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**Korean Language Curriculum for
India's Upper Primary and
Secondary Stages
(Classes VI to XII)**



Ministry of Culture, Sports
and Tourism
Republic of Korea



National Institute of
Korean Language
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1. Overview

India's Education Ministry has unveiled its National Education Policy 2020. Under the new policy, Korean language has been adopted as an elective for a third language at India's upper primary, secondary and senior secondary (hereinafter "upper primary and secondary") stages (classes vi-xii). This Korean Language Curriculum (hereinafter the "Curriculum") refers to the International Standard Curriculum for Korean Language (hereinafter the "Standard Curriculum") in terms of its structure and content.

The National Institute of Korean Language, affiliated with Korea's Ministry of Culture, Sports and Tourism, has developed the Standard Curriculum as a standard reference for Korean language education that serves both the needs of the educational field and the diversity of learners. The Standard Curriculum aims to develop learners' intercultural communicative competence to experience and understand Korean culture across a variety of topics and contexts.

Under India's curriculum for upper primary and secondary stages, students can select one of several foreign language subjects, including Korean. This is designed to enable students, the future leaders of Indian society, to learn various foreign languages according to their motivations and interests so that they can develop intercultural communicative competence and grow into global citizens who appreciate cultural diversity.

India and Korea first established diplomatic relations in 1973. Since then, the two countries have continued to elevate their ties to new levels, including a strategic partnership in 2010 and a special strategic partnership in 2015, while broadening and deepening their economic, political, and cultural cooperation. In particular, they have announced the New Eastern Policy and the New Southern Policy, respectively, acknowledging the importance of technological, cultural, art, and people-to-people exchanges with ASEAN countries. As the bilateral relationship between Korea and India has grown more essential than ever, Indian students who learn the Korean language today will grow into talented individuals who can bridge cultural differences and deepen mutual understanding between the two countries through communicating with Korean speakers around the world.

This Curriculum adopts the perspective of multilingualism, which stresses that language experience must be extended from the mother tongue or first language at home into

foreign languages within a variety of social and cultural contexts. In this regard, Korean should be included in learners' language repertoire to promote their extensive language experience within a social context, and their acquisition of Korean needs to be encouraged by their desire to diversify and expand their language repertoire. For India's upper primary and secondary stage students, learning Korean, in addition to English, Hindi, and their local language, will serve as a tool to add more languages to their repertoire and sharpen their competitive edge in the global community with broad cultural and linguistic knowledge.

The Curriculum also focuses on cultivating students' communicative competence, which refers to their abilities to produce understandable output, interpret language input, and negotiate meaning in Korean. In other words, learners interact with each other using Korean as a medium of communication by adapting themselves to or adjusting the language environment appropriately and achieving their communication purpose. The Curriculum pursues efficient and effective Korean language teaching and learning centered on communicative abilities so that India's upper primary and secondary stage learners can actually communicate in Korean.

India's foreign language curriculum aims to integrate language and culture teaching and learning. The Curriculum also seeks ways to bring Korean language and culture together. As language is an expression of the ideas and an embodiment of culture, Korean language learners at upper primary and secondary schools in India can experience Koreans' way of thinking and culture both directly and indirectly. Moreover, they will be able to develop their intercultural communicative competence in Korean through comparing cultural differences and similarities between India and Korea.

The Curriculum has been developed based on the Standard Curriculum¹⁾, which outlines a '6 level' rating system with objectives and achievement standards defined by level. The Curriculum is also designed to incorporate India's foreign language education policy and specific needs of the education field into its scheme and content. Aiming to cultivate learners' communicative competence in Korean, the Curriculum includes measures for flexible operation in various regions, achievement standards for each class, content and methods of teaching and learning, and approaches for evaluation. The Curriculum, established based on the National Curriculum for India, will enable effective teaching and learning at the school level.

1) https://www.korean.go.kr/front/etcData/etcDataView.do?mn_id=208&etc_seq=657&pageIndex=1

2. Objectives

Among other goals, the Curriculum aims to cultivate learners' abilities to converse in Korean at a basic level in a variety of social and cultural contexts. It is also designed to help learners understand the cultural similarities and differences between Korea and India and enhance their intercultural communicative competence and positive attitude toward foreign language learning. In doing so, students can hone their abilities to acquire and use a variety of information and knowledge in Korean and interact with Korean speakers around the world, thereby growing into global citizens.

Under these objectives, the Curriculum sets out the specific goals for learners as follows:

- A. To cultivate their ability to obtain and apply language knowledge in practice at sub-divided levels.
- B. To develop their ability to converse in Korean in everyday life and familiar situations.
- C. To enhance their intercultural communicative competence to understand Korean culture and compare it with Indian culture.
- D. To develop their capacity to acquire and use information and knowledge in Korean.
- E. To build their ability to communicate and interact with Korean speakers around the world, thus growing as a global citizen.

3. Curriculum Structure

India recommends the use of English, Hindi, and local languages for each state. It also includes various foreign languages in its National Curriculum, under which Korean education can be provided for students in classes vi through xii. The Curriculum can be subdivided into different programs, each designed with achievable goals suitable for India's regular school system as well as for the process and characteristics of Korean language learning.

In classes vi to viii, the Curriculum places the main focus on learning Hangeul, or the Korean alphabet system; acquiring basic language knowledge; and understanding Korean

society. Hangeul is the epitome of scientific principles applied to language and the compassionate spirit that King Sejong the Great, the creator of the system, showed for the people. Through learning Hangeul, students can understand its development principles from an intercultural perspective and the Korean culture and emotions intrinsic to the language. In particular, as the morphological features of the Korean language, such as its letters and sentence structures, are different from those of English, Hindi, and local languages used by Indians, progress in learning Korean at beginner level may be slower than expected. Therefore, it is essential for Indian students to develop literacy in Korean and master the basics of reading and writing Hangeul.

In classes ix and x, the goal for students is to learn standardized Korean expressions frequently used in everyday life, based on the learners' understanding of Hangeul and the basic sentence structures of the Korean language. This will enable them to converse in Korean using simple words and sentences for familiar topics and personal situations. Recognizing that the first step to grow as a global citizen is to acquire intercultural communicative competence, learners set out to cultivate their abilities to communicate in Korean. In class x, they begin to understand and converse in Korean about school life, which is their main communicative context.

In classes xi and xii, the Curriculum focuses on learning in situations related to school life, the most frequent public communicative context for students. They learn expressions related to objects and places they often encounter during their school life or interpersonal relationships in the school community. In doing this, they can understand the cultural similarities and differences between Indians and Koreans and thus develop a worldview that can contribute to the bilateral development and cooperative relations of the two countries. In particular, after the class x board exams, students are categorized into science, commerce, and humanities groups. Therefore, the topics dealt with in classes xi and xii may include the functions, vocabulary, or expressions related to each group.

This Curriculum consists of three steps—Basic, Beginner, and Pre-Intermediate—each with distinctive goals and content in consideration of India's upper primary and secondary school system (classes vi to xii), and it can be operated flexibly depending on each state's curriculum. The structure of the Curriculum, aligned with India's school system, are as shown in Table 1.

