Year 12 Background Language Learners

Writing — Average

Content

Students express their opinions or ideas closely related to their own immediate interests or experience. They are generally able to elaborate topics to some degree. However, supporting ideas are sometimes not relevant to the main idea or contradict each other.

The limitations in their attempts to elaborate topics or demonstrate high-level thinking appear to be largely because of their limited language resources leading to inadequate choice of vocabulary or forms as shown in the above examples.

Vocabulary

Students use a range of vocabulary, including some low-frequency words and Sino-Korean words (including a few four-letter idioms). Some of these words are technical/special terms for specific areas or abstract concepts (e.g. 분출, 근래, 파괴, 상승, 상황, 효율적이게, 추세, 활용, 계기, 기회, 요구, 물들, 집중력, 장기적, 균형, 집중, 경험, 적응, 관리, 급격히, 강화, 자신감, 정정당당하게, 어유, 신임, 경력, 용통성, 현명한, 신중히, 확신, 설치, 적합한, 일식이조).

Some attempts have been made to use different words to express the same ideas, alternating between high-frequency items and low-frequency words such as Chinese loanwords (e.g. 시간을 단축해야 ... 시간을 줄임으로써; 을다하고 생각하시는 분...찬성하시는 분).

However, students tend to use the same words in neighbouring clauses/sentences more frequently.

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그 어렵고 힘든 측박한* 시간속에 학생들은 힘든 나날들을 지낼 수도 있습니다.

Occasional errors are noticed in the choice of high-frequency and/or non-Chinese origin words (e.g. 삶의 불복함을 안겨* 줄 ... ; 친구들의 우정이 더욱더 두려워* 질; 그 가계의 이득을 널뛰* 줄; 모든 가계나 식당이 힘든 시기를 버티고* 있습니다; 더 여유있게 돈을 쓰거나 저축할 수 있는 기회가 높아집니다*). Incorrectly chosen words often seem to be the result of a direct translation of English words, whether or not this is made consciously.

수도꼭치를[sic] 달아야* (잡귀야)

물부족현상이 오게* 되면서

학부모들은 학생들이 ... 역지로 힘든 일을 하는 것이라고 할까*하십니다. (생각)

날씨는 더 뜨거워졌고 (더워졌고)

우리나라는 짧은 시간안에 물부족 나라로 바뀌어버리게 될것입니다. (순식간에; 변해버리게)

Some innovative creation of compounds is also noticed: 쌀물; 절음다리.

**Scripts and Characters**

There is much variation in the degree of balance in the shape of characters in students’ handwritten Korean. Although most students at this level demonstrate native-like control, there are differences in their tidiness and styles, with a few showing very unbalanced shapes of characters leading to disruption in intelligibility to some degree. However, the position of the three key parts in a Korean character — the initial consonant, the vowel, and the final consonant — is generally correct.

All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. However, the incorrect choice of consonants or vowels is evident across all types and positions in the case of consonants (see examples provided throughout).

Errors involving consonant clusters at the syllable-final position are often caused by incorrect choice of another consonant cluster, or choice of a single consonant which could have the same pronunciation in certain contexts, or choice of a consonant cluster where a single consonant is required (e.g. 실*중; 옥*바른).

Errors involving diphthongs are because of the difficulties distinguishing between ㅔ and ㅐ and between ㅝ and ㅝ (e.g. 새첩; 새대). There is also confusion between consonants articulated at the same position but with different degrees/types of aspiration (e.g. ㅅ vs ㅆ; ㅈ vs ㅉ; ㅊ vs ㄸ): 말씀; 공자로; 싶으면; 수도꼭치. Some students write Korean words as they are pronounced (e.g. 밀어 부칠*니다; 팔리*; 주러*; 피로*; 드러*주셔서). Some other words are written in their re-analysed forms: 일찍이*; 멋있*; 마다싶이*.

**Forms and Structures**

Students use a good range of forms and structures; however, sometimes inaccurately. They generally have a good command of particles and use various suffixes and auxiliary verbs (in their simpler forms).
A range of items including honorific forms (-개, -께서, -께서는) are used and they are mostly correct. The use of honorific forms seems to be because of the task type (writing a draft for a speech) and the style for the newspaper article (using formal polite sentence enders) that most students at this level have chosen. Occasional errors occur because of confusion between: 을/를 and (으)로; 에 and (으)로; 에(는)을/를; 가 (으)로.

사위는 무조건 4분 이상으로* 넘기지 말아야 합니다...사위를 하는 시간을 단축해야 몰로* 절약을 할수있고...

빨래나 목욕을 할때 사용한 몰로* 식물들에[sic] 물줄때 사용하는것이다.

다른 과목에* 위주로 밀어 부칩니다.

장기적으로 볼때에는 이런 경우로* 학생은 더 많은 역할을 받고

... 나라로* 될것이라고

Sometimes case particles are omitted on an obligatory occasion (e.g. 주위 친구들[들]도 소문이 돌아...; 부모님에게 ‘용돈달라’라는 요구[요] 필요없이 ...).

Students use a variety of conjunctive suffixes to construct complex structures (e.g. -면서, -는데, -면, -(으)므로, -고, -가, -어(서), -지, -거나, -며, -다가), -로, -지만, -니(가). Although the use of these forms is generally correct, errors are evident in some incorrectly chosen items (e.g. 읽어주셔서 마지막으로 감사의 인사를 올리면서 마치겠습니다.).

