

Proclamation of the Ministry of Culture, Sports and Tourism
#2020-54 [Enforcement Date 27. Nov, 2020.] [Annex 1]

Standard Curriculum for Korean Language



<Contents>

1. Background	1
2. Objectives	3
3. Content framework and achievement standards	4
3.1. Principles of content framework	4
3.2. Components of content framework	6
3.3. Overarching goals and achievement standards	10
4. Directions for teaching, learning, and assessment	22
4.1. Directions for teaching and learning	23
4.2. Direction for assessment	29
[Appendix] Achievement Standards for Each Level and Linguistic Skill	37

1. Background

The demand for Korean language education has been steadily rising in recent years due to the expansion of national power, proliferation of Korean pop culture, and increased immigration. These domestic and foreign social and institutional factors have resulted in diversity in the educational environment, learners' characteristics, and other aspects of Korean language education. Such diversity, on the one hand, is a major driver of overall quantitative growth in Korean language education; on the other, it poses a challenge in improving on its quality.

The objectives and contents of Korean language education should have flexibility to be changed as necessary in response to a wide range of learning variables. Such flexibility affords benefits for teachers and learners but may also cause confusion and inefficiency, pointing to the need to establish appropriate standards for objectives and contents of education. To ensure continued and stable development in Korean language education, a standard curriculum for the Korean language needs to be put in place as criteria that can be flexibly applied and modified to different educational environments, students, and learning objectives.

This Standard Curriculum for Korean Language is the highest level of curriculum that can address all the diversity in classrooms and learners. The International Standard Curriculum for Korean Language developed in 2010 was used in the education and research areas as reference standards to resolve problems with selection of educational contents and grading. The Korean as a Second Language (KSL) Curriculum developed in 2012 was subject-specific and targeted at the elementary and middle school students learning the Korean language. The Standard Curriculum for Korean Language is truly characterized as a national curriculum in that it is comprehensive, establishes objectives, achievement standards, and educational contents, and encompasses practical methods and directions for teaching, learning, and assessment. This Curriculum is configured in such a way as to become a basis to develop subsequent individual curricula designed specifically for a certain educational environment by proposing

the content framework that is not limited to particular regions and learners.

The Standard Curriculum for Korean Language takes the viewpoint that various layers of linguistic knowledge and experience positively influence each other to eventually develop communication competence through correlation between individual languages; i.e. a list of languages of an individual speaker is formed. This can be explained by multilingualism, which emphasizes that a person's linguistic experience starts at home, develops through the language of a society, and expands into languages of other nations in the person's societal and cultural contexts. Hence, Korean should also be on an individual's language list that expands in tandem with his or her social context. One should learn the Korean language out of desire to diversify and expand one's own language list. By this approach, it will be possible to conduct Korean education in consideration of its various positions, whether as a foreign language, second language, or mother tongue.

The most important skills that learners can develop through the Standard Curriculum for Korean Language are communication skills. Communicative competence in Korean is an ability to convey messages, interpret them, and negotiate meaning in Korean. By the medium of Korean, learners achieve goals of communication with others by adapting themselves to the surrounding environment including other people, changing the environment, and cooperating appropriately with others under the given circumstances. Thus, the Standard Curriculum for Korean Language is focused on helping Korean-language learners increase their communicative competence in Korean so that they can communicate in Korean efficiently and effectively.

Since language is expression of thoughts and a product of culture, Korean-language learners directly and indirectly experience the Korean thought process and Korean culture in the course of learning the language. That is why the Standard Curriculum for Korean Language is designed to help Korean-language learners develop their Korean communication competence, understand the Koreans' thought process, and experience and enjoy Korean culture. Furthermore, it seeks to nurture the learners' intercultural communication competence to compare their own culture with Korean culture.

Once the learners' Korean communication competence and intercultural

communication competence improve, they can acquire knowledge and information on Korea through a wide range of media and materials. In other words, they can gain knowledge and information to further broaden their experience and understanding of Korea and the Korean people by means of the Korean language and they can use Korean for self-development and self-realization. All of this allows Korean-language learners to assume an amicable attitude toward Korea and the Koreans and ultimately become global citizens who value tolerance and coexistence.

2. Objectives

The major objectives of the Standard Curriculum for Korean Language are to foster communication skills in Korean with respect to various subject matters in many different contexts; to cultivate intercultural communication competence to understand and experience Korean culture; and to acquire a wide range of information and knowledge in Korean and improve capabilities to utilize them appropriately. The detailed objectives of the Standard Curriculum for Korean Language based on the aforementioned major objectives are as follows:

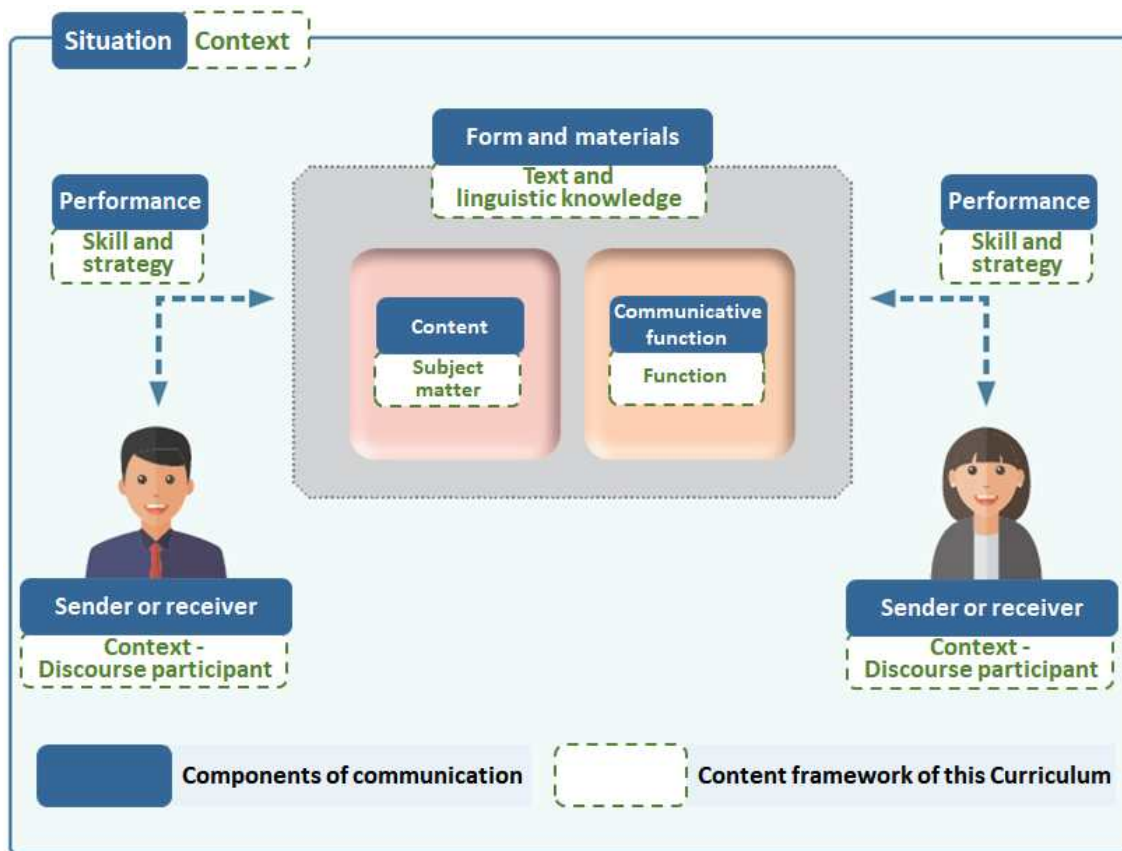
- A. To cultivate abilities to acquire and use various layers of knowledge of Korean
- B. To cultivate abilities to communicate in Korean as necessary depending on the situation
- C. To develop intercultural communication competencies to understand Korean culture and compare it with learners' own culture
- D. To cultivate abilities to acquire information and knowledge and utilize them appropriately in Korean
- E. To cultivate abilities to grow as a world citizen by communicating and interacting with Korean speakers around the world

3. Content framework and achievement standard

3.1. Principles of content framework

The contents of the Standard Curriculum for Korean Language were designed primarily based on the components required to achieve the objectives of the Curriculum, particularly, the most fundamental objective, which is to develop communication skills. To design the content framework in a way to develop learners' Korean communication competencies, it is necessary to analyze the elements involved in communication of human beings, interpret them from the educational perspective, and modify them to components of the curriculum.