Class		Step
6	Upper Primary Stage	Basic
7		
8		
9	Secondary Stage	Beginner
10		
11	Senior Secondary Stage	Pre-Intermediate
12		

Table 1. Curriculum Structure for India's Upper Primary and Secondary Stages

4. Achievement Standards and Content to Learn

4.1. Achievement Standards

Korean language education can be designed to be completed in seven years from classes vi through xii. Considering India's National Curriculum, it can be classified into three steps—Basic for classes vi to viii, Beginner for classes ix to x, and Pre-Intermediate for classes xi to xii. The foreign language learning hours and the characteristics of India's upper primary and secondary stage students should also be incorporated into the goals and achievement standards of each step. As Indian learners continue to learn their first and second languages through the regular curriculum, they are familiar with language learning. However, sufficient explanation and practice is needed for them to learn Korean, which differs from other languages that they are familiar with in terms of its forms and pragmatics.

Under the Standard Curriculum, at least 200 educational hours is required to complete one level under the premise that learners study Korean regularly every day. In India (based on Delhi),²⁾ there are about 48 weeks of education in a year (approximately 40 minutes per class period), and 3 class periods are allotted for foreign language per

2) India's curriculum, semester operation, and educational hours are based on the National Study On Ten Year School Curriculum Implementation published by the Department of Teacher Education and Extension National Council of Education Research and Training (S.K.Yadav, 2011).

week for classes vi to viii and 2 class periods for both classes ix and x and classes xi and xii. This means that students can study Korean for about 288 hours during classes vi to viii for the Basic step, and then 128 hours during both classes ix and x and classes xi and xii for the Beginner and Pre-Intermediate steps, or 256 hours in total. In other words, up to 544 educational hours are available for learning Korean during the seven years from the upper primary through secondary stages.

However, each school in India retains distinct features, and Korean lessons are not offered every day. In addition, some class hours can be spent for administrative processes such as cultural activities or exams, and therefore, review or repetitive learning may frequently occur. Given the overall educational environment in India, it would be reasonable to assume that target Indian students can master Korean up to Level 2 as defined in the Standard Curriculum.

With this in mind, this Curriculum sets Level 2 as the attainable target for India's upper primary and secondary stage students and defines the objectives and achievement standards for each level.

The Standard Curriculum lays out the general objectives for Level 1 and 2 as shown in Table 2: The aim of Level 1 is to perform basic communication functions and of Level 2 to perform communication functions in everyday life and public situations, such as exchanges of information, permission and request, and understanding of messages. Since the Curriculum has been developed based on the Standard Curriculum, the general objectives for each level in the former may follow those of the latter.

Level	General Objectives
Level 1	Can engage in basic and short conversations from everyday life situations and read and write a short text on a familiar topic. Learners can perform basic communication functions, such as greetings and farewells, introductions of oneself and others, and the understanding and exchanging of messages or information.
Level 2	Can engage in simple conversations from everyday life and public situations and can read and write text needed for such situations. Learners can perform communication functions, such as asking for information and responding, permission and request, and the understanding and exchanging of messages.

Table 2. General Objectives for Level 1 and 2 in the Standard Curriculum

Learners can master Korean up to Level 2 in seven years, but each school can operate the course flexibly by taking into account learners' motivation, interest, and learning objectives.

The Curriculum sets achievement standards by step from Basic for class vi so that students can achieve Level 2 by class xii as shown in Figure 1. Learners must complete Level 1 by class ix when they enter into the Beginner step. This scheme is subject to change depending on the curriculum and educational environment of each school. For instance, in class ix, students can complete Level 1, enhance their Korean proficiency level through review, or start Level 2. Students in the Beginner and Pre-Intermediate steps must aim to complete Level 2 by class xii.

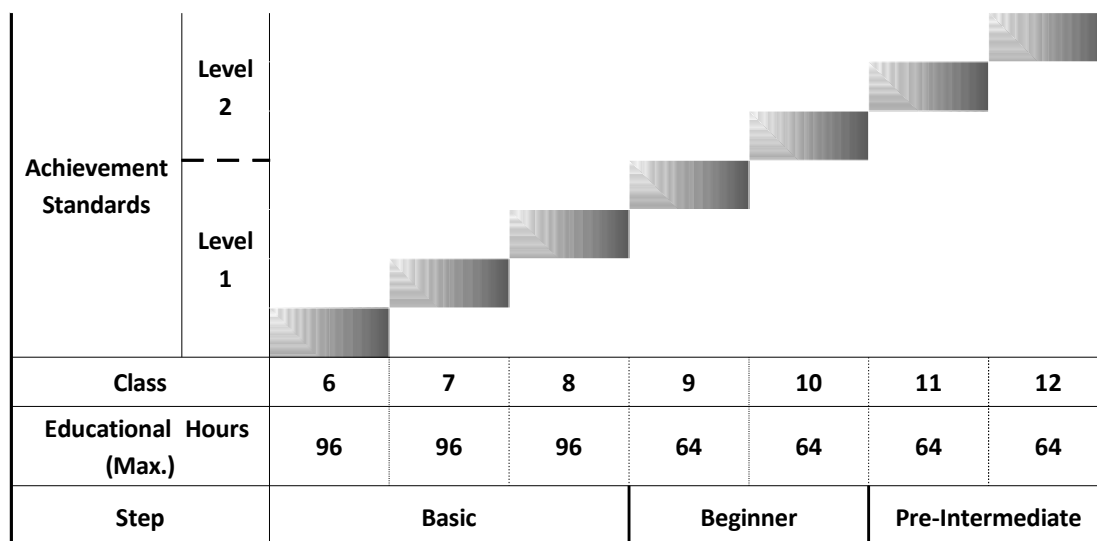


Figure 1. Achievement Standards by Step

However, the Curriculum should be operated considering the language practice environment. As it is difficult for Indian learners to practice the Korean knowledge and skills they obtain in the classroom immediately in real life, more focus can be placed on learning the written language, including the understanding of Korean language and culture. This implies that not all language skills can be improved equally as shown in Figure 1. The learning progress and achievement standards for verbal and written language and input and output elements can be flexibly adjusted by taking into account the educational environment of each school and the characteristics of the learner.

The goals and achievement standards for each language skill by level for India's upper

primary and secondary stages are shown in Table 3 and Table 4, which follow those defined in the Standard Curriculum. Based on these, detailed goals and achievement standards can be set for the Basic, Beginner, and Pre-Intermediate steps for operation.

