

Year 6/7 Background Language Learners/ First Language Learners

Reading — Average

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 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. 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, loanwords written in Korean script (e.g. 조깅) might impede students' comprehension. Students draw on known vocabulary and apply it to a familiar context (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 use vocabulary knowledge and their ability to read Korean script with little aid from visual cues. They identify textual cues such as vocabulary and grammatical structures. They draw on familiar grammatical patterns and items (e.g. 한국 사람이예요) to derive meaning and match or substitute items. Sentences are processed holistically with multiple explicit cues from a text to match the text to pictures. The length of a word or simple sentence does not affect their processing significantly. They read texts in a less familiar shape (i.e. in a design font) and make some inferences from the text. They use grammatical knowledge to fill a gap in a longer sentence. They understand texts containing simple honorific forms.