

**INTEGRATING THE ROLE-PLAY IN THE FLIPPED
CLASSROOM TO IMPROVE THE KOREAN READING ABILITY
AND LEARNING MOTIVATION OF UNDERGRADUATE
STUDENTS**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE PROGRAM IN TECHNOLOGY-
ENHANCED LEARNING AND INNOVATION
SCHOOL OF INDUSTRIAL EDUCATION AND TECHNOLOGY
KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG
2024
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Title INTEGRATING THE ROLE-PLAY IN THE FLIPPED CLASSROOM TO IMPROVE THE KOREAN READING ABILITY AND LEARNING MOTIVATION OF UNDERGRADUATE STUDENTS

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Academic Year 2024

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ABSTRACT

The purpose of this study was to explore the effect of flipped classroom teaching mode on improving Korean reading ability and learning motivation of college students.

Traditional classrooms often fall short of meeting today's students' needs, while flipped classrooms with role-play provides an innovative teaching method, enabling students to master knowledge before class and improve learning efficiency. This study focused on first-year undergraduate students majoring in Korean language at a university in Shandong, China. 56 students were divided into two groups of 28. The control group adopted traditional face-to-face teaching, while the experimental group adopted role-play in flipped classroom teaching. The data was analyzed by independent sample t test. The average score of reading ability of the control group was 79.14 (SD=7.92), and that of the experimental group was 84.11 (SD=6.32). The independent sample t test showed that the different of reading ability average score between 2 groups was significantly different ($p = 0.012$, $t = -2.592$). Thus, the reading ability of the experimental group was higher than that of the control group. The score of learning motivation in the experimental group was 4.42 (SD=0.068). The study motivation of the experimental group was measured by 5-Likert scale, and the result was very high. The results of this study show that flipped classroom teaching mode can effectively improve the reading ability and learning motivation of first-year Korean students. To achieve a better flipped classroom effect, a variety of teaching activities can be added in the classroom to stimulate students' learning motivation, and at the same time, we can fully communicate with students to understand their learning experience and feedback and continuously improve teaching methods.

Keywords: Flipped classroom, Role-play, Korean reading ability, Learning motivation, educational technology, Korean language major students

ACKNOWLEDGEMENTS

Time flies, and my postgraduate life is coming to an end. My heart is filled with gratitude. Here, I would like to express my sincere thanks to all those who have helped and supported me.

First, I am very grateful to all the professors. I have benefited a lot from your meticulous guidance and rigorous attitude towards academic research. From the topic selection to writing and revision, you have guided me patiently and helped me overcome many difficulties. Each of you will accompany me on my future academic journey.

Secondly, I would like to thank my classmates. Your company and support during study and life have made me feel warm. Your encouragement and help made my postgraduate years less lonely.

Finally, I am grateful to my family. Your understanding and support have been my strong backing throughout my studies. No matter what difficulties I encounter, you have always been my most solid support.

With this, I express my gratitude. May I continue to move forward with this sense of gratitude in the future.

JUN WANG



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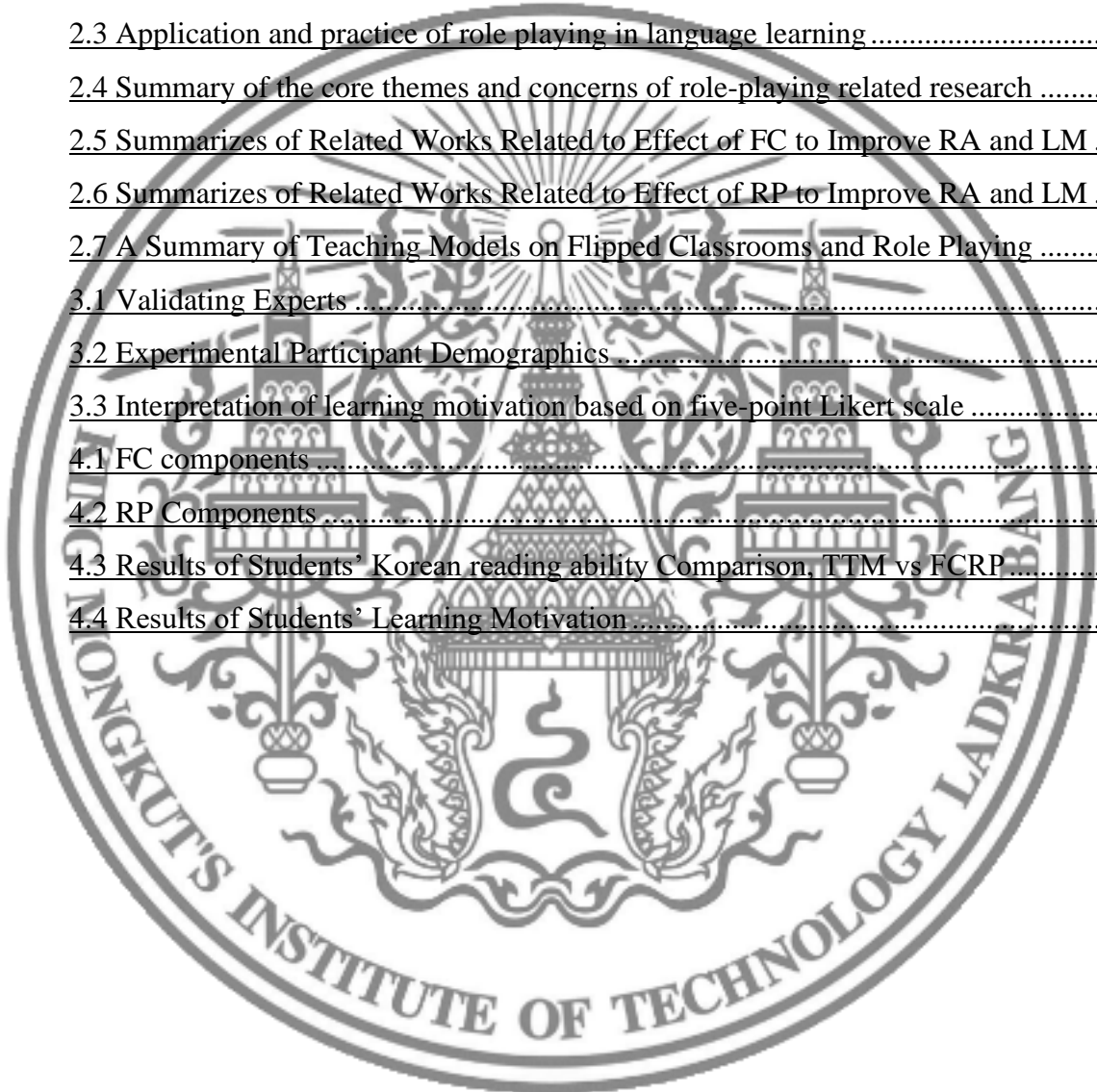
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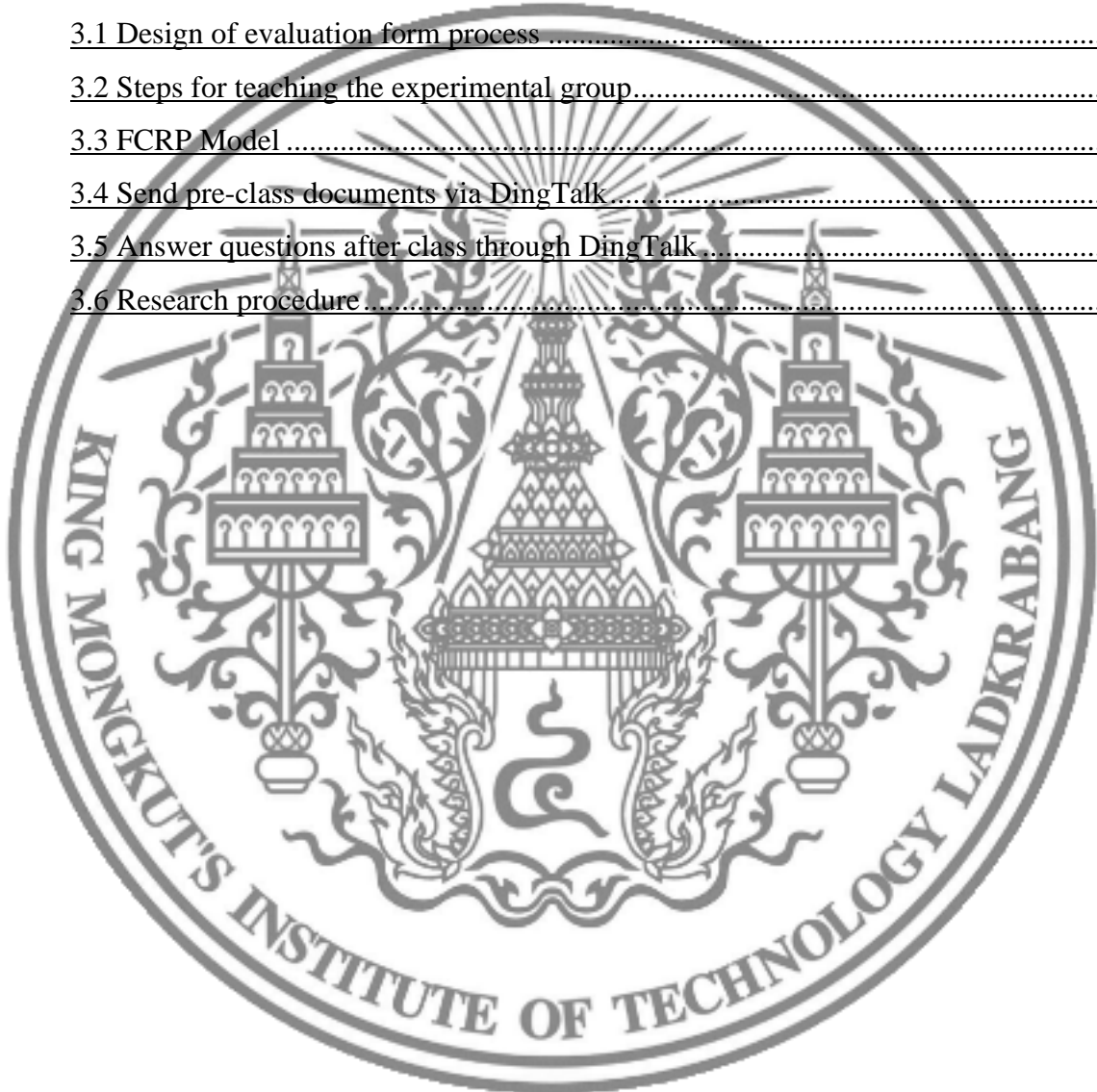
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CHAPTER 1

INTRODUCTION

1.1 Research Background

Reading is a vital language skill that is essential for knowledge acquisition (Septiani et al., 2024). It is more than just recognizing words; it requires understanding context and complex ideas. Strong reading skills help us engage deeply with a variety of materials, promote intellectual and cultural growth, and enable us to navigate and make meaningful contributions in a variety of contexts, which is essential for academic achievement, lifelong learning, and staying informed in an information-rich world. Fluency in reading is an important factor in foreign language learning. Reading fluency is embodied in vocabulary comprehension, reading speed, rhythm and expression, as well as the understanding of reading content, and is one of the effective learning methods to help us understand vocabulary and text content (Firstantin, 2019). Reading Korean fluently is especially important for language learning, however, there are many problems in the teaching of Korean reading. Traditional education often lacks flexibility due to fixed curriculum arrangements and classroom Settings, which cannot meet individual learning preferences. Its rigid structure can hinder personalized learning and adaptive teaching and may not suit the needs and styles of all students. In addition, the emphasis on standardized curricula may limit deep exploration and self-directed learning, thereby reducing student engagement with the material (The University of Texas at Austin, 2024). Therefore, the teaching method of Korean reading needs to be improved.

Learning motivation is the enthusiasm and enthusiasm shown by students in learning Korean, which is an important factor affecting the learning effect of Korean. The stronger the learning motivation, the higher the achievement and learning effect of the learner, usually able to achieve better academic performance. In recent years, flipped classroom teaching method as a means to improve student learning outcomes, has received wide attention (Zheng et al., 2020). In a flipped classroom, the traditional lecture and homework portion of the course is turned upside down, and students are exposed to instructional materials outside of class for more active and collaborative

learning in the classroom, which helps promote student learning of Korean. It can not only improve students' academic performance, but also improve students' learning motivation, learning engagement, and Korean communication skills (Yu, 2022). Flipping Classroom through a variety of classroom forms and resources, in actual teaching, can very well mobilize students' learning enthusiasm, "I should learn" into "I want to learn", improve their enthusiasm. The application of this teaching mode to Korean teaching is still in the exploration stage.

In recent years, the wave of education reform has been emerging, among which "flipped classroom" model has attracted much attention because of its unique teaching concept and method, and gradually become a new trend of education reform (Jian, 2019). Change the concept and give full play to the role of flipped classroom. The basis of the application of flipped classroom in Korean teaching is that both teachers and students need to change their ideas. The idea is to get out of the traditional teaching mode and keep pace with The Times. The most important thing is that teachers need to be brave to try and change, break the traditional concept of education and teaching, and create a good learning environment for students based on the flipped classroom teaching model, and give full play to the role of the classroom in education and teaching.

The use of role-play as a process drama method can significantly enhance the intrinsic motivation of reading, improve reading comprehension and improve language fluency (Lim & Park, 2023). Utilizing a process drama methodology can significantly enhance intrinsic motivation to read, improve reading comprehension, and boost language fluency. This interactive and immersive approach involves students in dramatic activities that require them to assume roles, create narratives, and explore various scenarios, all of which are deeply integrated with the reading material. Process drama transforms the traditional reading experience by making it active and participatory. As students engage in role-play and dramatization, they become more invested in the stories and texts they are reading. This heightened engagement fosters a natural interest and enthusiasm for reading, driving intrinsic motivation. Furthermore, process drama aids in improving reading comprehension. As students embody characters and enact scenes, they must understand the text on a deeper level to accurately portray the narrative and emotions. This deep dive into the material

encourages critical thinking, enhances understanding of complex themes, and aids in the retention of information.

Role-play in educational games enhances students' reading skills and motivation by reinforcing existing knowledge and sharpening cognitive abilities (Tekman & Yeniasır, 2023). Use role-play to improve students' Korean reading ability and motivation. This method requires students to use language in dynamic and contextually rich ways, thereby improving their oral and written communication skills. Through dialogue, students can practice vocabulary, grammar, and syntax in real time, thereby increasing fluency and confidence in language use. Incorporating role-play into reading instruction can make learning more enjoyable and increase students' motivation.

As educational models continue to evolve, university education is introducing a range of active learning methods to enhance student engagement and experience. The 'flipped classroom' and 'role-play' are typical examples. These methods emphasize student agency and encourage students to take greater initiative and creativity in the learning process (Gómez-Poyato et al., 2020). Among these innovative methods, "flipped Classroom" and "role-play" are the most prominent examples. These methods change the traditional education model by emphasizing student agency and encouraging learners to take greater initiative and creativity throughout the learning process. The flipped classroom model reverses the traditional structure of teaching by allowing students to review lecture material at home, usually through video lectures or readings, and then use class time for interactive, hands-on activities. This approach allows students to explore topics in greater depth, promotes collaborative problem solving, and enables teachers to provide more individualized support. On the other hand, role-play immerses students in real-life scenarios related to their field of study, requiring them to take on specific roles and make decisions based on their understanding of the topic. I think that by integrating the flipped classroom and role-play teaching model, it can improve students' reading ability and learning motivation in Korean.

1.2 Research Questions

1. What are components of flipped classroom with role-play for enhancing Korean reading ability and learning motivation?
2. Does the integration of a flipped classroom with role-play activities result in a significant improvement in students' Korean reading ability compared to students receiving traditional teaching?
3. What is the level of students' learning motivation of the student those receive the integration of a flipped classroom with role-play activities?

1.3 Research Objectives

1. To develop the flipped classroom with role-play activities for enhancing Korean reading ability and learning motivation.
2. To examine whether the integration of a flipped classroom with role-play activities results in a significant improvement in students' Korean reading ability compared to students receiving traditional teaching.
3. To examine the level of students' learning motivation, the student receives the integration of a flipped classroom with role-play activities.

1.4 Conceptual Framework

Figure 1.1

Conceptual Framework



1.5 Scope of research

This study investigated the effects of flipped classroom and role-play teaching methods on first-year university students' reading ability and motivation to learn Korean in China. The independent variables of this study were flipped classroom teaching method and role-play, and the dependent variables were students' Korean Reading Ability and learning motivation.

The participants of the study were 56 first-year students majoring in Korean at Shandong University of Foreign Studies.

The research methodology was as follows: 56 students were divided into two groups, one using the traditional teaching method and the second group using the integrating flipped classroom with role-play teaching method with 28 students in each group. The 28 students using integrating flipped classroom with role-play teaching methods were divided into four groups of five students each and role-played in the classroom as a group.

This three-week study aims to improve students' Korean reading ability and learning motivation through the combination of flipped classroom and role-play teaching mode. The research content covers the following three topics:

Week 1: Dreams and Future Careers

Week 2: How to Ask for Directions and Learn Directional Nouns

Week 3: Learning Korean Ordering and Food Nouns

The experimental group adopts the integrated flipped classroom and role-play teaching mode. Students conduct pre-class self-study, classroom role-play activities and after-class consolidation exercises through the DingTalk platform; the control group adopts the traditional face-to-face teaching method. The study analyzes the changes in students' reading ability and learning motivation through the evaluation data before and after the experiment.

At the end of the experiment, the students' test scores and questionnaires were collected. The differences between the experimental and control groups were compared to analyzing the implementation effect of the integrating flipped classroom with role-play teaching method.

