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**A PILOT STUDY TO UNDERSTAND HOW LEARNING KOREAN CAN BE
FACILITATED TO BILINGUALS (L1 PORTUGUESE AND L2 ENGLISH)**

FORTALEZA

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Trabalho de conclusão de curso apresentado ao curso de Letras-Inglês do Departamento de Estudos da Língua Inglesa, suas Literaturas e Tradução da Universidade Federal do Ceará, como requisito parcial à obtenção do título de licenciado em Letras-Inglês.

Orientadora: Profa. Dra. Lídia Amélia de Barros Cardoso

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ABSTRACT

It is natural that illiteracy, or the difficulty of learning to read and write, has become a major worry in the modern technological age. Because of the seriousness of the problem, researchers from a wide range of domains, including cognitive psychology, neuroscience, linguistics, and education, are pursuing literacy acquisition in their studies. This research intends to analyze the literacy process of the Korean language by English speakers who speak Brazilian Portuguese as their first language. As such, it is a study in applied linguistics that focuses on the process of acquiring an Asian language, in this case, learning how to read and write the Korean alphabet, Hangul, as well as the multilingualism of the participants' context. The study will follow two stages, the first being a basic Korean language course divided into 6 video segments. The videos introduce the letters of the alphabet and their respective pronunciations, along with activities to memorize the letters and vocabulary. After the introductory literacy process in Korean, an experiment with a Lexical Decision Task will be conducted with the participants to evaluate their vocabulary acquisition and accuracy in reading/writing words. Therefore, the present study is also relevant for documenting and identifying the facilities and difficulties of the literacy process in the Korean language to broaden the understanding of this cognitive process and can serve as an aid for future research.

Keywords: lexical decision task; Korean alphabet; multilingualism.

RESUMO

É natural que o não letramento, ou a dificuldade de aprender a ler e a escrever, se tenha tornado uma grande preocupação na era tecnológica moderna. Devido à gravidade do problema, pesquisadores de uma vasta gama de domínios, incluindo a psicologia cognitiva, neurociência, linguística e educação, focam suas pesquisas no tema alfabetização. Esta pesquisa pretende analisar o processo de alfabetização da língua coreana por falantes de inglês que falam português brasileiro como sua primeira língua. Dessa forma, trata-se de um estudo em linguística aplicada que se concentra no processo de aquisição de um idioma asiático, neste caso, aprendendo a ler e escrever o alfabeto coreano, o Hangul, bem como no multilinguismo do contexto dos participantes. O estudo seguirá duas fases, sendo a primeira um curso básico na língua coreana dividido em 6 vídeos. Os vídeos apresentam as letras do alfabeto e as respectivas pronúncias, com atividades para memorizar as letras e o vocabulário. Após o processo introdutório de alfabetização na língua coreana, um experimento com uma Tarefa de Decisão Lexical será realizado com os participantes para avaliar a sua aquisição de vocabulário e exatidão na leitura/escrita de palavras. Portanto, o presente estudo é também relevante para documentar e identificar as facilidades e dificuldades do processo de alfabetização na língua coreana para ampliar a compreensão deste processo cognitivo e pode servir de material para pesquisas futuras.

Palavras-chave: tarefa de decisão lexical; alfabeto coreano; multilinguismo.

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1 INTRODUCTION

While language defines humanity, literacy defines civilization, PAE (2020, p. iii). Illiteracy, or difficulty in learning to read and write, has become a big concern in the modern technology age. In spite of the understandable difficulties, literacy problems affect more than a billion people worldwide, according to a conservative estimate. Because of the gravity of the problem, professionals from a variety of fields, including cognitive psychology, neuroscience, linguistics, and education, are pursuing studies in literacy acquisition and breakdown with great zeal and determination. In this research, we intend to focus on the analysis of the literacy process of the Korean language by English speakers that have Brazilian Portuguese as their mother tongue. As a research in the field of applied linguistics, it focuses on the process of learning an Asian language, in this case Korean, and multilingualism.

Multilingualism is a widespread phenomenon that has received considerable scholarly attention in recent years. In this context, we define multilinguals as those who learn/use more than two languages. Alternative definitions of multilingualism that are equally valid see multilingualism as encompassing bilingualism (see e.g. WEI, 2008, p. 4). Multilingualism is also an interdisciplinary phenomenon that can be investigated from both an individual and societal standpoint.

The purpose of this study is to identify the facilities and difficulties English speakers encounter, more specifically, native Brazilian speakers of Portuguese, in the process of learning the Korean writing system (한글 [Hangul]). Until recently, non-Koreans had little interest in Korean-as-a-foreign-language (KFL) teaching and learning in the English-speaking world. However, this scenario has been changing due to the economic growth of Asian countries and the need to master more than one foreign language today.

