Vocabulary
Students make accurate selections of vocabulary for basic information about themselves. However, the limited range of available vocabulary significantly impedes their responses to questions on topics extending beyond their own names and ages, and very factual information about their family members.
Descriptions of Student Achievement

They produce limited responses to the reading and speaking task because of their limited skills in reading and limited vocabulary.

They use some kinship terms (e.g., 가족, 어머니, 아버지, 엄마, 아빠, 누나, 형), the copula, and a few other common verbs (e.g. 있어요, 올라요). Their answers tend to be without a main verb. They are able to give their own age using a number and a classifier (e.g. 열다섯살). Unknown words are expressed in English (e.g. 저는 취미가 sport 그리고 eating).

Although they have a limited range of vocabulary for production, given that they respond to the assessor’s question even if the response is often given in English or using gestures, it is evident that they have receptive knowledge of some basic words/expressions that the assessor uses: 몇, 뭐, 살아요, 이름, 좋아해요, 있어요, 읽어 보세요, 남자, 여자.

Forms and Structures

Students produce simple short utterances in rehearsed patterns (e.g. 안녕하세요; 저는 [name of student] 이에요.) and answer a yes/no question using 네/아니요 accurately. They use basic particles (e.g. -은/는, -이/가) and basic verbs with the polite informal ending (e.g. -이에요/예요, 있어요, 올라요). They are able to connect nouns using 그리고 accurately (see above). They tend to answer with one keyword and not in a sentence.

Fluency

Students are reasonably fluent when they produce a few utterances in simple rehearsed structures (greeting, giving names and ages, answering yes or no, and a few other verbs listed under Vocabulary). However, frequent long unfilled pauses and frequent hesitations impede the flow of interaction and they tend to answer in one word most of the time.

Assessor: [name of student]는 어디에 살아요?
Student: (pause) ur-
Assessor: [name of suburb]에 살아요?
Student: 네, [name of suburb].

They frequently use English for unknown words or to express difficulties in understanding the assessor’s question and/or answering in Korean.

Assessor: 몇 명이에요?
Student: (shakes his head) I don't know.
Assessor: 세 명
Student: three?

Intelligibility

Pronunciation is reasonably clear and accurate when the students speak in Korean in simple rehearsed structures. Although the answers are fragmentary, their pronunciation is sufficiently intelligible when they are confident with the words they use (e.g. ‘어머니, 아빠, 엄마, 형, 누나’), in spite of the influence from English and their mother tongue. When they attempt to use an unknown word that the assessor provides their pronunciation is unclear and/or unintelligible most of the time.
Assessor: 남자예요 여자예요?

Student: 너...자

**Comprehension**

Students respond in Korean to a few short simple questions about a few familiar topics (their names and ages) spontaneously (sometimes with nods). They occasionally respond after several prompts/rephrasings on the part of the assessor, and difficulties in understanding the assessor’s questions are evident in their non-verbal responses most of the time.

Assessor: 무슨 과목을 공부해요?

Student: (mumbles in English and shakes his head)

Assessor: 영어, 수학, 과학...

Student: (keeps shaking his head)

Assessor: 물라요?

Sometimes they comprehend the question but are unable to produce a response, perhaps because of their limited resources in grammar and/or vocabulary.

Assessor: 가족이 몇 명 있어요?

Student: (pause) I can’t remember that piece...

Students follow instructions given by the assessor using verbal/non-verbal cues and sometimes are successful comprehending the question and produce a response.

Assessor: (pointing at the word ‘생선’ in the stimuli) 좋아하는 음식이 뭐예요?

Student: (reads) 생-선

Assessor: 생선이 영어로 뭐예요?

Student: (silent)

Assessor: 물라요? ... fish. [name of student]는 생선 좋아해요?

Student: 네. (nods)

**Communication Strategies**

Students use communication strategies mainly to express difficulties in understanding the questions and/or responding in Korean. They make little use of the written information in the stimuli provided for conversation because of their limited ability in reading and/vocabulary.

They rely heavily on gestures (i.e. shaking their head) and English to express difficulties and sometimes to request clarification or confirm the assessor’s comprehension of their responses.

Assessor: 애완동물 있어요?

Student: 없어요 (shakes his head).

Assessor: 취미가 뭐예요? (pause) 운동 좋아해요? (pause) 애완 동물 있어요?

Student: (keeps shaking his head)

Assessor: 개, 고양이, 토끼...
Descriptions of Student Achievement

Student: 토끼
Assessor: 토끼 있어요?
Student: (pause) is that the name?
Assessor: no, no. do you have one?
Student: 아니요
Assessor: 없어요?
Assessor: 몇 명이에요?
Student: (shakes his head) I don’t know.
Assesor: 세 명
Student: three?

Students repeat the keyword used in the question and attempt to answer to keep the flow of the interaction.

Assessor: 가족이 몇 명이에요?
Student: 가족이 저는 가족에... [name of suburb].
Assessor: [name of suburb]에 살아요?
Student: 네.

Students resort to English for unknown words to answer simple questions (e.g. 저는 취미가 sport 그리고 eating) and at times infer the meaning of an unknown word from the information provided in the stimuli in the preceding exchange.

Assessor: (pointing at the word ‘남자’ in the stimuli) 박현준은 남자예요 여자예요?
Student: 남자예요.
Assessor: [name of student]는 남자예요 여자예요?
Student: 남자예요.

Discourse

Students show basic awareness of the interlocutor and context. They refer to themselves as ‘저’ and use the informal polite verb endings where they are able to produce a response in a sentence form. However, it is evident that devices for cohesiveness are used minimally in their spoken discourse.