

# Year 10

## Second Language Learners

### Writing — High

#### Content

Students write in Korean addressing most of the topics as required and add some additional information related to them. Topics are elaborated to some degree. The common topics for Task 1 — self-introduction — are name, family, school, hobbies, and likes/dislikes.

In the task for a blog response, they write about the topics as specified in the task instructions — the weather, subjects taught in Year 10 in Australian high schools, the time Australian schools start and finish, and weekend activities. In addition to these topics, students typically provide some personal information about themselves. Their awareness of and very positive attitudes to the Korean language and culture are also evident in their text. Expansion of topics is typically limited to the simple addition of factual information.

저의 취미는 잠자기, 드라마보기, 수영 그리고 사진찍기입니다.

저는 학교에서 영어, 수학, 지리, 역사, 체육 그리고 한국어를 공부해요.

저의 가족은 네명이에요. 아버지, 어머니, 남동생 그리고 저예요. 저의 남동생은 너무 나빠요.

저는 운동 안해요. 그리고 운동은 안좋아해요.

Most students describe some family members in some detail in their self-introduction and/or contrast simple ideas.

어머니는 엄격해요 하지만 종직[sic]해요.

아버지는 낚시를 좋아해 [sic]. 하지만, 나는 낚시를 안 좋아해[sic].

A few students attempt to expand a few topics by providing statements that could be regarded as an explanation of their preceding statement(s), in spite of their limited resources for linguistic devices for such purposes (e.g. complex syntactic structures, conjunctive adverbials).

동방신기의 유노윤호 너무 좋[sic]아해요. 유노는 너무 멋있어요. 지금 저는 f(x)의 chu~♡ 듣기해요. (f(x) is the title of a Korean pop art group and 'chu~♡' is the title of their music as it is including the symbols, which the student put in her text.)

한국어는[sic] 너무 좋아해요. 저의 한국어 선생님은 너무 재미있어요.

Students identify keywords and question words in the questions given in the input text and use the keywords to replace the question words with appropriate information in their answer.

8시 55분에 학교는 시작해요 (The question for this answer is '몇 시에 학교가 시작해요?')

#### Vocabulary

Students use high-frequency vocabulary items related to familiar topics that are mostly factual items. They use some kinship terms (e.g. 아버지, 어머니, 언니, 여동생, 남동생) and words related to their personal and school life such as the names of school subjects (e.g. 영어, 체육, 수학, 지리, 역사, 음악, 한국어, 상업) and sports/activities (e.g. 농구, 수영, 낚시, 사진찍기, 음악감상).

They use numbers in the pure Korean system to give their age and the ages of their family members (e.g. 열 다섯, 열 여섯, 마흔 두 (살) 마흔 여덟, 열 두 (살), 여섯) and in the Sino-Korean system to give their school year or their birthday (e.g. 십). These numbers are usually accompanied by appropriate classifiers (e.g. 명, 년, 월, 일, 학년) but sometimes not. To describe their weekend activities, they use words such as 주말 and some names of the days of the week (e.g. 토요일, 일요일).

They also use words such as 이름, 가족, 생일, 선생님, 학교 and 친구 to describe their personal life, and some verbs to express their favourites and to describe their daily routines/weekend activities (e.g. 공부하다, 살다, 시작하다, 좋아하다, 나쁘다, 수영하다, 좋아하다). They use some descriptive verbs to describe their family members (e.g. 이쁘다[sic], 엄격하다, 정직하다) and modifiers (e.g. 보통, 너무, 지금) to qualify or add more meaning to their description. They also use the names of countries (i.e. 호주, 한국) and basic formulaic expressions for greeting and thanking (i.e. 안녕하세요; 감사합니다.).

Of these items, 엄격하다 and 정직하다 may be regarded as low-frequency items at this level, and students who are able to use these words may be regarded as very high-performing second language learners.

There is some inappropriate use of low-frequency items that typically originate from Chinese loanwords pertaining to abstract ideas (e.g. 누나는 흥미로워요.). This may sound like a direct translation from English 'my sister is interesting' based on the student's knowledge of the Chinese language, but it can also be interpreted as the student's willingness to take risks and experiment using his resources in the two languages.

Some overuse of some high-frequency items is also evident.

한국어는[sic] 너무\* 좋아해요. 저의 한국어 선생님은 너무\* 재미있어요.

Some names of Korean pop music groups are used in the text: 동방신기, 서년[sic]시대, 샤이니, f(x), 빅방[sic].

Students occasionally use roman scripts directly or phonetic borrowings from Korean for words whose Korean equivalents are not known (e.g. ... 단신을 좋아해요; 12월에 [name of city—in Korean script] summer; 힙합댄신; 호주는[sic] 12월에 너무 호트이에요).