Human communication is language behavior to achieve social purposes. Social purposes mean processing of certain contents or performance of certain functions, and language behaviors refer to listening, speaking, reading, and writing between senders and receivers. Senders and receivers act according to their relationship and given situation. And their linguistic framework and form and linguistic types of messages are determined in accordance with the intended purposes and given situation. In educational respects, contents and functions become 'subject matters' and 'communicative functions' to be provided as contents of education, and the circumstances such as discourse participants and temporal and spatial background become 'contexts' of use of language. Furthermore, the performance of listening, speaking, reading, and writing can be divided into 'sub-skills and strategies for each language skill.' The linguistic framework, form, and type become 'texts'; and linguistic materials such as lexis, grammar, and pronunciation become 'linguistic knowledge.'



<Figure 1> Content framework based on components of communication

Accordingly, the content framework of the Standard Curriculum for Korean Language consists of subject matters, functions, contexts, skills and strategies, texts, and linguistic knowledge. Subject matter represents the content of messages; functions mean communicative functions; and contexts refer to the spatiotemporal background and a situation where linguistic skills are actually used. Skills and strategies refer to sub-skills and strategies for each language skill to ensure that language skills are embodied in accordance with the purposes of communication. Texts mean a structure and form that contain contents and communicative functions. Linguistic knowledge refers to linguistic materials at the lexical and syntactic level, which constitute texts. The components of the content framework, which are subject matters, functions, contexts, skills and strategies, texts, and linguistic knowledge, are integrated organically and synergistically to explain the level and target of communicative competence in Korean.

The arrangement of subject matters, functions, contexts, skills and strategies, texts, and linguistic knowledge takes into account the communication process.

The communication process is composed of steps whereby the sender sends information such as thoughts or feelings to the receiver by means of a language suitable for the situation, purpose, and receiver of communication; and the receiver sends responses to the sender. In short, communication is conducted by determining subject matters and functions, considering contexts, employing skills and strategies, and conveying messages through texts and linguistic knowledge. Accordingly, the components of this Curriculum and achievement standards are arranged and described in that sequence.

3.2. Components of the content framework

The content framework of this Curriculum is composed of subject matters, functions, contexts, skills and strategies, texts, and linguistic knowledge in consideration of the communication content and process. All of those building blocks converge in the communication process in various ways to enable communication in Korean. Hence, in constituting the content framework, the focus needs to be placed on organic and dynamic combination and performance, which allows for change in the framework according to circumstances, rather than on the sequence or the importance of roles.

Subject matters mean central issues and contents, which lead thoughts or activities, and central topics of spoken or written language, which present the environment and conditions of using the language. Subject matters include health, education, daily life, shopping, housing and environment, personal information, leisure and recreation, travel, interpersonal relationships, food and beverages, public service, weather (climate), profession, work and occupation, art, traffic, and society. As learners' proficiency levels rise, these subject matters expand from personal, familiar, and specific ones to social and abstract ones.

Functions refer to the tasks that one intends to perform through communication based on linguistic forms. Subject to the characteristics of acts performed by the functions, functions can be broken down into sub-categories such as requesting or delivering information, persuading or recommending, expressing attitude or feelings, or engaging in social interaction. In such categories can specific communicative functions be arranged. For instance, the category of requesting

and delivering information can include communicative functions such as explaining, making a statement, reporting, and describing. Korean-language learners learn how Koreans perform functions, acquire Korean linguistic forms required for such performance, and eventually perform communicative functions in Korean.

Contexts concern a situation where a subject matter is dealt with. They refer to situations, where linguistic skills are actually used, or relationships between discourse participants. In the communication process, a context concretizes a situation or a receiver to determine the linguistic forms to use. In the case of the Korean language, particularly, where spoken language and literary language differ significantly, understanding the context is essential. In the context of spoken language, relationship between interlocutors, purpose of utterance, or situation are taken into consideration so as to determine the appropriate formality of utterance and the level of honorification. In the context of written language, the purpose of producing a writing or a situation is considered to determine whether the writing is a personal letter to a person close to the writer or it is an official, formal document.

For skills and strategies, skills refer to specific methods through which linguistic skills are realized or intended activities to resolve communication problems. In listening and reading, which are the areas of comprehension, the required skills differ depending on whether messages need to be comprehended in a bottom-up or top-down processing manner. Depending on the purpose of comprehension, abilities to precisely grasp segmental and detailed information or abilities to comprehensively grasp overall content may be required. In speaking and writing, which are the areas of expression, skills are required not only to logically deliver facts to interlocutors or readers but also to convey information with a view to persuading or inspiring them.

Strategies, on the other hand, which are conscious cognitive activities, refer to techniques or devices to enhance communication efficiency. Strategies involve selecting a comprehension processing method or determining where to concentrate in consideration of the nature of messages and modifying techniques or forms of expression in consideration of interlocutors or readers. Skills and strategies can determine morphological characteristics of language and change

the turn of utterance or the writing structure in order to achieve the communication purposes more efficiently.

A text is generally a bigger grammatical unit than a sentence. A text refers to a piece of spoken or written passage composed of several sentences, which contains messages that the sender intends to convey. Texts can be classified into four levels in consideration of functions and genres: The level 1 text is for delivering and understanding information; the level 2 text is for literary response and expression; the level 3 text is for critical analysis and evaluation; and the level 4 text is for social interaction. The texts at each level can be embodied in either spoken or written language, and some texts can be embodied in both spoken and written language, such as a weather forecast, product ad, job/classified ad, and oath. Texts are substances that the sender embodies his or her messages in accordance with situation, purpose, and receiver of communication. They can become conversation where turn-taking occurs, debate, discussion, or a lecture or can be represented as professional forms such as a critique or an academic paper.

Linguistic knowledge means knowledge on linguistic elements, which finally determine forms of messages, such as lexis, grammar, and pronunciation. These linguistic elements serve as linguistic materials necessary to perform communicative functions. To ensure effective performance of the functions, the knowledge on morphological, syntactic, and phonological properties of these linguistic elements should be used efficiently. For reading and writing, linguistic knowledge starts with accurate understanding and expression of spelling; and for listening and speaking, linguistic knowledge starts with hearing and understanding the uttered words and pronouncing words in accordance with the phonological properties of Korean. Linguistic knowledge is a very basic and essential element in language learning. However, the appropriate use of linguistic knowledge in communication entails understanding of subject matters, functions, contexts, skills and strategies, and texts. Decontextualized linguistic knowledge can hardly lead to realistic use of language. Linguistic knowledge, therefore, should not be taught separately from other components. Linguistic knowledge, which is useful to assimilate given subject matters and to perform required functions, should be selected as educational content so as to be used effectively and practically.

Communicative competence in Korean is realized through communication behaviors such as listening, speaking, reading, and writing, and each of these linguistic skills is specifically addressed as a component of the content framework. This content framework is a foundation for the establishment of achievement standards in the Standard Curriculum for Korean Language and will serve as a basis for determining the direction and content of Korean language teaching and learning.

<Table 1> Components of content framework

Components		Description
Subject matter	Content of communication	<ul style="list-style-type: none"> - Central issue and content that lead thoughts or activities - Topic at the center of spoken or written language - Personal information, interpersonal relationship, leisure, education, etc.
Function	Function of communicative	<ul style="list-style-type: none"> - Enabling execution of communication based on linguistic forms - Tasks intended to perform through communication - Explaining, comparing, agreeing, etc.
Context	Situation where communication occurs	<ul style="list-style-type: none"> - Situation where linguistic skills are actually used - Temporal background, roles of or relationships between discourse participants - Level of formality, difference between spoken and written language, level of honorification, etc
Skill and strategy	Specific methods of communication	<ul style="list-style-type: none"> - Specific skills and strategies required to realize linguistic skills - Intended activities to solve communication problems; and techniques or devices to enhance communication efficiency - Sub-skills and strategies such as listening, speaking, reading, and writing

Components		Description
Text	Form and structure where content is contained	<ul style="list-style-type: none"> - A bigger grammatical unit than a sentence; and a piece of spoken or written passage composed of several sentences - Type/kind and form/structure of spoken or written language - Conversation, monologue, expository writing, argumentative writing, etc.
Linguistic knowledge	Linguistic materials	<ul style="list-style-type: none"> - Linguistic types that embody thoughts (contents) in language - Morphological, syntactic, and phonological features of the Korean language - Lexis, grammar, pronunciation, etc. that are linguistic materials required to perform communicative functions

3.3. Overarching goals and achievement standards

The Standard Curriculum for Korean Language aims to develop Korean communicative competence with respect to various subject matters in many different contexts. Accordingly, the components of the content framework of this Curriculum should be utilized to improve learners' communication competence in the classroom and take into consideration significance and efficiency in teaching and learning, a learner-centric approach, and so forth. The overarching goals and achievement standards of the Standard Curriculum for Korean Language were established with its overriding educational goal being to help learners to accomplish the intended purposes of their Korean communication.

