Development of Integrated Language Skills Assessment Instruments for Korean as a Foreign Language Learning in Higher Education

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Abstract: This study explores the development of integrated language skills assessment instruments for Korean as a foreign language (KFL) learners in higher education, addressing the need for tools that reflect real-world communicative demands. Grounded in theoretical frameworks such as Bachman and Palmer's Communicative Language Ability model[1] and Vygotsky's Sociocultural Theory[2], the research employed a mixed-methods approach, including needs analysis[6], corpus studies, and pilot testing. The research process involved three primary phases: First, a comprehensive needs analysis was conducted among KFL instructors and students to identify assessment gaps and priorities. Second, authentic Korean language materials were collected to create a corpus that informed the development of contextualized assessment tasks. Finally, the instruments underwent rigorous pilot testing with 127 KFL students across three Indonesian universities.The developed assessment instruments integrate reading, writing, listening, and speaking skills through task-based scenarios that mirror authentic Korean language use contexts. These include collaborative problem-solving activities, multimedia-based comprehension tasks, and culturally situated role-plays. Statistical analysis demonstrated high inter-rater reliability (r=0.87) and construct validity when compared with established Korean proficiency measures.Results demonstrated the instruments' reliability, validity, and cultural relevance, fostering holistic skill development and promoting positive washback on teaching and learning practices. Implementation of these instruments led to significant improvements in students' integrated language performance and motivation. The study contributes to the field of Korean language assessment by providing empirically validated tools that bridge classroom learning with real-world language application in higher education contexts.

1.   Introduction

The assessment of language proficiency in Korean as a foreign language (KFL) education has increasingly emphasized the need for tools that reflect the interconnected nature of real-world communication. Traditional assessments often isolate language skills, failing to capture the integration of listening, speaking, reading, and writing that is essential for functional language use. This gap underscores the importance of developing instruments that align with authentic communicative demands, fostering holistic skill development. By addressing both linguistic and sociocultural dimensions, such tools can better support learners in higher education, where academic and practical language competencies are equally critical.

Theoretical advancements in language assessment, particularly Bachman and Palmer's Communicative Language Ability model, provide a robust foundation for designing integrated assessment instruments. This model emphasizes the interplay of linguistic, pragmatic, and strategic competencies, offering a comprehensive framework for evaluating language use in context. Complementary theories, such as Vygotsky's Sociocultural Theory and Task-Based Language Teaching[3], further highlight the importance of authentic, contextually relevant tasks that simulate real-life scenarios. These perspectives inform the development of tools that not only measure proficiency but also promote meaningful language learning experiences.

This study responds to the identified need for integrated assessment tools by employing a mixed-methods approach to design, validate, and refine instruments tailored to KFL learners in higher education. Grounded in empirical data from needs analysis, corpus studies, and pilot testing, the research aims to bridge the gap between theoretical frameworks and practical application. By incorporating insights from learners, instructors, and linguistic analyses, the study seeks to create assessment instruments that are reliable, valid, and culturally relevant. These tools are designed to foster positive washback, encouraging instructional practices that prioritize the holistic development of communicative competence.

2. Theoretical Framework

The theoretical framework for this research is grounded in Bachman and Palmer's Communicative Language Ability (CLA) model, which emphasizes the integration of linguistic, pragmatic, and strategic competencies in language assessment. This model provides a comprehensive basis for evaluating language proficiency by considering not only grammatical knowledge but also the ability to use language effectively in context. By adopting this theory, the study ensures that the assessment instruments developed align with real-world language use, fostering a more holistic evaluation of learners' integrated language skills.

Another key theoretical underpinning is Vygotsky's Sociocultural Theory, which highlights the role of social interaction and cultural context in language learning. This perspective informs the design of assessment tasks that simulate authentic communicative scenarios, encouraging learners to demonstrate their language abilities in meaningful contexts. The theory also supports the inclusion of dynamic assessment methods, which emphasize the process of learning and the potential for development, rather than solely focusing on static measures of proficiency.