*All the students in this group are taking or have taken another language course and the most popular language is Chinese. Most of them also have Chinese L1 background (mostly Cantonese). The positive effect of this strong Chinese background is evident in their ability to use Sino-Korean words. Some of these words such as '정직하다' may be regarded as relatively low-frequency items at this level, and others are classifiers, Sino-Korean numbers, names of school subjects, names of some countries, names of sports, etc. (see above examples). However, this may lead them to use some vocabulary items that are not appropriate in terms of collocations or contexts as shown in the use of 흥미로워요 above.*

*From the example related to Korean pop music groups, it is evident that a strong attachment to the Korean pop/youth culture has a very positive influence on their performance.*

### **Scripts and Characters**

Students generally have good control over handwritten Korean in spite of some variation in the degree of balance and in the shape of characters. In the text of most students at this level, the position of the three components in a Korean character — the initial consonant, the vowel, and the final consonant is generally correct, and each character roughly fits in a square (whose boundary is invisible).

The text is intelligible overall. A wide range of consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly (e.g. 낚시; 좋아해요; 여덟; 체육; 취미). Spelling is generally correct and occasional spelling errors do not interfere with comprehension on the part of the reader.

Misspelling involves vowels and consonants similar in sound. (This type of error may have occurred because the two vowels or two consonants do not have distinctions respectively in the phonological system of English and/or their mother tongues.) (e.g. 중\*직해요 (정직해요); 서\*년 (소년); 출\*아해요 (좋아해요); 진\*구 (친구).

There are some errors in the use of consonants at the syllable-final position, where consonant clusters should be used (e.g. 실\*어해요; 만\*니[sic]만\*니[sic]). However, this may be regarded as language for chatting/texting learnt through informal exposure to the Korean environment. There are also some poorly chosen or missing consonants or vowels at various positions. This could be because of their tendency to write according to their pronunciation, which is sometimes influenced by their mother tongue, or stronger L2, for example, Chinese (e.g. 방\*가워요; 고\*부해요).

### **Forms and Structures**

Students use a range of basic forms and structures to present basic information about themselves and student life in Australia. Basic particles, sentence enders in their polite forms, and the word order are used very accurately. There are some attempts to use forms and structures beyond these basic ones and some of them were successful.

They use basic particles (e.g. -은/는, -이/가, -을/를, -의, -에서, -에, -하고) in Korean with very few errors (e.g. 저는 주말에 보통 컴퓨터를 해요; 그리고 친구하고 쇼핑을 해요; 저는\* 학교의 이름은 ...).

Students use sentence enders including the copula in both polite informal form and polite formal form (-아/어요 and -ㅂ/습니다 respectively) accurately (e.g. 저는 [name of a suburb] 에 살아요; 저는 지금 십학년입니다; 저는 고등학생이에요).

Although sentence enders in their regular forms are used correctly by the students in this group, accurate conjugation of an irregular verb has also been noticed (i.e. 흥미로워요—see above), which may be regarded as very high performance by students at this level.

The first person singular pronoun ‘저’ is used correctly with case particles and there is no occurrence of ‘우리’, which is more appropriate and natural than ‘저의’ when followed by nouns such as ‘가족’, ‘아버지/어머니’, ‘선생님’, etc. (e.g. 저의 가족은 네 명이에요).

Some students use a nominal form of a verb ending in -기 (e.g. 춤추기, 듣기, 잠자기).

The basic verb-final order is observed and some verbs other than the copula are used accurately (e.g. 저는 [name of state]에 살아요; 8시 30분엿[sic] 시작해요; 너무 나빠요[sic]).

Although sentences are typically simply structured, there are a few attempts to connect two clauses. These are not successful, perhaps because of their limited linguistic resources that do not include conjunctive suffixes to connect clauses. This leads to some sentences that lack grammatical items or to constituents that do not agree with each other (e.g. 아버지는 멋 [excessive space] 누나는 흥미로워요; 저는 주말에, 보통 수영 그리고 쇼핑입니다[sic]).

**Discourse**

Students performing at this level are aware of the audience and the required text type. They use the basic register and format appropriate for the imagined audience and the text type. Students structure the text in a logical sequence—introduction, main body, and conclusion—in order to present familiar items. They are generally able to maintain the level of politeness and the degree of formality consistently by using appropriate sentence enders throughout the text. There are occasional inconsistencies because of the sentence final verbs with the plain enders and/or the plain form of the first person singular pronoun (e.g. 아버지는 낚시를 좋아해. 하지만, 난, 낚시를 안 좋아해.)

Students use some cohesive devices such as conjunctive adverbials (e.g. 하지만, 그리고).

Most students emphasise their ideas by using some qualifying words such as 정말(로) and 너무 (e.g. 저는 한국어 음악 감상 정말로 좋아해요.)

Some students attempt to use the conventions of letter writing, which is not entirely correct, but could be interpreted as an attempt at risk taking (e.g. 로부터 [name of student—in correct Korean script]\*)

This attempt may be interpreted as inference from the English counterpart—‘from [name of student]’.