The overarching goals are ultimate goals that learners should accomplish through curricula. They should be representative and general so as to encompass lower-level objectives and achievement standards for each linguistic skill. The Standard Curriculum for Korean Language described level-specific overarching goals based on learners' Korean communicative competence. These goals set forth subject matters that learners can deal with, communication contexts that

learners can participate in, and communicative functions that learners can perform in integrated and practical aspects. In particular, the overarching goals sought to present practical teaching and learning methods by illustrating specific examples of communicative functions to demonstrate what learners can do with Korean as a target language. Since the overarching goals were not limited to specific linguistic skills, they were focused on communicative content, function, and situation that can explain overall communication competence. The microscopic components such as skills and strategies, texts, and linguistic knowledge were described in achievement standards at a lower level to ensure that the overarching goals are clear as overriding educational goals.

The overarching goals were also defined according to learners' Korean proficiency levels. For the proficiency-based grading, considering ease of use and practical application, the widely-used six-level system was adopted. The overarching goals for Level 6, the highest level, were defined to include learners at Level 6 and higher because there may be learners with proficiency above Level 6. The overarching goals for each level set out in the Standard Curriculum for Korean Language are as follows:

<Table 2> Level-specific overarching goals of the Standard Curriculum for Korean Language

Level	Overarching goals
1	Learners can participate in basic and brief everyday conversation; read or produce short writings on objects that they frequently see; and perform basic communicative functions such as greeting, introducing themselves, and understanding or exchanging simple message or information.
2	Learners can participate in simple conversation in official situations in everyday life; read or produce writings necessary in such situation; and perform communicative functions such as asking and answering in regard to certain information, granting permission and making requests, and understanding or exchanging messages.
3	Learners can participate in conversation in familiar social situations; read or produce writings on social issues concerning themselves; and perform communicative functions such as recommending, advising, understanding or expressing simple explanations, and exchanging information.

4	Learners can participate in discourse on familiar social or abstract subject matters or basic business at work; read or produce writings on social or abstract topics that they are usually interested in; and perform communicative functions such as agreeing and disagreeing, directing and reporting, and understanding or expressing thoughts or intentions.
5	Learners can participate in discourse on social issues in general and on their business or study; read or produce writings on social issues and some professional writings; and perform communicative functions such as making business reporting, discussing, systematically delivering information, and understanding and expressing opinions or arguments.
6	Learners can participate in professional or academic discourse; read or produce writings on unique social and cultural characteristics or academic subject matters; and perform communicative functions such as persuading or recommending, and logically and effectively understanding and expressing opinions or arguments.

Achievement standards refer to what learners are expected to achieve through education. Achievement standards enable teachers and learners to clearly understand what to teach and learn. Hence, they should be able to specifically limit the meaning of objectives and contents of the curriculum and to clearly explain level-specific objectives and standards based on the components of the content framework of the curriculum in an accessible way. The achievement standards of the Standard Curriculum for Korean Language are breakdowns of the level-specific communication skills set forth in the overarching goals and are defined for each linguistic skill to facilitate their application.

The overarching goals were explained with focus on high-level communicative functions where all linguistic skills are integrated, whereas the achievement standards were concretely defined with focus on subject matters, contexts, skills and strategies, texts, and linguistic knowledge where the properties of each of the linguistic skills, except for communicative functions, are revealed. The content components of achievement standards were arranged in the order of subject matter, context, skill and strategy, text, and linguistic knowledge in consideration of the ease of teaching and learning design.

The elements of achievement standards were numbered 1 through 5 so that the components can be explained with most representative and essential

educational contents for each level and users can easily understand and use the standards.

The achievement standards of the Standard Curriculum for Korean Language were defined to be used with flexibility from integrated perspectives according to the teaching and learning situations, learners' needs, and educational contents for each level. Thus, an institution can develop its own Korean as a second language curriculum, which specifically reflects the institution's characteristics, on the basis of the Standard Curriculum for Korean Language. The level-specific objectives and achievement standards for each linguistic skill are as follows:

<Table 3> Level-specific objectives and achievement standards for listening

Classification		Description	
Listening	Level 1	Objective	Learners can understand basic and everyday short conversations and perform communicative functions such as greeting or self-introduction.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can understand conversations about everyday objects that they often see. 2. Learners can understand conversations in personal and familiar situation. 3. Learners can grasp simple information or roughly understand the meaning of what they hear. 4. Learners can understand standardized expressions or simple conversations with one or two sentences. 5. Learners listen to and can understand basic vocabulary and sentence structures and utterances of native Korean speakers who speak clearly and slowly.
	Level 2	Objective	Learners can understand simple conversations in official situations in everyday life and perform communicative functions such as asking and answering questions in regard to certain information and granting permission and making requests.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can understand sociable conversations or subject-specific conversations. 2. Learners can understand expressions or contents used in familiar public places or informal situations. 3. Learners can grasp the discourse situation or key information of utterances through explicit information. 4. Learners can understand conversations with more than two turn-takings or utterances such as simple public announcements.

			5. Learners know simple sentence structures and can understand utterances of slow-speaking native Korean speakers.
Level 3	Objective		Learners can understand conversations in common social situations and perform communicative functions such as recommending or advising.
	Achievement standards		<ol style="list-style-type: none"> 1. Learners can understand conversations about social issues concerning their life. 2. Learners can understand discourses in formal situations with people having business relationships. 3. Learners can understand overall contents of discourses by grasping the key contents of the discourses and intentions of speakers. 4. Learners can understand complex daily conversations or easy-to-follow instructions or interviews. 5. Learners know various sentence structures and can understand utterances of native Korean speakers who speak with an accurate intonation and at a normal speed.
Level 4	Objective		Learners can understand discourses on familiar social and abstract subject matters or on basic business at work and perform communicative functions such as agreeing and disagreeing, and directing and reporting.
	Achievement standards		<ol style="list-style-type: none"> 1. Learners can understand discourses on general social and abstract subject matters such as occupation and education. 2. Learners can understand expressions or contents used in business or official situations. 3. Learners can generally understand key contents and specific detailed information of discourses. 4. Learners can understand interviews and news with standardized structure and form. 5. Learners know various complex sentence structures and can understand utterances of native Korean speakers who speak with a natural intonation and at a natural speed.
Level 5	Objective		Learners can understand discourses on subject matters on society in general or their own business or study and perform communicative functions such as business reporting and discussion.
	Achievement standards		<ol style="list-style-type: none"> 1. Learners can understand discourses on social and abstract subject matters or their area of expertise. 2. Learners can understand discourses that take place in

	Level 6		<p>some professional and formal situations.</p> <p>3. Learners can understand key and detailed contents of utterances and grasp implied intentions of speakers.</p> <p>4. Learners can understand movies, documentaries, and educational programs having a variety of narrative structures.</p> <p>5. Learners know vocabulary and expressions necessary for business and study and can understand utterances of native Korean speakers who change their pronunciation, intonation, and speed depending on their intention.</p>
		Objective	Learners can understand discourses in professional or academic areas and perform communicative functions such as persuading or recommending.
		Achievement standards	<p>1. Learners can understand discourses dealing with most subject matters on their area of expertise.</p> <p>2. Learners can understand formal discourses that take place mostly in professional situations.</p> <p>3. Learners can understand utterances by analyzing their logical flow and correlation and inferring their contents.</p> <p>4. Learners can understand talks, lectures, and debates with complex, logical structures.</p> <p>5. Learners know professional and academic expressions and can understand utterances of native Korean speakers who reveal idiosyncrasies in their pronunciation, intonation, and speed.</p>

<Table 4> Level-specific objectives and achievement standards for speaking

Classification		Description	
Speaking	Level 1	Objective	Learners can engage in short basic and everyday conversations and perform communicative functions such as greeting or self-introduction.
		Achievement standards	<p>1. Learners can speak about themselves and usual objects or things near them.</p> <p>2. Learners can engage in conversations necessary in personal and familiar situations.</p> <p>3. Learners can orally convey simple information.</p> <p>4. Learners can use standardized expressions or engage in conversations having two or three turn-takings.</p> <p>5. Learners can use basic vocabulary and sentence structure and speak with pronunciation and intonation that are inaccurate but understandable to those</p>

			Koreans who are accustomed to non-native Korean speakers' utterances.
Level 2	Objective		Learners can engage in conversations necessary in official situations in everyday life and perform communicative functions such as asking and answering questions in regard to certain information, granting permission, and making requests.
	Achievement standards		<ol style="list-style-type: none"> 1. Learners can engage in everyday sociable conversations and speak about specific subject matters. 2. Learners can engage in conversations necessary in public places or informal situations. 3. Learners can orally express their own basic intentions. 4. Learners can engage in conversations using typical structures or soliloquize briefly. 5. Learners can speak in simply-structured sentences and with inaccurate but understandable pronunciation and intonation.
Level 3	Objective		Learners can engage in conversations in common social situations and perform communicative functions such as recommending or advising.
	Achievement standards		<ol style="list-style-type: none"> 1. Learners can speak about social issues concerning their own life. 2. Learners can distinguish between formal and informal situations when speaking. 3. Learners can construct simple discourses on their own experiences or thoughts when speaking. 4. Learners can engage in complex conversations or make short presentations. 5. Learners can use slightly complex sentence structures and speak with pronunciation and intonation that are understandable to those Koreans who are not familiar with non-native Korean speakers' utterances.
Level 4	Objective		Learners can make utterances concerning familiar social and abstract subject matters or required for basic business at work and perform communicative functions such as agreeing and disagreeing, and directing and reporting.
	Achievement standards		<ol style="list-style-type: none"> 1. Learners can participate in conversations about general social and abstract subject matters such as occupation and education. 2. Learners can distinguish between formal and informal expression when engaging in conversations in business or official situations. 3. Learners can speak realistically about objective