The first step in learning an Asian language should unquestionably be learning the alphabet and/or writing system of the language so that the learner can begin to understand the sounds of the language and speak, write, and read more fluently. When it comes to Asian languages, learning the days of the week or simple vocabulary becomes a more difficult task because we do not know the alphabet that would serve as a crutch to help us read and recognize words. Once one learns to recognize these letters, i.e. to read and write (decoding), the whole learning process is accelerated with a faster understanding of grammar, etc. Therefore, it is recommended that the understanding of how the writing system works should

be the first step for Asian language learners towards a better understanding of the whole grammar part, which should come after this initial literacy process.

This research looks at how challenging it is for English speakers to master the Korean writing system. The main purpose of this project is to look at the process of learning a language that does not utilize the Roman alphabet (from A to Z) as a writing system, in this case Korean, and to identify the challenges and benefits that come with it. However, after the data has been collected, we expect that the findings will be valuable for future study to aid English speakers in learning Korean.

Taking into account this research aims to explore the learning process as well as the difficulties and facilities encountered, we will apply vocabulary and reading tests to assure the participants' knowledge in the English Language and use a lexical decision task experiment at the end of the process to measure the accuracy in recognizing the vocabulary learned. Thus, the discussion follows and is guided by two main Research Questions (RQs)

(RQ1) - What kind of issues students face when studying a language that does not share the same alphabet?

(RQ2): Are these issues more about reading and recognizing the sounds of the language? Or are they related to the memorization of the symbols and writing the letters?

This project focuses its research on the literacy process of the Korean language in order to answer these questions.

1.1 Hypotheses

1.1.1 Basic Hypothesis

It is possible that this research will be able to identify the most complex factors during the literacy learning of the Korean language, such as pronunciation, writing, memorization and combination of Korean characters.

1.2 Secondary Hypotheses

1.2.1 Secondary Hypothesis 1

Strategies to facilitate Korean language learning for English speakers can be created/designed from the observations of this study during the entire phase of the methodological procedure and after the data analysis.

1.2.2 Secondary Hypothesis 2

It is expected that the participants, Brazilian native speakers of Portuguese and English, will be assisted in the process of learning how to read and write Korean by the end of this research and become more autonomous.

1.3 Objectives

1.3.1 General Objective

The main objective of this research is to identify facilities and difficulties of English speakers in becoming literate in the Korean language. Identify which letters are more difficult to write or pronounce, or which combinations of letter blocks are more complicated syllables for the English speaker to produce.

1.3.2 Specific Objectives

First, we want to investigate the participants' behavior as a result of literacy in the Korean Language. Through this observation, it will be possible to identify the most challenging and complex factors, which letters are more difficult to write or pronounce, or which combinations of letter blocks are more complicated syllables for the English speaker to produce. And second, to analyze how participants receive information about a different alphabet and what strategies they use to acquire this knowledge, as well as the challenges they encounter in this process. After identifying these factors, strategies can be developed for more efficient learning of the Korean language by English speakers.

1.4 Justification

Studies in both second and foreign-language acquisition confirm that those who read more do better on a wide variety of tests, Krashen (2003, p. 15). This research aims to analyze the process of learning how to read and write in an Asian language and to generate a database that may facilitate the understanding of this topic, the problems and facilities and to aid future research. Another reason that incentives this survey comes from the Hallyu¹, or “The Korean

¹ Hallyu “The Korean wave”: refers to the global popularity of South Korea’s cultural economy exporting pop culture, entertainment, music, TV dramas and movies.

Wave,” resulted in the widespread export of Korean music, movies, drama, fashion, and even cosmetics to the rest of the world. The wave is supported by a slew of talented actors, singers, and directors eager to take the stage and entertain the world. Korea is being exported more and more to the whole world from all sides: economically, politically, socially, and culturally.

This survey will give participants the opportunity to be in direct contact with the Korean language and stimulate their cognitive processes by exposing them to explanations and planned activities, with the goal of having them read, write words and comprehend their meanings in Korean by the first moment. McCarthy (1990) emphasizes the significance of vocabulary acquisition.

No matter how well the student learns the grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way. And yet vocabulary often seems to be the least systematized and well catered for of all the aspects of learning a foreign language (MCCARTHY, 1990, p. viii).

The Korean language was chosen because the researcher has knowledge in this language, and the writing system, Hangul, is organized with fewer characters for vowels and consonants than other Asian languages. Chinese and Japanese have more symbols to learn, The number of logographic characters to be learned in Chinese is greater than in Korean, as well as the use of more than one writing system, as is the case with Japanese, which uses Hiragana (ひらがな) for native Japanese words, Katakana (カタカナ) for words of non-Japanese origin, and Kanji (漢字) which are symbols that represent words, exceeding the amount of ten thousand Kanjis.