Skill	Listening	Speaking	Reading	Writing
Goals	Can comprehend short conversations from everyday life and formalized expressions that are frequently used.	Can greet people, introduce oneself and others, and produce simple and short conversations that occur in daily life.	Can understand short texts that are present in everyday life and can perform basic communication functions such as understanding or exchanging simple information.	Can write about topics that are common in everyday life and perform basic communication functions such as writing or exchanging a simple message.
Achievement Standards	<ol style="list-style-type: none"> 1. Can comprehend conversations from everyday life and subjects that are commonly encountered. 2. Can comprehend conversations in personal and familiar situations. 3. Can grasp simple information or listen and comprehend the overall meaning of the conversation. 4. Can understand standardized expressions or simple conversations made of one or 	<ol style="list-style-type: none"> 1. Can talk about oneself and surrounding objects. 2. Can produce basic conversations in personal and familiar situations. 3. Can give simple information. 4. Can use standardized expressions or have conversations with a couple of turns. 5. Can use basic vocabulary and sentences with pronunciation and intonation that are inaccurate but 	<ol style="list-style-type: none"> 1. Can read and understand texts on everyday life and specific subjects. 2. Can read and understand texts used in personal situations. 3. Can understand the overall meaning of the content and check simple information. 4. Can read short essays, simple information signs, and signboards. 5. Knowing that pronunciation and description may be different, can read 	<ol style="list-style-type: none"> 1. Can write about daily life and specific topics. 2. Can write a minimum level of text used in personal situations. 3. Can write ideas or thoughts into simple sentences. 4. Can write a simple memo or a paragraph made of a few sentences. 5. Can combine consonants and vowels into letters and write grammatically correct sentences.

Skill	Listening	Speaking	Reading	Writing
	two sentences. 5. Can listen to and comprehend basic-level vocabulary and sentences of simple structure and can comprehend the slow and articulated utterances of a native speaker.	understandable to Koreans who are familiar with the utterances of non-native speakers.	basic vocabulary and short sentences correctly.	

Table 3. Goals and Achievement Standards by Language Skill for Level 1 Under the Standard Curriculum

Skill	Listening	Speaking	Reading	Writing
Goals	Can comprehend simple conversations from daily and public situations and perform communication functions such as asking for information and responding, or asking permission or making a request.	Can produce conversations essential in daily public situations and perform communication functions such as asking for information and responding and asking permission or making a request.	Can read and understand texts that are present in familiar public situations and perform communication functions such as understanding and exchanging messages.	Can write texts needed in familiar public situations and perform communication functions such as providing simple information or describing explicit facts.
Achievement Standards	1. Can understand social conversations from everyday life or about specific subjects.	1. Can engage in social conversations from everyday life and about specific subjects.	1. Can read and understand texts on empirical and daily-life subjects. 2. Can read and understand texts	1. Can write about empirical and life-like subjects. 2. Can write texts used in personal and informal

Skill	Listening	Speaking	Reading	Writing
	<p>2. Can comprehend expressions or content used in familiar public places or informal situations.</p> <p>3. Can grasp discourse situations or main information of speech based on explicit information.</p> <p>4. Can understand utterances such as conversations with more than two turns or simple announcements.</p> <p>5. Has knowledge on simple sentence structures and can understand slow speech of native speakers.</p>	<p>2. Can produce necessary conversations in familiar public places or informal situations.</p> <p>3. Can express one's basic intention.</p> <p>4. Can engage in standardized and typical conversations or short monologues.</p> <p>5. Can speak simple sentences with inaccurate but understandable pronunciation and intonation.</p>	<p>that are commonly found in daily public situations.</p> <p>3. Can understand the overall meaning of what has been read and grasp necessary information.</p> <p>4. Can read simple practical texts such as information statements or memos or essays.</p> <p>5. Can read and understand texts composed of simple sentences.</p>	<p>situations.</p> <p>3. Can write with consistency by connecting sentences in a coherent manner.</p> <p>4. Can write essays such as a journal entry or texts on an acquaintance or object.</p> <p>5. Can write sentences with simple structures by using basic vocabulary and grammar.</p>

Table 4. Goals and Achievement Standards by Language Skill for Level 2 Under the Standard Curriculum

4.1.1. Basic Step (Classes VI, VII and VIII)

In the Basic step, class vi is an introductory stage that opens the door to learning the Korean language. Learners acquire Hangeul and the basic sentence structures of Korean before starting to learn Korean in earnest. In doing so, they can read and write words and sentences in Korean and memorize and practice greetings that Koreans often use in everyday life. To help learners develop their motivation for and interest

in learning Korean, class vi can introduce the national and geographical characteristics of Korea, any historical events related to India, Korean characteristics, and culture, especially Korean contents such as K-Pop and K-Drama.

Classes vii and viii are the stages to cultivate learners' communicative competence in Korean in everyday life situations based on their obtained knowledge and understanding about Hangeul and basic sentence structures. During these stages, students can use memorized Korean expressions based on the situation and context and engage in short conversations.

Goals of Basic Step (Classes VI, VII and VIII)

Can acquire Hangeul and the basic sentence structures of Korean, understand basic and short expressions frequently used in daily conversations of Koreans, and perform basic communication functions such as greetings and farewells and introductions.

4.1.2. Beginner Step (Classes IX and X)

During the Beginner step (classes ix and x), learners can engage in simple conversations about topics that often come up in everyday life, going beyond using memorized and basic Korean expressions. Under the Curriculum, learners complete Level 1 in class ix and enter into Level 2 in class x. Depending on the operational circumstances of each school, however, students in class ix can review and solidify the language knowledge and skills they acquired in Level 1 or immediately move to Level 2. In class x, students learn to read and understand short essays, simple information signs, and signboards frequently used in everyday life of Koreans. They can also write simple memos or paragraphs of several sentences. During class x, in particular, the aim is for learners to acquire the basic vocabulary, sentences, and expressions commonly used in school life.

To stimulate students' interest and motivation, class x can provide a variety of information about Korean society for students to deepen and broaden their knowledge about the nation acquired from the Basic step. In doing so, students can understand the characteristics, value, and culture of modern Korean society and people intrinsic in the Korean language.

Goals of Beginner Step (Classes IX and X)

Can engage in short and basic conversations from everyday life situations and read and write short texts about familiar topics. Learners can understand expressions frequently used in public situations in everyday life and perform basic communication functions such as greetings and farewells, introductions of oneself and others, and the understanding and exchanging of simple messages or information.

4.1.3. Pre-Intermediate Step (Classes XI and XII)

During the Pre-Intermediate step (classes xi and xii), students can engage in simple conversations from public situations in everyday life, particularly in school life. Students can read and write texts essential to situations in school life and understand and express important information in Korean. In classes xi and xii, after the academic groups of students are classified through the class x board exams, if necessary, class time can be efficiently devoted to the vocabulary and expressions related to their fields of study. During this step, students learn Korean for Level 2 under the Standard Curriculum and can perform communication functions such as asking for or confirming information and understanding and exchanging messages. In the Pre-Intermediate step, students can further deepen their understanding of Korea through learning about more specific everyday life situations and the nation's culture.

Goals of Pre-Intermediate Step (Classes XI and XII)

Can engage in simple conversations from public situations in everyday life and read and write texts needed in such situations. They can perform communication functions such as asking for information and responding, making requests and asking for permission, and understanding and exchanging messages.