1.6 Definition of terms

1.6.1 Flipped Classroom

Flipped classrooms give students the initiative to learn by rearranging the learning time inside and outside the classroom. Students independently study the materials provided by the teacher before class, and the classroom is no longer a detailed lecture, but an activity. After class, students independently plan their learning progress according to their own needs and complete the tasks set by the teacher. There are three steps: pre-class, in-class and after class.

1.6.2 Role-play

Role-play is an effective method for language learning. It improves reading skills through script reading and enhances language practice and emotional empathy through acting. Role-play deepens knowledge comprehension, increases enjoyment and motivation for learning, promotes cultural understanding, improves communication skills, fosters creative thinking, and boosts self-confidence.

1.6.3 Korean Reading Ability

Reading is a fundamental skill in language learning and a key part of language teaching. In learning Korean language, strong reading ability is essential for mastering the language. Improving Korean reading ability helps expand vocabulary, enhances overall language proficiency in listening, speaking, reading, and writing, and integrates language with cultural learning, boosting students' interest and motivation in Korean.

1.6.4 Students' Learning Motivation

Motivation drives students to engage in learning and shapes their attitude towards it. Strong motivation leads to active participation and better learning results, while lack of motivation can result in disinterest or avoidance. Enhancing students' motivation is key to improving their learning outcomes.

CHAPTER 2

LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Flipped Classroom

2.1.1.1 Definition of Flipped Classroom

The model of flipped classroom was created by Jon Bergman and Aaron Sams in the United States, which is a modern education method. Flipped, as the name suggests, is the identity transformation of the teaching subject, which redefines the dynamics of the traditional classroom.

Combined with the analysis of domestic and foreign experts and scholars, the following is the definition of flipped classroom: 1. According to the classroom content, some scholars proposed that flipped classroom subverts the traditional teaching order, students learn videos and materials by themselves before class, and class time is used for interactive learning and problem solving (Ayçiçek & Yelken, 2018). There are also scholars who see flipped classroom as a student-centered approach, where basics are learned through computer resources before class and advanced learning activities such as application and analysis are conducted during class (Zainuddin & Halili, 2016). 2. According to the classroom form, some scholars believe that flipped classroom is a new teaching method. Students learn independently through the learning videos made by teachers before class, and the classroom becomes a place for communication between teachers and students, and between students and homework. This is a new teaching method (Jin, 2015). Some experts have pointed out that in this innovative teaching model, students learn before class by watching materials such as learning videos produced by teachers covering key concepts, which enables students to familiarize themselves with the content at their own pace and promote independent learning (Yu, 2022). The classroom environment will add discussion, collaboration and problem solving in the teaching process. For example, students can raise questions to teachers in class and have some interaction to solve questions and complete homework together. The scholar sees the role of teachers as changing from traditional lecturers to mentors and facilitators. The prerequisite for implementing

flipped classroom is that students become familiar with the learning material before class so that they can participate more deeply in discussions and learning activities in face-to-face class. As a result, flipped classrooms shift the focus from passively receiving information to dynamic, student-centered learning experiences. In addition, some scholars believe that Flipped Classroom promotes self-directed learning and classroom interaction by learning multimedia materials before class and using class time for discussion and problem solving (Lim & Park, 2023). In short, flipped classroom is a modern education model, with the main characteristics of transforming the teaching subject and paying attention to students' main status. It can increase the interest of the class, stimulate students' interest, and promote the enhancement of teaching effect.

2.1.1.2 Components of Flipped Classroom

Platform, as an important teaching tool of flipped classroom, is the basis for constructing the entire classroom model. Common platforms include major electronic software and video media, etc. The construction of these platforms plays a supporting role in the teaching and implementation of flipped classroom.

Heinerichs et al. (2016) divided the components of flipped classroom into pre-class, in-class and after-class according to the time span of flipped classroom based on Ding Talk. a. Pre class: The online class, Students conduct independent learning on Ding Talk based on the pre-class learning materials provided by the teacher. b. In class: Face-to-face class: Role-play based on the script provided by the teacher. c. After class: Assessment of learning: Complete the homework assigned by the teacher on Ding Talk and communicate with the teacher at any time on Ding Talk.

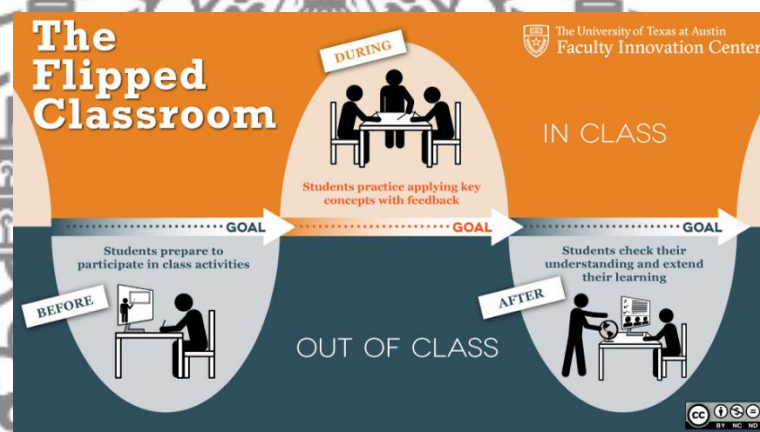
According to the video material, Rani (2016) mentioned that the flipped classroom model involves the flipping of traditional classroom and homework content. Students can read materials and watch related videos before class. In class, they participate in activities such as simulation, discussion or experiment, and interact with teachers to learn. After class, practical homework is transformed into classroom simulation, and basic knowledge is consolidated after class.

Lee and Butler (2022) stated that flipped classroom is an educational methodology where traditional classroom lectures are moved outside the classroom and

classroom time is used for active learning. Knowledge is acquired before class through videos and other media, and interactive activities take place in class. Flipped classrooms help to increase student engagement, motivation, self-efficacy, and critical thinking. Some scholars also believe that the flipped classroom is a classroom that reverses the typical cycle of content acquisition and application: students acquire necessary knowledge before class, and teachers guide students to actively and interactively clarify and apply this knowledge in class (The University of Texas at Austin, 2024).

Figure 2.1

Flipped Classroom Components



2.1.1.3 Benefits of the Flipped Classroom

Flipped classroom, as an innovative teaching method, has the characteristics of openness and inclusiveness. For teaching subjects, flipped classroom can promote their cooperation awareness, promote their initiative awareness, and make learning more personalized and effective.

Promote students' ability to cooperate. Flipped classrooms enable students to master the basics by allowing them to watch videos on their own outside the classroom and devote class time to interactive discussions and higher-order thinking activities. This approach not only improves student learning and motivation, but also allows teachers to provide timely feedback, promoting collaboration and personalized learning among students (Kiat & Kwong, 2014). The results show that students in the flipped classroom model experience significant improvements in academic achievement, subject knowledge, motivation, confidence, and satisfaction. By engaging

in discussions and solving real-world problems, students' critical thinking and problem-solving skills are enhanced. They not only understand knowledge but are able to apply and analyze it.

Enhance the personalization and effectiveness of student learning. The importance of the flipped classroom is that it promotes active learning by allowing students to acquire knowledge before class begins (Samaila & Al-Samarraie, 2023). It transforms the traditional lecture-based teaching model into a more interactive and participatory learning environment, resulting in improved student performance and engagement. And the use of a quiz-based flipped classroom model can further improve student learning outcomes and engagement. This model provides students with the opportunity to learn material at their own pace, enabling them to better understand and retain information, while also catering to different learning styles and preferences. According to Md. et al (2023), the advantages of flipped classroom are as follows: ① Improving students' participation in the classroom: flipped classroom can prepare students well before class by providing preview materials and focusing on practical application and discussion in class. This approach significantly increases student engagement and activity in the classroom. ② Promote active learning: In traditional classrooms, students are often passive recipients of knowledge, while flipped classrooms encourage students to conduct group discussions, individual exercises and group presentations in class to cultivate students' active learning ability. ③ Provide personalized guidance: Teachers can pay more attention to the needs of individual students in the classroom and provide targeted guidance and feedback to help students better understand and master the course content.

2.1.1.4 The challenges of Flipped Classroom

According to the analysis of Schmidt and Ralph (2016), the implementation of flipped classroom faces the following four major challenges, which can be subdivided into six points: First, technology and resource access issues. 1. Unequal access to technology: The technical conditions of students' families are different, and some families lack computers and the Internet, which becomes the primary obstacle to the implementation of flipped classroom. Teachers need to explore alternatives to ensure that every student has access to learning resources. Secondly,

Homework and burden consideration. 2. Homework load: Although the flipped classroom has been innovative in the form of homework, students still need to complete learning tasks at home, which has led to discussion about whether homework takes too much time away from school. Third, teaching model and effect evaluation. 3. Risk of repeating the traditional model: If flipped classroom only stays at the level of video teaching and lacks in-depth interaction and discussion, it may only be a simple copy of the traditional teaching model, and it is difficult to achieve the expected teaching effect. 4. Differences in educational resources: Some schools have limited resources, such as the lack of the latest textbooks and teaching materials, which affect the implementation effect of flipped classroom. Teachers need to find additional resources to make up for this gap. Fourth, teacher workload and classroom management. 5. Teacher workload surge: The preparation and implementation of flipped classroom requires teachers to invest a lot of time and energy, including video production, activity design and classroom management strategy planning, which undoubtedly increases the burden on teachers. 6. Complexity of classroom management: flipped classroom requires teachers to have higher interaction and guidance, which makes classroom management more complicated. Teachers need to effectively guide discussions and ensure that every student can actively participate.

To sum up, the implementation of flipped classroom should comprehensively consider the challenges of technology, resources, homework burden, teaching mode, teacher workload and classroom management, and take corresponding measures to deal with them, to achieve educational innovation and improve the effect.

2.1.1.5 The steps of Flipped Classroom

Flipped classroom teaching method originated from Harvard University in the United States in the 1990s (Kang, 2023). With the vigorous development and wide application of the Internet, this new teaching model which subverts the tradition is gradually introduced into China from Europe and the United States. Flipped classroom teaching mode mainly includes two core links: knowledge dissemination and knowledge internalization. Before class, teachers will deliver teaching content through the network platform to stimulate students' enthusiasm for independent learning. In class, students solve difficult problems through group

discussions and teacher-student interaction and reinforce their knowledge through thematic exercises after class.

Pre-class students watch videos on the learning system, read learning materials, express personal opinions and reflections, and actively participate in online discussions.

In class, students cooperate in the form of group learning, conduct in-depth discussions around educational technology and other related keywords, and finally present the discussion results to the class as a unit.

After class, students are required to create and submit a mind map, complete a knowledge test, and fill out a learning experience questionnaire (Chen, 2023).

In summary, flipped classroom teaching method not only cultivates students' autonomous learning ability, but also creates a more interactive and efficient learning environment by means of online self-learning before class, in-depth discussion and problem solving in class, and consolidation exercises after class.

According to Zana (2022), flipped classroom has various types with different characteristics. Traditional flipped classroom focuses on the combination of pre-class preview and classroom activities. In the flipped classroom model, students also preview before class, but the class time is more used for interaction, projects and discussions, and the teacher becomes the guide of knowledge. Flipped mastery classrooms emphasize personalized learning paths, where students master each concept before moving on to the next level and teachers provide personalized support. The online Lab rotation combines online learning with hands-on experiments, providing students with the opportunity to combine theory and practice. The flexible model combines online and traditional teaching, giving students greater autonomy in their learning. Autonomously flipped classrooms go a step further, with students taking full control of their own learning process and teachers providing guidance as mentors.

This paper adopts the teaching mode of flipped classroom in the classroom. Before class, students have independent study space; In class, students actively participate in interactive activities and role-play to improve their reading skills through role-play reading materials; After class, students and teachers can also

communicate online through the teaching platform to answer questions in time. In short, this teaching mode not only makes full use of the learning time before, during and after class, but also effectively improves students' learning interest and skills through a variety of activity design.

2.1.1.6 The platform of Flipped Classroom

Before class: Teachers upload recorded videos and independent learning tasks, students watch and learn through the Ding Talk platform before class. During the class: the classroom uses Ding Talk for live streaming, quizzes, discussions and Q&A, the teacher answers questions and gives key explanations, and students participate in interactions and collaborations. After class: Teachers release assignments, which students complete through Ding Talk to consolidate what they have learned (Chen, 2023).

Fang and Yang (2024) examines the implementation of flipped classroom instruction using the FLIP platform, which significantly improves student learning outcomes and engagement through previewing materials, independent learning, group work, and real-time feedback.

The flipped classroom teaching platform used by Zhang (2023) is a MOOC (Massive Open Online Course) platform. Through the MOOC platform, students can learn teaching videos and materials independently before class, engage in interactive discussion and practice in class, and submit assignments and receive assessments after class, thus optimizing the learning process and teaching effectiveness.

Cao and Wei (2022) studied two online teaching platforms used in flipped classrooms: Mooction Site and Chaoxing Xuexi Tong. Through these two platforms, students can watch teaching videos before class, have interactive discussions and complete assignments during class, and submit assignments and receive assessments through the platforms after class. These platforms provide a variety of functions such as video management, course management, interactive communication, statistical analysis, etc., which effectively support the implementation of the flipped classroom and the enhancement of the teaching effect.

To sum up, the application of flipped classroom teaching on different platforms has achieved remarkable results, providing more diversified ways and more convenient ways for students to learn.

2.1.1.7 The Impact of Flipped Classroom on Korean Language Teaching

Ji (2020) discusses how the flipped classroom approach can be utilized in teaching Korean by integrating online lecture videos and quizzes through the Blackboard learning management system. This approach allows students to learn grammar and other basic concepts at their own pace outside of class, while class time is spent on interactive activities and actual language use. The flipped classroom promotes personalized learning and increased opportunities for meaningful interaction, resulting in increased student proficiency.

Sim and Kim (2020) studied the application of flipped classroom in Korean language teaching, using three stages: pre-study, classroom activities and after-class review. Through this method, students learned the basics on their own before class, practiced interactive exercises and group activities in class, and prepared for the next class after class. It was found that the flipped classroom significantly improved students' sense of efficacy in speaking Korean, reduced their negative perceptions and anxiety, and increased their confidence and effectiveness in language learning.

Sung (2015) this article examines the application of flipped classroom in Korean language teaching. The study shows that the flipped classroom has significant effects in improving students' Korean speaking ability and self-confidence. The flipped classroom model transfers traditional classroom teaching outside the classroom, where students learn independently through online videos and materials, and then engage in interactive and practical activities in the classroom to deepen their understanding and application of knowledge. The subjects of the study were foreign students at a university, and through one semester of flipped classroom teaching, the students showed significant improvement in their speaking ability and positive emotions towards Korean language learning.

In summary, many researchers have conducted in-depth discussions on the application of flipped classroom in Korean language teaching. They found that by flipping the traditional teaching process, in which students learn the basics

independently through videos and materials outside of class, while classroom time is spent on interactive exercises and language practice, this approach not only promotes personalized learning, but also significantly increases students' opportunities for language interaction, improving their Korean proficiency, speaking ability, and confidence. Studies have also shown that flipped classroom can effectively reduce students' negative cognition and anxiety, enhance their language learning confidence and effectiveness, and have a positive impact on Korean language teaching.

To systematically sort out the application of flipped classroom in different studies, this study sorted out and summarized relevant literature and formed Table 2.1. The table summarizes the implementation steps of flipped classroom in different studies, the platforms and tools used, the duration of the experiment, and the core keywords concerned by the research.

This table 2.1 summarizes the flipped classroom model in different studies, covering the three stages of preview, classroom interaction and after-school consolidation. Most studies use video, LMS (learning management system), social media and other tools for teaching. Classroom activities are mainly group discussion, task-driven learning and role playing, and teachers provide feedback and guidance. The duration of the experiments ranged from a few weeks to a semester, and the research focused on learning motivation, student engagement, independent learning and collaborative learning, reflecting the wide application of flipped classroom in language learning and multidisciplinary teaching.