Hye K. Pae (2011) cites the difference between Chinese speakers who have to memorize a large number of logographic characters, while Korean speakers can take advantage of the efficiency of the writing system by combining twenty-four letters in a systematic way to produce something around two thousand syllables.

The construction of the syllables in Korean is very simple to understand, as shown in Table 1. Table 1 shows the Korean consonants, vowels and the systematic combinations to form syllables. The table contains 14 basic consonants and 10 simple vowels, yielding 140 basic syllable forms containing Consonant + Vowel (CV).

Table 1²

² Table available at: <https://modernseoul.org/2012/04/16/korean-alphabet-basics-how-to-read-hangul-part-1/>

Korean Alphabet Chart

Consonants	Vowels									
	ㅏ (a)	ㅑ (ya)	ㅓ (o)	ㅕ (yo)	ㅗ (oh)	ㅛ (yo)	ㅜ (ow)	ㅠ (you)	ㅡ (er)	ㅣ (ee)
ㄱ(G)	가	갸	거	겨	고	교	구	규	그	기
ㄴ(N)	나	냐	너	녀	노	뇨	누	뉴	느	니
ㄷ(D)	다	댜	더	더	도	뉘	두	듀	드	디
ㄹ(R/L)	라	랴	러	려	로	료	루	류	르	리
ㅁ(M)	마	먜	머	며	모	묘	무	뮤	므	미
ㅂ(B)	바	뵤	버	벼	보	뵤	부	뷰	브	비
ㅅ(S)	사	샤	서	셔	소	쇼	수	슈	스	시
ㅇ Silent	아	야	어	여	오	요	우	유	으	이
ㅈ(J)	자	쟸	저	져	조	쵸	주	쥬	즈	지
ㅊ(CH)	차	챤	처	쳐	초	쵸	추	츬	츠	치
ㅋ(K)	카	카	커	켜	코	코	쿠	큐	크	키
ㅌ(T)	타	타	터	터	토	토	투	튜	트	티
ㅍ(P)	파	파	퍼	펴	포	포	푸	퓨	프	피
ㅎ(H)	하	하	허	혀	호	호	후	휴	흐	히

©Modern Seoul Magazine (2012)

The syllables can be expanded to 399 following the same CV structure with eleven more compound vowels and the addition of the five double consonants. (21 vowels = 10 simple + 11 compound; 19 consonants = 14 simple + 5 double). With the compound vowels and double consonants comes the possibility of writing words with syllables containing CVC (책 [chaeg] = book) and CVCC (읽다 [ilgda] = to read).

As far as Korean orthography is concerned, graphemes are connected in a syllabic block that must have at least one vowel, 차 [cha] = tea, in this example we have consonant and vowel (CV). This syllabic block allows us to write both vertically and horizontally, depending on the availability of space. For example, 차 [cha] = tea; 눈 [nun] = snow, in the representation of the word “tea” (차) we have CV written horizontally as is the case with languages such as English, Portuguese, French, among others, and in the word “snow” (눈) we have CVC written vertically. Since no other alphabetic language allows this kind of flexibility, the Korean language is unique in terms of visual representation and efficiency.

Aiming solely at the beginning stages of literacy, getting participants to understand the process of becoming able to read and write in the language, as well as recognize the sounds of

each letter and syllable even without an established vocabulary database, the Korean language is the best choice to be worked on in this research.

Furthermore, it establishes a link between the English and Korean languages, and by observing the guided instruction strategies can be created/designed for faster learning and less frustration for the beginner student after identifying which factors help or are perceived as more difficult in the process of learning the Korean writing system. The important theoretical framework supporting the background information for this paper is discussed in the following section.

2 THEORETICAL BACKGROUND

The learner's task is to learn how to extract meaning from printed words and larger units of text in all languages and writing systems. Learners must first determine how their writing system encodes their language. The first challenge for an alphabetic system learner is to recognize that the smallest units of writing, not syllables or whole words, are arbitrary mappings of minimal, semantically meaningless units of speech-phonemes. Each writing system presents a unique mapping challenge. There is enough comparative research to support some conclusions about how these challenges affect learning. Indeed, the recent publication of Handbook of Orthography and Literacy demonstrates that the world's variety of writing systems, orthographies, and scripts are relevant for understanding literacy acquisition (Perfetti, 2008, p. 24)

In terms of the fundamentals, writing differs from speaking. Speech is a natural process that occurs in children and their social circles, for example. According to Bright and Daniels (1996, p. 2) No illiterate infant absorbs its script along with its language; writing must be learned. This research will examine this studying process of learning to write and read in Korean.

2.1 Writing System

According to Rogers (1995, p. 31), an ideal writing system should be simple for the novice reader and efficient for the experienced reader. These requirements can be found in the Korean writing system. 한글 (Hangul) was created to be a simple writing system to learn and to facilitate communication between the various social levels that existed in Korean society.