As discussed above, the goals of Level 1, the minimum achievement threshold by class IX, can be specified for each school considering its educational hours and curriculum. However, it would be effective to follow the goals and content of Level 1 defined in the Standard Curriculum and break them down appropriately by each class. Likewise,

in the Beginner and Pre-Intermediate steps, the goals and content of Level 2 under the Standard Curriculum can be sub-divided into the class level, and each school can add or remove some content as needed.

The Curriculum sets out the achievement standards and goals for the Basic, Beginner, and Pre-Intermediate steps, taking into account India's school system, as summarized in Table 5.

Step	Basic			Beginner		Pre-Intermediate	
Class	6	7	8	9	10	11	12
Achievement Standards	Level 1						
				Level 2			
Goals	Can acquire Hangeul and the basic sentence structures of Korean, understand basic and short expressions frequently used in daily conversations of Koreans, and perform basic communication functions such as greetings and farewells and introductions.			Can engage in short and basic conversations from everyday life situations and read and write short texts about familiar topics. Learners can understand expressions frequently used in public situations in everyday life and perform basic communication functions such as greetings and farewells, introductions of oneself and others, and the understanding and exchanging of simple messages or information.		Can engage in simple conversations from public situations in everyday life and read and write texts needed in such situations. They can perform communication functions such as asking for information and responding, making requests and asking for permission, and understanding and exchanging messages.	

Table 5. Achievement Standards and Goals by Step Under the Curriculum

4.2. Content for Learning

The content for learning the Korean language should be organized to focus on language skills, i.e., listening, reading, writing, and speaking, to meet the general objectives to develop learners' communicative competence in Korean.

The Standard Curriculum includes topics, functions and tasks, language skills and strategies, texts, and language knowledge in the achievement standards for each language skill of listening, reading, writing, and speaking. Therefore, the Curriculum also describes the content for Korean language learning, including the topics, functions and tasks, language skills and strategies, texts, and language knowledge, by each language skill. To promote ease of use, the Curriculum also provides the lists of topics, functions, and language knowledge, such as grammar and vocabulary, that students can acquire in each class.

In addition, the Korean language education for India's upper primary and secondary stages aims to cultivate students' intercultural communicative competence based on their understanding of Korea and to help them grow into global citizens through comparing Korean culture with their native one. In this regard, the content included in the program needs to help broaden learners' understanding about Korea and Koreans. Each school can incorporate the needs and interests of learners into the class formats and content.

Considering the cultural sensitivity and learning ability of student learners, Korean language education should be composed of interactive and activity-centered classes, rather than a lecture-based, one-way dissemination of knowledge. Korean culture can be included in the content for learning depending on the learners' proficiency level, but the learning sequence should be determined considering the needs and interest of learners. English, Hindi, and local languages can be used in the Korean language classroom.

The scheme of the content for learning is illustrated in Figure 3.

Students in classes vii and viii can understand basic and short Korean sentences related to everyday life. They can read and write short texts about familiar topics and perform basic communication functions such as greetings, farewells, and introductions. However, as they have yet to complete Level 1, the educational content for them can be flexibly selected within the achievement standards of Level 1 under the Standard Curriculum.

Lessons on Korean culture are about allowing learners to become familiar with correct information about Korea, experience Korean culture, and compare it with their native culture, in addition to developing their linguistic skills, so that they can possess suitable intercultural competence. Moreover, these lessons should focus on encouraging students to proactively compare cultural similarities and differences between Korea and India and thus understand cultural diversities, rather than disseminating knowledge through one-way lectures by instructors.

Content knowledge about Korea and Koreans should include contemporary and traditional culture, arts, and everyday life appropriately, and it is necessary to monitor the content carefully to avoid cultural conflict in each country.

The lists of topics, functions, grammar, vocabulary, and Korean culture needed to perform the Level 1 communication functions are shown in Table 7. Each school can select content from the lists as needed considering the characteristics of its learners and educational hours.

Clas.	Content
Topics	Personal information (name, phone number, family, nationality, hometown), dwelling and environment (place, accommodation, room, convenience facilities), daily life (family life, school life), shopping (shopping facilities, groceries, prices), food and beverage (foods, beverages, dining out), public services (post office, bank, hospital, pharmacy), leisure and entertainment (holidays, hobbies and interests, movies and performances, exhibitions and museums)
Functions	Asking for and giving information (explaining), persuading and making recommendations (suggesting, requesting, permitting/asking for permission), expressing attitudes (agreeing, expressing wishes/

	hopes/expectations), expressing emotions (expressing joy/anger/sorrow/pleasure), engaging in social activities (greeting, introducing, giving thanks, celebrating, welcoming, calling others)
Grammar	Prepositional particle for nominative (이/가), prepositional particle for accusative (을/를), case particle (에게), auxiliary particle (은/는, 도), prepositional particle for verb (이다), locative particle (에, 에서), conjunction particle (하고), sentence ending (-어), negative sentence ending (-지 않다), conjunctive ending (-으러, -고), pre-final ending (-었-), etc.
Vocabulary	Personal information and appearance (Korea, student, etc.), dwelling and environment (school, home, etc.), daily life (eat, watch, etc.), shopping (notebook, buy, etc.), food and beverage (milk, drink, etc.), public services (send, receive, etc.), leisure and entertainment (vacation, weekend, etc.)
Korean Culture	Public transportation, table manners, greetings and farewells, family member titles, housing culture, cuisine, religions, perceptions of marriage, traditional folk plays (circle dance, swinging, seesaw, board games), traditional martial arts (taekwondo, archery, etc.), Koreans, politics in Korea, etc.

Table 7. Content for Korean Learning in Classes VII and VIII

4.2.2. Beginner Step (Classes IX and X)

During the Beginner step (classes ix and x), students master the Level 1 proficiency level and enter into Level 2. In class ix, they can engage in short and basic conversations from everyday life situations and read and write short texts on topics that they are familiar with. They can perform basic communication functions such as greetings, farewells, introductions, and the understanding and exchanging of simple messages and information.

In class ix, the content for learning can be selected considering the objectives of each language skill at Level 1 as set forth in Table 6. The topics, functions, and Korean culture listed in Table 8 can be taught and learned in class ix, the final stage in completing Level 1.

In class x, students enter into Level 2. Depending on the curriculum of each school or the achievement level of the learners, class x can be run as a process to review the content required to complete Level 1 or to start Level 2 Korean learning, which focuses on formal and social situations familiar to learners, beyond the personal and intimate-relationship context used in Level 1.

