

## Year 6/7 Writing Exemplars

## Second Language Learners

## Writing — High

제 이름은  예요.

저는 12 살이에요.

생일이 8 월 29 일이에요.

제 가족은 부모님 그리고 나 입니다. 저는 친구

가 많습니다. 제가 좋아하는 운동은 피구 그리고

European Handball 입니다. 제 취미는 피아노

입니다. 제가 좋아하는 곳은  공원 이고

Gold Coast 에 가보고 싶습니다. 저는 주말에

<sup>보통</sup>수영가고 교회갑니다. 그리고 집에오면 한국

드라마를봅니다. 저는 주말에 수영가는 게

재미 있습니다.

## Commentary

## Learner Background and Program Context

This student is in Year 6 and is a second language learner. She was born in Australia and has declared Australian to be her first language before schooling. Her mother was born in Korea and her father (with an English surname) was born in Australia. She has stayed in Korea for 2 months but has not received Korean-medium education. She has studied Korean since Year 5 in the Saturday community school that she currently attends. Before this she studied Korean for a year in another Korean Saturday/after-hours/community school. The Korean program offered by her current school has two 50-minute lessons per week. The student has not studied languages other than Korean and English.

### **Features of Achievement in this Sample**

The student has covered the range of topics as required in the original task description with some additional factual information. Ideas are sequenced well and some topics are expanded and elaborated to some degree. She names the place she likes and the states she wishes to visit Gold Coast.

After detailing her weekend activities, she highlights swimming as her favourite by using a qualifying word (adverb).

She describes her personal life using vocabulary related to familiar topics including some common verbs other than the copula. The common verbs are also used in their infinitive forms with appropriate suffixes followed by auxiliary verbs (e.g. 가 보고 싶습니다). Although she uses a range of forms and structures, including some complex forms, and selects items that are accurate generally, it is evident she is still acquiring such forms and structures from her few errors where grammatical rules are partially applied (e.g. '-입[sic]고'). The basic word order is observed well and the student maintains textual coherence by using formal polite sentence enders consistently for both copula and other common verbs. She uses other cohesive devices appropriately and in a sophisticated way. She accurately uses humble forms of the first person singular pronoun consistently to refer to herself and connects two clauses using conjunctors. She uses '그리고' as a connective between nouns and as a conjunctive adverbial at the beginning of a sentence. Although there are a few errors in spelling, including an idiosyncratic consonant cluster (i.e. a combination of ㄴ and ㅅ instead of ㄴㅅ), the student's achievement is very high as a second language learner. Although she was born in Australia and has been raised in an English-speaking environment, her exposure to some media in Korean (as she states in her text '한국 드라마를 봅니다') and her affiliation to the Korean culture might have positive influences on her Korean learning.