The Korean writing system is unique because it relies on the alphabetic principle, having the visual representation and syllable-oriented processing unit (사랑 [Sa-Rang] = love).

Hangul's unique birth of the Korean writing system and script has had a significant impact on society in general and literacy in particular. PAE (2018, p. 350) explains that in essence, Hangul was created in the spirit of (1) King Sejong's compassion for people's inability to express themselves in writing, (2) independence from the Chinese writing system, which was incompatible with the Korean oral language, and (3) pragmatic and "democratic" utility of the script, which anyone could easily learn to read in a short period of time and without much rote memorization. As a result, with an illiteracy rate of about 2% and a reading disability rate of less than 1% in school-aged children, Koreans can fully benefit from the efficient script.

A comparison between the Korean writing system and most other alphabetic writing systems is pretty straightforward explained by Perfetti (2008, p. 28):

Korean provides an important comparison in that it is alphabetic, but quite different in appearance from the horizontal arrangement of letters seen in most alphabetic writing. Instead of a horizontal arrangement, Korean letters are configured in square blocks that correspond to syllables. Most blocks represent a CVC syllable, with the initial consonant and vowel depicted on the top and the final consonant on the bottom. The Korean reader can decode words at the subsyllabic level rather than the whole word level because the orthography represents an alphabetic writing system (Perfetti, 2008. p. 28)

The Korean language falls into the Ural-Altai language family, with an agglutinative grammatical structure (Sohn, 1999, p. 15), for example, nouns and verbs are formed by adding prefixes to the root of words (공부 [Gong-Bu] = study-noun; 공부하다 [Gong-Bu-Ha-Da] = to study-verb). With this property, Korean brings plenty of combinations that are more like a Lego game than grammar rules. This characteristic makes it much easier to apply and understand the structures of the language.

The Korean language also meets the three language criteria proposed by Adams (1994, p. 14), (i) the system must be capable of representing the range of expressions that its culture wishes to record or convey (representability), (ii) the symbols must be reasonably easy to produce (producibility), and (iii) the written message must be interpretable in the sense that it must readily symbolize for the reader what it was intended to symbolize by the writer (interpretability; p. 14). With the scientifically designed writing system, Hangul meets the notion of an ideal writing system and the language criteria pointed out by Adams.

2.2 Lexical Decision Task

Participants in the lexical decision task must decide whether or not a presented sequence of letters forms a word in a target language accurately. The items are displayed one after the other on a screen, and participants are usually required to respond by pressing a "yes" or "no" key button. As a result, the experimental stimulus list will contain both words and nonwords (or pseudowords). Participants must respond "no" to these, whereas the target words require a "yes" response.

In the research of visual word recognition, the lexical decision task (LDT) has been the most extensively utilized task. Fischler (1977, p. 335) states that in a lexical decision task, the subject is asked to decide regardless of whether a given stimulus is a word. In this research, an experiment with LDT will be conducted at the final stage, with a focus on participants' accuracy in recognizing learned vocabulary as existing or non-existent words. The experiment will include words from the vocabulary presented to the participants to check if the vocabulary has been learned successfully or not by checking whether the participants remember the correct way the words are written, having pseudowords with similar sound and writing.

3 METHODOLOGICAL DESIGN

This is a qualitative research with a case study nature, focusing on a group of participants' learning process of the Korean writing system, Hangul. For this to happen, the research is organized in two stages (A and B), the first stage (Stage A) of the research will be a mini course on the Korean writing system. Information about the symbols, their sounds, and how they connect to form words will be conveyed to the participants through videos with subtitles (both the audio and the subtitles are in English).

The data collection of this project (Stage B) will happen through written activities, interviews, observation and written documentation of what is produced by the participants for further analysis and an experiment with lexical decision task to test the participants' accuracy of the vocabulary seen in part A of this research.

3.1 Proficiency Test

Considering that the goal of this project is to observe the facilities and challenges that English speakers face in becoming literate in the Korean language and that all information in Stage A will be given in English, participants must have an advanced level of the language in order to understand the directions that will be given through videos in English. The first step in making this project a reality is to recruit participants who fit the desired profile, which is high-intermediate English speakers, from B2 (independent) to C2 (proficient), according to the Common European Framework of Reference for Languages (CEFR). This will be accomplished through a proficiency test to ensure that the participant's comprehension is sufficient to understand contents taught in English. The test will follow the TOEIC style, which focuses on the candidates' listening and reading abilities.

