

Year 6/7 Second Language Learners

Reading — High

Content

Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts that students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms

Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words that second language learners may be unfamiliar with but are possibly able to infer the meaning of. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들). Students performing at this level have reasonable understanding of these forms and use this knowledge with their vocabulary knowledge to process the tasks.

Task Requirements/Processing

Students use visual knowledge and identify phonetic similarities between Korean and English (e.g. 호주, 톱). However, some English personal names and loanwords written in Korean script (e.g. 조깅) might impede students' comprehension. Students draw on known vocabulary and apply it to familiar contexts (e.g. words for body parts) and identify simple vocabulary for familiar objects (e.g. 연필, 책). They read simple texts and reproduce them.

Students identify textual cues such as part of a vocabulary item and grammatical structures (e.g. single letter of a word such as 공원, 할머니) and familiar vocabulary (which might be different across students according to the order of the items being introduced during their courses). They draw on familiar grammatical patterns and items (e.g. 한국 사람이에요) to derive meaning and match or substitute items. Students attend to one of a number of clues provided in the text and visual cues to decipher meaning. For example, they look for vocabulary referring to attributes of place, activities, names, or items, and a particular item that matches one of the attributes in the visual cues (e.g. 전화). They combine multiple explicit cues from a text to match text to pictures. They are willing to tackle longer texts.