			<p>incidents or situations.</p> <p>4. Learners can make simple business reports or short business presentations.</p> <p>5. Learners can speak with natural pronunciation and intonation using various sentence structures.</p>
	Level 5	Objective	Learners can make utterances concerning subject matters on society in general and their own business or study and perform communicative functions such as business reporting and discussion.
		Achievement standards	<p>1. Learners can speak about social and abstract subject matters and their own professional area.</p> <p>2. Learners can make appropriate utterances in some professional and formal situations.</p> <p>3. Learners can fluently speak about their own thoughts and opinions.</p> <p>4. Learners can make reports or presentations to deliver facts or participate in meetings.</p> <p>5. Learners can speak with fluent pronunciation and intonation using vocabulary and expressions necessary for business and study.</p>
	Level 6	Objective	Learners can make utterances necessary in professional or academic areas and perform communicative functions such as persuading or recommending.
		Achievement standards	<p>1. Learners can speak about most subject matters on their area of profession.</p> <p>2. Learners can make utterances suitable for the formality in most professional situations.</p> <p>3. Learners can logically speak about their opinions based on reasonable grounds.</p> <p>4. Learners can participate in debates or discussions where opinions are actively exchanged.</p> <p>5. Learners can speak fluently and precisely by using professional and academic expressions and adjusting their pronunciation and intonation according to their intentions.</p>

<Table 5> Level-specific objectives and achievement standards for reading

Classification		Description	
Reading	Level 1	Objective	Learners can understand short writings common in everyday life and perform basic communicative functions such as understanding or exchanging simple information.
		Achievement standards	<p>1. Learners can read and understand writings about everyday and specific subject matters.</p> <p>2. Learners can read and understand writings used in</p>

		<p>personal situations.</p> <p>3. Learners can generally understand what they have read and verify simple information.</p> <p>4. Learners can read short life writings, simple notices, signboards, and the like.</p> <p>5. Learners know that pronunciation and spelling may differ and can correctly read basic words and short sentences.</p>
Level 2	Objective	Learners can understand writings used in official situations common in everyday life and perform communicative functions such as understanding or exchanging of messages.
	Achievement standards	<p>1. Learners can read and understand writings about everyday subject matters that they have experienced.</p> <p>2. Learners can read and understand official writings that they often see everyday.</p> <p>3. Learners can generally understand what they have read and identify necessary information.</p> <p>4. Learners can read simple practical writings, such as notices and memos, or life writings.</p> <p>5. Learners can read and understand writings composed of simply-structured sentences.</p>
Level 3	Objective	Learners can understand writings on social issues concerning their life and perform communicative functions such as understanding the author's thoughts and exchanging information.
	Achievement standards	<p>1. Learners can read and understand writings on social issues that they are familiar with.</p> <p>2. Learners can read and understand formal writings targeted at unspecified individuals or readers in social contexts.</p> <p>3. Learners can understand main ideas of writings and grasp details of information.</p> <p>4. Learners can read various types of practical writings, life writings containing complex sentences, and expository writings containing simply-structured sentences.</p> <p>5. Learners can read and understand writings containing quite complex sentences.</p>
Level 4	Objective	Learners can understand writings about social and abstract subject matters that they are usually interested in and perform communicative functions such as understanding the author's thoughts or intentions.
	Achievement standards	1. Learners can read and accurately understand writings about familiar social and abstract subject matters.

			<p>2. Learners can read and understand formal writings used in familiar business situations.</p> <p>3. Learners can identify and understand main ideas and purposes of writings.</p> <p>4. Learners can read complex expository writings, simply-structured argumentative writings, and relatively short literary works.</p> <p>5. Learners can identify modes of content development such as comparison, contrast, and enumeration and understand writings containing complex sentences.</p>
Level 5	Objective		Learners can understand writings on social issues and some professional writings and perform communicative functions such as understanding or sharing opinions or arguments.
	Achievement standards		<p>1. Learners can read and understand writings on society in general or their area of expertise.</p> <p>2. Learners can read and understand formal writings used in business or study contexts.</p> <p>3. Learners can grasp logical flow of writings and understand their main ideas and detailed contents separately.</p> <p>4. Learners can read complex argumentative writings and short and simply-structured literary works.</p> <p>5. Learners can identify various modes of content development of writings such as definition, citation, amplification, and analysis used in paragraphs.</p>
Level 6	Objective		Learners can understand professional or academic writings and perform communicative functions such as logical understanding and judgment of the author's opinions.
	Achievement standards		<p>1. Learners can read and understand writings about social and cultural peculiarities or writings in professional fields.</p> <p>2. Learners can read and understand formal writings used in professional or academic situations.</p> <p>3. Learners can grasp the logical semantic relationships in writings and infer the author's intentions.</p> <p>4. Learners can read critiques, reports, dissertations, and other writings having logical structures and forms, and literary works that do not have very complex structures.</p> <p>5. Learners can understand writings based on their understanding of literary expressions, such as figures of speech or implications, and various forms of rhetoric.</p>

<Table 6> Level-specific objectives and achievement standards for writing

Classification		Description	
Writing	Level 1	Objective	Learners can write about subject matters common in everyday life and perform basic communicative functions such as writing or exchanging simple messages.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can write about mundane and specific subject matters. 2. Learners can produce terse writings used in personal situations. 3. Learners can write about facts or their thoughts in simple sentences. 4. Learners can write simple memos or paragraphs of a few sentences. 5. Learners can construct words by combining consonants and vowels and spell correctly according to the rules of orthography.
	Level 2	Objective	Learners can produce writings necessary in official situations common in everyday life and perform communicative functions such as providing simple information or describing explicit facts.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can write about subject matters that they have experienced and that are related to their everyday life. 2. Learners can produce writings used in personal and informal situations. 3. Learners can consistently connect sentences naturally in their writing. 4. Learners can produce life writings, such as diaries, or introductions to people or things around them. 5. Learners can write simply-structured sentences using basic vocabulary and grammar.
	Level 3	Objective	Learners can write about social issues concerning their own life and perform communicative functions such as conveying or explaining information.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can write about familiar social issues. 2. Learners can produce formal writings used in common official situations. 3. Learners can distinguish their own opinions from objective facts when writing. 4. Learners can produce various types of practical writings or simply-structured expository writings. 5. Learners can write with relatively precise meaning using rather complex sentences.
	Level 4	Objective	Learners can write about social and abstract subject

			matters that they are usually interested in and perform communicative functions such as explaining objects or expressing their thoughts.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can write about social issues and abstract subject matters that they are interested in. 2. Learners can produce formal writings used in familiar business situations. 3. Learners can construct paragraphs when writing in a way that clearly reveals the main ideas. 4. Learners can produce expository writings of various structures or argumentative writings of simple structure. 5. Learners can write complex sentences and in modes of content development such as comparison, contrast, and enumeration.
	Level 5	Objective	Learners can write about social issues or some professional subject matters and perform communicative functions such as conveying information or expressing their opinions in a systematic manner.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can write about subject matters on society in general or their area of expertise. 2. Learners can produce formal writings necessary in business or learning contexts. 3. Learners can write in a structured manner with cohesiveness and cohesion of contents. 4. Learners can write short reports with logical structures and basic forms. 5. Learners can write using vocabulary and expression necessary for their business and study and various modes of content development.
	Level 6	Objective	Learners can write about professional or academic subject matters and perform communicative functions such as logically and effectively suggesting their opinions.
		Achievement standards	<ol style="list-style-type: none"> 1. Learners can write about subject matters that reveal social and cultural peculiarities or produce professional writings. 2. Learners can produce formal writings used in professional or academic situations. 3. Learners can produce writings that fit the purpose in consideration of expected readers. 4. Learners can write critiques or academic dissertations that are logical and complete in formality based on reasonable grounds. 5. Learners can write using professional vocabulary and expression and various forms of rhetoric suitable for genres.

