

Year 10 Oral Exemplars

Second Language Learners

Oral — High (1)

Commentary

Learner Background and Program Context

This student is a second language learner who was born in Australia and has declared Cantonese to be her first language before schooling. Both her parents were born in China. She has studied Korean for 2 years since she was in Year 9. Her current school offers a Korean program only for non-background students and has seven 50-minute lessons per fortnight. The student learnt French for 2 years before undertaking the Korean course.

Features of Achievement in this Sample

This student talks about her house, school, hobbies, likes/dislikes, after-school activities, and weekends using familiar vocabulary items in simple rehearsed structures sometimes with the assessor's prompts and at other times without. Although the information provided is limited to factual information, she provides some additional information relating to the topic and elaborates some topics with the assessor's prompts. For example, she identifies 한국어 as her favourite subject out of those she has listed in the preceding exchanges and gives the reason for the preference with the assessor's prompt and scaffolding. She uses some qualifying words (e.g. 지금, 보통) to add meaning to the ideas presented. While she is very spontaneous in responding to questions in known structures and vocabulary and is able to enumerate the names of several school subjects, she pauses and shakes her head when she encounters a question including an unknown item, signalling her difficulties understanding it. This leads to further rephrasing and elaboration by the assessor, which helps the student to produce a response. However, when the question and its rephrased version include multiple unknown items/structures (e.g. '얼마나 오래 배웠어요?'; '아주 잘 해요?') the student is unable to answer. She expresses her school year and the time using the correct number systems and classifiers. She observes the subject-object-verb word order and uses some case particles (-은/는, 을/를, -에서) and the copular with a polite informal ending accurately. Her pronunciation is clear and loanwords from English are pronounced following their Korean pronunciation (e.g. 컴퓨터, 드라마, 스포츠, 쇼핑), although some influence from her first language and English is evident.

Year 10 Second Language Learners

Oral — High (2)

Commentary

Learner Background and Program Context

This student is a second language learner who was born in the Philippines and arrived in Australia in 1994 when she was 1 year old. Both her parents were born in Vietnam. She has declared Vietnamese to be her first language before schooling. She has studied Korean for 2 years since she was in Year 9. Her current school offers a Korean program for non-background students and has seven 50-minute lessons per fortnight. The student has learnt Vietnamese from K to Year 6 and French for 2 years before undertaking the Korean course.

Features of Achievement in this Sample

This student talks about school subjects, hobbies, likes/dislikes, after-school activities, weekend activities, and holidays using familiar vocabulary items in simple rehearsed structures, sometimes with the assessor's prompts and at other times without. Although the information provided is limited to factual information, she expands on the topic in areas of her particular interest (i.e. a Korean pop music group) and maintains/elaborates the topics in that area. She gives reasons for her preference for Korean over other school subjects and for her preference for a particular member of her favourite Korean music group over others. Her response is spontaneous most of the time, although some responses are one word. However, when she uses a sentence, she follows the subject-object-verb order and uses particles such as *-는* and *-을*. She uses *'그리고'* to connect nouns when she lists the names of several school subjects. She uses the verbs *'해요'* and a few other verbs ending in *'-해요'*. She comprehends most of the assessor's questions and comments well and signals her understanding by nodding, smiling, and frequently uttering 'yes' or short phrases in English. She also uses English spontaneously and gestures frequently when there are communication breakdowns or she needs clarification. Her comments reveal that she came to know about her favourite Korean musicians through her Korean friends. It is evident that her favourable attitude and exposure to the Korean culture and her interaction with her Korean friends helps her to respond spontaneously and to maintain exchanges, mainly in Korean, using basic rehearsed structures and vocabulary and a few other items she might have learnt outside the school.