Table 2.1*The application and practice of flipped classroom in language learning*

Author	Steps	Tools/Platform	Durations	Learning Strategies
<p>Namhe e Kang (2015)</p>	<p>Pre-class, design and make teaching videos, such as grammar videos. Assign preview tasks: Students prepare for class content by watching videos and completing preview tasks such as YouTube worksheets.</p> <p>In-class, classroom interaction: Students hold group discussions, share ideas, and express opinions in class, while teachers provide feedback and guidance.</p> <p>After class, students can review and consolidate their learning through permanently archived materials on the platform, such as check quizzes and hot spots.</p>	<p>YouTube/ LMS (Learning management system)/ Student Log/ Instructor Log</p>	<p>Duration: 16 weeks, 75 minutes twice a week.</p> <p>Preparation: About 10 minutes to watch the video, complete the study sheet and comprehension test.</p> <p>Class activities: Includes inspection tests, group tasks and feedback, approximately 70 minutes.</p>	<p>Flipped Classroom/ Student-Centered/ Pre-preparation Assignments/ Classroom Interaction/ Self-Directed Learning/ Collaborative Activities/ Learning motivation</p>
<p>Basal (2015)</p>	<p>Pre-class, the teacher creates and uploads a teaching video, and the students watch the video and complete a preview task (such as a study sheet or quiz).</p> <p>In-class: Interactive activities such as discussions and group tasks reinforce knowledge, with teachers providing immediate feedback.</p> <p>After class: Students review class content, complete assignments or keep a study journal to consolidate knowledge through LMS.</p>	<p>Instructional videos, open questionnaires, LMS and Online video platform</p>	<p>The experiment was conducted during the 2012-2013 school year.</p>	<p>Flipped Classroom/ Blended Learning/ English Language Teaching/ Learning Management System (LMS)/ Learning motivation / Personalized Learning/ Student Engagement</p>

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Afzali & Izadpanah (2021)	<p>Pre-class: Students learn the course content (8 grammar topics) by watching instructional videos and completing related preparation tasks.</p> <p>In-class: Class time is devoted to group discussions, exercises, and problem-solving tasks, with teachers acting as mentors.</p> <p>After class: Students can interact with teachers through the platform to ask questions and get feedback.</p>	<p>The study used 50 grammar teaching videos, of which 8 were selected based on content validity ratio (CVR) and content Validity index (CVI).</p>	<p>The study was conducted in the summer semester of 2019 and lasted for 6 weeks.</p>	<p>Flipped Classroom Model/ Student-Centered/Learning Motivation/ Student Engagement/ Foreign Language Learning</p>
Alhama mi & Khan (2019)	<p>Pre-class: teachers record videos and send them to the platform. Students learn by themselves.</p> <p>In-class: Teachers organize discussion, practice and answer questions.</p> <p>After class: Students do homework tests and teachers collect feedback and adjust strategies.</p>	<p>Teaching videos recorded in advance by teachers, textbooks, workbooks, online resources, questionnaires, test scores, class participation records and LMS are used as testing tools.</p>	<p>The implementation of the flipped classroom model is a continuous teaching process that may span one semester or multiple teaching cycles.</p>	<p>Flipped classroom/ English learning/ Learning effectiveness/ Student-Centered/ Degree of participation/ Teaching feedback</p>
Lim & Park (2023)	<p>Pre-class (online): Students use Padlet to personally read graded readings and write a short reading journal each week.</p> <p>In-class: Procedural-drama activities conducted via</p>	<p>Padlet, Zoom, MS word, Multimedia resource</p>	<p>Students have one 45-minute lesson per week focused on a reading project, focusing on each</p>	<p>Flipped Classroom/ Process Drama/ Reading Comprehension/</p>

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Kiwansung (2015)	<p>Zoom or offline, based on assigned reading texts.</p> <p>After class (online): Students again use Padlet for reflective writing on process drama activities.</p> <p>Pre-class: Students are required to complete a preview through KLAS, the University's Learning Management System (LMS).</p> <p>In-class: Group sharing, supplemented by group discussion, problem solving and classroom projects, reducing teachers' teaching time.</p> <p>After class: Students are required to revise according to the teacher's feedback and complete the learning log and follow-up review tasks.</p>	<p>KLAS LMS, Kakao Talk, Multimedia resource</p>	<p>book for five consecutive weeks, with the entire project lasting 16 weeks.</p> <p>The Flipped Classroom lasts the entire semester (15 weeks) with two class activities per week.</p>	<p>Intrinsic Motivation/ Blended Reading Program/ Student-Centered Flipped Classroom/Learning Management System/ Student-Centered Instruction/ Collaborative Activities</p>
Namazindost & Çakmak (2020)	<p>Pre-class: A teaching video (10-12 minutes) produced by the teacher is uploaded to the Edmodo platform, and students can watch and learn in advance. Assist learning through digital resources such as vodcasts, documents, links.</p> <p>In-class: Use class time for group discussions, interactive activities, and problem solving. Teachers provide personalized feedback in the classroom.</p> <p>After class: Continue the task through the Edmodo platform and consolidate the knowledge through quizzes.</p>	<p>Edmodo, vodcasts, PPT</p>	<p>The experiment lasted for 14 weeks, and the experimental group and the control group received courses separately.</p>	<p>Flipped Classroom/ EFL Learners/ Language learning/ Self-efficacy/ Learning motivation/ Active Learning</p>
Andujar et al. (2020)	<p>Pre-class: Teachers record a 3–5-minute video and upload it via YouTube for students to watch. Students watch videos using the Edpuzzle platform to complete pre-class learning.</p>	<p>YouTube, Edpuzzle</p>	<p>The experiment lasted one semester with 3 hours of classroom contact time per week.</p>	<p>Flipped Learning/ Blended Learning/ Foreign</p>

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Mandasari & Wahyudin (2021)	<p>In-class: Use task-oriented learning and collaborative activities, including projects, role playing, discussions, and games. Teachers answer students' questions and supervise the completion of tasks.</p> <p>After class: Students complete additional tasks to reinforce the content.</p> <p>Pre-class: The lecturer uploads the learning video to the SPADA system, and the students watch it independently and write down what they don't understand.</p> <p>In-class: Students discuss in small groups, share and solve doubts, and the instructor provides guidance and answers.</p> <p>After class: Students complete grammar exercises, and instructors discuss and consolidate knowledge with students.</p>	SPADA (Sistem Pembelajaran Dalam Jaringan) , YouTube	The article does not specify the duration of the experiment but mentions that the subjects of the study are English education majors in the intermediate grammar course, the course is based on a semester plan.	Language Learning/ Mobile Learning/ Learning motivation Flipped Classroom/ Blended Learning/ Grammar Class/ EFL Learners/ Self-Directed Learning/ Learning motivation/ Foreign Language Learning
Shaari et al. (2021)	<p>Pre-class: Students receive and watch cultural teaching videos uploaded by teachers through WhatsApp groups (3-10 minutes).</p> <p>In-class: Students participate in video-based activities such as poor information activities and group discussions. Teachers answer questions in class and provide personalized feedback.</p> <p>After class: Students complete online exercises and teachers provide feedback and explanations via WhatsApp groups.</p>	WhatsApp	The experiment lasted for 6 weeks, with 1 hour of class time per week.	Flipped Classroom/ Dual Language Learners/ Intervention/ Learning motivation
Ghufro	Pre-class: Students study autonomously by accessing	Google Docs,	The study lasted 14	Flipped

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
n & Nurdianin gsih (2021)	<p>instructional videos, blogs, and other online resources through a learning management system (LMS). Complete pre-study tasks with Google Docs and follow your progress with an automated feedback process.</p> <p>In-class: Teachers and students focus on writing practice, interaction and feedback. Students carry out group collaborative activities such as peer cooperation and task solving.</p> <p>After class: Students complete extended writing tasks and take self-or peer assessments.</p>	YouTube, LMS, Google Classroom	weeks.	Classroom/ EFL Writing/ Mixed-Method Approach/ Learner Autonomy/ Foreign Language Learning
Chou et al. (2021)	<p>Pre-class: Teachers record videos of the entire lesson for students to study at home. Students preview by watching instructional videos and get familiar with the core curriculum content.</p> <p>In-class: Students engage in task-based learning activities, questions and discussions. Teachers focus on student-student interaction, leading discussions and providing homework guidance.</p> <p>After class: Students complete complementary tasks and reflective activities to reinforce what they have learned.</p>	<p>Video lessons (full course videos recorded by the instructor).</p> <p>A platform for discussion between students and teachers and students. Online teaching tools are used to distribute course content and guide self-study.</p>	The experiment lasted for 16 weeks, three hours a week, for a total of 48 hours.	Flipped Learning/ Language Learning/ Learning Motivation/ Learning Attitude/ Active Learning
Li & Li (2022)	Pre-class: Teachers upload teaching videos and exercises on Cloud Classroom, which students need to complete before class. Students watch videos and complete related	Cloud Classroom	The experiment lasted for 16 weeks, of which the flipped classroom	Flipped Classroom/ Learner Engagement/

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
	<p>tasks and exercises.</p> <p>In-class: Teachers check students' understanding of pre-class videos by asking questions and providing feedback. Students engage in group discussions, task solving, and classroom exercises, with teachers providing guidance and immediate feedback.</p> <p>After class: Students complete additional listening and speaking tasks and exchange questions with teachers or classmates through the platform.</p>		intervention phase lasted for 8 weeks.	Language Skills/ Mixed-Methods Study/ Student-Centered
Farrah & Qawasme h (2020)	<p>Pre-class: Students learn the basics by watching videos or online resources to familiarize themselves with the class content in advance.</p> <p>In-class: Classroom time is devoted to interactive activities, task solving and discussion, with teachers providing guidance and feedback.</p> <p>After class: Students complete additional assignments or tasks to consolidate knowledge.</p>	Video resource	This study was conducted in the second semester of the 2017/2018 academic year.	Flipped Classroom/ Language Learning/ Learner Engagement/ Self-Directed Learning/ Communication Skills
Yang (2020)	<p>Pre-class: Instructors post videos of the lesson via Google Sites. Students watch videos and complete online tasks.</p> <p>In-class: Students complete class exercises and group activities related to grammar. Teachers provide feedback and answer students' questions.</p> <p>After class: Students complete an online post-test assessment and project summary questionnaire.</p>	YouTube, Google Sites, SPSS, eClass learning platform	The experiment lasted for two months, including pre-class preparation, classroom implementation and after-class assessment.	Flipped Classroom/ English Language/ Pedagogy/ Student-Centered
Öztürk &	Pre-class: Students access learning materials, including videos and exercises, via an online learning platform	FCM_SRL system	The experiment lasted for 13 weeks, with the	Flipped Classroom/ Self-

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Çakıroğlu (2021)	<p>(FCM_SRL system).</p> <p>In-class: Students engage in task-based interactive activities such as group discussions, problem solving, and exercises. Teachers provide guidance and immediate feedback.</p> <p>After class: Students complete self-assessment and reflection tasks.</p>		teaching activities taking place in weeks 2 to 12.	Regulated Learning/ EFL/ Learning motivation/ Foreign Language Learning
Yulian (2021)	<p>Pre-class: The instructor transmits videos, manuals and reading materials three days in advance through the Learning Management System (LMS).</p> <p>Students watch videos and complete preparatory tasks.</p> <p>In-class: Classroom activities include brainstorming, group discussions, and reading assignments. Students' complete tasks in the reading text, and teachers provide guidance and feedback.</p> <p>After class: Students complete a summative task.</p>	Learning management systems	The experiment lasted for 8 weeks and consisted of 16 80-minute sessions.	Flipped Classroom/ Critical Thinking/ Critical Reading/ EFL Learners/ Higher Education/ Student Engagement
Y. Lee & Martin (2020)	<p>Pre-class: The teacher makes and uploads the teaching video, and the students watch the video and complete related tasks to preview the content.</p> <p>In-class: Students engage in task-based activities. Students work in groups to complete projects and present them.</p> <p>After class: Students submit reflections to teachers via online discussion boards and email, and complete follow-up tasks.</p>	Wix, LMS	The experiment lasted 15 weeks.	Flipped Classroom/ ESL Teacher Education/ Learning motivation / Learner Autonomy/ Cooperative Learning/ Student-Centered
Zhao & Yang	Pre-class: Teachers provide video (15-30 minutes) and related exercises via social media. Students watch videos	YouTube, Instagram,	The experiment lasted for 3 months and	Flipped Classroom/ EFL

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
(2023)	<p>and complete assigned worksheets.</p> <p>In-class: Teacher checks students' pre-class task completion and provides feedback (20 minutes).</p> <p>Students work in small groups, complete exercises and write assignments in the textbook (60 minutes).</p> <p>At the end of the class, the teacher introduces the content and tasks of the next lesson (10 minutes).</p> <p>After class: Students complete relevant homework and reflection tasks.</p>	Facebook, WhatsApp	consisted of 16 classes, each of which lasted 90 minutes.	Learners/ Learning motivation/ social media/ Student Engagement
Shahna ma et al. (2021)	<p>Pre-class: Instructional videos, online reading materials, quizzes and exercises are provided, and students complete self-study tasks to master the basics.</p> <p>In-class: Teachers guide students in interactive and collaborative activities.</p> <p>After class: Students complete extended assignments and reflective activities to consolidate learning outcomes.</p>	LMS, Moodle, Blogs, Forums		Flipped Learning/ Instructional Design/ Learner Engagement/ EFL/ Foreign Language Learning
B. Li & Peng (2022)	<p>Pre-class: Students use the AI language learning platform to complete the preview. The system records data such as learning time and accuracy and pushes targeted exercises.</p> <p>In-class: Students participate in group discussions, collaborative activities, and listening tasks. Teachers adjust teaching content through platform data and feedback from students. Students perform tasks such as dictation and role play of listening materials.</p> <p>After class: Students submit learning reflections, and teachers communicate with students through WeChat or</p>	AI language learning platform	The experiment lasted for one semester (16 weeks).	Flipped Classroom/ AI-Based Platform/ English Listening/ Learner Engagement

Table 2.1 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Hadeel & Mohammed (2020)	<p>platforms to provide feedback.</p> <p>Pre-class: Teachers post videos, pictures, worksheets, and lesson materials through Microsoft Teams, and students watch and prepare for class activities.</p> <p>In-class: Students spend 10 minutes discussing and solving questions.</p> <p>Activities and tasks are conducted, and students revise and submit assignments based on teacher feedback.</p> <p>After class: Students complete worksheets and teachers provide feedback and suggestions for improvement through Microsoft Teams.</p>	Microsoft Teams	The experiment lasted 9 weeks and covered 12 course units.	Flipped Learning/ Blended Learning/ English Language Skills/ Learning motivation/ Student-Centered

Table 2.2

Summary of the core themes and concerns of flipped classroom related research

Author	Namhee Kang (2015)	Basal (2015)	Afzali & Izadpanah (2021)	Alhamami & Khan (2019)	Lim & Park (2023)	Ghufron & Nurdianingsih (2021)	Chou et al. (2021)	Li & Li (2022)	Frequency
Flipped classroom	√	√	√	√	√	√	√	√	8
Learning motivation	√	√	√				√		4
Student Engagement	√	√	√					√	4
Student-Centered	√		√		√			√	4
Foreign Language learning		√	√	√		√	√		5
Self-Directed Learning	√					√			2
Author	Yulian (2021)	Y. Lee & Martin (2020)	Zhao & Yang (2023)	Shahnama et al. (2021)	B. Li & Peng (2022)	Hadeel & Mohammed (2020)	Farrah & Qawasmeh (2020)	Yang (2020)	Frequency
Flipped classroom	√	√	√	√	√	√	√	√	8
Learning			√			√			2

Table 2.2 (Continued)

motivation				
Student Engagement	√	√	√	3
Student-Centered Foreign Language learning		√		2
Self-Directed Learning	√	√	√	4
	√		√	2

Table 2.1 and 2.2 summarizes the research on the application of flipped classroom in foreign language learning, covering learning motivation, student engagement and self-directed learning. The findings show that flipped classrooms help improve students' learning experience and language proficiency and promote a student-centered teaching model.

2.1.2 Role-play

2.1.2.1 Definition of Role-play

Liu and Ding (2009) reported that role-play is regarded as an effective method to improve the teaching and learning atmosphere, stimulate learners' interest and make language acquisition easier to remember. This approach places particular emphasis on the practical use of language in real-world contexts, which is essential to achieving effective communication. Through role-play, learners can practice the language in a simulated situation, thus deepening their understanding and memory of the language.

Aubusson (1997) pointed out that role-play as an educational strategy, enables students to play different roles in simulated situations, thus promoting the understanding of scientific phenomena. This approach not only helps students to look at problems from different perspectives and broaden their thinking horizons but also improves their comprehension and memory ability by simulating interactions in real situations. Role-play provides a practical platform for students to deepen their knowledge of science in interaction.

Lane and Rollnick (2007) similarly emphasize that role-play is an important educational strategy that helps students see problems from multiple perspectives and improve their comprehension and memory by simulating real-life situations. Role-play can not only stimulate students' interest in learning but also develop their critical thinking and problem-solving skills.

In summary, the above experts all highly recognize the application value of role-play in education. They believe that role-play can stimulate students' interest in learning, improve their comprehension and memory, and facilitate their effective use of what they have learned in a real-world context. Whether it is language

acquisition or science education, role-play provides a platform for students to practice, interact and learn, contributing to more efficient and interesting teaching results.

Northern Illinois University emphasizes the variety of role-play exercises that students can participate in individually, in pairs, or in small groups, allowing them to perform more complex, multi-dimensional characters and scenarios.

Fatima (2023) further points out that role-play as a teaching strategy is particularly effective in English as a foreign language (EFL) course to enhance students' learning skills.

Sergey (2022) suggests that role-play is a powerful means for educators to promote the holistic development of students, integrating the cognitive, social, and emotional dimensions of learning.

To sum up, role-play is not only a variety of forms, adapt to different learning scenarios, but also an effective teaching strategy to enhance multi-faceted skills and promote all-round development.

2.1.2.2 Benefits of Role-play

According to Luo (2024), The article highlighted the advantages of role-play including: 1. Role-play activities in language learning help students experience cultural differences, improve listening and speaking skills, language organization and creativity, and ultimately enhance their ability to communicate in practice. 2. Through role-play games, students can apply theoretical knowledge of language and culture in dynamic classroom activities, making learning more interactive and practical. 3. Role-play activities can make the learning process more interactive, engaging and relevant to real-life situations, thus increasing students' motivation. 4. Role-play provides a safe environment for students to practice language skills without the fear of making mistakes, thus increasing their confidence in using the target language. 5. Through role-play, learners can enhance their communication skills and improve their oral fluency and accuracy by actively participating in dialogues, negotiations and discussions. 6. Role-play activities promote creativity and critical thinking as students need to think improvisationally, adapt to different scenarios and solve problems in the context of the roles they play. 7. Role-play can help students

develop social skills such as teamwork, cooperation and conflict resolution as they need to work with their peers to successfully complete role-playing scenarios.

These seven points comprehensively summarize the multiple advantages of role-playing in education, covering language learning, the integration of theory and practice, learning motivation, practice environment, communication skills, creativity and critical thinking, and social skills.

To systematically sort out the application of role-play in different studies, this study sorted out and summarized relevant literatures and formed Table 2.3. The table summarizes the implementation steps of role-playing in different studies, the platforms and tools used, the duration of the experiments, and the core keywords of research concern.