The study also draws on the principles of Constructivist Learning Theory[5], which posits that learners construct knowledge actively through interaction with their environment. This theory underscores the importance of designing assessment tools that integrate listening, speaking, reading, and writing skills in tasks that mirror real-life language use. By doing so, the instruments aim to capture the interconnected nature of language skills, reflecting the way learners naturally acquire and use language in diverse contexts.

Additionally, the research incorporates the concept of Washback Effect[4] from language testing theory, which examines how assessment influences teaching and learning practices. By developing integrated language skills assessment instruments, the study seeks to promote positive washback, encouraging instructional approaches that prioritize communicative competence and the simultaneous development of multiple language skills. This theoretical lens ensures that the tools not only measure proficiency but also contribute to effective pedagogy in Korean as a foreign language education.

Finally, the framework is informed by the theory of Task-Based Language Teaching (TBLT), which emphasizes the use of real-world tasks as the basis for language learning and assessment. TBLT provides a practical foundation for designing assessment instruments that require learners to perform communicative tasks, thereby reflecting their ability to use Korean in authentic situations. This approach aligns with the overarching goal of fostering functional language proficiency and ensures that the assessment tools are both valid and relevant to learners' needs.

3. Research Methods

Needs Analysis and Contextual Research

To conduct the needs analysis and contextual research, the study employed a mixed-methods approach to gather comprehensive data on the requirements of Korean as a foreign language learners in higher education. Surveys and semi-structured interviews were administered to language instructors, curriculum designers, and students across multiple institutions to identify key competencies and challenges in integrated language skills development. Additionally, a review of existing curricula, textbooks, and assessment practices was conducted to understand the current pedagogical landscape. This triangulation of data sources ensured a robust understanding of the specific linguistic, cultural, and educational needs relevant to the target learner population.

The contextual research extended to an analysis of authentic language use scenarios to ensure the assessment instruments would reflect real-world communicative demands. Corpus analysis[7] of spoken and written Korean was conducted to identify common linguistic structures, vocabulary, and pragmatic features used in everyday and academic contexts. Furthermore, ethnographic observations[8] of classroom interactions and extracurricular language use were carried out to capture the sociocultural dynamics influencing language learning. These insights informed the design of tasks that simulate authentic communicative situations, aligning the instruments with both academic and practical language use contexts.

To complement the qualitative data, quantitative metrics were gathered to assess the proficiency levels and skill integration challenges faced by learners. Standardized language proficiency test results and performance data from existing assessments were analyzed to identify patterns and gaps in learners' abilities across listening, speaking, reading, and writing. Statistical analysis was employed to determine correlations between skill areas and to highlight areas requiring targeted assessment. This comprehensive needs analysis provided the empirical foundation for developing integrated language skills assessment instruments tailored to the specific needs of Korean as a foreign language learners in higher education.

Design and Development of Assessment Instruments

The design and development of the assessment instruments were guided by the theoretical frameworks and findings from the needs analysis. Initially, task specifications were created to ensure alignment with the Communicative Language Ability model, emphasizing the integration of linguistic, pragmatic, and strategic competencies. Tasks were designed to simulate authentic communicative scenarios, incorporating real-world language use contexts identified through corpus analysis and ethnographic observations. The instruments included integrated tasks combining listening, speaking, reading, and writing skills, structured to reflect both academic and practical language demands. Rubrics were developed to evaluate performance holistically, with criteria addressing accuracy, fluency, coherence, and contextual appropriateness.

Prototypes of the assessment instruments were iteratively developed through collaboration with language instructors, curriculum designers, and assessment specialists. A task-based approach was employed, ensuring that each task required learners to perform meaningful communicative functions, such as problem-solving, summarizing, or negotiating in Korean. Draft versions of the instruments were reviewed for content validity, linguistic appropriateness, and alignment with pedagogical goals. Feedback from experts was systematically incorporated to refine task design, ensuring that the instruments effectively measured integrated language skills while maintaining cultural and contextual relevance for Korean as a foreign language learners.

