

Year 6/7

Second Language Learners

Writing — High

Content

All the topics required in the task have been addressed with some additional simple factual information. Some of the topics are expanded and elaborated to some degree (e.g. by listing details related to the topic, expressing preference):

저는 주말에 보통 수영 가고 교회 갑니다. 그리고 집에 오면 한국드라마를 봅니다. 저는 주말에 수영 가는 게 재[sic]일 재미있습니다.

Vocabulary

Vocabulary items are mostly limited to factual items related to familiar topics. The rather limited range of vocabulary seems to be because of the limited extent the topics have been expanded to and also the vocabulary repertoire where only a limited range of items are available to the student for producing text.

The high-frequency vocabulary items typically include some kinship terms (e.g. 가족, 부모님), words related to hobbies/sports and weekend activities (e.g. 운동, 취미, 수영, 공원, 교회), modifiers (보통, 제일), and some other common nouns and verbs used to describe personal life (e.g. 집, 좋아하다). All the numbers for age and dates are given in Arabic numerals. Although the student writes loanwords from English in Korean script (e.g. 피아노, 드라마), she also writes directly in English the name of a theme park in Australia, Gold Coast, and the name of a sport (European handball).

Scripts and Characters

The student has good control of handwritten Korean. The shapes of characters are very well balanced and consistent. The overall text is tidy, and spacing rules are observed well. The three components in a Korean character—the initial consonant, the vowel, and the final consonant—are in correct positions, which could roughly fit in a square (whose boundary is invisible). Again, this is a very good performance as an L2 learner at the Year 6 level.

Spelling is generally correct with most of the basic consonants and vowels and some diphthongs and twin consonants. The few errors do not impede comprehension and include an idiosyncratic consonant cluster (e.g. a combination of ㄴ and ㅅ instead of ㄴㅅ) and using a similar vowel or consonant to the correct spelling (e.g. 실*습니다 instead of 싶습니다, 재*일 instead of 제일) —a common mistake among Korean monolingual children and L2 learners of Korean. There was an error that can be regarded as a slip of the pen as the same item is used correctly and consistently on other occasions (e.g. 제가 좋아하는 운동은 ...입*고 제 취미는 ...입니다. 제가 좋아하는 곳은 [name of theme park—in roman script] 공원이고...).

Forms and Structures

The student uses a range of forms and structures with very few errors. Although it is evident that this student is yet to expand her repertoire of forms and structures, this is a very good performance as a second language learner with relatively limited exposure to Korean. The basic verb-final word order is observed and a range of structures including some complex forms, are used accurately.

The student uses basic particles -은/는, -이/가, -을/를, and -에 correctly. She also uses the polite formal sentence ender (-ㅂ/습니다) accurately for both the copula and other basic common verbs. Although there is no occurrence of the informal polite sentence ender -아/어요, given her proficiency with other items for forms/structures, it is evident that she has chosen the formal form for the specific text and is able to use the informal form in other contexts (e.g. 제가 좋아 하는 곳은 [name of a theme park in Australia—in roman script] 공원이고 Gold Coast에 가 보고 싶[sic]습니다; 한국 드라마를 봅니다).

The student uses ‘제’ in two different contexts correctly —as a possessive form of ‘자’ and as the first person singular subject followed by a subject case particle ‘-가’ (e.g. 제 취미는...; 제가 좋아하는 곳은...).

The student uses ‘그리고’ as a connective between nouns or as a conjunctive adverbial at the beginning of a sentence. There is no occurrence of a connective particle ‘-와/과’ (and).

제가 좋아하는 운동은 피구 그리고 European Handball입[sic]고...
... 교회 갑니다. 그리고 집에 오면...

The student writes sentences with complex structures using some conjunctive or relativiser suffixes (e.g. 저는 주말에 보통 수영 가고 교회 갑니다; 그리고 집에 오면 한국 드라마를 봅니다; 제가 좋아하는 운동은...).

The student uses verb phrases in a structure ‘noun + 가다’ as in 수영가다 and 교회가다 as seen in the above examples. This structure misses ‘하러’ and a particle ‘에’ respectively and is commonly used in spoken Korean. Her use of such structures indicates she relies on what she uses for speaking when she writes in Korean.

As shown in the above examples, the student uses some common verbs other than the copula in both a simple form and a complex structure with an accompanying auxiliary verb (e.g. 좋아 하다. 가 보고 싶다).

Discourse

The student structures the text sequence adequately to present familiar information. She is aware of the audience and the text type and uses several cohesive devices appropriately and in a sophisticated way (again, this is an exceptionally good performance as an L2 learner at Year 6 level). She connects two clauses using conjunctors and uses conjunctive adverbials. She uses ellipses appropriately and maintains the level of politeness and the degree of formality to be consistent by using appropriate sentence enders and the humble form of the first person singular pronoun ‘저’ to refer to herself (e.g. 저는 주말에 수영가고 교회 갑니다. 그리고 [∅] 집에 오면 [∅] 한국 드라마를 봅니다).

Note: Only one student responded to the writing task in the second language learners group and the description above is based on the performance of this student.