Thinking about the need for this research, we chose tests that would analyze the participants' writing, reading, and listening. We will leave as "Attachment 1" a list of some proficiency tests that follow the CEFR model and that are completely free to assist in future research. To define the proficiency test used for this research, three online and free tests were selected that could be taken either by cell phone, tablet or by computer. The tests were sent to three different English speakers in a way that each test was evaluated twice: rater one took tests 1 and 2, rater two took tests 2 and 3, and rater three took tests 3 and 1. At the end of the analyses, two of the raters chose the same test as the best way to assess English language proficiency, and that was test number 2 - EFSET.

Some factors were commented by the evaluators about the choice of this test in comparison with the others, among them are the issue of accessibility and gratuity, the test needs to be easily accessible to all participants. Two other determining factors were immediate results to speed up the progress of the research, and the results of this test being in line with the CEFR.

The EFSET test was chosen since it was developed over a five-year period by prominent experts in the field of English assessment. It is a quiz that estimates your level in about 15 minutes, including reading skills (English grammar and vocabulary) and listening skills. This test has no fees, no sign-ups and the start is immediate with the results aligned to the CEFR level, and it is available on any desktop, tablet, or mobile device. All that is required is an internet connection and a limited amount of time.

Therefore, the first step will be the EFSET proficiency test to guarantee the participant's comprehension of the English Language. After taking the test and receiving the result between levels B2 and C2, the survey can be started with the participants.

3.2 Stage A - Learning how to read and write the letters in Korean

Stage A will be based on the material made freely available by the LingoDeer application that is available for Android and iOS operational systems, as well as for desktops³. In “Attachments 2”, we will show tables with all the letters and how the participants will receive this information. The second step will be the production of material for the classes. Printouts (or digital) with the class material, and the production of video lessons and slides containing explanations of what is being worked on in the classes. The videos will be made available to the participants on a closed channel on YouTube in case they need to review the content at any time.

3.2.1 First Video - Introduction to the Korean writing system

This video will give an introduction to the Korean alphabet (Hangul) and explain how syllables are formed in the Korean language.

Vocabulary present in this video: 바나나/banana, 바다/sea, 누나/older sister, 눈/snow.

3.2.2 Second video - Simple Vowels and Simple Consonants

In this video, participants will learn 20 letters, being 10 simple vowels (ㅏ/a, ㅑ/ya, ㅓ/eo, ㅕ/yeo, ㅗ/o, ㅛ/yo, ㅜ/u, ㅠ/yu, ㅡ/eu and ㅣ/i) and 10 simple consonants (ㄱ/k/g, ㄴ/n, ㄷ/t/d, ㅍ/p/b, ㄹ/r, ㅁ/m, ㅅ/s, ㅈ/ch/j, ㅇ/no sound and ㅎ/h).

Vocabulary present in this video: 가구/furniture, 이야기/conversation, 누나/older sister, 누구/who, 어디/where, 돈/money, 다리/leg, 리오/Rio de Janeiro, 마음/heart/feeling, 머리/head, 바보/fool, 비/rain, 사람/person, 브라질 Brazil, 브라질 사람/Brazilian/nationality, 한국/Korea, 한국 사람/Korean/nationality, 가수/singer, 자기/honey/darling, 가자/let's go, 오이/ cucumber, 우유/milk, 여우/fox, 하다/to do and 호수/lake.

3.2.3 Third Video - Composed Vowels

This video will introduce the 11 composed vowels (ㅘ/ae, ㅙ/e, ㅚ/yae, ㅜe/ye, ㅞ/wa, ㅟ/wo, ㅠ/wae, ㅡ/we, ㅢ/oe, ㅣ/wi and ㅤ/eui) and which are the combination of simple

³ All the images of the letters as well as the audios with their pronunciations by native speakers are available in the LingoDeer application, in the Korean course, in introduction, in the "alphabet" section.

vowels to create different sounds.

Vocabulary present in this video: 시대/generation, 개미/ant, 네/yes, 이메일/email, 얘기/conversation, 계속/continuously, 사과/apple, 월요일/Monday, 왜/why, 웨이터/waiter, 귀/ear, 의자/chair and 개/dog.

3.2.4 Fourth video - Strong Consonants

This video will introduce 9 strong consonants, divided in 4 aspirated and 5 double (ㅋ, ㅌ, ㅍ and ㅊ [aspirated]; ㄱ, ㄷ, ㅂ, ㅅ and ㅈ [double]).

Vocabulary present in this video: 커피/coffee, 타다/to ride, 피/blood, 친구/friend, 남자 친구/boyfriend, 여자 친구/girlfriend, 꿀/honey, 띠/band, 머리띠/headband, 빠르다/to be fast, 쌀/rice, 짜다/to be salty and 자다/to sleep.

3.2.5 Fifth Video - Batchim (받침)

In Korean, there are some pronunciation rules when a consonant comes at the end of the syllables that change the way words are pronounced, they are called Batchim (받침). These rules are extremely important because even with the knowledge of all the letters and their sounds in Hangul, one is not able to read properly without these rules' knowledge. The next two videos will focus on presenting these rules to the participants.