Clas.	Content
Topics	Personal information (name, phone number, family, nationality, hometown), dwelling and environment (place, accommodation, room, convenience facilities), daily life (family life, school life), shopping (shopping facilities, groceries, prices), food and beverage (foods, beverages, dining out), public services (post office, bank, hospital, pharmacy), leisure and entertainment (holidays, hobbies and interests, movies and performances, exhibitions and museums), interpersonal relationships (friends and colleagues, invitations, visiting, letters), health (body, diseases), climate (weather, seasons), travel (tourist destinations), transportation (roads, transportation)
Function	Asking for and giving information (explaining, asking and answering), persuading and making recommendations (suggesting, requesting, permitting/asking for permission, ordering, prohibiting), expressing attitudes (agreeing, guessing, expressing wishes/hopes/expectations, apologizing, rejecting), expressing emotions (expressing joy/anger/sorrow/pleasure), engaging in social activities (greeting, introducing, thanking, celebrating, welcoming, calling others)
Grammar	Case particle (께서), auxiliary particle (이나, 부터, 까지), pre-final ending (-으시-, -겠-), conjunctive ending (-으니까, -거나, -지만, -어서, -으려고), sentence ending (-습니다, -습니까, -을까, -을래, -을게, -네), -고 있다, -고 싶다, -기 전에, -을 수 있다, -어야 되다, -은 후에, -아/어 보다, etc.
Vocabulary	Personal information and appearance (family, father, etc.), dwelling and environment (neighborhoods, shops, etc.), daily life (dormitory, go to, etc.), shopping (shoes, trousers, etc.), food and beverage

	(order, price, etc.), public services (money, find, etc.), leisure and entertainment (plans, Monday, etc.), interpersonal relationships (invitations, plans, etc.), health (sick, drug, etc.), climate (hot, summer, etc.), travel (scenery, popular, etc.), transportation (bus, airplane, etc.)
Korean Culture	Manners in public, congratulations and condolences (first birthday, one hundredth day after a child's birth), traditional manners, leisure activities, shopping, respectful attitude towards the elderly, traditional holidays, educational fervor, school system, school life, etc.

Table 8. Content for Korean Learning in Classes IX and X

4.2.3. Pre-Intermediate (Classes XI and XII)

The achievement standards of Level 2 at the Pre-Intermediate stage (classes xi and xii) are developed in reference to those under the Standard Curriculum in terms of topics, situations, skills and strategies, texts, and language knowledge for each language skill. Level 2 learners can participate in simple conversations from public situations that come up in everyday life and read and write texts needed in those situations. They can perform communication functions such as asking for information and responding, asking for permission and making requests, and understanding or exchanging messages. Moreover, as learners are classified into each academic group after the class x board exams, some topics and content can be added or removed as necessary for learners' related field of study.

The topics, functions, grammar, vocabulary, and Korean culture essential for Level 2 communication functions are listed in Table 9. Each school can select the appropriate content from the long lists considering the characteristics of its learners and education hours. In the Pre-Intermediate step, learners begin to use Korean in school life and public situations, which can also be incorporated into the topics or vocabulary to learn. Vocabulary related to school life can include words used for curriculum, school affairs and administration, and classes and educational activities. While content irrelevant to the academic groups of students can be included in class x, the words frequently used by learners in the science, business, and humanities groups, respectively, should be included in their learning content thereafter.



Clas.	Content
Topics	Personal information (name, phone number, family, nationality, hometown, personality, appearance), dwelling and environment (place, accommodation, room, furniture/bedding, housing expenses, convenience facilities, areas), daily life (family life, school life), shopping (shopping facilities, groceries, clothing, household goods, prices), food and beverage (foods, beverages, delivery, dining out), public services (post office, bank, hospital, pharmacy, police station), leisure and entertainment (holidays, hobbies and interests, movies and performances, exhibitions and museums), interpersonal relationships (friends and colleagues, invitations, visiting, letters, gatherings), health (physical, hygiene, diseases, care), climate (weather, seasons), travel (tourist destinations, itinerary, luggage, accommodation), transportation (location, distance, road, transportation)
Function	Asking for and giving information (explaining, confirming, comparing, contrasting, asking/answering), persuading and making recommendations (suggesting, requesting, permitting/asking for permission, ordering, prohibiting), expressing attitudes (agreeing, guessing, expressing wishes/hopes/expectations, expressing possible/impossible, expressing ability, expressing obligations, apologizing, rejecting), expressing emotions (expressing surprise/preference/joy/anger/sorrow/pleasure), engaging in social activities (greeting, introducing, thanking, celebrating, welcoming, calling others)
Grammar	Case particle (한테서), auxiliary particle (마다, 밖에), conjunctive ending (-게, -는데, -다가, -으면, -으면서), derivational ending (-은, -는, -을), sentence ending (-지), -게 되다, -기 때문에, -기로 하다, -는 것, -는 것 같다, -는 동안에, -어 있다, -어 주다, -어도 되다, -은 적이 있다, -은 지, -을 때, etc.
Vocabulary	Personal information and appearance (short, cute, etc.), dwelling and environment (moving, convenience, etc.), daily life (ambient environment, perception, etc.), shopping (fashion, black, etc.), food

	and beverage (vegetables, fish, etc.), public services (ID card, access to services, etc.), leisure and entertainment (title, enjoy, etc.), interpersonal relationships (help, contact, etc.), health (habit, walk, etc.), climate (cloudy, sunny, etc.), travel (reservation, cancellation, etc.), transportation (fare, traffic accident, etc.)
Korean Culture	Superstitions and taboos, names, honorific and casual speech, body language, education system, national holidays, cultural heritage, proper etiquette for appointments, historical Korean figures, customs, local attractions, famous markets, administrative districts, literature, Korean Wave, cronyism related to hometown and school background, emotional attachment of Koreans, Korean companies, Korean universities, traditional Korean medicine and folk remedies, President of Korea, Korean democracy, workplace and hierarchical culture, work ethic, social structure, travel, election culture, Korean local festivals, funeral culture, Korea's modern and contemporary history, historical events of India and Korea, etc.

Table 9. Content for Korean Learning in Classes XI and XII

5. Teaching, Learning, and Assessment

In setting up the approaches to teaching, learning, and assessment and developing the specific content, the top priority must be placed on creating a positive experience for Indian students about Korea and Korean through their learning. The teaching and learning process of Korean should be designed in a way that supports their learning of other foreign languages and subjects. Its assessment should be comprehensive, meaningful, and consistent with the objective of the Curriculum to develop students' intercultural communicative competence, rather than testing knowledge based on rote memorization. Each school should be flexible in employing the modes and content of assessment according to its educational environment and evaluation purpose.

The Curriculum describes approaches to and methods of teaching and learning as well as useful techniques by language skill.

5.1. Approaches to Teaching and Learning

A. Teaching and Learning Plan

A.1. Develop a plan for teaching and learning by incorporating the learners' needs and language learning environment.

1. Consider India's multilingual environment and cultural differences from Korea in developing the plan.
2. Incorporate learner factors (motivation for learning Korean, class year, Korean proficiency level, etc.) and learning environment factors (private/public school, offline/online learning, number of learners, classroom space and structure, teaching and learning aids and materials, etc.) into the plan.
3. Consider the characteristics of upper primary and secondary stage students to stimulate their interest and motivation through the teaching and learning process.
4. Reflect learners' achievement standards and individual differences.

A.2. Analyze the content for learning before developing the plan.

