Year 10 Background Language Learners

Writing — High

Content
In spite of his limited exposure to formal education in the Korean language, the student addresses the given topics and expands/elaborates them to some extent. In his text for Task 1, the student adds such topics as ‘weekly routines’ and ‘school subjects’. In the response to Task 2, the student answers all four questions asked in the input text and adds some information on other topics related to personal information and koalas and kangaroos.

월요일부터 금요일을[sic] 학교 다니고, 토요일은 한글학교 다니고 일요일은 교회를 다닙니다 (listing detailed factual information).

저는 모든 운동을 좋아하고 친구들과 같이 친하게 놀음니다[sic]. (specifying—‘놀듭니다[sic]’ appears to be the literal translation of the English word ‘play’ although it refers to ‘playing sports’—(운동을) 하다’ but not ‘playing games—having fun (놀다’).

Vocabulary
The student uses a range of vocabulary related to his personal life and topics in a familiar context. The range of verbs is relatively wide. Most vocabulary items are high-frequency items and choice of vocabulary items is generally accurate with occasional errors (see below). The high-frequency items include words related to personal and school life (e.g. 가족, 학교, 친구), sports/weekend or leisure activities (e.g. 운동, 여행), and names of school subjects (e.g. 수학, 한국어, 영어, 과학). He does not use specific kinship terms as he mentions his family collectively but does not describe his family members individually.
The student uses numbers in the pure Korean system to give his own age (열 여섯) and the number of puppies he has (두). On other occasions where numbers are used, they are all written in Arabic numerals. The numbers either given in pure Korean or Arabic numerals are followed by classifiers (e.g. 명, 일, 학년, 살, 시, 분,) with occasional errors (e.g. 강아지 두 명*).

To describe his weekend activities, hobbies, and favourites, the student uses words such as 주말, 취미, 교회, some words for the days of the week (e.g. 토요일, 일요일), and a number of verbs such as 놀다, 치다, 하다, 다니다. He also uses words such as 이롭, 생일 and 나이 to provide his personal information. In his self-introduction and response to a blog, he describes his daily routines, the weather in Australia, and leisure activities using a range of common words related to these topics (e.g. 동물, 동물원, 날씨, 반대, 편지, 사랑) and common verbs (e.g. 공부하다, 삐다, 밤, 보다, 덧다, 가다, 여행가다, 있다, 보내다, 배우다, 친하다, 놀다, 재미있다, 다니다, 치다, 좋아하다, 있다).

He uses some common modifiers to qualify or add more meaning to their description (e.g. 보통, 자주, 또, 모두). He also uses the names of countries (i.e. 호주, 한국) and some loanwords from English such as 바이올린[sic], 피아노, 캥거루 and 코알라.

There are no words directly written in roman script except, for acronyms of school subjects such as PD, H, and PE.

Scripts and Characters

In spite of some variation in the degree of balance in the shape of characters, the student has generally good control over handwritten Korean. The positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Most consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct with occasional errors (e.g. 좋아합니다; 월요일; 동물원; 있습니다; 교회; 까지; 날시*; 반대*; 제*미).

Inaccurate spelling occurs occasionally with characters that require specific rules for pronunciation of the correctly spelt words at the boundary of two syllables. The error is sometimes compounded by confusion between vowels or consonants that are similar in sound and/or form (e.g. 워러* (원래); 무름* (물음).

Although the student has sound control of writing characters in Korean, his ability to write accurately does not seem to be entirely stable. For example, he writes ‘있음[sic]니다’ in one sentence, and he writes ‘있’ correctly and ‘있고’ in another sentence in the same text. It is interesting to see he writes ‘바이올린’ according to the pronunciation of ‘violin’, although there is a standardised spelling ‘바이올린’, which is less close to the actual pronunciation of the English word—an example where his reliance on the spoken language in writing is evident.

Forms and Structures

The student has relatively good control of basic forms/structures and some complex ones in Korean. However, the extent of variety in the forms available to him is sometimes limited, particularly when he attempts to go beyond basic structures to convey relatively complex meanings. The errors he occasionally makes on particles or verb endings reflect his background language environment, which would provide most input in the spoken language where forms with similar functions and/or sounds may not be clearly distinguished. Some of these errors are similar to what is common among monolingual Korean children at primary school level and is occasionally found among adults with limited literacy.
Descriptions of Student Achievement

At the phrasal-clausal level, some mismatches occur between constituents on a few occasions. However, these errors at both micro and macro levels do not lead to serious disruption in meaning in most cases.

