

**Hawaii International Conference on Education
Poster Session Abstract**

A. Title: Development Of Orthographic Skills in Korean Children:
A Study of Invented Spelling Grades One Through Six

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Abstract

Charles Read (1971) found that American preschool children's invented spellings are not random, but rather follow specific patterns of phonetic logic. Following Read's study, a line of research from the University of Virginia revealed developmental stages in learning English orthography across the grades (Henderson, 1990). A recent Chinese study by Shin (2000) found that orthographic knowledge of Chinese also develops in stage-like progressions, suggesting that the development of orthographic knowledge may be a cross-linguistic phenomenon. Based on these previous findings, this study categorized over 700 Korean students' invented spelling obtained from the uncorrected creative writing samples of students from a suburban elementary school near Seoul, whose families are mostly from mid-to-low social classes. This poster session includes a brief introduction to Korean literacy education, a review of previous studies that investigated students' invented spellings, and a rationale for the methodology that this study applied in categorizing Korean spelling attempts. Developmental sequences of several important orthographic features of Korean will be presented. Spelling errors are interpreted according to various linguistic domains captured by Korean orthography.