The content of this video will be Batchim - Pronunciation Rules: K sound (ㄱ, ㅋ, ㆁ); N sound (ㄴ); T sound (ㄷ, ㅌ, ㅊ, ㅌ, ㅌ and ㅎ); R/L sound (ㄹ); M sound (ㅁ); P sound (ㅂ and ㅍ), and NG sound (ㅇ [Neutral]).

Vocabulary present in this video: 목/neck, 부엌/kitchen, 먹다/to eat, 목소리/voice, 학교/school, 산/mountain, 산책/a walk, 만나다/to meet, 낮/afternoon, 꽃/flower, 맞아요/that's right, 맛있어요/delicious, 좋아/is good, 같이/together, 꽃병/vase, 맞다/to be right, 말/word, 술/alcoholic beverage, 말해요/(I) speak, 술집/bar, 걸라/Coke, 말하다/to speak, 곰/bear, 마음/heart/feeling, 음악/music, 엄마/mom, 감사/thanks, 집/house, 숲/forest, 싶다/to want to do something, 고양이/cat, 영어/English language, 방탄/bulletproof, and 공주/princess.

3.2.6 Sixth Video - Double Batchim (받침)

This is the last video and it focuses on Double Batchim, which is when two

consonants come at the end of the syllables, and how this change the pronunciation of words. The content of this video is: 앉아/(I) sit, 앉다/to sit, 싫어/(I) hate/(I) do not like, 싫다/to hate/to dislike, 없어/there is/are not and 없다/to not have.

3.3 Stage B - Activities

During Stage A, participants will be asked to do some activities to measure their learning and to identify learning problems. Vocabulary and writing activities will also be done during Stage A. Some examples of these materials will be as “attachment 3” to give a better idea of how it will be done.

Multiple choice questions (MCQs) are widely used as test items in various fields of education around the world. (VYAS, 2008, p. 130) states that “the single, best-response type MCQ (the format that asks the student to choose the best answer from a list of possible answers) with 4 or 5 options is the most commonly used format”. The activities will follow the MCQs pattern, focusing on the correct connection between the Korean letters and/or the meanings of the learned vocabularies.

After each video, participants will be given a homework assignment, following the “attachment 3” model, to practice the letters that were presented in the lessons. After receiving these homework assignments answered, a reflective diary will be made by the researcher about the lessons, reporting the difficulties or ease encountered by the participants when doing the activity. Also, at the end of this survey, there will be an interview with the group of participants asking what factors they consider to have been most difficult and easiest in their language learning process. The information contained in these diaries and interview will be presented in the form of graphs as results at the end of the experiment, describing the major difficulties and facilities encountered by the participants during the experiment.

3.3.1 Lexical Decision Task

An experiment with Lexical Decision Task (LDT) will take place after Stage A to measure students' learning of Korean language literacy by checking their accuracy in identifying vocabulary seen during stage A (videos and Activities) that are correct in the language. For this, we will use 24 existing words and 8 pseudowords with similar spelling and sounds as the corresponding word in the Korean or English language.

Since the goal of this task will be more on accuracy than on response time, we set as 4 seconds the time that each word will be on the participant's screen for him/her to indicate whether he/she considers that the word being displayed is an existing word or not. This experiment will take place with two parts.

The first part consists of analyzing the real words and pseudo words individually, only one word on the screen. At this point 10 words and 4 pseudowords will be presented. As existing words: 이야기, 어디, 호수, 가자, 비, 다리, 바나나, 바다, 누나 and 눈. As pseudowords: 빠나나, 눈나, 어띠 and 로수.

The second part will be with pairs of words, and they will be organized in the following situations: (1) related words, (2) unrelated words and (3) pseudowords. At this point, 14 words and 4 pseudowords will be presented. As related words (1): 브라질/한국 (countries), 머리/다리 (human body), 한국 사람/브라질 사람 (nationalities) and 여우/개미 (animals). As unrelated words (2): 가수/우유, 하다/사과 and 월요일/의자. And as pseudowords (3): 리오/한구 and 쎬/사람. A schedule for data collection will be available as “attachment 4”.

3.3.2 Interview with participants

At this point an interview will be done with the participants to identify what factors led to the errors during the lexical decision task and also to give their point of view regarding learning Hangeul, what factors they found most challenging, and their comments about the whole literacy process. After these steps, the data analysis will be conducted and the results can be organized and presented by the researcher.

4 FINAL REMARKS

The present study aims to conduct a research on the initial process of learning the Korean language, at first introducing the Korean writing system with all the letters and rules for literacy in the language while also doing activities for vocabulary acquisition and application of the writing system, and after this first moment, an experiment with a lexical decision task to document the accuracy in Hangeul's knowledge.