The student uses a range of particles -은/는, -을/를, -의, -에서, -에, 와/과, -(으)로, 부터, and 까지 and a few delimiters -은/는 and -만 with occasional errors (e.g. 저의 나이는 열 여섯 살이고 저의 생일은* 19/8/93입니다; 호주에선 개[sic] 거루파* 코알라는 동물원에서[sic]만 자주 볼니다).

Errors typically occur:
1) in the choice of the correct form from the two alternatives under the same category, which should be subjected to the type of the final sound (i.e. a vowel or consonant) of the noun the particle is bound to, for example, between -은 and -는; between 와 and 과 (see above), or
2) between the particles whose difference is ambiguous in the meaning/function, for example, between -에서/-에 and -(으)로 (e.g. 가족에서*는 ... ; 호주에* 여행한다고 ...).

The student is proficient in using sentence enders including the copula in both the polite informal form -(아/어요) and the formal form -(ㅂ/습니다) with very few errors (e.g. 다닙니다, 살아요, 보내주세요) — see examples given for this group throughout. He uses an appropriate structure to express the past (e.g. 받았어요).

The student connects clauses using clause-ender suffixes -고 and -면, and a relativiser suffix -는 (for action verbs) or -ㄴ/-은 (for descriptive verbs) with occasional errors (e.g. ...토요일은 한글학교 다니고 일요일은 교회를 다닙니다; 아무 무름이[sic] 있으면 편지 또 보내주세요; 학생들은 보통 주말에 여행가고* 집에 있어요; 저는 한국어를 배우는데 게미 있어 합 니다[sic]). (See also other examples above in the current category and in Content.)

The student uses verb phrases consisting of infinitives and auxiliary verbs (좋아 하다, 보내 주다) with occasional errors (e.g. 저는 한국어 배우는 게 제가[sic] 미워야 합니 다*). He uses a verbal nominalised form ending in -미/을 (e.g. 무름[sic]: i.e. 물음). He also uses 제, the possessive form of 저 accurately (e.g. 제 이름은 [name of student—in Korean script] 입니다.) and plural suffix -(을) appropriately (e.g. 학생들은 주말에 보통 여행가고...). However, errors are evident in the conjugation of irregular verbs (e.g. 눌음*니다; 더운*니다). He also uses contractions correctly as seen in 호주에선, where a particle -에서 and a topic delimiter -는 are combined and in 게 where 것 and 이 are combined.

While the basic word order (subject-object-verb) and the conventions of expressing the number of objects are accurately observed (in spite of the inaccurate selection of a classifier as in 강아지 두 명), the influence of English is evident in some innovative forms/structures.

저의 생일은 19/8/93입니다.

호주에서는 한국의 날씨[sic] 반데[sic]입니다. (The subject is dropped on an obligatory occasion; ‘와’ is dropped after 날씨).

아무 무름이 있으면 (This sounds like a direct translation from English: ‘Should you have any questions’).
**Discourse**

The student uses his resources for discourse mostly appropriately to produce text on familiar topics relevant to himself. He has good awareness of text type, audience, and appropriateness of the grammatical and/or vocabulary items he uses, and attempts to produce two different types of text for the two tasks.

In the self-introduction as part of the application to a culture club (Task 1), he writes neither ‘안녕하세요’ at the beginning nor ‘안녕히 계세요’ at the end of the text. He starts the text straight by introducing his name and some personal details while he uses greetings in his response to the blog in Task 2. He selects and adjusts the level of politeness and the degree of formality according to the required text type. He keeps to the polite formal ending (-(으)ㅂ/습니다) for the sentence-final verbs in his text for self-introduction, while he uses a mixture of polite informal and polite formal forms (-(으)아/어요 and -(으)ㅂ/습니다) and contractions spontaneously in the text for the blog response. However, coherence in the text for the self-introduction is reduced to some degree because of colloquial forms such as ‘학교 갑니다’, where a case particle is omitted, and ‘거’, where ㅅ is dropped from 젓.

The student uses devices other than the consistency of the level of formality in sentence enders to keep the text cohesive. These devices include: the use of conjunctors (-(으)고), ellipses, and by consistently referring to himself as 저, the humble form of the first person singular. He emphasises/highlights ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters (e.g. -은/는, -만) and adverbials (e.g. 보통, 자주, 또) appropriately.