1. Organize the content by topic and situation given that the achievement standards of learners under the Curriculum are Level 1 and 2.
2. Incorporate learners' Korean proficiency levels and Indian culture into the content.
3. Integrate communication activities that enable learners to organically practice the four language skills of listening, speaking, reading, and writing into the classes.
4. As tools to organically integrate the four language skills into the classes, address a variety of topics, content, elements and materials of learning, language functions to solve tasks, and communication situations.
5. Enable students to practice and integrate their four language skills with topics on Korean linguistic culture.

B. Teaching and Learning Methodology

B.1. Adopt teaching and learning methods appropriate to the objectives and content of learning.

1. Select holistic methods of teaching listening, speaking, reading, and writing to create authentic learning experiences.

2. Ensure learners choose effective learning strategies suitable for their learning style and needs to achieve the learning goals.
3. Use a variety of educational aids and materials, such as photos, videos, pictures, graphs, charts, tables, and vocabulary maps, to promote student understanding of the content.
4. Utilize multi-media and ICT tools in a variety of ways to spark student interest and attention and ensure more effective teaching and learning.

B.2. Plan and apply participatory teaching and learning methods to classroom activities to make the learning process more meaningful.

1. Select and employ appropriate teaching and learning methods, such as communicative language teaching (CLT), task-based language teaching (TBLT) discussion learning, flipped learning, recitation, and debate, considering the objectives and achievement standards of Korean language learning.
2. Organize learner-centered classes with various teaching and learning modes and activities, such as individual activities, partner activities, small group activities, hands-on activities, and project activities, to facilitate interactions between learners.
3. Incorporate learners' demands and needs into classroom activities to increase their motivation and encourage active participation.
4. Consider the age of the learners and Indian culture in developing class activities to help them immerse themselves in learning with interest.
5. Remind students of the objectives and elements of learning for each class period to enable them to check their classroom activities on their own, and support learner-led activities to increase their motivation and promote their participation.

C. Teaching and Learning Methods by Language Skill

C.1. Listening

Listening is the most frequently used language skill in everyday life. However, it has long been regarded as an incidental or passive language skill. Today, as listening is recognized as a critical part of the comprehension process, the listener is viewed as a conversation participant who creates the message together with the speaker. Therefore, Korean listening education should not be limited to accurate listening and comprehension of given information. Instead, it should be designed to encourage learners to participate in listening activities with creativity and motivation based on

prior knowledge and to interact with other conversation participants or texts.

1. Teach students to listen to a conversation with purpose and expectation to comprehend and reinterpret it in a proactive and interactive manner.
2. Use various types of discourse and media and diversify the relationships of the discourse participants and content to guide students to listen to and respond appropriately based on the discourse situations and characteristics of the media.
3. Teach students to use strategies for purposeful listening, such as focusing on key words and reasoning from the context, to better understand the conversation.
4. Instruct students to understand the phonological and syntactic characteristics of spoken Korean and use nonverbal clues.
5. Teach students to be able to discern individual sounds and comprehend the meaning of words, sentences, and discourses through listening.

C.2. Speaking

Speaking is the most essential language skill for communication and a primary indicator of learners' proficiency level. Today, accuracy and fluency are the two fundamental factors in speaking education, while other elements, such as similarity with the discourse produced by a native speaker, acceptance by a native speaker, and active attitudes and participation during the process, are also considered important. Therefore, the teaching and learning of Korean language speaking should not be confined to generating grammatically correct sentences and conveying meaning but focused on efficiently conveying intentions based on acquired language knowledge.

1. Select between grammatically correct speaking and meaning- and fluency-focused speaking appropriately for the objectives of learning.
2. Guide students to express their thoughts and feelings and communicate information according to various situations of discourse, such as speaking in planned or unplanned situations, social conversation, or information exchange.
3. Teach students to learn and understand the discourse practices of Koreans and the characteristics of spoken Korean, such as abbreviations and omissions, to enable them to acquire and use natural Korean.
4. Incorporate learners' proficiency level in teaching so that they can speak with pronunciation, intonation, and speed understandable to native Korean speakers.
5. Provide appropriate feedback to prevent the fossilization of incorrect expressions and sounds.

C.3. Reading

Reading is the language skill most often used to acquire necessary information or knowledge from written materials. Reading, not only in everyday life but also in the classroom, serves as the most effective skill in learning new content and knowledge. Therefore, reading education has been developed under the ultimate purpose of processing content on a broad level, not on the sentence level. Korean language reading education is also expanding its focus from sentence to discourse and from structure to content. In particular, reading texts can be tools to provide learners with a wide variety of knowledge and information about the ways of thinking and culture of Koreans and others. Therefore, it is necessary to utilize a variety of genres and topics as well as media appropriate for the objectives of learning and reading. It is also important to guide learners to compare what they have read with their native or first language and culture, thus helping them develop intercultural perspectives.

1. Teach students to acquire sounds and spelling first and then read texts to cultivate their factual, inferential, critical, and appreciative understanding of the content and formats.
2. Guide learners to utilize discourse markers used between sentences and paragraphs to understand text structure and content and carry out extensive reading.
3. Teach learners to adopt various strategies suitable for the objectives of reading, such as utilizing background knowledge, skimming, and predicting, for effective reading.
4. Utilize not only written texts but also various multimedia materials, such as pictures and videos, which give learners a glimpse into the culture and ways of thinking of Koreans.

C.4. Writing

The teaching and learning of Korean language writing should employ a process-centered approach to give learners sufficient time for writing. Teachers should guide students with a variety of strategies that can be useful for each step. They should also let learners utilize pre- and post-writing steps to self-check whether or not their writing fits the structure and format of Korean writing and the given genre.

1. Teach students to be able to write correct Korean letters first and then move on

- to the writing of words, sentences, and paragraphs in a progressive and gradual manner.
2. Instruct students to correctly understand grammar and sentence structures and use appropriate punctuation marks in writing a Korean text with an authentic structure and format.
 3. Create practical and authentic writing assignments by incorporating student needs.
 4. Adopt a process-oriented approach to writing by step, such as pre-writing, drafting, and post-writing, and provide teacher or peer feedback to students for effective writing.

5.2. Approaches to Assessment

The assessment of Korean language proficiency for Indian upper primary and secondary stage students is designed to assess their learning and achievement against each school's curriculum. Therefore, the modes or content of assessment may vary depending on the objectives and content of learning during the set period. The Curriculum describes approaches to assessment planning, execution and use, and specific methods by each language skill. These approaches and ideas can be applied flexibly considering the objectives and timing of assessment.

A. Assessment Plan

A.1. Analyze learner factors and characteristics and incorporate the findings into the assessment plan.

1. Incorporate India's multilingual environment and cultural differences from Korea into the plan.
2. Consider learner factors such as motivation, class year, Korean proficiency level, and environmental factors such as public/private school, online/offline learning, class size, classroom space and structure, educational aids and materials, etc., in the planning.
3. Integrate the characteristics of India's upper primary and secondary stage students into assessment to retain and reinforce their interest in and motivation for learning Korean.