Some materials were developed to assist and facilitate the application of this research, including a flyer to attract participants, and disseminate the research information to be shared digitally, mainly through social networks. The flyer is available for analysis in the

“Attachment 5”. In addition, a Google form was also created for the registration of participants, containing basic data to identify the participant, the reason for their interest in taking part in the research, and the link to the proficiency test, so participants could send the results to the Google form. Unfortunately, we were not able to apply the survey, but the project is ready for that to happen. A screenshot of this form will be available as “Attachment 6”.

Moreover, 6 videos with exposure and explanation of the Korean writing system, Hangeul, were also produced to be used during Stage A of this research. A link to access these videos is available in “attachment 4”.

We hope to identify after data collection relevant factors concerning this literacy process in a language that does not share the same writing system as the other languages that the participant is fluent in, and we also hope that these data will serve as pointers to assist in furthering literacy in Korean or other Asian languages, or support in future research.

Likewise, we aim to encourage more research with a focus on Asian languages and to be able to be part of this scope with the intention of facilitating the learning of these emblematic languages. In addition, we hope that these results will help not only students who are new to the Korean language to become more interested in this area, but also future researchers.

Furthermore, this study should be seen as an effort to comprehend how learning the Korean language can be facilitated, and the instructional design proposed may lead to more learning efficiency. As there are no findings yet, we hope that after the application of this research, we will be able to identify that the hypotheses raised in this study are true, and that we can create/develop strategies to facilitate the learning of the Korean language for bilinguals whose first language (L1) is Portuguese and second language (L2) is English.

Therefore, this research focuses on bilinguals who learn a third language, in this case, Brazilian speakers of Portuguese as L1 and English as L2, who learn a third language, Korean. Studies with bilinguals can help us in understanding which strategies are used for more effective learning, since these individuals have gone through this process before with another language and understand better the strategies that work best for them to memorize information about the language. This research will analyze how they process the Korean characters and how the assimilation of the symbols to their sounds occurs, so that we can foster a broader comprehension of the Korean learning phenomenon.

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Attachment 1 – Proficiency Tests - CEFR

EFSET
Around 15 minutes, no registration needed, reading and listening (multiple choice).
https://www.efset.org/
Exam English
Around 20 minutes, no registration needed, reading and listening (multiple choice).
https://www.examenglish.com/leveltest/listening_level_test.htm
Word Engine
Around 15 minutes, registration needed (free), reading and listening (multiple choice).
https://www.wordengine.jp/
Europa School of English
No time limit, no registration needed, 60 questions, only reading (multiple choice).
https://www.europa-school.co.uk/language-level-test/
Language Level
No time limit, no registration needed, 15 questions, only reading (multiple choice).
https://www.languagelevel.com/english/index.php
English Radar
60 minutes, e-mail registration needed for instant results (free), 60 questions, reading and listening (multiple choice).
https://www.englishradar.com/english-test/

Attachment 2 – Letters' Tables – Lingodeer App

VOWELS

Simple Vowels















 ㅏ	a	 ㅑ	eo
 ㅗ	o	 ㅜ	u
 ㅡ	eu	 ㅣ	i
 ㅝ	ae	 ㅞ	e

Complex Vowels






 ㅘ	ya	=	ㅣ	i	+	ㅏ	a
 ㅙ	yeo	=	ㅣ	i	+	ㅑ	eo
 ㅚ	yo	=	ㅣ	i	+	ㅗ	o
 ㅛ	yu	=	ㅣ	i	+	ㅜ	u
 ㅜ	yae	=	ㅣ	i	+	ㅝ	ae
 ㅟ	ye	=	ㅣ	i	+	ㅞ	e
 ㅠ	wa	=	ㅗ	o	+	ㅏ	a
 ㅡ	oe	=	ㅗ	o	+	ㅣ	i
 ㅢ	wae	=	ㅗ	o	+	ㅝ	ae
 ㅣ	wo	=	ㅜ	u	+	ㅑ	eo
 ㅤ	wi	=	ㅜ	u	+	ㅣ	i
 ㅥ	we	=	ㅜ	u	+	ㅞ	e
 ㅦ	ui	=	ㅡ	eu	+	ㅣ	i

CONSONANTS

Single Consonants

 ㄱ	g/k	 ㄴ	n
 ㄷ	d/t	 ㄹ	r/l
 ㅁ	m	 ㅂ	b/p
 ㅅ	s	 ㅇ	(silent)
 ㅈ	j	 ㅊ	ch
 ㅋ	k	 ㅌ	t
 ㅍ	p	 ㅎ	h

Double Consonants

 ㄱㄱ	kk	 ㄷㄷ	tt
 ㅂㅂ	pp	 ㅈㅈ	jj
 ㅅㅅ	ss		

Attachment 3 – Vocabulary Assessment

Name _____

Which of the following words means **older sister (nuna)**?