Nominalisers (e.g. -기, -니/을, -이) and relativisers (e.g. -에/가, -는, -를/을) are also used for complex structures. Non-terminal suffixes (tense, modal, honorific, passive, causative) and some auxiliary verbs accompanying infinitives are also used (e.g. 키워 나가다; 늘어나다; 없어지다; 넘겨지 말다; 말해 보다; 키워 주다; 알게 되다; 집중해야 하다; 하고 싶다).

Students use some complex structures where multiple bound morphemes are connected together to express complex ideas and/or to add subtle difference/nuance (e.g. 이득을 볼 수 있습니다; 여러분들께 말씀드리고자 해서 입니다; 부모님이 좋아하실 것 같습니까?; 산불로 인하여, 절약하기는 커녕, 그냥 버리기 보다는; 좋은 점도 있는 만큼). However, students tend to repeat the same structure several times in a text (e.g. ‘수 있다) rather than choose a variety. Also, some misuse of such items is evident and attempts to use such complex forms are not always successful. This leads to unclear meanings/grammatical sentences (e.g. 장점을 비롯한* 단점을 발표하겠습니다, 학생들은 어렸을부터* 3가지 물질약방법들을 알려줄 것 이다*).

Students use unnecessary items or the same forms repeatedly in neighbouring clauses/sentences.

미래에는 없어 질지도 모르는 이물을 절약하여 ...

받아 놓았던 빗물들*로 ...

받은 물을 정원에 있는 꽃이나 채소에게 깨끗한 물을 줄수가 있습니다.

그것은 비가울 때 물을 많이 받아서 정원에 물을 주거나 차로 그 물으로 싸으면[sic] 많은 양의 물을 아낄수 있습니다.
물어 어떻게 아껴야하는 방법들을 알아봐요.

There is occasional incongruence between corresponding items, for example, between coordinated parts, a subject/object NP and its corresponding VP, or an honorific word and its accompanying suffixes/particles.

정원이나 식물들을 키우는 가정에서는 ...

찬성하시는 분은 아이를 더 경제적인 아이로 키워 줄 수 있는 올바른[sic] 길이라고 생각하시는 분들도 계십니다.

그것은 어떻게 해석해 보면 경제적으로 손해를 볼 수 있습니다.

오늘 제가 말씀[sic]한 ...

Preference for simpler structures over complex ones is evident (e.g. preference for compound nouns — some of which are innovative creations — over a noun phrase with an adjectival (relative) clause): 일 경험을 하고; 위험한 물부족시기를; 우리의 생활 필수조건이므로; 더 심해질 물부족현상을; 미래를 위한 사회 생활 경제에 도움이 될 수 있죠; 물질적에 조금 더 관심을 가지면된다; 물سائل일 있으면). Students also prefer a structure where a single noun (usually Sino-Korean) is modified by a single adjective over a clause for an expression of the same idea (e.g. 많은 방문으로 인해).

Errors often occur when multiple bound morphemes cluster together. Incorrect forms are produced as a result of a merger between bound morphemes. In the case of verbs, incorrect mergers often occur with irregular verbs that need the deletion/addition of certain consonants/vowels in certain contexts: 풀러* 보내는 (풀러 보내는); 항상 물을 받았는*것이다 (받는).

Sometimes the incorrect forms are repeated in the same text (e.g. 학생들에게 가르쳐주자* 합니다.... 먼저 장점을 설명해보자* 합니다.).

Clauses that seem to be a direct translation from English are found occasionally (e.g. 가뭄과 물 부족을 겪는 우리들을 볼수가 있는 것입니다).

Discourse

Students structure the text in a logical sequence—introduction, main body, and conclusion. However, the style and tone do not always conform to the required text type. In a few cases, some particular words chosen (referring to the text type) reveal limited awareness of the text type (e.g. 발표, 제가 말씀한... (used in a text written as a newspaper article)).

Students are generally able to use a range of cohesive devices. However, use of these cohesive devices or register is sometimes inappropriate. For example, in a newspaper article, whose audience is fellow high school students, they occasionally include an item expressed in an overly deferential manner (e.g. 감사의 인사를 올리면서; 높은 가게 어르신) or in a manner implying superiority of the writer over the audience e.g. 학생들에게 가르쳐 주고자).

Occasional inappropriate use of colloquialism in essay-type texts reduces the cohesiveness of the text (e.g. 계기가 됐음[sic] 합니다; 옥을 먹을 수도...; '남해 줄 수도 있죠).

The politeness level of sentence enders is consistent throughout each text and most of the students in this group chose an appropriate level of politeness of sentence enders according to the text type and intended audience.
A range of adverbials are used to make transitions between ideas go smoothly (e.g. 따라서, 첫번째로, 두번째로, 마지막으로, 한편에[sic], 반면에, 하지만, 이와 같이, 더군다나, 그러므로, 먼저, 결론적으로, 또한, 그리하여, 그래서, 그리고, 예를 들면, 허나, 즉). Occasionally, the same adverbial is repeated in neighbouring sentences redundantly (e.g. 먼저 장점을 설명해보자[sic] 합니다. 먼저, 부모님이 자식들에게 주는 용돈 부담을 없앨수있습니다.)