A.2. Develop a plan of assessment consistent with the teaching and learning content

and the objectives of assessment.

1. Plan to diagnose and assess student achievement against the Curriculum.
2. Plan to assess both the learning process and the results.
3. Plan a separate or integrated assessment of the language skills of listening, speaking, reading, and writing appropriate for the objectives of assessment.
4. Consider validity, reliability, usefulness, and practicality in assessment planning.

B. Execution and Use of Assessment

B.1. Employ a valid and reliable evaluation method and tool to accurately diagnose and determine student achievement.

1. Test not only individual language skills but also integrated skills, such as listening and speaking, reading and speaking, reading and writing, and listening and reading, to make assessment more practical, authentic, and comprehensive.
2. Assess separately language knowledge such as vocabulary and grammar if testing the correct use of vocabulary and grammar is needed.
3. Select a formative or summative assessment considering the purpose and situation of evaluation.
4. Use a direct and indirect mode of assessment appropriate for the purpose and situation of evaluation.
5. Use a written, oral, observational, or portfolio assessment appropriate for the teaching and learning methods.
6. Prepare, review, and revise a draft based on the assessment plan and produce assessment instruments or materials.
7. Set clear criteria before assessment and share them with the learners.

B.2. Plan and implement assessment that can stimulate learners' motivation.

1. Incorporate the learners' purposes for learning Korean and environment into assessment.
2. Organize assessment to become a tool to develop and continue learners' motivation.
3. Consider the ages of upper primary and secondary stage students and Indian culture in assessment planning.
4. In addition to individual assessment, use group assessment methods that promote

interactions between learners, such as role play or small group projects, depending on the areas to evaluate.

B.3. Make effective use of assessment results.

1. Use assessment results to improve teaching and learning.
2. Interpret assessment results considering individual differences and provide descriptive and easy-to-understand feedback to students for a positive washback effect.
3. Guide learners to use their assessment results as data to monitor their learning and achievement.
4. Incorporate assessment results into the next assessment plan.

C. Assessment Methods by Language Skill

C.1. Listening

1. Assess comprehension ability appropriate for purposeful listening using strategies such as focusing on key words and reasoning from the context.
2. Evaluate the learners' ability to discern individual sounds and understand the meaning of words, sentences, and discourses through listening.
3. Assess the learners' ability to grasp the characteristics of spoken Korean and discourse.
4. Use a variety of authentic materials such as online video and audio clips or TV programs and assess the learners' ability to understand the natural utterances of Koreans.
5. Use authentic listening materials but adjust their utterance speed considering student level.

C.2. Speaking

1. Assess the learners' ability to compose meaning appropriate for the purpose and task of evaluation.
2. Set the evaluation criteria such as task performance and content composition ability, fluency, accuracy, and appropriateness to evaluate the learners' grammatical, discourse composition, sociolinguistic, and strategic abilities.
3. Select an evaluation method appropriate to the content, such as interviews with

teachers, pair activities, role play by group, or presentations.

4. Assess not only the results of performances, but also the process of performing the tasks and attitudes during evaluation.
5. Evaluate the learners' ability to speak with pronunciation, intonation, and speed understandable by native Korean speakers.

C.3. Reading

1. Evaluate the learners' ability to read using a variety of strategies, such as skimming or reasoning from the context, suitable for the reading goal.
2. Assess the learners' ability to read sounds and spell or the learners' ability of factual understanding, reasoning understanding, or critical comprehension according to student level.
3. Evaluate the learners' ability to understand not only the content but also the characteristics of Korean texts in terms of form and structure.
4. Produce evaluation questions using not only written language but also various multimedia materials such as pictures and videos related to Korean culture.

C.4. Writing

1. Set evaluation criteria such as task performance, content composition, development structure, language use, and sociolinguistic abilities.
2. Observe, diagnose, and assess the learners' writing ability based on the texts they create during not only assessment but also classroom activities.
3. Develop practical assessment tasks that can be used in real life and real communication.
4. Assess not only the outcomes of writing but also the processes such as planning, outlining, drafting, and rewriting.

[Appendix] Objectives and Contents by Steps and Classes

Step	Basic			Beginner		Pre-Intermediate	
Class	6	7	8	9	10	11	12
Achievement Standards	Level 1						
				Level 2			
Goals	Can acquire Hangeul and the basic sentence structures of Korean, understand basic and short expressions frequently used in daily conversations of Koreans, and perform basic communication functions such as greetings and farewells and introductions.			Can engage in short and basic conversations from everyday life situations and read and write short texts about familiar topics. Learners can understand expressions frequently used in public situations in everyday life and perform basic communication functions such as greetings and farewells, introductions of oneself and others, and the understanding and exchanging of simple messages or information.		Can engage in simple conversations from public situations in everyday life and read and write texts needed in such situations. They can perform communication functions such as asking for information and responding, making requests and asking for permission, and understanding and exchanging messages.	
Class	Clas.	Content					
6	Consonants & Vowels of Hangeul	King Sejong the Great, <i>Hunminjeongeum</i> (The Proper Sounds for the Instruction of the People), vowels (ㅏ ㅑ ㅓ ㅕ ㅗ ㅛ ㅜ ㅠ ㅡ ㅣ ㅈ ㅊ ㅋ ㆁ ㄱ ㆅ ㆇ ㆉ ㆋ ㆍ ㆏ ㆑ ㆓ ㆕ ㆗ ㆙ ㆛ ㆝ ㆟ ㆡ ㆣ ㆥ ㆧ ㆩ), consonants (ㄱ ㅋ ㆁ ㄴ ㄷ ㄹ ㄲ ㄳ ㄴㅇㄹ ㄴㅇㄺ ㄴㅇㄻ ㄴㅇㄽ ㄴㅇㄿ ㄴㅇㅀ ㄴㅇㅃ ㄴㅇㅆ ㄴㅇㅈ ㄴㅇㅊ ㄴㅇㅋ ㄴㅇㆁ ㄴㅇㄱ ㄴㅇㆅ ㄴㅇㆇ ㄴㅇㆉ ㄴㅇㆋ ㄴㅇㆍ ㄴㅇ㆏ ㄴㅇ㆑ ㄴㅇ㆓ ㄴㅇ㆕ ㄴㅇ㆗ ㄴㅇ㆙ ㄴㅇ㆛ ㄴㅇ㆝ ㄴㅇ㆟ ㄴㅇㆡ ㄴㅇㆣ ㄴㅇㆥ ㄴㅇㆧ ㄴㅇㆩ), syllable structures, etc.					
	Greetings & Classroom Expressions	Greetings and farewells (Hello, Thank you, I appreciate it, I am sorry, My apologies, Goodbye, See you, etc.), classroom expressions (Open your book, Look at the book, Listen					