Table 2.3 summarizes the implementation process of role-play teaching methods in several studies, including four main stages: preparation, practice, performance and feedback. Studies commonly use scripts, situational tasks, vocabulary, and multimedia resources to enhance students' interactive learning experiences. Assessment methods include speaking tests, feedback discussions and questionnaires, focusing on fluency, accuracy and interaction. The teaching duration ranges from a single activity to a multi-week course, emphasizing real situation simulation, task-oriented learning and students' self-reflection, demonstrating the wide application and positive impact of role-play in foreign language learning.

Table 2.3*Application and practice of role playing in language learning*

Author	Steps	Tools/Platform	Durations	Learning Strategies
Dhea Mizhir Krebt (2017)	<p>Prepare groups.</p> <p>Role-play teaching: Use real situations, such as daily communication, job interviews, etc. The experimental group completed the role deduction task through simulated dialogue.</p> <p>Assessment: Oral proficiency tests (including fluency, accuracy and interaction) are taken at the beginning and end of the course.</p>	<p>Classroom design: Dialogue scripts and open tasks based on real scenes.</p> <p>Assessment form: Records student fluency, accuracy and engagement.</p> <p>Feedback: Teachers provide personalized oral feedback.</p>	<p>Simulating real-life scenarios, interactive improving speaking skills. 20 lessons (50 minutes each).</p>	<p>Role-play/ Experimental teaching/ Real-life scenarios/ Student engagement</p>
Ahmada & Munawaroh (2022)	<p>Design and explanation: Teachers provide background information, role descriptions and objectives.</p> <p>Group role play: Students take turns playing different roles in the group.</p> <p>The scenarios cover everyday</p>	<p>Task list: Contains the task objective and role description.</p> <p>Class schedule: Define role play and reflection phases.</p>	<p>Encourages student participation to complete situational performances and reflection. 2 teaching cycles (each cycle contains 2-3 hours).</p>	<p>Role-play/ Daily scenarios/ Interactive tasks/ Reflection and feedback</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
	<p>situations such as asking for directions and ordering food.</p> <p>Reflection and feedback:</p> <p>Through the dialogue between teachers and students, the highlights and shortcomings of language use are summarized.</p>			



Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Eppendi (2016)	<p>Preparation stage: Determine student groups, design role-playing scenarios, and provide necessary scripting and syntax support.</p> <p>Implementation stage: Students practice dialogues, simulate real situations, and demonstrate role plays in class.</p> <p>Assessment phase: The student's progress is assessed through tests and feedback, including vocabulary, pronunciation, fluency, etc.</p>	<p>Scripts and hints: Help students understand and become familiar with the use of language in the scene.</p> <p>Assessment forms: Specific indicators used to record student performance.</p> <p>Audio/video recording: Analysis of student performance to provide specific suggestions for improvement.</p> <p>Feedback mechanism: Teachers and students participate together to provide students with positive incentives and suggestions for improvement.</p>	<p>There are 14 90-minute sessions over two months.</p> <p>Stage 1: Teachers guide students to understand the role-play goals, provide examples and guidance.</p> <p>Stage 2: Student groups practice role-playing conversations with teachers providing help in real time.</p> <p>Stage 3: Students present the performance in class and receive feedback. The final stage: students summarize and reflect and evaluate the improvement of oral skills by role-playing through post-test.</p>	<p>Role play/ Oral skills/ Vocabulary and pronunciation/ Student participation/ Confidence building</p> <p>Interactive learning/ Real situation</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Anugraheni et al. (2023)	<p>Preparation: Provide character cards and situations, explain the mission.</p> <p>Implementation: Students practice and act out dialogues in groups.</p> <p>Evaluation: Pre-test and post-test to compare the improvement effect.</p>	<p>Character cards: Provide character descriptions and situations to guide students to perform.</p> <p>Flash cards: Help students with vocabulary learning and oral practice.</p> <p>Assessment tools: Pre-test and post-test score sheets, focusing on oral performance indicators.</p> <p>Video recording: Capture student performances for analysis and feedback.</p>	<p>Eight lessons in total.</p> <p>Lesson 1: Pre-test to determine students' basic oral ability.</p> <p>Lessons 2-7: Role-playing activities where students prepare and act out dialogues.</p> <p>Lesson 8: Post-test to evaluate the effect of the intervention.</p>	<p>Role-play/ Oral ability/ Fluency/ Vocabulary development/ Real situation/ Student participation</p>
S. Kim & Park (2023)	<p>Preparation: Generate two scripts (textbook and ChatGPT), assign characters and interpret lines.</p> <p>Rehearsal phase: Students practice in small groups, discuss movements and expressions, and the teacher provides guidance.</p> <p>Acting stage: Perform in front of the class, presenting dialogue</p>	<p>Chromebook, ChatGPT generates scripts and Text Analyzer verify the language level.</p>	<p>From March to July, there are 12 events covering 6 themes.</p> <p>Single event: approximately 2 hours, including rehearsal (1 hour), performance (30 minutes) and assessment (30 minutes).</p>	<p>Role-playing/ Reader's Theater/ Artificial Intelligence in Education/ EFL Education</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Nazarov (2022)	<p>and plot.</p> <p>Feedback and evaluation: Students fill out questionnaires to evaluate the script experience, and teachers and peers give feedback.</p> <p>Preparation: Assign roles, distribute scripts, and introduce necessary vocabulary.</p> <p>Rehearsal: Small group practice with a focus on expression; teachers offer feedback.</p> <p>Performance: Students role-play in class; groups provide feedback and discuss.</p> <p>Assessment: Reflect on outcomes and suggest improvements.</p>	<p>Scripts and props: Teachers write or distribute scenarios and provide the necessary props.</p> <p>Vocabulary and study cards: Introduce relevant words and phrases to help students become familiar with the language.</p> <p>Multimedia support: Sometimes videos or pictures are used to help illustrate the scene.</p>	<p>Each Role-play lasts about 45-60 minutes.</p> <p>Preparation and rehearsal: 20-30 minutes.</p> <p>Performance and discussion: 15-20 minutes.</p> <p>Evaluation and feedback: 10 minutes.</p>	<p>Role-playing/ Communicative Learning/ Foreign Language Teaching/ Motivation/ Creative Games/ Teamwork</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Nihazram & Masnan, (2020)	<p>Preparation: The script is distributed, and students are familiar with the characters and lines.</p> <p>Rehearsals: Group exercises with teacher feedback.</p> <p>Performance: Students demonstrate, others observe and learn.</p> <p>Evaluation: Discuss performance and summarize improvement points.</p>	<p>Scripts and props: Provide scenario-specific scripts and simple props.</p> <p>Vocabulary: To help students learn and remember relevant vocabulary.</p> <p>Supporting materials: May include multimedia resources or pictorial illustrations.</p>	<p>Preparation and rehearsal: 10-20 minutes.</p> <p>Performance and feedback: 10-20 minutes.</p>	<p>Role-play/ Active Learning/ Motivation/ Confidence/ Peer Influence/ Interactive Learning</p>
Bi (2021)	<p>Preparation: Identify roles and scenarios, distribute scripts, and provide necessary background information.</p> <p>Rehearsal stage: Group practice, focusing on voice, intonation and interaction.</p> <p>Performance stage: Complete Role-play tasks in class to show practical interaction.</p> <p>Evaluation: Reflect on performance, record feedback</p>	<p>Script: Scenario-based task script (e.g. professor meeting, classmate discussion).</p> <p>Interactive cards: Provide key scenarios and potential coping strategies.</p> <p>Review and recording tools: audio recording, interview feedback.</p>	<p>2-3 minutes (role playing task), 5 minutes (feedback & discussion)</p>	<p>Task-based Learning/ Role- play/ Pragmatic Competence/ Cognitive Strategies/ Strategic Thinking</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Sarwat et al. (2023)	<p>and improvement points.</p> <p>Scenario setting: Introduces the problem or scenario and provides background information.</p> <p>Fill in the details: Clarify the objectives of the situation and ensure that participants understand the content.</p> <p>Character assignment: Assign characters and prepare lines according to the needs of the situation.</p> <p>Scene acting: Participants take on roles and complete tasks.</p> <p>Summary and discussion: reflect on what you have learned and summarize suggestions for improvement.</p>	<p>Script: Scenario task script.</p> <p>Auxiliary materials: Glossary, question cards, etc.</p> <p>Assessment tools: test questions, questionnaires, class notes</p>	<p>Duration of each session: about 20-30 minutes (including preparation and feedback).</p> <p>Overall cycle: 8 weeks, multiple role-playing missions per week.</p>	<p>Role Play/ ESL Learners/ Vocabulary Building/ Experimental Group/ Teaching Techniques/ Active Learning</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
Clarita et al. (2020)	<p>Setting the scene: Select and design the scene of the role play to ensure students' interest.</p> <p>Language preparation: Anticipate the required language and provide relevant vocabulary and sentence patterns.</p> <p>Role assignment: Assign roles to students and provide a full role description.</p> <p>Situational performance: Students conduct simulated conversations based on assigned roles.</p> <p>Discussion and summary: Review the learning and discuss suggestions for improvement.</p>	<p>Scripts and materials: dialogue scripts, related videos.</p> <p>Assessment tools: questionnaire and rating scale.</p> <p>Auxiliary tools: Glossary and role description.</p>	<p>Duration of each session: approximately 40 minutes, including preparation, performance and feedback.</p> <p>Study period: 8 weeks.</p>	<p>Role Play/ Speaking Skill/ Communicative Approach/ ESL Learners/ Experimental Study</p>
Sari & Hamzah (2023)	<p>Preparation: Group and distribute situational dialog scripts.</p> <p>Teaching stage: Teaching relevant language knowledge and providing examples.</p> <p>Practice stage: Students</p>	<p>Dialogue scripts: Designed based on everyday situations.</p> <p>Supporting materials: Glossary, question cards, sample videos.</p> <p>Assessment tools: pre-test</p>	<p>Duration of single activity: once a week, about 60 minutes each time.</p> <p>Study period: 4 weeks.</p>	<p>Role-play/ Speaking Skill/ Communication/ English Learning/ Language</p>

Table 2.3 (Continued)

Author	Steps	Tools/Platform	Durations	Learning Strategies
	<p>practice conversations in small and post-test groups.</p> <p>Performance stage: Students complete role-playing tasks.</p> <p>Feedback stage: Summarize and reflect on the effect of the activity.</p>			Improvement

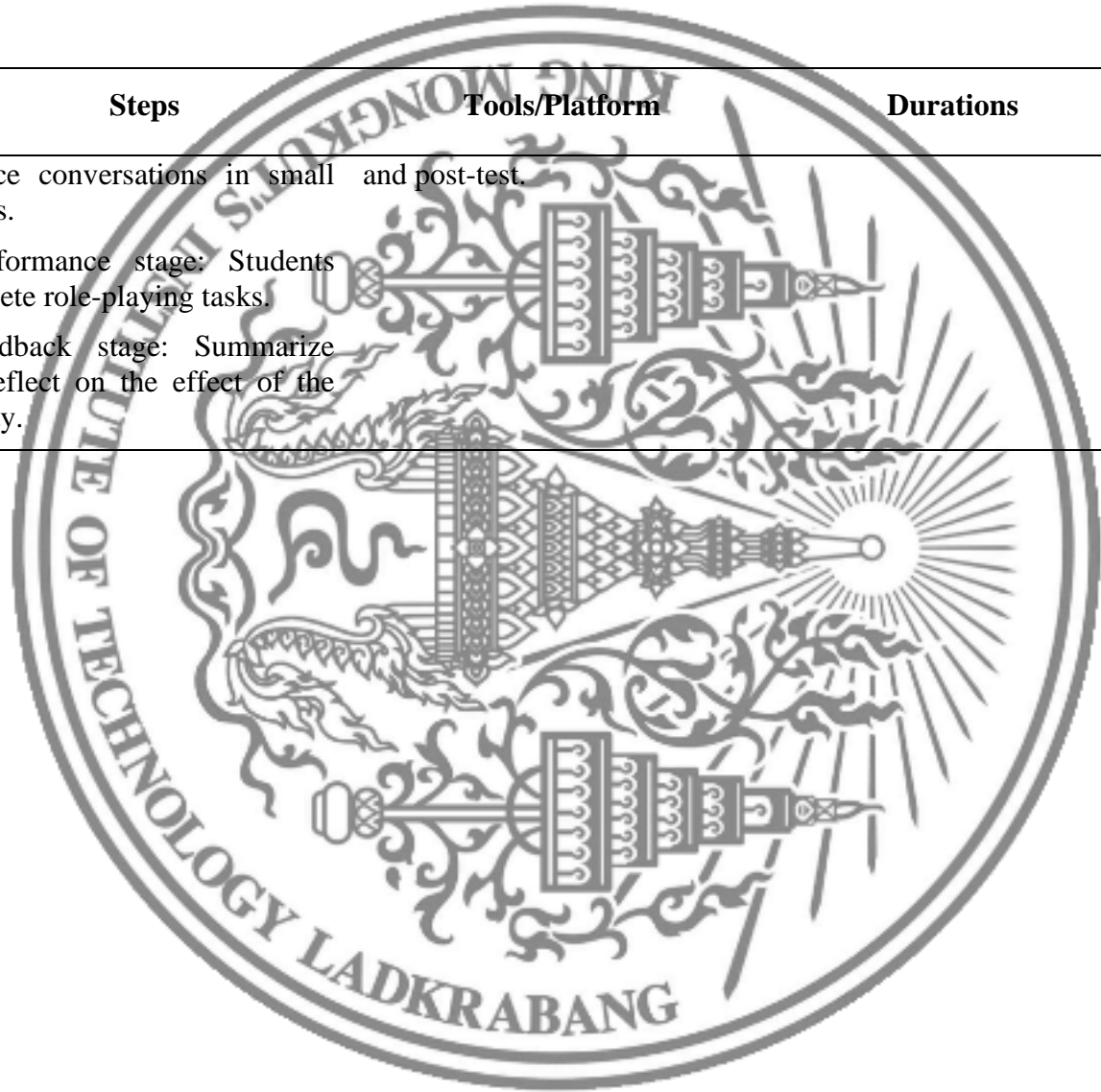


Table 2.4 summarizes the application of role-play teaching methods in several studies, focusing on interactive learning, feedback mechanisms, learning motivation, and the influence of foreign language learning. All studies employ role play and incorporate interactive learning and teacher feedback, most of which emphasize its positive effects on learning motivation and foreign language learning. The research frequency is generally high, which indicates the wide application and effectiveness of role playing in language teaching.

2.1.2.3 Challenges of Role-play

According to Shaykatovna and Qizi (2024), The paper emphasized the challenges of role-play including: 1. Content sensitivity: Educators should be mindful of potentially sensitive topics or content when integrating role-play activities to avoid touching on students' sensitivities or triggering unwanted emotional responses. 2. Managing classroom dynamics: dealing with different learning styles and ensuring inclusiveness are important aspects to consider in role-play activities. 3. Structure and direction of the activity: Successful role-play require clear direction and structure. Teachers need to provide clear instructions to ensure that students understand the roles and situations and to encourage their creative expression. This preparation may take a lot of time and effort on the part of the teacher. 4. Student engagement and performance: Some students may feel uncomfortable or embarrassed about role-play and this may affect their engagement and performance. Teachers need to create a supportive environment in which students feel safe and confident to realize the full potential of role-play.

To sum up, the application of role-play in education should consider many factors such as content selection, classroom management, activity design and student psychology to ensure its effective implementation.

2.1.2.4 Steps of Role-play

Ahmada and Munawaroh (2022) observed that steps of the role-Play involves: 1. Planning phase: prepare teaching strategies, materials and assessment tools. 2. Implementation phase: a. Introduce role-play: explain the purpose and rules. b. Assign roles: group students and assign roles. c. Conducting role-play: students perform

activities according to their roles while the teacher observes and guides them. 3. Observation and Assessment Phase: a. Observe student performance and record. b. Use assessment tools to grade and provide feedback. 4. Reflection and Summarization Phase: a. Reflective Discussion: Share experiences and gains. b. Summarization and Improvement: Adjust future instructional design.

To sum up, role-play is a systematic process from planning to implementation, assessment to reflection, aiming to promote students' learning and growth through practice.

2.1.3 Korean Reading Ability

2.1.3.1 Definition of Korean Reading Ability

Sung (2021) indicated that the ability to read Korean is vital to all aspects of life, including education, work, and social interactions. Being able to read Korean effectively allows individuals to access information, communicate efficiently, and participate fully in society.

Chin and Kang (2022) showed that Korean reading ability refers to an individual's proficiency and skill in comprehending and interpreting written texts in Korean. It involves the ability to understand the meaning of words, phrases, sentences and entire texts written in Korean.

Lee (2023) highlighted that reading ability is recognized as a basic intellectual function that involves reading printed material and understanding its content and the author's intent. Specifically, reading skills include the ability to extract and understand information from text.

Korean reading ability is an indispensable key skill for individuals in many areas of life, and it requires individuals to be able to proficiently understand and interpret written Korean information.

According to Kim and Bae (2012), the components of Korean reading ability are as follow: 1. Vocabulary Understanding Ability: Understand the meaning of words and how they relate to each other. 2. Grammatical Understanding Ability: Ability to understand sentence structure and grammatical rules. 3. Critical Thinking Ability: Ability to analyze and evaluate textual content and think critically. 4. Memory Ability: Ability to memorize and recall what you read. 5. Reading Speed: Ability to read at an

appropriate pace. 6. Inference Ability: Ability to reason and comprehend based on textual information. This includes the ability to integrate, summarize and add information.

Reading ability in Korean is a comprehensive set of skills, covering many aspects from basic language understanding to advanced cognitive processing.