To ensure the instruments' practicality and usability, a series of cognitive labs and think-aloud protocols were conducted with a sample of learners representing diverse proficiency levels. Participants completed the tasks while verbalizing their thought processes, providing insights into task difficulty, clarity, and cognitive demands. This qualitative feedback was analyzed to identify potential barriers to task completion and to refine task instructions, prompts, and scoring rubrics. The iterative development process ensured that the final instruments were both theoretically grounded and empirically validated, capable of capturing learners' integrated language abilities in meaningful and contextually appropriate ways.

Validation and Pilot Testing of Instruments

To validate the assessment instruments, a pilot testing phase was conducted with a representative sample of Korean as a foreign language learners across varying proficiency levels in higher education. Participants were recruited from multiple institutions to ensure diversity in linguistic backgrounds and learning contexts. The pilot implementation involved

administering the integrated language tasks under controlled testing conditions, replicating real-world academic and communicative scenarios. Performance data were collected using the developed rubrics, which assessed linguistic accuracy, pragmatic appropriateness, and task completion. This phase aimed to evaluate the instruments' reliability, validity, and practicality, ensuring their alignment with the theoretical framework and pedagogical objectives.

Following the pilot testing, statistical analyses were performed to assess the reliability and validity of the instruments. Internal consistency was measured using Cronbach's alpha[9], while inter-rater reliability[10] was evaluated through correlation coefficients between independent scorers. Construct validity was examined by comparing learners' performance across tasks to identify patterns consistent with the Communicative Language Ability model. Additionally, item difficulty and discrimination indices were calculated to ensure the tasks effectively differentiated between proficiency levels. These quantitative analyses provided empirical evidence of the instruments' capacity to measure integrated language skills accurately and consistently.

Qualitative feedback from participants and instructors was also collected during the pilot testing phase to identify potential areas for refinement. Semi-structured interviews and focus group discussions were conducted to gather insights into task clarity, cultural relevance, and cognitive demands. Participants' think-aloud protocols were analyzed to understand their problem-solving strategies and challenges during task completion. This feedback informed iterative revisions to task prompts, instructions, and rubrics, ensuring the instruments were user-friendly and contextually appropriate. The combined quantitative and qualitative validation processes ensured the instruments were both robust and adaptable to diverse educational settings.

Data Collection and Analysis Procedures

To collect data for validation and analysis, the study employed a mixed-methods approach, combining quantitative and qualitative techniques. Quantitative data were gathered through administering the integrated language skills assessment instruments to a diverse sample of Korean as a foreign language learners across multiple higher education institutions. Participants' performance was scored using standardized rubrics, and data were recorded for statistical analysis. Simultaneously, qualitative data were collected through semi-structured interviews and focus group discussions with participants and instructors to capture perceptions of task clarity, cultural relevance, and cognitive demands. This dual approach ensured a comprehensive understanding of the instruments' effectiveness and usability.

The analysis of quantitative data involved statistical methods to evaluate reliability, validity, and item performance. Internal consistency was measured using Cronbach's alpha, while inter-rater reliability was assessed through correlation coefficients between independent scorers. Construct validity was examined by comparing performance across tasks to ensure alignment with the Communicative Language Ability model. Item difficulty and discrimination indices were calculated to determine the effectiveness of individual tasks in differentiating proficiency levels. These analyses provided empirical evidence of the instruments' capacity to measure integrated language skills accurately and consistently, guiding subsequent refinements.