		carefully, Listen and repeat, Read, Write, Ask your question, Answer the question, Am I understood?, Do you have any questions?, etc.)
	Korean Culture	Korea's symbols (National Anthem, Flower, Flag, etc.), geography, seasons and climate, history, companies, popular culture (K-Pop, K-Drama), etc.
7,8	Topics	Personal information (name, phone number, family, nationality, hometown), dwelling and environment (place, accommodation, room, convenience facilities), daily life (family life, school life), shopping (shopping facilities, groceries, prices), food and beverage (foods, beverages, dining out), public services (post office, bank, hospital, pharmacy), leisure and entertainment (holidays, hobbies and interests, movies and performances, exhibitions and museums)
	Functions	Asking for and giving information (explaining), persuading and making recommendations (suggesting, requesting, permitting/asking for permission), expressing attitudes (agreeing, expressing wishes/ hopes/expectations), expressing emotions (expressing joy/anger/sorrow/pleasure), engaging in social activities (greeting, introducing, giving thanks, celebrating, welcoming, calling others)
	Grammar	Prepositional particle for nominative (이/가), prepositional particle for accusative (을/를), case particle (에게), auxiliary particle (은/는, 도), prepositional particle for verb (이다), locative particle (에, 에서), conjunction particle (하고), sentence ending (-어), negative sentence ending (-지 않다), conjunctive ending (-으러, -고), pre-final ending (-었-), etc.
	Vocabulary	Personal information and appearance (Korea, student, etc.), dwelling and environment (school, home, etc.), daily life (eat, watch, etc.), shopping (notebook, buy, etc.), food and beverage (milk, drink, etc.), public services (send, receive, etc.), leisure and entertainment (vacation, weekend, etc.)

	Korean Culture	Public transportation, table manners, greetings and farewells, family member titles, housing culture, cuisine, religions, perceptions of marriage, traditional folk plays (circle dance, swinging, seesaw, board games), traditional martial arts (taekwondo, archery, etc.), Koreans, politics in Korea, etc.
9, 10	Topics	Personal information (name, phone number, family, nationality, hometown), dwelling and environment (place, accommodation, room, convenience facilities), daily life (family life, school life), shopping (shopping facilities, groceries, prices), food and beverage (foods, beverages, dining out), public services (post office, bank, hospital, pharmacy), leisure and entertainment (holidays, hobbies and interests, movies and performances, exhibitions and museums), interpersonal relationships (friends and colleagues, invitations, visiting, letters), health (body, diseases), climate (weather, seasons), travel (tourist destinations), transportation (roads, transportation)
	Function	Asking for and giving information (explaining, asking and answering), persuading and making recommendations (suggesting, requesting, permitting/asking for permission, ordering, prohibiting), expressing attitudes (agreeing, guessing, expressing wishes/hopes/expectations, apologizing, rejecting), expressing emotions (expressing joy/anger/sorrow/pleasure), engaging in social activities (greeting, introducing, thanking, celebrating, welcoming, calling others)
	Grammar	Case particle (께서), auxiliary particle (이나, 부터, 까지), pre-final ending (-으시-, -겠-), conjunctive ending (-으니까, -거나, -지만, -어서, -으려고), sentence ending (-습니다, -습니까, -을까, -을래, -을게, -네), -고 있다, -고 싶다, -기 전에, -을 수 있다, -어야 되다, -은 후에, -어 보다, etc.
	Vocabulary	Personal information and appearance (family, father, etc.), dwelling and environment (neighborhoods, shops, etc.), daily

		life (dormitory, go to, etc.), shopping (shoes, trousers, etc.), food and beverage (order, price, etc.), public services (money, find, etc.), leisure and entertainment (plans, Monday, etc.), interpersonal relationships (invitations, plans, etc.), health (sick, drug, etc.), climate (hot, summer, etc.), travel (scenery, popular, etc.), transportation (bus, airplane, etc.)
	Korean Culture	Manners in public, congratulations and condolences (first birthday, one hundredth day after a child's birth), traditional manners, leisure activities, shopping, respectful attitude towards the elderly, traditional holidays, educational fervor, school system, school life, etc.
11, 12	Topics	Personal information (name, phone number, family, nationality, hometown, personality, appearance), dwelling and environment (place, accommodation, room, furniture/bedding, housing expenses, convenience facilities, areas), daily life (family life, school life), shopping (shopping facilities, groceries, clothing, household goods, prices), food and beverage (foods, beverages, delivery, dining out), public services (post office, bank, hospital, pharmacy, police station), leisure and entertainment (holidays, hobbies and interests, movies and performances, exhibitions and museums), interpersonal relationships (friends and colleagues, invitations, visiting, letters, gatherings), health (physical, hygiene, diseases, care), climate (weather, seasons), travel (tourist destinations, itinerary, luggage, accommodation), transportation (location, distance, road, transportation)
	Function	Asking for and giving information (explaining, confirming, comparing, contrasting, asking/answering), persuading and making recommendations (suggesting, requesting, permitting/asking for permission, ordering, prohibiting), expressing attitudes (agreeing, guessing, expressing wishes/hopes/expectations, expressing possible/impossible,

		expressing ability, expressing obligations, apologizing, rejecting), expressing emotions (expressing surprise/preference/joy/anger/sorrow/pleasure), engaging in social activities (greeting, introducing, thanking, celebrating, welcoming, calling others)
	Grammar	Case particle (한테서), auxiliary particle (마다, 밖에), conjunctive ending (-게, -는데, -다가, -으면, -으면서), derivational ending (-은, -는, -을), sentence ending (-지), -게 되다, -기 때문에, -기로 하다, -는 것, -는 것 같다, -는 동안에, -어 있다, -어 주다, -어도 되다, -은 적이 있다, -은 지, -을 때, etc.
	Vocabulary	Personal information and appearance (short, cute, etc.), dwelling and environment (moving, convenience, etc.), daily life (ambient environment, perception, etc.), shopping (fashion, black, etc.), food and beverage (vegetables, fish, etc.), public services (ID card, access to services, etc.), leisure and entertainment (title, enjoy, etc.), interpersonal relationships (help, contact, etc.), health (habit, walk, etc.), climate (cloudy, sunny, etc.), travel (reservation, cancellation, etc.), transportation (fare, traffic accident, etc.)
	Korean Culture	Superstitions and taboos, names, honorific and casual speech, body language, education system, national holidays, cultural heritage, proper etiquette for appointments, historical Korean figures, customs, local attractions, famous markets, administrative districts, literature, Korean Wave, cronyism related to hometown and school background, emotional attachment of Koreans, Korean companies, Korean universities, traditional Korean medicine and folk remedies, President of Korea, Korean democracy, workplace and hierarchical culture, work ethic, social structure, travel, election culture, Korean local festivals, funeral culture, Korea's modern and contemporary history, historical events of India and Korea, etc.

URL of Standard Curriculum for Korean Language

Ministry of Culture, Sports, Tourism

https://www.mcst.go.kr/kor/s_notice/notice/noticeView.jsp?pSeq=15573

National Institute of Korean Language

Korean

https://www.korean.go.kr/front/etcData/etcDataView.do?mn_id=208&etc_seq=657&pageIndex=1

English

https://www.korean.go.kr/front/etcData/etcDataView.do?mn_id=208&etc_seq=658&pageIndex=1