2.1.3.2 Benefits of Korean Reading Ability

According to Sung (2021) benefits of Korean reading ability including: 1. Proficient reading skills in Korean enable individuals to access information in a variety of written forms. 2. Strong Korean reading skills are essential to academic success, as they allow students to comprehend study materials, conduct research, and excel on tests and assignments. 3 Reading proficiency in Korean opens a variety of career opportunities, as it is a necessity for many Korean jobs, allowing individuals to communicate effectively, understand work-related documents, and advance in their careers. 4. Being able to read Korean provides individuals with exposure to Korean literature, poetry, history, and other aspects of culture, thus promoting a deeper appreciation and understanding of Korean culture. 5. Stronger reading skills in Korean enhance communication skills, enabling individuals to express themselves clearly in writing, understand information accurately, and engage in meaningful conversations. 6. Improved Korean reading skills promote personal growth and development by expanding vocabulary, enhancing cognitive abilities, and increasing confidence in language proficiency.

Korean reading ability plays an important role in information acquisition, study, career, cultural understanding, communication and personal growth.

2.1.3.3 Challenges of Korean Reading Ability

According to Jiyoung Bae (2013) Challenges of Korean reading ability including: 1. Vocabulary limitations: Acquiring a large vocabulary is the basis for understanding complex texts, but it is very difficult for non-native speakers. 2. Grammatical complexity: The complex grammatical structures of Korean require learners to have in-depth understanding and correct application. 3. Lack of cultural background knowledge: Understanding the cultural background in Korean texts is a challenge for learners. 4. Reading speed and fluency: Reading quickly and maintaining

comprehension is a challenge for many learners. 5. Variety of text types: Different types of texts require different reading strategies. 6. Reading comprehension and memorization: Comprehension and memorization of long and complex content can be challenging for learners. 7. Critical thinking skills: the reading process requires analysis, evaluation, and critical thinking, which require advanced thinking skills.

The challenges of Korean reading ability involve vocabulary, grammar, cultural background, reading speed and fluency, variety of text types, comprehension and memory, and critical thinking.

2.1.4 Learning Motivation

2.1.4.1 Definition of Learning Motivation

Filgona (2020) reported that Motivation to learn is an influential factor in the teaching and learning situation. The success of learning depends on whether the learner is motivated to learn or not. Motivation motivates learners to achieve learning goals.

Felea and Roman (2023) indicated that Motivation to learn is the driving force that influences a student's willingness and desire to participate in the educational process. Motivation is the intrinsic motivation that encourages students to participate actively in educational activities, to persevere in the face of challenges and to strive for academic success.

Asiri (2023) emphasized that motivation plays a vital role in improving students' academic performance. According to Gardner and Lambert (1972), motivation is defined as "the desire to achieve a goal, the effort exerted, and the attitude toward learning the language".

In conclusion, learning motivation is an important force to promote students' active participation in learning activities and achieve educational goals.

2.1.4.2 Components of Learning Motivation

Lin (2017) showed that learning motivation is categorized into intrinsic and extrinsic motivation. Intrinsic Motivation: This type of motivation does not require external rewards; the student is able to make decisions independently and derives pleasure and fulfillment from the learning process. Extrinsic Motivation: This type of motivation is triggered by rewards or punishments from others, and the student

wants to use these external stimuli to gain a sense of accomplishment or to satisfy certain needs.

Puspitarini (2019) emphasized that Learning motivation can be regarded as an intrinsic drive that motivates students to actively participate in learning activities and to maintain sustained effort in the learning process. Learning motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation: originates from students' own desire to learn, such as the desire for knowledge and the desire to achieve learning goals. Extrinsic motivation: comes from external factors, such as parents' expectations, a good learning environment, interesting learning partners, etc.

Huang et al. (2023) pointed out that a key principle of the theory of learning motivation is that both intrinsic motivation and extrinsic motivation affect learning outcomes. Extrinsic motivation mainly stimulates learning desire through reward and punishment mechanism but cannot provide pleasure in the learning process. While intrinsic motivation can first increase learners' interest in activities or experiences, to stimulate learning motivation more effectively.

So intrinsic motivation and extrinsic motivation each play an important role in learning motivation and jointly affect the learning process and outcome.

2.1.4.3 Benefits of Learning Motivation

The research results of Chuang (2014) show that the effectiveness of learning motivation is reflected in the following aspects: 1. Enhance class participation and promote collaborative learning: Students are more actively involved in class activities, which increases their learning motivation and overall engagement. 2. Improve learning satisfaction and strengthen teamwork ability: Through the collaborative learning mode of group work, students can motivate each other with the same learning goal, thus improving learning satisfaction and strengthening teamwork ability. 3. Promote critical thinking and deeper learning: Collaborative learning and interactive lectures enhance students' critical thinking skills and promote their deep learning, helping them to understand and retain knowledge more deeply. 4. Stimulate students' interest in learning materials: Positive feedback and participation from students not only improves their own learning ability but also encourages teachers to

continuously improve their teaching methods and become better educators. 5. Improve teachers' teaching effectiveness: Students' positive feedback and participation not only improve their own learning effectiveness, but also help teachers improve their teaching methods, thus improving the overall teaching effectiveness.

In conclusion, the effectiveness of learning motivation is crucial to both students' learning and teachers' teaching. It not only enhances classroom engagement, learning satisfaction and teamwork, but also promotes critical thinking and deep learning, stimulates students' interest in learning materials, and ultimately improves teachers' teaching effectiveness. These aspects are interrelated and together constitute a positive and efficient learning environment.

2.1.4.4 Challenges of Learning Motivation

Felea and Roman (2023) point out that learning motivation also faces the following challenges: 1. Understand motivational diversity: Students' motivations vary depending on their values, goals, and aspirations. 2. Instability of motivation level: Motivation level fluctuates and is influenced by interest, practical relevance, and external rewards. 3. Create an engaging learning environment: You need to build an engaging learning environment that provides meaningful learning experiences and opportunities for self-directed learning. 4. Meet individual needs: To meet the individual needs and preferences of students and adopt a personalized approach to stimulate their learning motivation. 5. Create a supportive and stimulating learning environment: Create a supportive and stimulating learning environment that builds positive relationships with students and helps them connect their learning goals to their personal career ambitions or life goals.

Therefore, the stimulation and cultivation of learning motivation are faced with many challenges. First, teachers need to understand and respect the motivational diversity of each student. Secondly, the instability of motivation level requires teachers to respond flexibly and adjust teaching strategies to maintain students' learning interest and motivation. In addition, creating attractive learning environments and providing personalized teaching methods are crucial to motivating students to learn. Finally, building positive relationships and helping students align their learning goals with their personal ambitions are effective ways to boost motivation. These challenges

require teachers to constantly explore and innovate in teaching practice to better promote students' learning and development.



2.2 Related Work

In Table 2.1, 2.2 and Table 2.3 the summaries of related works are shown. Table 2.1 represents related work on how FC improves RA and LM. While Table 2.2 represents related work on how RP improves RA and LM. Table 2.3 demonstrates the impact of the combination of FC and RP on teaching and learning.

Table 2.5

Summarizes of Related Works Related to Effect of FC to Improve RA and LM

Authors Date	Objectives	Intervention/ Technology	Results
Hamideh Abaeian and Linda Samadi (2016)	Is there any effect of flipped classroom on Iranian EFL learners' reading comprehension.	Flipped Classroom	Flipped Classroom has a significant effect on improving the reading comprehension of Iranian EFL learners, and the flipped classroom teaching method has significant advantages in increasing students' learning motivation and engagement.
Rizal Fahmi, Lilies Youlia Friatin, Leni Irianti (2020)	<ol style="list-style-type: none"> 1. To investigate the ways in which teachers implement the flipped classroom in teaching narrative text reading. 2. To reveal students' perceptions of the flipped classroom teaching model. 	Flipped Classroom and Whats APP	<ol style="list-style-type: none"> 1. Teachers successfully implemented the flipped classroom model, which improved students' reading comprehension and engagement. 2. Students had a positive view of the flipped classroom, finding it helpful for learning readiness, comprehension and motivation, and

Table 2.5 (Continued)

Authors Date	Objectives	Intervention/ Technology	Results
Ying Wang (2023)	Comparing the effects of three teaching methods, traditional teaching, flipped classroom and online flipped classroom, on English reading comprehension skills.	Flipped Classroom and Google Hangouts	promoting active participation and collaboration. Online flipped classrooms show significant benefits in improving students' reading comprehension and self-regulated learning strategy use.
Ardi Wiranata, Kustiana Arisanti., Shofiyatul Hasanah (2023)	Analyzing the effectiveness of the flipped classroom model on reading comprehension and student engagement.	Flipped Classroom	The flipped classroom teaching model can improve students' reading comprehension and engagement in classroom activities.
Wilmer Efraín Burbano Anacona, Diego Vinicio López Aguilar, Diego Isaías Granja Peñaherrera and Christian Luis Paredes Jiménez (2023)	Analyzing the use of the flipped classroom as a strategy to improve college students' English reading comprehension.	Flipped Classroom and Game Based Learning	The implementation of the flipped classroom and gamified resources positively impacted students' reading comprehension. Students' creativity, motivation, and collaboration in English classes improved.
Jessycha Sania Putri, Neni Nurkhamidah (2023)	Investigating the effectiveness of the flipped classroom model in improving students' reading skills.	Flipped Classroom	The implementation of the flipped classroom significantly improved students' reading ability. The flipped classroom had a positive impact on student engagement in learning and students were more engaged in the learning process.

Table 2.6

Summarizes of Related Works Related to Effect of RP to Improve RA and LM

Authors Date	Objectives	Intervention/ Technology	Results
Achmad Fathoni (2023)	The main objective was to analyze the effectiveness of the role-play method in improving the reading ability of second grade elementary school students.	Role-play	The role-playing method had a significant positive impact on the reading ability of the students who participated in the study.
Naomi Adjoa Nana Yeboah Boakye (2021)	The main objective is to improve the academic reading ability of first year sociology students in South African institutions.	Role-play	A structured program combining explicit strategy instruction and role-playing to improve the academic reading ability of first-year sociology students.
Rakimahwati Rakimahwati, Desmawati Roza (2020)	Developing interactive games based on role-playing games (RPG) to improve young children's reading ability.	Role-play Based Games	RPG-based interactive games are very effective and practical in improving young children's reading ability.
Purwanto and Siti Azizah (2024)	The aim of this study is to improve students' motivation in social science learning through role-playing method.	Role-play	Students' motivation to learn in social sciences increased significantly through the role-playing method, suggesting that this instructional approach has significant results in increasing classroom engagement and student interest.

Table 2.6 (Continued)

Authors Date	Objectives	Intervention/ Technology	Results
Ana Fatwatush Sholichah, Gunarhadi, Akhmad Arif Musadad (2022)	<ol style="list-style-type: none"> 1. Increase student motivation through role-play learning method. 2. Improve the effectiveness of social science teaching and address the problems of low student participation and difficulty in understanding the content of lectures. 	Role-play and Role-play Based Games	<ol style="list-style-type: none"> 1. Implementation of the role-play learning method significantly improved student motivation. 2. student engagement and understanding of the material significantly improved. 3. student performance and engagement improved, as evidenced by higher scores and positive feedback.
Muhammad Mahyuddin, Sulaiman, M Yunus Sudirman, Riska, Yanti (2022)	<ol style="list-style-type: none"> 1. Explore the use of role-playing techniques in the classroom. 2. assess the impact of role-playing techniques on student motivation. 	Role-play	Role-playing techniques are an effective teaching method that can significantly increase student motivation and classroom engagement.

Table 2.7*A Summary of Teaching Models on Flipped Classrooms and Role Playing*

Authors Date	Objectives	Intervention/ Technology	Results
Shuangjiang Li and Jitpanat Suwanthep (2017)	To investigate the impact of combining the flipped classroom model with constructive role-plays on the development of speaking skills among EFL students.	Flipped Classroom and Role-play Facebook, Message and EDpuzzle online learning platform	The experimental group scored significantly higher in the speaking post-test compared to the control group, indicating that the flipped classroom combined with constructive role-plays had a significantly positive effect on improving speaking skills.
M ^a José Gómez-Poyato, Alejandra Aguilar-Latorre, M ^a Mar Martínez-Perrochan, Rosa Magallón-Botaya and Bárbara Oliván-Blázquez (2018)	To assess the effectiveness of FC+RP instructional methods on the academic performance of social work students as compared to traditional instructor-led methods.	Flipped Classroom and Role-play	Students using the FC+RP approach significantly outperformed students using traditional teaching methods in terms of academic performance, particularly in terms of test scores.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study consists of two parts. The first part was to develop the FCRP activities for improving KRA and LM by synthesizing relevant related literatures. The second part was to analyze the effectiveness of the FCRP on students' KRA and LM.

3.1.1 Intervention development based on literature study on Flipped Classroom and Role-play component

3.1.1.1 Literature Review and Selection

During the literature review process for this study, I obtained a large amount of literature related to the FCRP instructional models from Google Scholar. These literatures were selected because they depicted the components of the FCRP in detail and professionally and provided insights into their application in teaching and learning. The main reason for selecting these literatures is that they not only provide a theoretical foundation but also prove through empirical studies that these teaching methods have a significant effect on the improvement of student learning outcomes.

During the literature search, I used a specific combination of keywords. For example, typing “Flipped classroom” and “Role-play” provides access to the core literature on FCRP. In addition, using a combination of keywords such as “Student motivation” and “Korean reading” can help to further focus on how the FCRP affect students' motivation and Korean reading ability. By screening the number of citations, the impact factor of the published journals, and the rigor of the research methodology, high-quality literature with important reference value for this study was selected.

3.1.1.2 Data Analysis

a. Extract relevant information

In extracting relevant information, I first screened the titles and abstracts of the literature, selecting those that discussed the FCRP in detail, and prioritizing pedagogical models that combined the FCRP. After identifying the

literature that was highly relevant to the research topic, read the key chapters in depth, paying particular attention to the definitions of FCRP, the implementation process, the theoretical basis, and the specific empirical research data in the literature. In addition, attention was paid to the specific effects of the pedagogies mentioned in the literature.

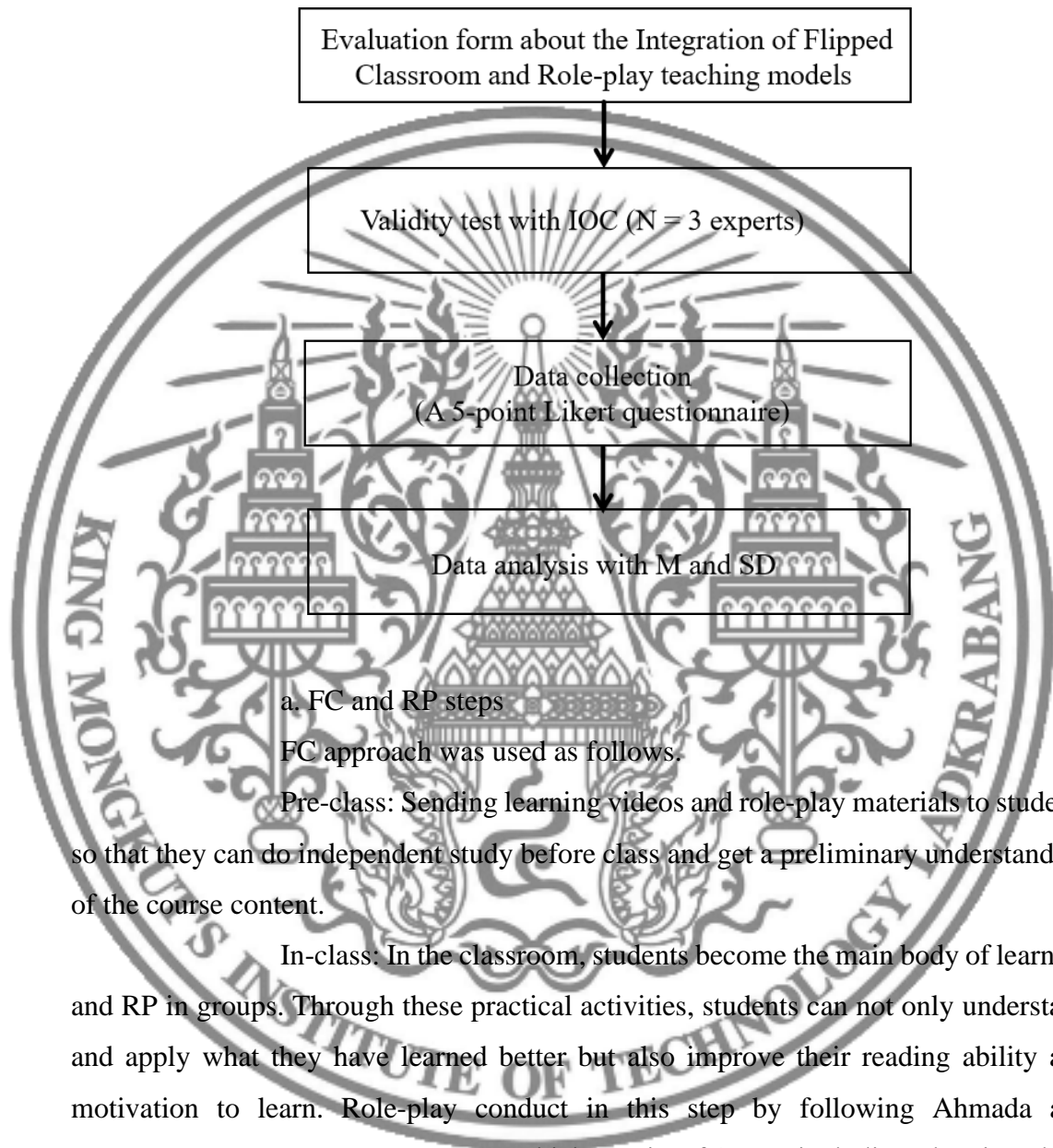
The extracted information includes empirical data from different studies on the effectiveness of FCRP teaching in improving students' motivation, engagement, and language proficiency.