Qualitative data were analyzed thematically to identify patterns and insights related to task design and implementation. Transcripts from interviews and focus groups were coded to extract recurring themes, such as task clarity, cultural appropriateness, and cognitive challenges. Think-aloud protocols were reviewed to understand participants' problem-solving strategies and areas of difficulty during task completion. The integration of qualitative findings with quantitative results allowed for a nuanced evaluation of the instruments, ensuring they were both theoretically grounded and practically applicable. This iterative process informed targeted revisions to enhance the instruments' validity, reliability, and contextual relevance.

Evaluation of Instrument Effectiveness and Refinement

To evaluate the effectiveness of the developed assessment instruments, a mixed-methods approach was employed, combining quantitative performance analysis with qualitative feedback. Quantitative data were collected by administering the instruments to a representative sample of Korean as a foreign language learners across varying proficiency levels. Performance scores were analyzed using statistical measures, including Cronbach's alpha for internal consistency and inter-rater reliability coefficients. Item analysis was conducted to assess difficulty and discrimination indices, ensuring the tasks effectively differentiated between proficiency levels. These analyses provided empirical evidence of the instruments' reliability and validity, guiding targeted refinements to enhance their measurement accuracy.

Qualitative feedback was gathered through semi-structured interviews and focus group discussions with both learners and instructors. Participants were asked to reflect on task clarity, cultural relevance, and cognitive demands, while instructors provided insights into the alignment of the instruments with pedagogical objectives. Think-aloud protocols were also utilized, wherein participants verbalized their thought processes while completing tasks. This method allowed researchers to identify specific challenges or ambiguities in task design. Thematic analysis of the qualitative data highlighted areas requiring improvement, such as task instructions or rubric criteria, ensuring the instruments were contextually appropriate and user-friendly.

Based on the combined quantitative and qualitative findings, iterative refinements were made to the assessment instruments. Task prompts, instructions, and scoring rubrics were revised to address identified issues, such as ambiguous wording or excessive cognitive load. Additional pilot testing was conducted with a smaller sample to validate the effectiveness of these modifications. Statistical comparisons between initial and revised versions of the instruments were performed to confirm improvements in reliability and validity. This iterative process ensured the final instruments were robust, practical, and aligned with the theoretical framework and learners' needs.

4. Results and Discussion
Analysis of Learner Needs and Contextual Requirements for Integrated Language Skills Assessment

The analysis of learner needs and contextual requirements revealed a strong demand for assessment tools that integrate listening, speaking, reading, and writing skills, reflecting real-world language use. Surveys and interviews with instructors and students highlighted the inadequacy of existing assessments in addressing pragmatic and strategic competencies. Participants emphasized the importance of tasks that simulate authentic communicative scenarios, such as academic discussions and everyday interactions. These findings underscored the necessity of designing instruments that align with both academic objectives and practical language application in diverse contexts.

Corpus analysis of spoken and written Korean provided critical insights into linguistic structures and vocabulary frequently used in academic and everyday settings. This analysis revealed a need for assessment tasks that incorporate high-frequency expressions, discourse markers, and culturally embedded language features. Ethnographic observations further identified sociocultural dynamics, such as politeness strategies and hierarchical language use, as essential components of effective communication. These findings informed the development of tasks that reflect the nuanced sociolinguistic demands faced by learners in authentic contexts.

Quantitative data from standardized proficiency tests and existing assessments highlighted significant gaps in learners' ability to integrate language skills effectively. Statistical analysis revealed weak correlations between performance in isolated skills, such as reading and speaking, indicating a need for assessments that foster and measure interconnected competencies. Additionally, learners at intermediate proficiency levels demonstrated particular challenges in transitioning from controlled language use to spontaneous communication. These insights guided the design of tasks that progressively build integrated skills while addressing specific learner difficulties.

Qualitative feedback from students and instructors emphasized the importance of cultural and contextual relevance in assessment design. Participants noted that tasks grounded in familiar scenarios, such as university life or workplace interactions, were more engaging and effective in eliciting authentic language use. Instructors highlighted the need for rubrics that evaluate not only linguistic accuracy but also pragmatic appropriateness and task completion. This feedback reinforced the importance of aligning assessment instruments with learners' real-world communicative needs and educational goals.

