

Year 10 Background Language Learners

Writing — High

제 이름을 입니다. 저의 나이는 열여섯살
 이고 저의 생일은 19/8/93 입니다. 저는 모든
 운동을 좋아하고 ~~친구들과~~ 친구들과 같이 친하게
 놀입니다. 가족에 대해서는 모두 4명이고 강아지
 두명 있습니다. 저는 한국어를 배우는게 재미있어
 합니다. 월요일부터 금요일을 학교 다니고, 토요일은
 한글학교 다니고 일요일은 교회로 다닙니다. 저의
 취미는 바요린과 피아노를 치는 거 입니다.
 학교에서는 수학과 과학을 좋아 합니다.

안녕하세요?

저는 예요. 저는 호주사람이고 에서
 살아요. 16살이에요. 이번 12월에 호주에 여행
 한다고 편지로 받았어요. 호주에선 강겨울과
 포알라는 동물원에서만 자주봅니다. 호주에서 12월에는
 더워요. ~~한국과~~ 호주에서는 한국의 날씨 반대
 입니다. 호주 학생들은 10학년에는 영어 수학
 과학과 PD/H/PE 과학을 공부합니다. ~~호주에서~~
 호주 학교는 원래 9시부터 3시까지 학교 갑니다.
 학생들은 주말에 보통 여행가고 집에있어요.
 아무 무름이 있으면, 편지라도 보내주세요.

Commentary

Learner Background and Program Context

This student is a background language learner who was born in Australia and has declared both Korean and English to be his first language before schooling. Both his parents were born in Korea. He spent a year in Korea and received schooling in Korean when he was in Year 2. He has studied Korean at school in Australia for 5 years and attended a Korean Saturday/after-hours/community school for 6 years. The

Saturday community language school he currently attends offers a Korean program with one 2-hour lesson per week. The student studied Chinese when he was in a kindergarten/pre-school.

Features of Achievement in this Sample

The student has covered the range of topics, as required in the original task description for self-introduction, in some detail. He has provided answers with information to the questions asked in the input text and added some additional topics in response to the comments in the input text. Although ideas are logically sequenced, expansion/elaboration of topics has mostly been made by simply listing factual information (e.g. '월요일부터 금요일을... 다닙니다').

He uses a range of vocabulary and forms/structures. Although some items are inaccurately selected and influence from English is evident among some of them (e.g. '놀음[sic]니다'. '강아지 두 명' and '아무 무름[sic]' as the Korean literal equivalents to 'to play (sports)', 'two puppies', and 'any questions' respectively), he uses delimiters accurately and effectively to highlight or add nuance to the item they are bound to. Although he is able to convey complex ideas in complex sentence structures mostly accurately using appropriate grammatical devices, there are several errors at the micro level, for example, in selecting an alternative between the two options of the copula, in conjugating irregular verbs, in spelling.

The student's awareness of the audience and text type is evident in the different styles he attempts to use. In the self-introduction, he does not use greetings but starts the text by introducing his name and keeps to the formal ending for sentential final verbs throughout, although this cohesiveness is reduced to some degree because of his occasional use of contractions. In the blog response he starts and ends the text appropriately following conventions of such types of text as blogs or emails, maintaining the politeness level similar to what is used in the input text. He occasionally switches to the formal ending, which is also appropriate, and expresses his sympathy/consideration for the writer of the blog, which indicates his experience of using Korean for this type of medium.