Through these steps, information from the literature that is directly informative to this study is systematically extracted from Google Scholar to ensure that this information provides a theoretical basis for the study and supports an in-depth analysis and evaluation of the effectiveness of the FCRP.

Based on the extraction and analysis of the literature, the common components, implementation steps, and research conclusions of the FCRP pedagogy can be systematically presented by constructing two tables. In this way, not only can the core information of each piece of literature be summarized visually, but also the commonalities in these studies can be identified to provide structured support for the subsequent analysis and discussion.

3.1.1.3 Intervention Development

By reviewing and summarizing relevant literature on flipped classroom, role-play, Korean reading ability and learning motivation, FCRP model was developed to improve students' Korean reading ability and learning motivation. To verify the effectiveness of this teaching model, it invites three experts in the field of Korean language teaching to evaluate and score the model using 5-point Likert scale. After the evaluation form passes IOC, then let experts evaluate FCRP learning activities using 5-point Likert scale. The FCRP model has been evaluated by experts, and the evaluation table contains 24 questions, most of which get the "pass" evaluation result, indicating that the model performs well. (Detailed questions and ratings are in Appendix C.)

Figure 3.1*Design of evaluation form process*

a. FC and RP steps

FC approach was used as follows.

Pre-class: Sending learning videos and role-play materials to students, so that they can do independent study before class and get a preliminary understanding of the course content.

In-class: In the classroom, students become the main body of learning and RP in groups. Through these practical activities, students can not only understand and apply what they have learned better but also improve their reading ability and motivation to learn. Role-play conduct in this step by following Ahmada and Munawaroh (2022) Role-play's steps which consist of 4 steps including Planning phase, Implementation phase, Observation and Assessment Phase and Reflection and Summarization Phase.

After class: After class, teachers release homework through the teaching platform. Students can submit their assignments on the DingTalk platform, and they can also communicate with the teacher and answer questions through the platform when they encounter problems.

Figure 3.2

Steps for teaching the experimental group

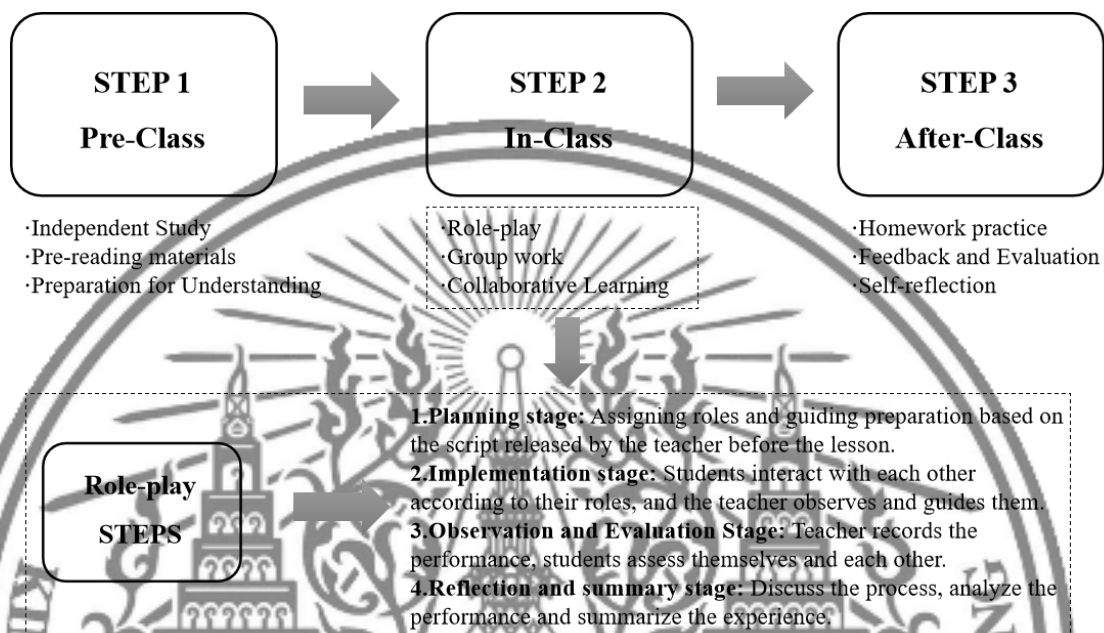
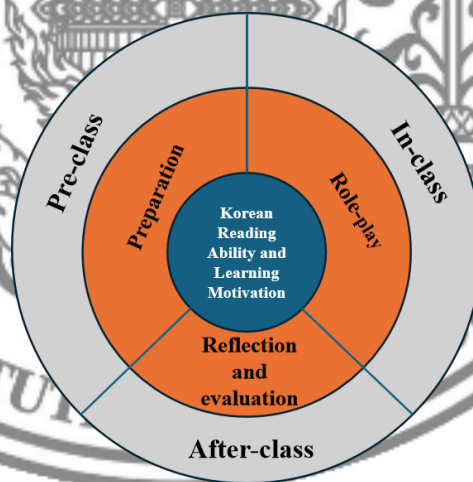


Figure 3.3

FCRP Model



b. Participants (Experts)

The three experts are Korean language experts from a university in Shandong, and all three are assistant professors with rich experience in teaching Korean. This study used purposive sampling to select experts to conduct IOC evaluation. Experts were required to have four years or more of Korean teaching experience and a

graduate degree or above. Qualified experts evaluated the research tools and calculated the IOC index to ensure the content validity of the questionnaire and teaching materials.

Table 3.1

Validating Experts

Name	Position	University	Experience years
Li Chao	Assistant Professor of Korean Language	Doctor degree from Konkuk University, Korea.	5 years
Zhao Xiaoyan	Assistant Professor of Korean Language	Master's degree from Chung-Ang University in Korea.	10 years
Wei Xiaoyan	Assistant Professor of Korean Language	Master's degree from Andong University in South Korea.	4 years

c. FC and RP instruments and Data collections

The experts complete the FCRP questionnaire scale adapted to McNally et al. (2017) and Nestel (2007) (See in Appendix B). The scale employs a 5-point Likert's scale. It distributed on paper. The results of experts' assessment through questionnaires become the base for the intervention development.

d. Data analysis

The data gathered analyzed with descriptive statistics, including mean and standard deviation (SD). The level of each score focused on intervention development. The lowest score in each variable considered most to be enhanced in the learning activity.

3.1.2 Implementation and Evaluation

3.1.2.1 Participants

The participants in this experiment were freshmen from Shandong University of Foreign Studies majoring in Korean. There were fifty-six in total. Every twenty-eight students make up a class. Twenty-eight students in the experimental group and twenty-eight students in the control group (as shown in Table 3.2)

Table 3.2*Experimental Participant Demographics*

Demographic Aspects		Number		Percentage (%)	
		Experimental group	Control group	Experimental group	Control group
Gender	Male	8	6	14	11
	Female	24	18	43	32
Age	18 years old	20	18	36	32
	19 years old	8	10	14	18

3.1.2.2 Procedures

The experimental group consisted of 56 people, divided into a control group and an experimental group, with the control group using face-to-face traditional lectures and the experimental group using a teaching method FCRP. This experiment lasts for three weeks. In the first week, the teaching content is about your dream and what kind of job you want after graduation. The second week is about learning some basic directions and how to ask for directions. The third week is about how to go to a restaurant and the names of some food items.

Experimental Group (FCRP):

Pre-class: Learning materials and scripts are distributed through DingTalk, and students prepare themselves and read the scripts.

Figure 3.4

Send pre-class documents via DingTalk



In-class: First, the roles are assigned through cooperation and division of labor, then the groups rehearse freely, and finally each group presents, and the teacher briefly evaluates and summarizes the course to end.

After class: Homework is assigned through DingTalk, and questions are answered.

Figure 3.5

Answer questions after class through DingTalk



Flipped Classroom Platform:

Ding Talk is a multi-terminal interactive social system for mobile devices developed by Alibaba, which can realize multi-terminal and multi-channel online communication at any time. It has multiple application function modules such as messaging, schedule, workbench, address book management, etc. Among them, Ding Talk Live, as one of the product functions of the message window type teaching application, is easy to operate and has become one of the main platforms chosen by many teachers for online live teaching and interactive teaching.

Teachers share teaching videos through the Ding Talk platform, and students learn independently before class; teachers answer questions and conduct in-depth discussions and hands-on practice in class; students discuss and ask questions online through the Ding Talk platform, and teachers monitor their learning progress and provide personalized guidance; students complete homework and review to consolidate their knowledge through Ding Talk after class (Kang, 2023).

Pre-class: Teachers upload teaching videos; students study independently and give feedback on questions. In-class: the teacher explains and answers questions through the Ding Talk Live and interactive functions. After-class: assign homework, students complete and upload, teachers check and feedback (Hu & Zhang, n.d.).

Based on the support of the above literature, the choice of Ding Talk as the teaching platform for flipped classroom is well-founded. The multifunctionality and ease of use of the Ding Talk platform make it show significant advantages in flipped classroom teaching: first, the Ding Talk platform supports teachers to record and upload teaching videos, which is convenient for students to learn independently before class. Students can watch the video at any time through the platform and give feedback on problems encountered in the learning process, which helps teachers understand students' learning progress and difficulties before class. Secondly, Ding Talk's live streaming and screen sharing features provide powerful support in classroom teaching. Teachers can give detailed explanations and answer questions through real-time interaction, and organize discussions and cooperative exercises for students, which enhances the interactivity and participation in the classroom. Finally, the Ding Talk platform also supports the assignment and submission of post-class homework. Students can complete their assignments by uploading videos or pictures, while teachers can conveniently check and give feedback to ensure students' understanding and mastery of knowledge.

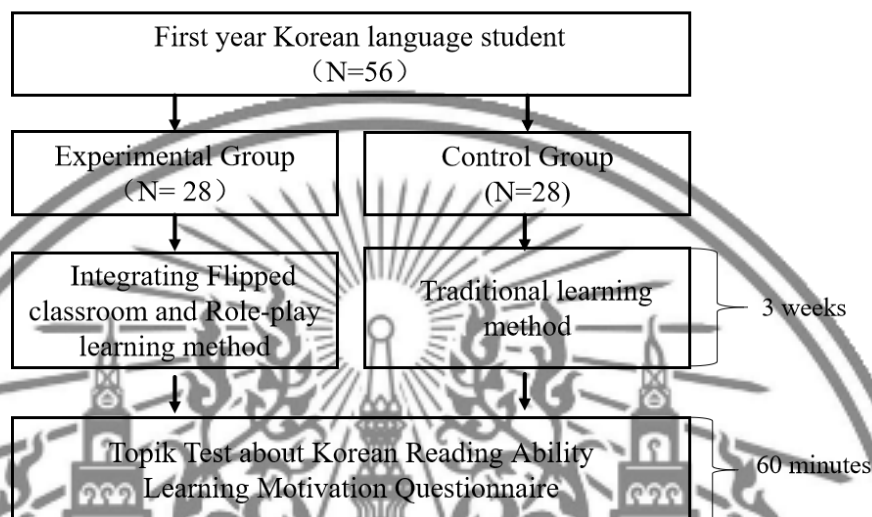
To summarize, the application of Ding Talk platform not only enhances the teaching effect of flipped classroom but also improves the learning experience of students. Therefore, it is reasonable and justified to choose Ding Talk as the teaching platform for Flipped Classroom.

Control Group (Face to face):

Pre-class: Teachers prepare lesson plans, teaching materials, and classroom activities.

In-class: 1. Introduction to the Lesson: Teachers introduce new topics through lectures or questions. 2. New Material Presentation: Teachers explain and demonstrate new knowledge. 3. Classroom Interaction: Teachers ask questions, students answer, and engage in class discussions.

After class: 1. Homework Assignment: Teachers assign homework during the class or through written notices. 2. Homework Guidance: Provide guidance and requirements for completing homework.

Figure 3.6*Research procedure*

3.1.2.3 Instruments and Data Collections

The research tools were academic achievement tests and questionnaires. Improvement in Korean reading ability is measured by a test with a maximum score of 100. The test questions were evaluated and validated by three experienced experts with the multiple choices key (See in the Appendix C).

The test questions for Korean reading ability were based on the TOPIK test, a Korean language proficiency test administered by the Ministry of Education of Korea to assess the Korean language proficiency of non-native speakers and is an important tool for evaluating and certifying the ability to use the Korean language for academic, professional, or personal use (Won, 2016). The TOPIK exam is divided into two levels: TOPIK I (Beginner) and TOPIK II (Intermediate/Advanced) for different levels of proficiency. The TOPIK Beginner test consists of two parts, Listening and Reading. I choose reading questions related to the content of the three-week course as the final test questions to check the students' Korean reading ability.

Through the IOC analysis of the Korean reading ability test, the content validity test results show that all items have reached the highest content validity index (IOC = 1), and the specific scores are shown in Appendix C.

This study used the learning motivation questionnaire developed by Hwang et al. (2013), which had a Cronbach's α coefficient of 0.92, indicating that it

had high internal consistency. This questionnaire contains seven questions that can be used to assess students' motivation after conducting a flipped classroom experiment. This study refers to Nyutu et al. (2020) 's research design and uses the Likert Scale to evaluate students' learning motivation. The Likert scale is a quantitative tool widely used in psychometric and social science research that rates a subject's attitude or opinion about a particular statement on a five-point scale (1 = strongly disagree to 5 = strongly agree) (Likert, 1932). This study draws on Nyutu & Pleasants (2021) criteria for dividing the scoring range of five-point Likert scale (see Table 3.4), and divides the mean distribution of learning motivation questionnaire data into five levels: is very low (1.00-1.80), low (1.81-2.60), moderate (2.61-3.40), high (3.41-4.20), and very high (4.21-5.00). This standard provides a clear categorical framework for quantifying the level of student motivation data.

Through the IOC analysis of learning motivation questionnaire, all items passed the validity test (IOC value 0.67-1.00), see Appendix C for details.

Table 3.3

Interpretation of learning motivation based on five-point Likert scale

Range of Values (mean)	Interpretation
4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

All questionnaires as well as test questions are first evaluated by three experts for IOC.

3.1.2.4 Data Analysis

This study used an independent sample t-test to assess the effects of an instructional approach FCRP on students' Korean reading ability and learning motivation. The Korean reading scores of the experimental group and the control group were collected, as well as the mean and standard deviation of the pre-experiment and post-experiment questionnaires about learning motivation in the experimental group. T-test analysis was conducted using statistical software to test the significance of differences between groups. F-values and p-values were calculated, with a significance level of 0.05. If the p-value is less than 0.05, it indicates that there is a significant

difference between the groups FCRP teaching methods in enhancing students' Korean reading ability and learning motivation.



CHAPTER 4

RESULTS

4.1 Components of FCRP enhancing Korean reading ability and learning motivation

The components of FCRP that enhance Korean reading ability and learning motivation are detailed in Tables 4.1 and 4.2. Based on the literature review, the key components of flipped classroom and role-play are summarized and presented in these tables, as outlined below.

Table 4.1 summarizes the implementation components of flipped classroom after reading related literature.

Table 4.2 summarizes the implementation components of role-play after reading related literature.

Table 4.1

FC components

Components	Afzali & Izadpanah (2021)	Yulian (2021)	Farrah & Qawasmeh (2020)	Y. Lee & Martin (2020)	Öztürk & Çakıroğlu (2021)	Lim & Park (2023)
Pre-class						
Self-study with study materials	✓	✓	✓	✓	✓	✓
In-class						
Role-play	✓	✓	✓			✓
Teamwork				✓	✓	
After class						
Reflection and Evaluation	✓	✓	✓	✓	✓	✓

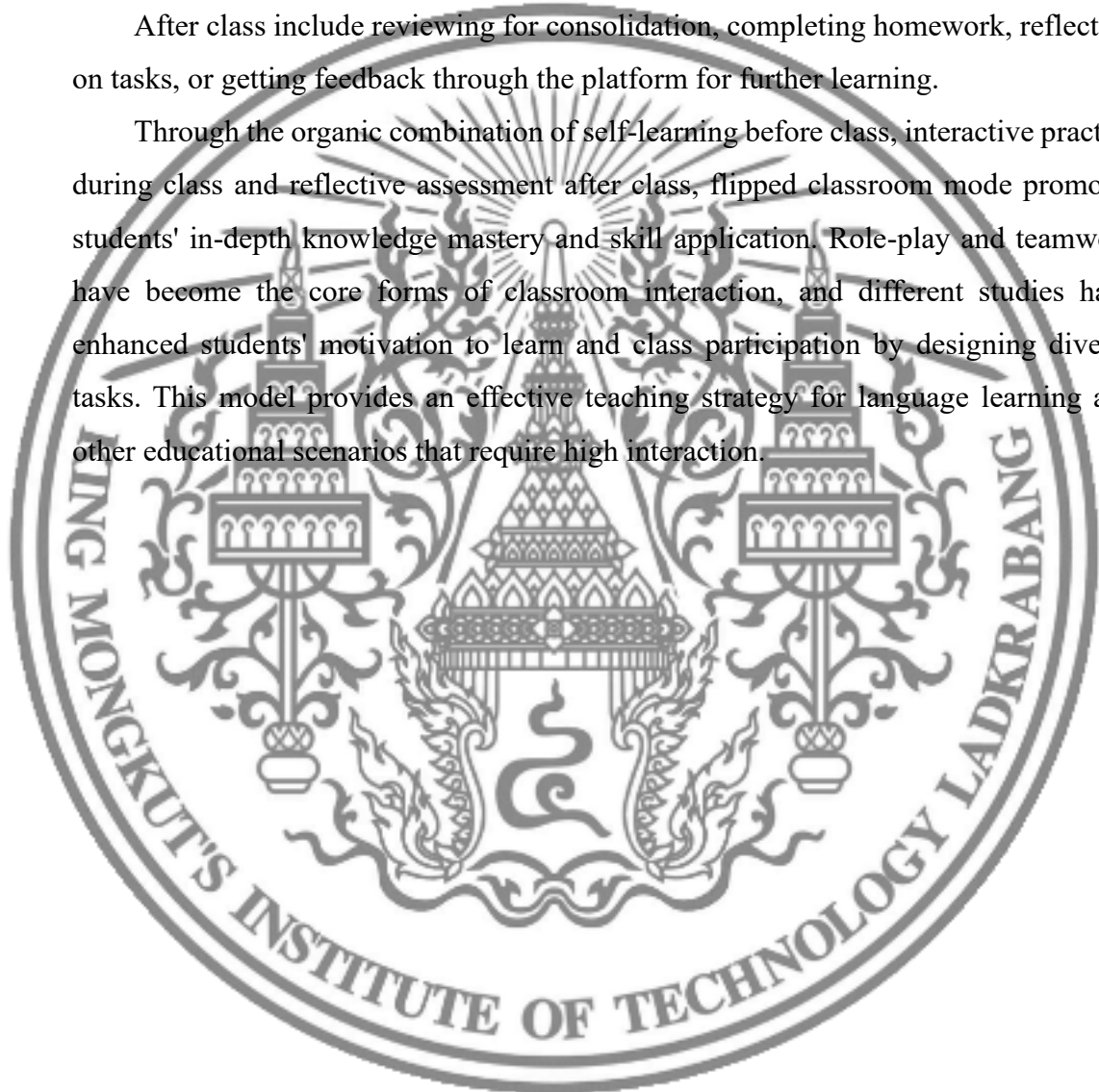
These articles all describe the steps before, during, and after class, and describe the activities of each period. These stages are consistent across all articles and include the following:

Pre-class: Usually students are involved in teaching themselves through instructional videos or other resources and completing pre-class tasks.