- a) 눈물
- b) 오다
- c) 누나
- d) 누가
- e) 오빠

The word 바다 (**pada**) is used to represent which word?

- a) Eye
- b) Snow
- c) Sea
- d) Mountain
- e) Sky

Which of these words means **money**?

- a) 말하다
- b) 돈
- c) 물
- d) 빨간
- e) 좋아

What is the correct translation for the word 학생 (**hakseng**)?

- a) Teacher

- b) Student
- c) School
- d) Principal
- e) Father

Which one of the alternatives represents the word **love**?

- a) 사랑
- b) 사람
- c) 살다
- d) 쓰다
- e) 씻다

How do you say **together** in Korean?

- a) 갈 거예요
- b) 가지 마
- c) 갔어요
- d) 같이
- e) 가방

Which of these sentences is the equivalent to the word 괜찮아?

- a) I'm fine/okay
- b) I hate you
- c) I love you
- d) You are beautiful
- e) You are ugly

		Vowels												
		ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ			
Consonants	k,g	ㄱ												
	n	ㄴ												
	t,d	ㄷ												
	r	ㄹ												
	m	ㅁ												
	p,b	ㅂ												
	s	ㅅ												
	ch,j	ㅈ												
	ø	ㅇ												
	h	ㅎ												

write the transcriptions in hangul:

KAGU

--	--

UYU

--	--

HOSU

--	--

MORI

--	--

ABOJI

--	--	--

PAJI

--	--

바	보	야	구	아	버	지
fool/idiot		baseball		father		
바	보	야	구	아	버	지

지	도	우	리	어	머	니
map		we		mother		
지	도	우	리	어	머	니

Attachment 4 – Schedule for Data Collection

STEPS	DESCRIPTIONS
Participant selection	Proficiency Tests (two weeks)
1st video	DATE Introduction to the alphabet (Hangul).
2nd video	DATE Simple Vowels and Simple Consonants PART 1: Simple vowels: ㅏ, ㅑ, ㅓ, ㅕ, ㅗ, ㅛ, ㅜ, ㅠ, ㅡ and ㅣ. PART 2: Simple Consonants: ㄱ, ㅋ, ㆁ, ㆁ, ㄴ, ㄷ, ㄹ, ㅁ, ㅂ, ㅅ, ㅇ and ㅎ.
3rd video	DATE Composed Vowels ㅘ, ㅙ, ㅚ, ㅛ, ㅜ, ㅠ, ㅡ, ㅣ and ㅝ.
4th video	DATE Strong Consonants ㅋ, ㅌ, ㅍ and ㅊ (aspirated); ㆁ, ㆁ, ㆁ, ㆁ and ㆁ (double).
5th video	DATE Batchim (받침) - Pronunciation Rules K sound: ㄱ, ㅋ, ㆁ; N sound: ㄴ; T sound: ㄷ, ㅅ, ㅆ, ㅈ, ㅊ and ㅎ; R/L sound: ㄹ; M sound: ㅁ; P sound: ㅂ and ㅍ; NG sound: ㅇ (Neutral).
6th video	DATE Double Batchim ㅏㅏ, ㅑㅑ, ㅓㅓ, ㅕㅕ, ㅗㅗ, ㅛㅛ, ㅜㅜ, ㅠㅠ, ㅡㅡ, ㅣㅣ and ㅝㅝ.
Lexical Decision Task	DATE Experiment to check participants' accuracy and vocabulary acquisition.
Interview with participants	Asking the participants what factors they found most challenging, and their comments about the whole literacy process.
Videos and Activities	Korean Writing System - Hangeul

Attachment 5 – Research Flyer

Curso Básico de Coreano

Lectura
Escrita
Audición
Fala

Regras
de
pronúncia

Hangul
com
músicas

NOTES
16 horas com
certificado

Hangul
com
Séries

우산
UMBRELLA

아이
CHILD

행복한
HAPPY

비오는
날

안녕하세요

Completamente gratuito.
Aulas ministradas em inglês.
Vagas limitadas!

Attachment 6 – Google Form



Alfabetização em Coreano

Olá,
antes de começar, gostaríamos de agradecer o interesse em participar desse projeto. Este é um formulário de inscrição para um curso básico de coreano que será ministrado em inglês.
Trata-se de uma pesquisa com objetivo acadêmico, ou seja, ela será usada para elaboração de Trabalho de Conclusão de Curso, sendo as informações prestadas sigilosas, e seus dados mantidos em anonimato.

Inscrições até o dia __/__/____. O curso acontecerá durante o mês de _____.

Importante ressaltar que não existe resposta certa ou errada, somente gostaríamos da sua opinião sobre as perguntas abaixo.