

Year 10 First Language Learners

Writing — Average

저에 이름 [name] 입니다. 한국에서 1993년 4월 2일에 태어나 호주에 6살 일 때에 가족은 아머, 엄마와 누나와 동생있습니다. 저에 취미는 책을 읽거나 컴퓨터에서 게임하고 친구들과이랑 말 하는 것입니다. 저는 운동을 다 좋아합니다. 하지만 그 중에서 제일 좋아하는 운동을 선택 하라면 축구일것입니다. 왜냐하면 축구 를 놀음 때 마다 스트레스도 풀어 주고 나의 몸이 건강 해지고 많은 친구들을 사겨서 저는 축구를 제일 좋아합니다. 저는 어렸을 때 부터 강아지를 원 했지만 엄마가서 매일 매일 강아지만 보면 더럽다고 하면서 이 핑계로 사주지 않았습니다. 그래서 저는 커서 5강아지를 사서 재가 혼자 키울 것입니다. 왜냐하면 강아지를 너무 사랑 하기 때문입니다.

안녕하세요?

저는 [name] 이에요. 저는 한국에서 충주에 태어났지만 호주에 10학년 때 이민 왔어요. 김미나님이 호주에서 와서 영어도 하고 글자로 하신 데에 대해요. 좋은 생각입니다. 왜냐하면 호주에는 많은 것을 구경 할 것도 있고 호주에서 공부 하는게 한국이랑 차원 달아요. 호주에서 10학년 되면 영어, 과학, 수학, 등등... 하고 주중 8시 50분에 시작하여 금시 10분에 끝나고요, 주말에 학생들은 바닷가에 가서 수영을 하던가 세핑을 해요.

김미나님께서 호주에 오면 많은 것을 구경 해보고 싶네요. 그럼... 안녕히 계세요.

Commentary

Learner Background and Program Context

This student is a first language learner who was born in Korea and arrived in Australia at the age of 10, after completing primary education to Year 3. Both his parents were born in Korea. He has continued to study Korean for 6 years since his arrival in Australia. He has attended a Korean Saturday/after-hours/community school for 4 years since 2006. The Saturday community school he currently attends offers a Korean program with one 2-hour lesson per week. The student has not learnt any languages other than Korean and English.

Features of Achievement in this Sample

This student writes on most topics, as required in the original task description, and expands and elaborates some of them to some degree. As he describes his hobbies he lists multiple items and narrows the topic to 'sports'. Then he identifies 'soccer' as his favourite with justifications for his preference. With respect to the topic of 'pets', he describes the context where he is not allowed to have a dog in spite of his liking and further expresses his wish to have a dog in the future. Although the ideas are sequenced in a logical way, textual coherence has been reduced to some degree because of the choice of some vocabulary and/or grammatical items that are not entirely appropriate.

In his blog response, although he does not answer all the questions in the task, the text is organised well and shows his awareness of the audience and the context. He complements the blog writer's idea of travelling to Australia with supporting information, which could be answers to some of the questions asked in the input text. He also shows his awareness of the required text type for each task by differentiating the degree of formality of the sentence enders. He uses the formal polite ender consistently in the text for self-introduction and keeps to the informal polite ender, occasionally using its spoken varieties, in his blog response. In contrast to the appropriateness of the level of politeness and formality of the sentence enders in each text, other honorific items are not used consistently as shown in the use of '나' in the text with sentences with a formal ending and the absence of honorific suffixes from a verb whose subject is followed by an honorific case particle (엄마께서... 사 주지 않았습시다).

The student uses a range of vocabulary and grammatical items, including some low-frequency vocabulary items and some complex and sophisticated structures. Although he manages to present multiple ideas or events by selecting such items, the frequent selection of inaccurate or inappropriate items or misspelt words reduce the textual coherence to some degree. Influence from English is evident in vocabulary items or phrases that resemble direct translations from English (e.g. 축구를 놀을*[sic] 때마다...; 취미는 ... 친구들이랑 말하*[sic]는 것입니다; 5 강아지를...). Although the student has acquired many aspects/features of the Korean language from his extensive exposure to the Korean culture and language during his schooling in Korea, these have become less stable because of less frequent use of the language and because some items may have been partially acquired.