In-class: Includes collaborative activities such as teacher-student interaction, discussion, group tasks, problem solving, and feedback and guidance from the teacher.

After class include reviewing for consolidation, completing homework, reflecting on tasks, or getting feedback through the platform for further learning.

Through the organic combination of self-learning before class, interactive practice during class and reflective assessment after class, flipped classroom mode promotes students' in-depth knowledge mastery and skill application. Role-play and teamwork have become the core forms of classroom interaction, and different studies have enhanced students' motivation to learn and class participation by designing diverse tasks. This model provides an effective teaching strategy for language learning and other educational scenarios that require high interaction.



All articles cover the preparation and performance stages. Most articles (over 70%) refer to the rehearsal/practice phase, as well as the feedback and reflection phase. More than half of the articles refer to the assessment phase, specifically improving language skills through quizzes or feedback reflections.

The summary shows that all the articles mentioned learning motivation, interactive learning and feedback mechanisms, highlighting their importance in role-play teaching. Most of the articles are related to foreign language learning, showing the wide application of role playing in language teaching to improve practical application ability. Taken together, these studies prove that RP is effective in stimulating motivation for learning, strengthening language skills, and improving learning outcomes.

Based on the evaluation results from experts regarding my FCRP learning model, the FCRP teaching template has been validated and deemed suitable for experimentation. For detailed evaluation results, please refer to Appendix A.

4.2 Comparison of FCRP and traditional teaching method in Enhancing Korean reading ability

Table 4.3 shows the comparison results of traditional teaching method (TTM) and flipped classroom combined with role-play teaching method (FCRP) on students' Korean reading ability (KRA). Through the independent sample t test, the results showed that there were significant differences between the two teaching methods in students' KRA performance ($p = 0.012$).

Table 4.3

Results of Students' Korean reading ability Comparison, TTM vs FCRP

Variable	Levene's Test		Teaching methods	N	M	SD	<i>t</i>	df	<i>p</i>
	F	Sig							
KRA	1.823	0.183	TTM	28	79.14	7.92	-2.592	54	0.012
			FCRP	28	84.11	6.32			

Levene's Test:

Levene's test checks whether the variances of the two groups are equal. In this

experiment, the significance level is 0.183, which is greater than 0.05. This indicates that the variances of the FCRP and TTM groups' data were in normality distributed, meeting the assumption for independent samples t-tests.

Mean (M) and Standard Deviation (SD) of Teaching Methods:

The mean scores indicate that students using the FCRP teaching method scored higher on the KRA test (84.11) compared to those using TTM (79.14). The standard deviation reflects the degree of score variability, showing that the FCRP group had less variation in scores (SD: 6.32) compared to the TTM group (SD: 7.92).

Independent Samples T-Test:

The t-test compares the mean scores of the two groups to determine if the difference is statistically significant. The results show:

The t-value of -2.592 indicates a considerable difference between the two groups' means. The p-value of 0.012 is less than 0.05, demonstrating a statistically significant difference. This suggests that the FCRP teaching method is significantly more effective than TTM in improving Korean Reading Ability.

The results indicate that the flipped classroom with role-play (FCRP) is significantly more effective than Traditional Teaching Methods (TTM) in enhancing students' Korean Reading Ability (KRA). Not only does the FCRP group have a higher mean score ($M = 84.11$), but the difference is also statistically significant ($p = 0.012$). These findings support the advantages of the FCRP approach in language teaching.

4.3 Level of learning motivation among Korean students receiving FCRP

Table 4.4 shows the mean score of students' learning motivation. The average overall score of the students on the learning motivation questionnaire was 4.42 (based on the five-point Likert scale). The results show that students generally show a high degree of identification with the statements related to learning motivation, indicating their positive attitude towards learning motivation. The overall standard deviation is 0.068, which is very low, indicating that the distribution of students' scores on each question in the questionnaire is very concentrated. In other words, students' motivation scores were highly consistent overall, reflecting a consensus or similar attitudinal trends about the content of the questionnaire.

Table 4.4*Results of Students' Learning Motivation*

No.	Questions	<i>M</i>	<i>SD</i>	<i>Level</i>
1	I think learning Korean is fun and valuable.	4.54	0.51	Very high
2	I will actively seek more information and work hard to learn Korean and cultural knowledge.	4.46	0.69	Very high
3	Learning those skills in Korean is worthwhile.	4.43	0.63	Very high
4	It is important for me to learn Korean well.	4.43	0.63	Very high
5	It is important to understand the Korean we learn, and Korean knowledge related to Korea.	4.39	0.78	Very high
6	I hope to learn more and learn more about Korean culture in the Korean course.	4.32	0.67	Very high
7	It is important for everyone to actively participate in the Korean course.	4.39	0.69	Very high
	Overall	4.42	0.07	Very high

Note: $N = 28$

According to the scoring criteria in table 3.4, the questionnaire results of this study show that the overall average of students' learning motivation is 4.42, which belongs to the "very high" level. This indicates that most students show a positive attitude and a high degree of identification with statements related to learning motivation.

The overall results show that students are outstanding in learning interest, learning engagement and identification of the meaning of the course, which verifies the positive effect of teaching mode on improving students' learning motivation. This is further evidence that teaching methods can effectively stimulate students' intrinsic drive, while enhancing their learning engagement and sense of participation in the course.

CHAPTER 5

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

5.1 Summary of Research Findings

This study describes how to improve students' Korean reading ability (KRA) and learning motivation (LM) by integrating flipped classroom and role-play (FCRP). There are two parts to this experiment. The results are presented in sections 5.1.1 to 5.1.3 according to each research objective.

5.1.1 Development of the FCRP activities for enhancing Korean reading ability and learning motivation

The RO1 aims to develop the intervention based on literature study on flipped classroom and role-play component. After searching many high-quality literatures on flipped classroom and role-play through Google Scholar, this study screened the literature with theoretical basis and empirical support, focusing on its impact on students' learning motivation and Korean reading ability. Through keyword combination retrieval, literature was selected according to the number of citations, journal impact factors and rigor of research methods, from which key information such as definition, implementation process and research data were extracted, and components and teaching effects of FCRP were summarized. On this basis, a new teaching model combining the two is designed, and its effectiveness is planned to be verified by expert evaluation.

5.1.2 Comparison FCRP and TTM in Enhancing Korean reading ability

The RO2 is designed to test whether FCRP can improve students' Korean reading ability, by comparing it with TTM. The experiment was carried out according to the newly designed teaching mode. After the experiment, the scores of the students' Korean reading ability test and the results of the questionnaire survey on learning motivation of the FCRP experimental group were collected, their mean and standard deviation were calculated, and the T-test analysis was carried out with SPSS software. The experimental results showed that the experimental group had significantly higher Korean reading scores than the control group, indicating that the FCRP teaching model was conducive to improving students' Korean reading ability.

5.1.3 Learning motivation level of students receiving FCRP teaching model.

The RO3 is designed to test the learning motivation level of students receiving the FCRP teaching model. Through the average analysis of the questionnaire survey on learning motivation, it is found that the experimental group of students have a higher level of learning motivation, which further proves that the teaching mode has a positive effect on promoting students' learning motivation.

In summary, through literature review and experimental verification, this study systematically designed and evaluated a new teaching mode FCRP, and the results proved that it had a significant effect on improving students' Korean reading ability and learning motivation.

5.2 Discussions of Research Findings

5.2.1 FCRP Development for Enhancing Korean reading ability and learning motivation

Based on FCRP teaching method, this study explores the influence of flipped classroom teaching method on students' learning motivation and Korean reading ability. Based on the in-depth analysis and synthesis of many related literatures on FCRP, this paper puts forward an innovative teaching model, which combines flipped classroom and role-play. Pre-class, release learning materials through the teaching platform to guide students to study independently and preview relevant content. In-class, RP activities are the core, which fully reflects the main body status of students. Role-play activities include 4 phases, Planning phase, Implementation phase, Observation and Assessment Phase and Reflection and Summarization Phase. After class, the platform is used to assign feedback homework, to build an organic teaching closed loop before, during and after class.

Flipped Classroom Development:

Namaziandost & Çakmak (2020) discusses the role of flipped classroom in EFL teaching, including: students learn basic knowledge through video materials before class, classroom time is used for cooperative learning, interactive discussion and task completion, and homework and review through online platform after class.

Mandasari & Wahyudin (2021) studied the implementation of flipped classroom in grammar teaching. Knowledge preview was conducted through pre-class

learning videos, problem discussion and practical application activities were carried out in class, and relevant homework was completed after class to consolidate knowledge. The results show that students are highly satisfied with this model, and their grammar knowledge is effectively improved.

Shaari et al. (2021) explores the influence of flipped classroom on bilingual learners' mastery of English grammar by combining cultural interactive materials. Flipped classroom steps include pre-class video learning, classroom interaction and task practice, and after-class feedback and self-assessment. The results show that the students' grammar mastery and learning attitude have improved significantly.

Role-play Development:

Anugraheni et al. (2023) mentioned in the research that task cards were designed in the planning stage, and in the implementation stage, students were asked to have dialogues through the situation, observe and evaluate the learning effect through pre-test and post-test, and the feedback summary was completed through class discussion and result sharing.

In the article, Nazarov (2022) mentioned that the real situation should be designed through planning, the language expression should be improved through role simulation tasks in the implementation phase, the observation and evaluation should be completed through students' performance in classroom activities, and the feedback and summary should be provided by the teacher at the end of the course.

From the description of the article to the planning stage, Sari & Hamzah (2023) designs tasks that meet students' level, encourages students to use the target language in the context during implementation, observes and evaluates the tasks by comparing the scores before and after tests, and summarizes the feedback through discussions between students and teachers.

In terms of the instructional design of flipped classroom and role-play, this study is highly like the existing studies (examples above), which have widely adopted the framework of "plan-implement-observation-feedback summary", verifying the scientificity and operability of this step in language teaching. By drawing on this mature framework, this study not only ensures the systematical and reliable design of the study, but also further optimizes it according to the specific needs of Korean reading teaching.

For example, multimedia resources are introduced in the pre-class stage to strengthen students' autonomous learning ability, and real situations are provided through RP in class to enhance learning effects. At the same time, this similarity provides theoretical support for this study and enhances the reproducibility and universality of the results. In addition, by focusing on the application of flipped classroom and role-play in the improvement of Korean reading ability, this study provides new empirical support for the cross-language applicability of the existing framework and expands its potential application value in different cultural teaching contexts.

5.2.2 FCRP Vs TTM for Enhancing Korean reading ability

The study evaluated the FCRP model's effectiveness in improving Korean reading ability compared to traditional teaching. SPSS analysis showed the experimental group had higher Korean reading ability scores, confirming the benefits of combining flipped classroom and role-play methods.

Prado Yépez et al. (2021) show that the combination of flipped classroom and role-play significantly improves students' reading comprehension ability and learning interest through pre-class autonomous learning and classroom interaction. Flipped classroom lays the foundation for students' knowledge, role-play strengthens language use and critical thinking skills through situational simulation and promotes class participation and cooperative learning.

Namgay & Sakulwongs (2024) pointed out that flipped classroom lays the knowledge foundation through self-guided learning before class and classroom interaction, while role-play strengthens text understanding through simulation of real situations. The combination significantly improves students' reading skills, critical thinking, and interest in learning, while promoting classroom participation and deep learning.

Septiani et al. (2024) point out that flipped classroom improves students' readiness and independent learning ability by exposing them to learning materials before class, and focuses on interactive discussions and practical tasks in class, thus significantly improving students' reading comprehension. The experimental results show that students in flipped classroom mode perform better in reading tests than those in traditional teaching mode, and the difference is statistically significant. Meanwhile,

students hold a positive attitude towards the learning experience of flipped classroom, believing that it enhances their reading interest and motivation to learn.

Arash et al. (2018) point out by exposing students to learning materials (such as videos and articles) before class, flipped classroom enable students to master the basics ahead of time so that they can participate more effectively in class discussions and practical activities. This teaching model emphasizes interaction and deep learning in the classroom, helping students deepen their understanding of texts through tasks and group work. At the same time, experimental data show that the performance of students using flipped classroom in reading test is significantly better than that of students with traditional teaching mode, which indicates that flipped classroom can effectively improve students' reading comprehension and critical thinking ability.

Samiei & Ebadi (2021) indicate how WebQuest-assisted flipped classroom improves EFL learners' reasoning reading ability. The results show that flipped classroom effectively improves students' critical thinking and reasoning ability through pre-class preparation and classroom interaction. Both experimental data and student feedback support the significant effect of this model in enhancing reading comprehension and learning engagement.

Karimi & Hamzavi (2017) indicates that by providing instructional videos and materials before class, the flipped classroom model enables students to learn basic content outside of class and focus on interactive and higher-order thinking tasks, such as discussion and problem solving, during class. The results showed that the test scores of the experimental group were significantly better than those of the control group, and students generally believed that this model improved their learning interest, independent learning ability and class participation, and significantly enhanced the reading comprehension effect.

Fulgueras & Bautista (2020) has studied the effect of flipped classroom on improving reading comprehension in high school students, pointing out that this model can significantly enhance students' reading performance. Flipped classroom combines pre-class learning with classroom interaction, where students preview the basics through videos and other materials, and engage in higher-order thinking activities such as discussion and task completion during class. The results of the study showed that the

reading comprehension test scores of students in the flipped classroom group were significantly better than those in the traditional classroom group, indicating that the flipped classroom can help enhance students' reading skills, autonomous learning ability and class participation.

Sitanggang et al. (2022) indicates that teachers provide background and language support related to the text, students are assigned roles in groups, role-play according to the text, and demonstrate in class. By improving the instructional design through multiple cycles, the study found that role-play significantly improved students' understanding of the plot, theme and details of the narrative text, and at the same time improved students' learning enthusiasm and class participation.

Patra et al. (2022) point out in the article that role-play can significantly improve students' reading comprehension by constructing real situations and applying text content to actual scenes. Studies have shown that this method not only enhances students' mastery of the details of the text, but also stimulates their interest and motivation in learning, which helps to improve reading performance.

Several studies have shown that the combination of flipped classroom and role-play is an effective teaching mode, which can significantly improve students' reading comprehension through pre-class learning and classroom practice. Flipped classroom further promotes deep learning by exposing students to learning materials before class, enhancing their readiness and self-directed learning, while focusing on interaction and higher-order thinking activities in the classroom. Role-play applies reading content to actual scenarios through real situations and task-based learning, which not only deepens students' understanding of text details, but also stimulates their learning interest and class participation. On this basis, this study organically integrates flipped classroom and role-play and optimizes it according to the actual needs of Korean reading teaching, providing new empirical support for improving students' reading ability and learning motivation, and expanding the scope of this teaching model in cross-language teaching.

Questions 16-41 have a lower score and a higher error rate. It may be because these questions are Korean reading analysis questions, which involve more complex text understanding and analysis skills, and require higher reading levels for

students. In contrast, questions 1-15 are simpler and shorter, focusing on basic comprehension skills, so they score higher. This reflects that students may have some deficiencies in advanced reading and analysis skills, and relevant training needs to be strengthened in the curriculum. The FCRP model is suggested to enhance the performance of students in advance reading analysis ability: J. Zhao & Abidin (2024) have highlighted challenges such as insufficient student engagement, difficulty transitioning teachers' roles, and constraints on teaching resources and technology. These issues can hinder the full potential of flipped classroom in improving reading skills.