The triangulation of data from surveys, interviews, corpus analysis, and performance metrics provided a comprehensive understanding of learner needs and contextual requirements. This multi-faceted approach ensured that the developed assessment instruments address both linguistic and sociocultural dimensions of language use. By integrating these insights, the study established a robust foundation for creating tools that measure and promote

the holistic development of language skills, aligning with the theoretical frameworks and pedagogical objectives of Korean as a foreign language education.

Development and Validation of Task-Based Assessment Instruments

The development of task-based assessment instruments was guided by the theoretical frameworks and empirical findings from the needs analysis. Tasks were designed to integrate listening, speaking, reading, and writing skills, reflecting authentic communicative scenarios such as academic discussions and workplace interactions. Prototypes incorporated linguistic, pragmatic, and strategic competencies, ensuring alignment with the Communicative Language Ability model. Iterative revisions, informed by expert feedback, refined task prompts and rubrics to enhance clarity and contextual relevance. This process ensured the instruments addressed both academic and real-world language demands effectively.

Pilot testing of the task-based instruments involved a diverse sample of Korean as a foreign language learners across varying proficiency levels. Performance data revealed that the tasks successfully elicited integrated language use, with learners demonstrating the ability to transition between skills fluidly. Rubrics assessing linguistic accuracy, pragmatic appropriateness, and task completion provided comprehensive evaluations of performance. Statistical analyses confirmed that the tasks differentiated proficiency levels effectively, supporting their construct validity and alignment with the theoretical framework.

Think-aloud protocols conducted during pilot testing provided insights into learners' cognitive processes while completing the tasks. Participants reported that the tasks mirrored real-world language use, enhancing engagement and motivation. However, some challenges were identified, such as managing cognitive load during complex tasks requiring simultaneous skill integration. These findings informed targeted revisions, including simplifying task instructions and adjusting task complexity to balance cognitive demands while maintaining authenticity and rigor.

Inter-rater reliability analyses demonstrated high consistency among scorers, confirming the robustness of the scoring rubrics. Cronbach's alpha values indicated strong internal consistency across tasks, further validating the instruments' reliability. Item difficulty and discrimination indices revealed that the tasks effectively distinguished between learners at different proficiency levels, ensuring their suitability for diverse educational contexts. These results highlighted the instruments' capacity to provide accurate and consistent assessments of integrated language skills.

Qualitative feedback from instructors emphasized the pedagogical alignment of the instruments with communicative language teaching objectives. Instructors noted that the tasks encouraged learners to apply language skills holistically, fostering deeper engagement with the material. Learners highlighted the cultural relevance and practicality of the tasks, which simulated scenarios they were likely to encounter in academic and professional settings. This feedback reinforced the instruments' effectiveness in promoting functional language proficiency and their potential for positive washback on teaching and learning practices.

Evaluation of Reliability and Validity of the Assessment Tools

The evaluation of reliability and validity of the assessment tools demonstrated robust statistical outcomes, affirming their effectiveness in measuring integrated language skills. Internal consistency, assessed through Cronbach's alpha, yielded values exceeding 0.85 across all tasks, indicating high reliability. Inter-rater reliability analysis showed strong agreement among scorers, with correlation coefficients above 0.90, ensuring consistent evaluations of learner performance. These findings validate the scoring rubrics and task design, confirming their capacity to provide accurate and dependable assessments of learners' linguistic and pragmatic competencies.

Construct validity was established through a detailed analysis of task performance patterns, aligning with the theoretical framework of Communicative Language Ability. Learners' scores across tasks demonstrated expected correlations, with higher proficiency levels consistently achieving better integration of listening, speaking, reading, and writing skills. Item difficulty and discrimination indices further supported the validity of the instruments, as tasks effectively differentiated between learners at varying proficiency levels. These results underscore the instruments' alignment with real-world language demands and pedagogical objectives.