4. Directions for teaching, learning, and assessment

In teaching and learning of the Korean language, the role of teachers as facilitators of interactions is more important than as transmitters of knowledge. Teachers are supposed to focus primarily on how learners accept and understand educational contents and help activate interactions between teachers and learners and between learners. To ensure the effectiveness of teaching and learning of the Korean language, they need to employ a variety of teaching methods appropriate for learners' learning goals based on a communication-centered teaching method. Teachers should focus on providing learners with opportunities to use language rather than analyzing language and teach the four linguistic skills (i.e. listening, speaking, reading, and writing) in a coordinated manner. Teachers should also help learners develop practical communication skills through task-oriented activities designed to integrate all components, i.e. subject matters, functions, contexts, skills and strategies, texts, and linguistic knowledge.

4.1. Directions for teaching and learning

A. Teaching and learning plans

The teaching and learning plans are intended to design the contents of education and the order and method of presenting the contents according to learning objectives set in the curriculum. The ultimate goal of the plans is to efficiently achieve teaching and learning objectives of gaining excellent learning outcomes in class. Hence, teaching and learning design should start with analysis of learners' needs including learners' situations and contexts and include plans for a series of processes of establishing objectives, selecting and arranging contents, planning lessons, and conducting assessments. The bottom line of teaching and learning design is to formulate plans for what and how to teach. The teaching contents, which amount to 'what to teach,' include components: linguistic knowledge such as vocabulary, grammar, and pronunciation; texts; linguistic skills

(i.e. listening, speaking, reading, and writing) and strategies; subject matters; functions; and contexts. 'How to teach' should include teaching and learning processes in the classroom based on learners' characteristics, such as presentation of contents, practice, and activity; and plans for teaching materials, class schedule, class management, feedback, and assessment. Thus, to obtain answers as to 'how,' learners need to be understood and learning contents need to be analyzed systematically as follows:

1) Establish teaching and learning plans in consideration of learners and the learning environment

- ① Formulate teaching and learning plans in consideration of learners' language and cultural background
- ② Formulate teaching and learning plans in consideration of learner factors (e.g., Korean language learning background, and Korean proficiency) and learning environment factors (e.g., contact/contactless education, number of learners, classroom size and layout, and teaching and learning equipment and materials)
- ③ Formulate teaching and learning plans to stimulate learners' interest and motivation
- ④ Formulate teaching and learning plans in consideration of learners' individual differences by identifying their level of attainment of achievement standards

2) Establish teaching and learning plans by analyzing learning contents

- ① Create teaching and learning contents for each subject matter and situation in consideration of learners' proficiency levels
- ② Create teaching and learning contents in consideration of learners' Korean level and cultural background
- ③ Formulate teaching and learning plans to deal with communication activities where the four linguistic skills (i.e. listening, speaking, reading, and writing) can dynamically interact
- ④ Formulate teaching and learning plans in consideration of subject matters,

elements of learning contents, learning materials, functions to solve learning tasks, and communication situations as media for the dynamic integration of the four linguistic skills

- ⑤ Ensure that teaching and learning practices can integrate the four linguistic skills (i.e. listening, speaking, reading, and writing) with linguistic culture through exercises involving the contents dealing with Korean linguistic culture

B. Teaching and learning methods

Teaching and learning of the Korean language should be based on the communicative language teaching method that emphasizes meaning rather than form so that learners can be at the center of the negotiation of meaning. To that end, the teaching and learning approach should be developed in such a way that learners need to be given significant communication tasks to actively participate in the task performing process and positively engage in delivery and exchange of meaning. Communication tasks are structured language learning activities that include goals, contents, activities, procedures, and results. Since they motivate learners to use Korean, they have an advantage of enabling learners to view language as a tool rather than knowledge. Furthermore, in performing communication tasks, it is also necessary to propose teaching and learning methods of focusing on language form so that learners can pay attention to the linguistic morphology of the Korean language or, in some cases, to provide explicit education on the morphological properties of the Korean language so that learners can improve both fluency and accuracy. To that end, teaching and learning methods need to be applied with the following taken into account:

- 1) Apply the teaching and learning methods that are suitable for learning objectives and contents
 - ① Select teaching and learning methods of aligning listening, speaking, reading, and writing to render teaching and learning practical and integrated
 - ② Ensure that learners become acquainted with effective learning strategies suitable for their learning type and style to achieve learning objectives

- ③ Make use of a variety of supplementary materials such as pictures, videos, drawings, graphs, charts, tables, or lexical networks to help learners better understand learning contents
 - ④ Make use of multimedia data and IT tools to raise learners' interest and render teaching and learning effective
- 2) Plan and apply the participatory teaching and learning approach to generate effective learning in the learning process
- ① Select appropriate teaching and learning methods such as communicative language teaching, task-based language teaching, discussion learning, and flipped learning in consideration of educational objectives and achievement standards of the Korean language, in order to take the participatory teaching and learning approach.
 - ② Provide a wide range of teaching and learning formats appropriate for learners' active interactions such as individual activities, pair activities, small-group activities, experiential activities, and project activities to ensure learner-centered education
 - ③ Encourage learners' active and self-directed participation in classes by meeting their needs
 - ④ Plan classroom activities in consideration of learners' linguistic areas, age group, and cultural background to keep learners interested and immersed in learning
 - ⑤ Call learners' attention to learning objectives and elements at every period in order for them to examine their learning activities for themselves and increase their motivation to participate in class by actively encouraging their self-directed activities

C. Teaching and learning methods for each linguistic skill

There are two Korean language teaching and learning methods: the integrated skill approach whereby the four linguistic skills (i.e. listening, speaking, reading, and writing) are taught in integrated ways; and the segregated skill approach

whereby each of the linguistic skills is taught separately. One or both approaches need to be used depending on teaching and learning objectives and needs. The two approaches may seem complementary, but it is clear that either approach should presuppose understanding of the unique features of each linguistic skill. Hence, teaching and learning methods based on the characteristics of each linguistic skill are described as follows:

1) Listening

Even though listening is the most frequently used linguistic skill in everyday life, it has long been regarded as an ancillary and passive skill. Listening nowadays is considered part of a comprehension process, and listeners are regarded as common discourse participants who constitute messages together with speakers. Hence, Korean listening education should be designed in such a way that learners creatively and actively participate in listening activities and maximize interactions with discourse participants or texts based on their prior knowledge rather than merely remaining at the teaching and learning level of accurately hearing and understanding given information. The goals of listening should include not only listening for simple exchange of information necessary for everyday purposes but also recreational or aesthetic listening to pursue pleasure and academic or professional listening focused on special purposes of Korean learning. To that end, the following teaching and learning methods can be proposed:

- ① Teach active and interactive listening by helping learners understand and reinterpret discourses with purpose and expectation
- ② Help learners listen and appropriately respond appropriately to situations of discourses and features of media by utilizing a variety of discourses and media and diversify relationships with conversation participants and contents
- ③ Utilize strategies involving focus on key words, inference from contexts, and so forth to enable comprehension suitable for listening purposes
- ④ Teach learners to understand phonological and syntactic features of spoken Korean and make use of nonverbal clues

- ⑤ Teach learners to distinguish individual sounds and comprehend spoken words, sentences, and discourses

2) Speaking

Speaking is the most basic linguistic skill of communication and serves as a primary indicator of a learners' linguistic competence. Speaking lessons today emphasize similarity to discourses generated by discourse communities of target language, adequacy accepted by the society of target language, and active participation as well as accuracy and fluency. Thus, the purposes of teaching and learning for Korean speaking are to deliver one's intentions efficiently based on knowledge of the Korean language, going beyond creating grammatically correct sentences to deliver meaning. To that end, learners need to improve their abilities to actively negotiate meanings with discourse participants and analyze Korean discourses used in various situations. It is also important to teach learners to make natural utterances in the way native Koreans speak by identifying the relationships between discourse participants and defining the features of Korean discourses. To that end, the following teaching and learning methods can be proposed:

- ① Choose according to learning objectives between grammatically correct speaking and meaning-oriented fluent speaking in a balanced way
- ② Guide learners to express thoughts, feelings, and information appropriately in various Korean speaking situations such as conversations in planned and unplanned situations, social situations, and information-exchanging situations
- ③ Teach learners to speak Korean in natural ways by understanding Koreans' discourse practices and master the characteristics of spoken Korean such as contraction, omission, and idiomatic expression
- ④ Teach learners according to their levels to speak Korean with pronunciation, intonation, and speed that make them understandable to native Korean speakers
- ⑤ Provide learners with appropriate feedback to prevent incorrect expression or pronunciation from becoming fossilized

3) Reading

Reading is a linguistic skill that has strong instrumental characteristics. Learners are frequently exposed to information or knowledge through written materials. Reading is the most efficient linguistic skill for assimilating new contents and knowledge in class as well as in everyday life. The reading education has, therefore, developed with the ultimate purpose of processing a wide range of contents rather than processing sentence-level comprehension. Teaching and learning for Korean reading also expands their educational focal points to discourses from sentences and to contents from structures. Reading texts, in particular, can be instrumental in providing varied and extensive knowledge and information such as the Koreans' way of thinking and Korean culture. Thus, reading materials of a variety of genres and subject matters in diverse media should be provided. To that end, the following teaching and learning methods can be proposed:

- ① Start with mastery of sounds and spellings and aim for literal, inferential, critical, and emotional understanding of contents and forms of texts
- ② Instruct learners to utilize discourse markers used between sentences and between paragraphs and understand structures and contents of texts to enable extensive reading
- ③ Teach learners to effectively read by utilizing various strategies fit for reading purposes, such as reading utilizing background knowledge, skimming, and inferential reading
- ④ Instruct learners to read in accordance with reading purposes by reading various writings such as life writings and expository writings intended to understand factual information and novels and essays intended to experience pleasure
- ⑤ Teach learners to develop understanding of the Korean language and culture through not only written language but also various multimedia materials such as drawings and videos that contain the Korean culture and consciousness

4) Writing

Writing can require more time for production of contents and generally involves less frequent interaction with the other party than speaking. For these reasons, writing is much easier to take the process-oriented teaching approach than speaking of the same expressive character. For teaching and learning for Korean writing, learners should be granted sufficient time to perform process-oriented writing tasks and taught to employ various strategies that can be used for each level. Making use of pre- and post-writing steps, teachers need to enable learners to verify for themselves if they have produced writings in compliance with the structure and form of Korean texts and given genres. Compared to other linguistic skills, writing proficiency improves slowly, so learners' learning motivation needs to be fostered in consideration of their interest from the beginner level. To that end, the following teaching and learning methods can be proposed:

- ① Teach in a phased and gradual manner starting with spelling out words and extending writings from words to sentences and paragraphs
- ② Guide learners to precisely understand grammar and sentence structure and appropriately utilize punctuation marks to produce writings that conform to the structure and form of Korean writings
- ③ Plan writing tasks that reflect learners' needs and provide practical tasks that can be used in real-life communication
- ④ Guide learners to produce writings of various genres such as life writings, expository writings, argumentative writings, and reviews as expected by Korean discourse communities
- ⑤ Pursue process-oriented writing for each step (i.e. before, during, and after writing) and guide learners to produce effective writings based on feedback from teachers or other learners

4.2. Direction for assessment

Korean assessment should be planned and conducted in consideration of both the universal characteristics as a foreign language and the unique features of the

Korean language. Korean assessment should be reliable by maintaining validity and consistency in its contents and methods and have authenticity reflecting the linguistic life of Korean discourse communities. Furthermore, assessment can be administered for such purposes as diagnosis, placement, achievement, and proficiency confirmation. Large-scale proficiency assessments aim to assess how much learners have attained the achievement standards set forth in the Standard Curriculum for Korean Language, and classroom-based assessments can primarily assess level-specific targets set forth in an individual curriculum. The Standard Curriculum for Korean Language pursues proficiency-oriented achievement tests and emphasizes the diagnosis of learners' Korean communicative competence and the washback effect generated by the feedback provided based on the diagnosis. The Curriculum also pursues direct assessment and performance assessment, but discrete-point testing for linguistic knowledge may be used in accordance with purposes of an assessment.

A. Assessment plan

In order for Korean assessment to be effective, it should be systematically planned in compliance with the purposes of the assessment. It is easy to consider that assessment is the last step of a curriculum, which is implemented after teaching and learning is completed. However, it should be closely aligned with the Korean as a Second Language curriculum at the beginning of instructional design. In planning assessments, not only the plans for overall construction and execution of assessments but the plans to enhance the effectiveness of assessments such as effective methods of presenting assessment results to learners should be also included. Ease of application on the teachers' part and learner factors and characteristics also merit consideration.

- 1) Establish assessment plans by analyzing learner factors and characteristics
 - ① Develop assessment plans in consideration of learners' language and cultural background
 - ② Develop assessment plans in consideration of the learner factors such as

Korean learning background and Korean proficiency, and the environmental factors such as contact/contactless education, number of learners, classroom size and layout, and teaching and learning equipment and materials

- ③ Develop assessment plans in a way that sustains learners' interest in learning Korean and bolsters their motivation
- ④ Use different assessment contents or methods in consideration of learners' needs or characteristics.

2) Establish assessment plans that fit for the teaching and learning contents and the assessment objectives

- ① Develop assessment plans in alignment with the Korean as a Second Language curriculum to identify learners' achievement levels
- ② Develop assessment plans to assess both learning processes and results
- ③ Develop plans to make discrete-point testing or integrative testing for linguistic skills (i.e. listening, speaking, reading, and writing) in accordance with testing objectives
- ④ Develop assessment plans in consideration of validity, reliability, effectiveness, and authenticity.

B. Assessment practices and utilization

Assessment should be conducted primarily based on contents that are the most representative and critical for achievement of level-specific objectives of the Korean as a Second Language curriculum. Process-oriented assessment of essential contents rather than outcome-based one-off assessment should be carried out. Consistency in assessment practices should be maintained to render them reliable. Going beyond examining learners' proficiency, assessments should be planned and executed to further motivate Korean learners. Assessment outcomes should be used to improve teaching and learning and presented to learners to increase the washback effect. Learners should be able to participate in the whole assessment process.

1) Use valid and reliable assessment methods to precisely define the achievement level of learners

- ① Conduct both individual assessment of each linguistic skill (i.e. listening, speaking, reading, and writing) and combined assessment such as listening and speaking, reading and speaking, reading and writing, and listening and reading in order to ensure integrated assessment reflecting actual linguistic life
- ② Assess linguistic knowledge such as vocabulary and grammar separately if learners' precision in use of vocabulary and grammar needs to be confirmed
- ③ Conduct formative assessment and summative assessment in consideration of assessment purposes and situations
- ④ Conduct direct assessment and indirect assessment in consideration of assessment purposes and situations
- ⑤ Utilize appropriate assessment methods that suit teaching and learning approaches, such as paper-based assessment, oral assessment, observation assessment, and portfolio assessment
- ⑥ Draft assessment materials based on assessment plans and produce them after undergoing review and modification
- ⑦ Clearly set assessment standards and share them with learners before performing assessments

2) Plan and execute assessments to increase Korean learning motivation

- ① Create assessments in consideration of learners' purpose and environment of use of the Korean language
- ② Create assessments in such a way that experiencing assessments motivates learners to learn Korean
- ③ Create assessments in consideration of learners' linguistic area and age group, and cultural background
- ④ Use assessment approaches suitable for learners' interactions such as individual assessment, role playing, and small-group projects
- ⑤ Appropriately utilize self-assessments and peer assessments

3) Efficiently utilize assessment results

- ① Use assessment results to improve teaching and learning
- ② Interpret assessment results based on differences among individuals in order for learners to discover their own strengths and weaknesses and provide learners with feedback to strengthen the washback effect
- ③ Guide learners to utilize assessment results as self-evaluation data
- ④ Incorporate assessment results into the next assessment plans

A. Assessment methods for each linguistic skill

Linguistic skills maybe assessed by discrete point testing whereby the four linguistic skills are separately assessed and by integrative testing whereby they are all linked for assessment. If necessary, linguistic knowledge such as vocabulary and grammar can be assessed separately. Testing combined linguistic skills such as listening and speaking, reading and speaking, reading and writing, and listening and reading can increase authenticity and usefulness of assessments in that it has the merit of reflecting actual language use of discourse communities in assessments. On the other hand, discrete point testing has advantages in that learners' improvement can be diagnosed for each linguistic skill and that it is relatively easy to interpret assessment results. Hence, to take the most advantage of discrete point testing, the following needs to be taken into consideration:

1) Listening

Assessments of the Korean language competencies pursue direct assessments and performance assessments. For listening, conducting direct assessments and performance assessments is somewhat difficult, but the direct listening performance of learners rather than multiple-choice tests should be assessed, if possible. One feasible alternative is testing listening along with speaking. Even if only listening is separately assessed, finding main ideas or identifying speaker's

intentions should be assessed in accordance with the purposes of listening rather than microscopic assessments such as testing of comprehension of peripheral information. Assessments need to be constructed in such ways that listening is taught in accordance with level-specific objectives and text types.

- ① Assess listening comprehension competence in compliance with the purposes of listening by utilizing strategies such as focusing on key words and inferring meanings from context
- ② Assess abilities to discern individual sounds and further grasp the meaning of spoken words, sentences, and discourses
- ③ Assess if learners can understand the characteristics of the spoken Korean language and discourses
- ④ Assess abilities to understand natural utterances of the Korean language by using various authentic materials such as online videos, TV programs, and other visual and auditory materials
- ⑤ Make the speed of listening assessment materials authentic and appropriately adjust it in accordance with learners' levels

2) Speaking

Speaking is the best linguistic skill for evaluating Korean communicative competencies, so direct assessment and performance assessment should be used. For speaking, learners should be assessed as to whether their ways of speaking Korean conform to the linguistic practices of Korean discourse communities, and a variety of tasks such as conversation and monologue should be included in assessments in accordance with level-specific objectives and characteristics. Social contexts also need to be properly addressed, including relationships with discourse participants and level of formality. After assessments, learners need to receive feedback on their assessment results to improve their Korean communicative competencies.