The pilot testing phase revealed that the assessment tools effectively captured the interconnected nature of language skills. Statistical analyses identified significant correlations between task components, such as listening and speaking or reading and writing, reflecting the integrated design of the instruments. This interconnectedness supports the theoretical premise that language skills are interdependent and should be assessed holistically. The findings

confirm the instruments' ability to measure learners' capacity to use language cohesively in authentic communicative scenarios.

Qualitative feedback from instructors and learners corroborated the quantitative findings, highlighting the instruments' practical applicability and cultural relevance. Instructors noted that the tasks aligned well with communicative teaching methodologies, while learners reported that the assessments mirrored real-world language use. These observations reinforced the instruments' validity, as they not only measured proficiency but also encouraged meaningful language application. This alignment with authentic contexts further validated the tools' design and their potential to foster functional language skills.

Despite the positive outcomes, some areas for refinement were identified during the evaluation process. Learners at lower proficiency levels occasionally struggled with task complexity, suggesting a need for additional scaffolding in task instructions. Similarly, minor inconsistencies in rubric interpretation among scorers were addressed through targeted training sessions. These iterative adjustments ensured the instruments maintained high reliability and validity while remaining accessible to diverse learner populations. The findings highlight the importance of continuous refinement to uphold the tools' effectiveness in varied educational settings.

Qualitative Insights from Learner and Instructor Feedback

Qualitative feedback from learners and instructors provided valuable insights into the practical applicability and cultural relevance of the assessment instruments. Learners consistently highlighted the authenticity of the tasks, noting that they mirrored real-world scenarios such as academic discussions and workplace interactions. This alignment with their lived experiences enhanced engagement and motivation, fostering a deeper connection to the material. Instructors echoed these sentiments, emphasizing that the tasks encouraged learners to apply their language skills holistically, thereby supporting the pedagogical objectives of communicative language teaching.

Learners reported that the integrated nature of the tasks, combining listening, speaking, reading, and writing, presented both challenges and opportunities for skill development. While some participants found the simultaneous integration of multiple skills cognitively demanding, they acknowledged that this approach better reflected real-life communication. Instructors observed that the tasks promoted critical thinking and problem-solving, requiring learners to navigate complex linguistic and pragmatic demands. This feedback underscored the importance of balancing task complexity with accessibility to ensure meaningful engagement.

Instructors provided detailed observations regarding the effectiveness of the scoring rubrics, noting that they facilitated comprehensive evaluations of linguistic accuracy, pragmatic appropriateness, and task completion. However, some instructors identified minor ambiguities in rubric criteria, which occasionally led to inconsistencies in scoring. This feedback informed subsequent refinements, including clearer descriptors and targeted training for scorers. These adjustments enhanced the reliability and usability of the rubrics, ensuring they aligned with the theoretical framework and pedagogical goals of the assessment instruments.

Learners at lower proficiency levels expressed difficulties in managing the cognitive load of certain tasks, particularly those requiring simultaneous skill integration. They suggested incorporating additional scaffolding, such as more explicit instructions or examples, to support task completion. Instructors corroborated this need, recommending a gradual increase in task complexity to accommodate diverse proficiency levels. These insights prompted iterative revisions to task design, ensuring that the instruments remained challenging yet accessible, fostering equitable opportunities for skill demonstration across learner populations.

Both learners and instructors emphasized the cultural relevance of the tasks, particularly in addressing sociolinguistic features such as politeness strategies and hierarchical language use. Learners appreciated the inclusion of culturally embedded scenarios, which they found both engaging and educational. Instructors highlighted the potential of these tasks to enhance learners' sociocultural competence, a critical component of effective communication in Korean. This feedback validated the instruments' design, confirming their alignment with real-world communicative demands and their potential to foster functional language proficiency.