- ① Assess abilities to construct meanings in conformity with assessment purposes and tasks

- ② Establish assessment constructs such as ability to perform tasks, ability to organize contents, fluency, accuracy, and adequacy in order to evaluate grammatical ability, discourse construction ability, sociolinguistic ability, and strategic ability
- ③ Select assessment methods suitable for assessment contents such as interviews with teacher, pair activities, small-group role playing, and presentations
- ④ Assess not only task performance results but also task performance process and attitude
- ⑤ Assess abilities to speak with pronunciation, intonation, and speed that native Korean speakers can understand

3) Reading

Reading abilities are assessed by selecting texts that contain subject matters and functions suitable for level-specific reading purposes. Assessments need to go further from a traditional approach of reading short texts for testing and answering questions. Depending on learners' levels, extensive reading and elaborate text reading using strategy need to be included. Assessments also need to be constructed to both bottom-up and top-down reading abilities in consideration of the reading comprehension process.

- ① Assess reading abilities by utilizing various strategies suitable for reading objectives such as skimming and inferential reading
- ② Assess level-based abilities for reading aloud and literal, inferential, critical, and emotional reading comprehension
- ③ Assess abilities not only to understand contents but also to identify the characteristics of text form and structure
- ④ Use a variety of writings as test materials such as life writings and expository writings whose goals are to understand facts, and novels and essays through which readers can experience pleasure
- ⑤ Produce assessment questions by using various multimedia such as pictures and videos relating to Korean culture, as well as written language

4) Writing

For writing assessment, direct assessment and process-oriented assessment need to be used to evaluate learners' actual writing abilities. After assessment, feedback on assessment results should be provided to learners. Feedback on contents of writing, performance of task, and organization of writing should be provided so that learners are not only focused on grammatical errors but on overall meaning. In providing feedback, learners need to be encouraged to rewrite their writings based on feedback so as to resolve their weaknesses.

- ① Select assessment constructs such as abilities to perform tasks and organize contents, development structure, language use, and sociolinguistic ability
- ② Evaluate learners' writing abilities by observing and diagnosing not only the writings produced during tests but also various writings produced in class
- ③ Assess learners' abilities to produce a broad range of writings in line with characteristics of their genres, including life writings such as diary entries, expository writings of various structures, argumentative writings such as critiques, and academic reports, according to the writing achievement standards
- ④ Develop practical assessment tasks that can be used and communicated in real life
- ⑤ Assess not only learners' writing outputs but also writing processes (i.e. planning, outlining, drafting, and rewriting)

[Appendix] Achievement Standards for Each Level and Linguistic Skill

Category		Listening	Speaking	Reading	Writing
Level 1	Overarching goal	Learners can participate in basic and brief everyday conversation; read or produce short writings on objects that they frequently see; and perform basic communicative functions such as greeting, introducing themselves, and understanding or exchanging simple message or information.			
	Objective	Learners can understand basic and everyday short conversations and perform communicative functions such as greeting or self-introduction.	Learners can engage in short basic and everyday conversations and perform communicative functions such as greeting or self-introduction.	Learners can understand short writings common in everyday life and perform basic communicative functions such as understanding or exchanging simple information.	Learners can write about subject matters common in everyday life and perform communicative functions such as writing or exchanging simple messages.
	Achievement standards	<ol style="list-style-type: none"> Learners can understand conversations about everyday objects that they often see. Learners can understand conversations in personal and familiar situation. Learners can grasp simple information or roughly understand the meaning of what they hear. Learners can understand standardized expressions or simple conversations with 	<ol style="list-style-type: none"> Learners can speak about themselves and usual objects or things near them. Learners can engage in conversations necessary in personal and familiar situations. Learners can orally convey simple information. Learners can use standardized expressions or engage in conversations having two or three 	<ol style="list-style-type: none"> Learners can read and understand writings about everyday and specific subject matters. Learners can read and understand writings used in personal situations. Learners can generally understand what they have read and verify simple information. Learners can read short life writings, simple notices, signboards, and 	<ol style="list-style-type: none"> Learners can write about mundane and specific subject matters. Learners can produce terse writings used in personal situations. Learners can write about facts or their thoughts in simple sentences. Learners can write simple memos or paragraphs of a few sentences. Learners can construct words by combining

Category		Listening	Speaking	Reading	Writing
		<p>one or two sentences.</p> <p>5. Learners listen to and can understand basic vocabulary and sentence structures and utterances of native Korean speakers who speak clearly and slowly.</p>	<p>turn-takings.</p> <p>5. Learners can use basic vocabulary and sentence structure and speak with pronunciation and intonation that are inaccurate but understandable to those Koreans who are accustomed to non-native Korean speakers' utterances.</p>	<p>the like.</p> <p>5. Learners know that pronunciation and spelling may differ and can correctly read basic words and short sentences.</p>	<p>consonants and vowels and spell correctly according to the rules of orthography.</p>
Level 2	Overarching goal	Learners can participate in simple conversation in official situations in everyday life; read or produce writings necessary in such situation; and perform communicative functions such as asking and answering in regard to certain information, granting permission and making requests, and understanding or exchanging messages.			
	Objective	Learners can understand simple conversations in official situations in everyday life and perform communicative functions such as asking and answering questions in regard to certain information and granting permission and making requests.	Learners can engage in conversations necessary in official situations in everyday life and perform communicative functions such as asking and answering questions in regard to certain information, granting permission, and making requests.	Learners can understand writings used in official situations common in everyday life and perform communicative functions such as understanding or exchanging of messages.	Learners can produce writings necessary in official situations common in everyday life and perform communicative functions such as providing simple information or describing explicit facts.

Category		Listening	Speaking	Reading	Writing
	Achievement standards	<ol style="list-style-type: none"> 1. Learners can understand sociable conversations or subject-specific conversations. 2. Learners can understand expressions or contents used in familiar public places or informal situations. 3. Learners can grasp the discourse situation or key information of utterances through explicit information. 4. Learners can understand conversations with more than two turn-takings or utterances such as simple public announcements. 5. Learners know simple sentence structures and can understand utterances of slow-speaking native Korean speakers. 	<ol style="list-style-type: none"> 1. Learners can engage in everyday sociable conversations and speak about specific subject matters. 2. Learners can engage in conversations necessary in public places or informal situations. 3. Learners can orally express their own basic intentions. 4. Learners can engage in conversations using typical structures or soliloquize briefly. 5. Learners can speak in simply-structured sentences and with inaccurate but understandable pronunciation and intonation 	<ol style="list-style-type: none"> 1. Learners can read and understand writings about everyday subject matters that they have experienced. 2. Learners can read and understand official writings that they often see everyday. 3. Learners can generally understand what they have read and identify necessary information. 4. Learners can read simple practical writings, such as notices and memos, or life writings. 5. Learners can read and understand writings composed of simply-structured sentences. 	<ol style="list-style-type: none"> 1. Learners can write about subject matters that they have experienced and that are related to their everyday life. 2. Learners can produce writings used in personal and informal situations. 3. Learners can consistently connect sentences naturally in their writing. 4. Learners can produce life writings, such as diaries, or introductions to people or things around them. 5. Learners can write simply-structured sentences using basic vocabulary and grammar.
Level 3	Overarching goal	Learners can participate in conversation in familiar social situations; read or produce writings on social issues concerning themselves; and perform communicative functions such as recommending, advising, understanding or expressing simple explanations, and exchanging information.			

Category	Listening	Speaking	Reading	Writing
Objective	Learners can understand conversations in common social situations and perform communicative functions such as recommending or advising.	Learners can engage in conversations in common social situations and perform communicative functions such as recommending or advising.	Learners can understand writings on social issues concerning their life and perform communicative functions such as understanding the author's thoughts and exchanging information.	Learners can write about social issues concerning their own life and perform communicative functions such as conveying or explaining information.
Achievement standards	<ol style="list-style-type: none"> 1. Learners can understand conversations about social issues concerning their life. 2. Learners can understand discourses in formal situations with people having business relationships. 3. Learners can understand overall contents of discourses by grasping the key contents of the discourses and intentions of speakers. 4. Learners can understand complex daily conversations or easy-to-follow instructions or interviews. 	<ol style="list-style-type: none"> 1. Learners can speak about social issues concerning their own life. 2. Learners can distinguish between formal and informal situations when speaking. 3. Learners can construct simple discourses on their own experiences or thoughts when speaking. 4. Learners can engage in complex conversations or make short presentations. 5. Learners can use slightly complex sentence structures and speak with pronunciation and 	<ol style="list-style-type: none"> 1. Learners can read and understand writings on social issues that they are familiar with. 2. Learners can read and understand formal writings targeted at unspecified individuals or readers in social contexts. 3. Learners can understand main ideas of writings and grasp details of information. 4. Learners can read various types of practical writings, life writings containing complex 	<ol style="list-style-type: none"> 1. Learners can write about familiar social issues. 2. Learners can produce formal writings used in common official situations. 3. Learners can distinguish their own opinions from objective facts when writing. 4. Learners can produce various types of practical writings or simply-structured expository writings. 5. Learners can write with relatively precise meaning using rather complex sentences.

Category		Listening	Speaking	Reading	Writing
		5. Learners know various simple sentence structures and can understand utterances of native Korean speakers who speak with an accurate intonation and at a normal speed.	intonation that are understandable to those Koreans who are not familiar with non-native Korean speakers' utterances.	sentences, and expository writings containing simply-structured sentences. 5. Learners can read and understand writings containing quite complex sentences.	
Level 4	Overarching goal	Learners can participate in discourse on familiar social or abstract subject matters or basic business at work; read or produce writings on social or abstract topics that they are usually interested in; and perform communicative functions such as agreeing and disagreeing, directing and reporting, and understanding or expressing thoughts or intentions.			
	Objective	Learners can understand discourses on familiar social and abstract subject matters or on basic business at work and perform communicative functions such as agreeing and disagreeing, and directing and reporting.	Learners can make utterances concerning familiar social and abstract subject matters or required for basic business at work and perform communicative functions such as agreeing and disagreeing, and directing and reporting.	Learners can understand writings about social and abstract subject matters that they are usually interested in and perform communicative functions such as understanding the author's thoughts or intentions.	Learners can write about social and abstract subject matters that they are usually interested in and perform communicative functions such as explaining objects or expressing their thoughts.
	Achievement standards	1. Learners can understand discourses on general social and abstract subject	1. Learners can participate in conversations about general social and abstract	1. Learners can read and accurately understand writings about familiar	1. Learners can write about social issues and abstract subject matters that they

Category	Listening	Speaking	Reading	Writing
	<p>matters such as occupation and education.</p> <p>2. Learners can understand expressions or contents used in business or official situations.</p> <p>3. Learners can generally understand key contents and specific detailed information of discourses.</p> <p>4. Learners can understand interviews and news with standardized structure and form.</p> <p>5. Learners know various complex sentence structures and can understand utterances of native Korean speakers who speak with a natural intonation and at a natural speed.</p>	<p>subject matters such as occupation and education.</p> <p>2. Learners can distinguish between formal and informal expression when engaging in conversations in business or official situations.</p> <p>3. Learners can speak realistically about objective incidents or situations.</p> <p>4. Learners can make simple business reports or short business presentations.</p> <p>5. Learners can speak with natural pronunciation and intonation using various sentence structures.</p>	<p>social and abstract subject matters.</p> <p>2. Learners can read and understand formal writings used in familiar business situations.</p> <p>3. Learners can identify and understand main ideas and purposes of writings.</p> <p>4. Learners can read complex expository writings, simply-structured argumentative writings, and relatively short literary works.</p> <p>5. Learners can identify modes of content development such as comparison, contrast, and enumeration and understand writings containing complex sentences.</p>	<p>are interested in.</p> <p>2. Learners can produce formal writings used in familiar business situations.</p> <p>3. Learners can construct paragraphs when writing in a way that clearly reveals the main ideas.</p> <p>4. Learners can produce expository writings of various structures or argumentative writings of simple structure.</p> <p>5. Learners can write complex sentences and in modes of content development such as comparison, contrast, and enumeration.</p>

Category		Listening	Speaking	Reading	Writing
Level 5	Overarching goal	Learners can participate in discourse on social issues in general and on their business or study; read or produce writings on social issues and some professional writings; and perform communicative functions such as making business reporting, discussing, systematically delivering information, and understanding and expressing opinions or arguments.			
	Objective	Learners can understand discourses on subject matters on society in general or their own business or study and perform communicative functions such as business reporting and discussion.	Learners can make utterances concerning subject matters on society in general and their own business or study and perform communicative functions such as business reporting and discussion.	Learners can understand writings on social issues and some professional writings and perform communicative functions such as understanding or sharing opinions or arguments.	Learners can write about social issues or some professional subject matters and perform communicative functions such as conveying information or expressing their opinions in a systematic manner.
	Achievement standards	<ol style="list-style-type: none"> Learners can understand discourses on social and abstract subject matters or their area of expertise. Learners can understand discourses that take place in some professional and formal situations. Learners can understand key and detailed contents of utterances and grasp implied intentions of speakers. 	<ol style="list-style-type: none"> Learners can speak about social and abstract subject matters and their own professional area. Learners can make appropriate utterances in some professional and formal situations. Learners can fluently speak about their own thoughts and opinions. Learners can make reports or presentations to deliver 	<ol style="list-style-type: none"> Learners can read and understand writings on society in general or their area of expertise. Learners can read and understand formal writings used in business or study contexts. Learners can grasp logical flow of writings and understand their main ideas and detailed contents separately. 	<ol style="list-style-type: none"> Learners can write about subject matters on society in general or their area of expertise. Learners can produce formal writings necessary in business or learning contexts. Learners can write in a structured manner with cohesiveness and cohesion of contents. Learners can write short

Category		Listening	Speaking	Reading	Writing
		<p>4. Learners can understand movies, documentaries, and educational programs having a variety of narrative structures.</p> <p>5. Learners know vocabulary and expressions necessary for business and study and can understand utterances of native Korean speakers who change their pronunciation, intonation, and speed depending on their intention.</p>	<p>facts or participate in meetings.</p> <p>5. Learners can speak with fluent pronunciation and intonation using vocabulary and expressions necessary for business and study.</p>	<p>4. Learners can read complex argumentative writings and short and simply-structured literary works.</p> <p>5. Learners can identify various modes of content development of writings such as definition, citation, amplification, and analysis used in paragraphs.</p>	<p>reports with logical structures and basic forms.</p> <p>5. Learners can write using vocabulary and expression necessary for their business and study and various modes of content development.</p>
Level 6	Overarching goal	Learners can participate in professional or academic discourse; read or produce writings on unique social and cultural characteristics or academic subject matters; and perform communicative functions such as persuading or recommending, and logically and effectively understanding and expressing opinions or arguments.			
	Objective	Learners can understand discourses in professional or academic areas and perform communicative functions such as persuading or recommending.	Learners can make utterances necessary for professional or academic areas and perform communicative functions such as persuading or recommending.	Learners can understand professional or academic writings and perform communicative functions such as logical understanding and judgment of the author's opinions.	Learners can write about professional or academic subject matters and perform communicative functions such as logically and effectively suggesting their opinions.

Category		Listening	Speaking	Reading	Writing
	Achievement standards	<ol style="list-style-type: none"> 1. Learners can understand discourses dealing with most subject matters on their area of expertise. 2. Learners can understand formal discourses that take place mostly in professional situations. 3. Learners can understand utterances by analyzing their logical flow and correlation and inferring their contents. 4. Learners can understand talks, lectures, and debates with complex, logical structures. 5. Learners know professional and academic expressions and can understand utterances of native Korean speakers who reveal idiosyncrasies in their pronunciation, intonation, and speed. 	<ol style="list-style-type: none"> 1. Learners can speak about most subject matters on their area of profession. 2. Learners can make utterances suitable for the formality in most professional situations. 3. Learners can logically speak about their opinions based on reasonable grounds. 4. Learners can participate in debates or discussions where opinions are actively exchanged. 5. Learners can speak fluently and precisely by using professional and academic expressions and adjusting their pronunciation and intonation according to their intentions. 	<ol style="list-style-type: none"> 1. Learners can read and understand writings about social and cultural peculiarities or writings in professional fields. 2. Learners can read and understand formal writings used in professional or academic situations. 3. Learners can grasp the logical semantic relationships in writings and infer the author's intentions. 4. Learners can read critiques, reports, dissertations, and other writings having logical structures and forms, and literary works that do not have very complex structures. 5. Learners can understand writings based on their understanding of literary 	<ol style="list-style-type: none"> 1. Learners can write about subject matters that reveal social and cultural peculiarities or produce professional writings. 2. Learners can produce formal writings used in professional or academic situations. 3. Learners can produce writings that fit the purpose in consideration of expected readers. 4. Learners can write critiques or academic dissertations that are logical and complete in formality based on reasonable grounds. 5. Learners can write using professional vocabulary and expression and various forms of rhetoric suitable for genres.

Category		Listening	Speaking	Reading	Writing
				expressions, such as figures of speech or implications, and various forms of rhetoric.	