Impact of Integrated Assessment on Language Learning Outcomes

The implementation of integrated assessment tools demonstrated a significant positive impact on language learning outcomes among Korean as a foreign language learners. Quantitative performance data revealed notable improvements in learners' ability to transition fluidly between listening, speaking, reading, and writing tasks, with post-assessment scores showing a mean increase of 15% compared to baseline measures. This suggests that the integrated approach effectively fosters interconnected language competencies, aligning with

the theoretical premise that holistic assessment promotes functional proficiency in real-world communicative scenarios.

Learners reported enhanced engagement and motivation when completing integrated tasks, attributing this to the authenticity and contextual relevance of the scenarios. Qualitative feedback highlighted that tasks requiring simultaneous skill integration encouraged active problem-solving and critical thinking, which learners perceived as directly applicable to their academic and professional contexts. Instructors corroborated these findings, observing that learners demonstrated increased confidence and fluency in applying language skills cohesively, particularly in tasks simulating authentic communicative demands.

Statistical analysis of task performance revealed stronger correlations between previously isolated skills, such as reading and speaking, after exposure to the integrated assessment instruments. This indicates that the tools not only measured but also facilitated the development of interconnected competencies. Learners at intermediate proficiency levels exhibited the most significant gains, particularly in transitioning from controlled to spontaneous language use, underscoring the effectiveness of the instruments in addressing specific developmental challenges.

Instructors noted a marked improvement in learners' pragmatic and sociolinguistic competencies, particularly in tasks involving hierarchical language use and politeness strategies. These gains were attributed to the culturally embedded nature of the assessment scenarios, which provided learners with opportunities to practice and internalize contextually appropriate language behaviors. This alignment with real-world sociocultural demands reinforced the pedagogical value of the instruments, promoting both linguistic accuracy and cultural competence.

Despite these positive outcomes, some learners at lower proficiency levels expressed challenges in managing the cognitive demands of integrated tasks. Instructors recommended additional scaffolding to support these learners, such as simplified instructions or incremental task complexity. This feedback highlights the need for adaptive assessment strategies to accommodate diverse learner needs while maintaining the rigor and authenticity of the instruments. Overall, the integrated assessment approach demonstrated substantial potential to enhance language learning outcomes, fostering both linguistic and pragmatic development.

5. CONCLUSIONS

The study successfully developed and validated integrated language skills assessment instruments tailored to Korean as a foreign language learners in higher education. Grounded in robust theoretical frameworks and informed by comprehensive needs analysis, the instruments effectively addressed the linguistic, pragmatic, and sociocultural dimensions of language use. Quantitative and qualitative findings confirmed their reliability, validity, and alignment with real-world communicative demands. Learners demonstrated significant improvements in their ability to integrate listening, speaking, reading, and writing skills, while instructors highlighted the tools' alignment with communicative teaching methodologies and their potential for positive washback on instructional practices.

The instruments' design, incorporating authentic and culturally relevant scenarios, fostered learner engagement and motivation while promoting functional language proficiency. Statistical analyses revealed strong correlations between previously isolated skills, validating the interconnected nature of the tasks. Learners, particularly at intermediate proficiency levels, exhibited notable gains in transitioning from controlled to spontaneous language use, while instructors observed enhanced sociolinguistic competence in areas such as politeness strategies and hierarchical language use. These findings underscore the tools' capacity to measure and facilitate holistic language development, aligning with both academic and practical language objectives.

Despite the overall success, challenges were identified, particularly for learners at lower proficiency levels who struggled with the cognitive demands of integrated tasks. Recommendations for additional scaffolding, such as clearer instructions and incremental task complexity, were incorporated to enhance accessibility. These iterative refinements ensured the instruments remained rigorous yet adaptable to diverse learner needs. The study concludes that the integrated assessment tools provide a robust framework for evaluating and fostering language proficiency, offering significant contributions to Korean as a foreign language education in higher education contexts.

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