The flipped classroom is used to provide reading skills videos and text analysis examples before class; In class, role-play is used to simulate actual scenes to deepen the understanding of complex texts; After class, various reading exercises are assigned, and timely feedback is provided to help students improve their advanced reading analysis ability in interaction and practice.

5.2.3 Learning motivation of Student Receiving FCRP

To assess students' motivation level under the FCRP teaching model. Through the analysis of questionnaire data, the experimental group showed a higher learning motivation level, which further verified the positive impact of the model on improving students' learning motivation.

Lertcharoenwanich & Soontornwipast (2024) shows that by integrating the innovative teaching model of flipped classroom and role-play, students' learning motivation has been significantly improved. Pre-class learning in flipped classroom lays the knowledge foundation for classroom activities, while role-play enhances students' classroom engagement and interest through situational simulation and task-driven activities.

The author Chou et al. (2021) studied the influence of flipped classroom on students' learning motivation and attitude, including watching teaching videos and preview materials before class, task learning and group discussion in class, and completing extended learning tasks after class. Research shows that flipped classroom effectively improves learners' motivation and active engagement.

Afzali & Izadpanah (2021) Implementing the flipped classroom among intermediate and advanced intermediate English learners in Iran: Before class, students learn grammar videos provided by teachers and complete basic comprehension tasks. Apply and deepen pre-class learning through group work and problem-based activities. After class, teachers give feedback based on class performance to help students master key knowledge points. The results showed that flipped classroom significantly improved student motivation and class participation.

Lutfi et al. (2018) points out that role-play can effectively stimulate students' learning motivation through real situation simulation and group interaction. In role-play activities, students can overcome negative emotions such as shyness and lack of confidence and naturally participate in language practice. This approach not only increases the learner's participation in the classroom but also promotes interest and engagement in the learning material through positive interaction, thus significantly increasing the overall motivation for learning.

Burenkova et al. (2015) pointed out that role-play can effectively stimulate students' learning motivation by simulating real situations. Studies have shown that role-play helps students apply knowledge to real-world scenarios and increases their interest and engagement in the content they are learning, while promoting autonomy and goal-orientation. Through group cooperation and interactive communication, students not only improve their language skills in the role-play but also get a sense of accomplishment in the process of completing the task, thus further enhancing the learning motivation and education quality.

Flipped classroom and role-play have significant effects on improving learners' learning motivation and class participation. These studies consistently emphasize that flipped classroom and role-play can effectively stimulate students' learning interest and initiative through a combination of pre-class material preparation, classroom tasks and discussion, group interaction, and after-class feedback. For example, flipped classroom helps students better grasp knowledge points through independent learning and interactive tasks, while role-play provides students with opportunities to practice language through the simulation of real situations, enhancing their goal orientation and sense of accomplishment. In terms of teaching design, this

study is highly like the above research framework and adopts the combination of flipped classroom and role-play to stimulate students' learning motivation as the core goal and is further optimized in the teaching of Korean reading. This design not only inherits the science and validity of existing research but also provides new empirical support for the application of flipped classroom and role-play in different linguistic and cultural environments by combining the characteristics of Korean teaching.

As can be seen from the results of the learning motivation questionnaire, the score of items 6 was the lowest on the overall questionnaire ($M = 4.32$, $SD = 0.67$). Reasons include that the learning proportion of Korean culture in the course content is relatively small, the main learning goal of students is more focused on the mastery of language skills, and the topic expression is not specific enough, which may lead to some students' misunderstanding. In addition, some students may pay more attention to the practical application of language rather than the expansion of cultural knowledge. In the future course design, we can try to incorporate more specific content about Korean culture since language learning, to enhance students' sense of identity and participation in this aspect. Enhancing item 6 on the study of Korean culture can enhance students' overall understanding of language learning and help them better grasp the use of language in actual cultural contexts. At the same time, in-depth cultural learning can also stimulate students' interest in learning, increase their sense of identity of Korean culture, cultivate cross-cultural communication skills, and lay a solid foundation for future practical applications and further study.

5.3 Implications of the Findings

This study verifies the effectiveness of FCRP learning models in language teaching. It provides a new perspective for language education theory. The results of the study demonstrate the process by which students acquire knowledge through self-directed learning and contextualized activities. At the same time, this study extends the application scope of flipped classroom and role-play and provides empirical support for its theoretical framework in a multilingual environment.

The research results have important implications for the practice of Korean language teaching. Flipped classroom improves students' learning efficiency through pre-class preparation, while role-play enhances students' class participation and

language application ability through real situation simulation. Teachers can combine these two models in instructional design to improve students' learning motivation and reading comprehension. In addition, the applicability of this model also provides a reference for the teaching practice of other languages or disciplines.

This study has implications for curriculum design and teaching management. Educational institutions can optimize traditional teaching methods by promoting FCRP models, especially by introducing technical support and contextualized tasks into language learning courses.

5.4 Limitations of Study

Although this study has effectively improved the reading ability and learning motivation of Korean beginners by FCRO teaching model, there are still the following limitations:

1. Small sample size

The experimental group and control group in this study included 28 students each, and the sample size was relatively small, which may have certain limitations on the universality of the research results. To verify the effect of this model on groups of students with different backgrounds, ages or language levels, the sample size needs to be further expanded.

2. Lack of pre-test before experiment

This study did not conduct pre-tests to understand the initial levels of the experimental group and the control group at the beginning of the study, which limited the scientific and rigorous nature of the study to some extent. Future research should include pre-tests to ensure the accuracy of data analysis and reliability of results.

3. Time constraints

The experiment duration of this study is only three weeks, which is relatively short, and may not be enough to fully reflect the effect of FCRP model in long-term teaching practice. Future research could consider extending the experimental period to observe the sustained impact of this teaching model on learning outcomes.

4. Limited research scope

The objects of this study are mainly beginners majoring in Korean, and high-level language learners are not involved. Whether FCRP models are suitable for higher level

Korean learning and their effects on more complex language ability development still need further research.

These limitations provide directions for future optimization of this study. After expanding the sample size, extending the experimental period, expanding the research scope and improving the experimental design, the teaching effect of FCRP model will be more comprehensively verified, providing a more solid basis for the theory and practice of language teaching.

5.5 Recommendations

1. Expand the sample size

To improve the universality of the findings, future studies should expand the sample size to include more learners from different backgrounds, ages and language levels. This will help to validate the effectiveness of FCRP models in broader teaching scenarios.

2. Extend the experiment period

It is recommended that the duration of the experiment be extended in future studies, such as one semester or more, to observe the long-term effects of flipped classroom versus role-play on learning motivation and language ability. This will help to evaluate the sustainable effect of the teaching mode and the cultivation of students' comprehensive language ability.

3. Expand the scope of research

Follow-up studies can be conducted on learners at different language levels (such as intermediate and advanced Korean learners) to explore the application of this model to more complex language skills (such as academic writing, advanced reading comprehension). At the same time, this model can also be applied to other subject areas to further verify its wide applicability.

4. Improve experimental design

Future studies should include pre-test before the experiment to fully understand the initial level difference between the experimental group and the control group, to ensure the scientific data analysis and the accuracy of the results. In addition, the research can further refine the teaching steps and record the specific impact of each link in flipped classroom and role-play.

5. Combine technological innovation

It is recommended to incorporate more technological innovations in FCRP, such as using virtual reality (VR) or augmented reality (AR) technology to build more realistic situations and enhance learning experiences. This will further enhance students' interest in learning and participation in class



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APPENDICES

Appendix A: Evaluation for experts to evaluate Integrating Flipped Classroom and
Role-play teaching models

Appendix B: Lesson Plan

Appendix C: IOC Score

Appendix D: Korean Reading Ability Test

Appendix E: Learning Motivation Questionnaire

Appendix F: Research Photos

Appendix G: Certificate of Presentation



APPENDIX A

Evaluation for experts to evaluate Integrating Flipped Classroom and Role-play teaching models

- 1 = Strongly Disagree / Very Dissatisfied
 2 = Disagree / Dissatisfied
 3 = Neutral / Neither Agree nor Disagree / Average
 4 = Agree / Satisfied
 5 = Strongly Agree / Very Satisfied

Question 问题		Score 分数				
		5	4	3	2	1
Flipped Classroom 翻转课堂						
Pre-class activities in this course (e.g. reading, lecture videos): 本课程的课前活动（如阅读、讲座视频）:						
1	FC is helpful to students' learning. 翻转课堂对学生的学习很有帮助。					
2	FC have motivated students to learn more. 翻转课堂激发了学生学习更多知识的动力。					
3	FC has enabled students to learn at their own pace. 翻转课堂使学生能够按照自己的节奏学习。					
4	FC have prepared students for in-class activities. 翻转课堂让学生为课堂活动做好了准备。					
In-class sessions helped students: 课堂教学对学生很有帮助						
5	FC clarified what students had learned in pre-class activities. 翻转课堂解释清了学生在课前活动中学到的知识。					
6	FC apply what students had learned in pre-class activities. 翻转课堂应用了学生在课前活动中学到的知识。					
7	FC develops students' problem-solving skills. 翻转课堂可以培养学生解决问题的能力。					
8	FC improves students' group work skills. 翻转课堂提高了学生的小组合作能力。					
9	FC develops better learning and study skills. 翻转课堂可以培养更好的学习和研究技能。					
10	FC improves students' communication skills. 翻转课堂可以提高学生的沟通交流能力。					
Role-play 角色扮演						
11	RP state clear aims and objectives about task and roles.					

	角色扮演对任务和作用有明确的目的和目标。					
12	RP creates roles that reflect real experiences and appropriate levels of challenges. 角色扮演创造的角色能反映真实的经历和适当的挑战程度。					
13	RP should be linked to the broader context of student learning. 应该将角色扮演与学生学习的大背景联系起来。					
14	RP can be difficult. 角色扮演可能存在困难。					
15	RP emphasizes the importance of social interactions for learning. 角色扮演强调了社会交往对学习的重要性。					
16	RP provides sufficient time for students to prepare for roles. 角色扮演为学生准备角色提供了充足的时间。					
17	RP highlights benefit from playing all roles. 角色扮演的亮点得益于扮演所有角色。					
18	RP can help students to read faster. 角色扮演可以帮助学生提高阅读速度。					
19	RP responds to student preferences for working with friends. 角色扮演顺应了学生与朋友合作的喜好。					
20	Students can write reflections on the experience. 学生可以写下对这次经历的反思。					
21	RP ensures students are enthusiastic. 角色扮演可以保证学生的热情。					
22	RP provides opportunities for debriefing. 角色扮演提供了汇报的机会。					
23	When RP is finished, students can summarize their experiences. 当角色扮演结束后，学生可以总结一些经验。					
24	Use audiovisual recording devices for playback. 使用音像记录设备进行回放。					

Question	Score		
	Expert 1	Expert 2	Expert 3
1	5	5	5
2	5	4	5
3	4	5	5
4	5	5	5
5	5	5	5
6	4	5	5
7	5	5	5
8	5	4	4
9	5	4	5
10	5	5	5
11	4	5	5
12	5	5	5
13	5	5	5
14	5	5	4
15	5	4	5
16	5	5	5
17	5	5	4
18	4	4	5
19	5	5	5
20	5	4	5
21	5	5	4
22	4	5	5
23	4	5	5
24	5	5	5
Mean	4.75	4.75	4.83
Overall average	4.78		

APPENDIX B

Lesson Plan

EG Week 1

Subject:	Korean Language		
Topic:	Dreams and future careers		
Level:	Year one	Lesson Duration:	120 minutes

Learning Objective:

1. Acquire Korean vocabulary and expressions related to dreams and careers.
2. Students will be able to discuss and express their plans and ideas about future careers.
3. RP is used to improve students' reading ability, practical application of language and motivation to learn.

Learning Process:

1. Pre-course preparation, video materials and reading materials are sent through the Ding Talk APP, and students preview at home.
2. RP preparation, each group draws role-play cards and prepares for the RP.
3. Each group of students role-plays in Korean based on the role-play materials posted before class.
4. After each group's performance, other students can ask questions or give feedback.
5. The teacher summarizes the main points of the lesson and emphasizes the importance of the lesson.
6. The teacher assigns homework through the Ding Talk APP; students ask questions through the Ding Talk APP, and the teacher answers the questions.

EG Week 2

Subject:	Korean Language		
Topic:	How to Ask for Directions and Learn Directional Nouns		
Level:	Year one	Lesson	120 minutes
		Duration:	

Learning Objective:

1. Master Korean vocabulary and sentence patterns related to asking for directions and directions.
2. Students will be able to use Korean to ask for directions and give correct directions in real-life situations.
3. RP is used to improve students' reading ability, practical application of language and motivation to learn.

Learning Process:

1. Pre-course pre-study, students' pre-study at home by sending video materials and reading materials through Ding Talk APP.
2. Role-play preparation, each group draws role-play cards and prepares for role-play.
3. Each group performs a role-play in Korean based on the role-play materials posted before the lesson.
4. After each group has finished, other students can ask questions or give feedback.
5. The teacher summarizes the importance and occasions of using directional nouns and the sentence pattern of asking for directions.
6. The teacher assigns homework through the Ding Talk App; students ask questions through the Ding Talk App, and the teacher answers the questions.

EG Week 3

Subject:	Korean Language		
Topic:	Learning Korean ordering and food nouns		
Level:	Year one	Lesson	120 minutes
		Duration:	

Learning Objective:

1. Students will be able to acquire basic food-related vocabulary in Korean.
2. Students can order food in Korean in a simulated restaurant environment.
3. RP is used to improve students' reading ability, practical application of language and motivation to learn.

Learning Process:

1. Pre-class pre-study, send video materials and reading materials through Ding Talk APP for students to pre-study at home.
2. Role-play preparation, each group draws role-play cards and prepares for the role-play.
3. Each group role-plays in Korean based on the role-play materials posted before class.
4. After each group has finished, other students can ask questions or give feedback.
5. Teacher will summarize the importance of food nouns and ordering sentence patterns and the occasions when they are used.
6. Teacher assigns homework through the Ding Talk APP, students ask questions through the Ding Talk APP, and teacher answers the questions.

CG Week 1

Subject:	Korean Language		
Topic:	Dreams and future careers		
Level:	Year one	Lesson	120 minutes
		Duration:	

Learning Objective:

1. To acquire Korean vocabulary and expressions related to dreams and careers.
2. To understand the characteristics of different careers and factors in choosing a career.
3. Guide students to think about their future career plans and stimulate their sense of career goals.

Learning Process:

1. Teachers ask students about their dream careers and discuss why they chose those careers to introduce the theme of the lesson.
2. Learn vocabulary related to dreams and careers, e.g. 직업 (career), 꿈 (dream), 선택 (choose), etc.
3. Briefly describe the factors that influence career choices, such as interest, ability, and market demand.
4. Students read the text silently to understand the general idea of the article.
5. Discuss the key details in the article in groups, and the teacher will add the difficult points.
6. The teacher summarizes the lesson, emphasizing the importance of career choice and related Korean expressions.
7. Assign homework.

CG Week 2

Subject:	Korean Language		
Topic:	How to Ask for Directions and Learn Directional Nouns		
Level:	Year one	Lesson	120 minutes
		Duration:	

Learning Objective:

1. To master Korean vocabulary and expressions related to asking for directions, especially the use of directional nouns.
2. Students will be able to correctly use directional nouns and sentence patterns for asking for directions and giving directions.
3. Improve students' confidence in using Korean to communicate in real-life situations.

Learning Process:

1. The teacher asks the students if they have ever asked for directions in an unfamiliar place and introduces the topic of the day.
2. Learn nouns and common phrases related to directions, e.g. 왼쪽 (left), 오른쪽 (right), 직진 (go straight), etc.
3. Introduce common sentence patterns for asking and giving directions, such as "~은 어디에 있습니까?" and "~으로 가세요."
4. Students read silently short texts or dialogues related to asking for directions and understand the general idea of the texts.
5. The teacher leads the students to analyze the specific use of directional nouns and sentence patterns in the text.
6. The teacher summarizes what has been learned in the lesson, emphasizing the correct use of directional nouns and sentence patterns.
7. Assign homework.

CG Week 3

Subject:	Korean Language		
Topic:	Learning Korean ordering and food nouns		
Level:	Year one	Lesson	120 minutes
		Duration:	

Learning Objective:

1. Students will be able to acquire basic food-related vocabulary in Korean.
2. Students can order food in Korean in a simulated restaurant environment.
3. Students will be able to improve their practical application of the language and motivation through role-play.

Learning Process:

1. The teacher asks the students, "What is your favorite Korean food?" Introducing the topic of ordering food.
2. Learn food nouns and common phrases related to ordering food, e.g. 김치 (kimchi), 불고기 (barbecue), 비빔밥 (bibimbap), etc.
3. Introduce common sentence patterns used when ordering food, such as "~주세요" (please give me ~) and "이거 얼마예요?" (How much is this?)
4. Students read the text silently to understand the main idea.
5. The teacher leads the students to analyze the food nouns and ordering sentence patterns used in the article.
6. The teacher summarizes what has been learned in the lesson and emphasizes the correct use of ordering sentences and food nouns.
7. Assign homework.

APPENDIX C

IOC Score

FCRP Model IOC

Question	Experts' opinion			Total score	IOC	Interpretation
	1	2	3			
1	1	1	1	3	1	pass
2	1	1	1	3	1	pass
3	1	1	1	3	1	pass
4	1	1	1	3	1	pass
5	1	1	1	3	1	pass
6	1	1	1	3	1	pass
7	1	1	0	2	0.67	pass
8	1	1	1	3	1	pass
9	1	1	1	3	1	pass
10	1	1	1	3	1	pass
11	1	1	1	3	1	pass
12	1	1	1	3	1	pass
13	1	1	1	3	1	pass
14	0	1	1	2	0.67	pass
15	1	1	1	3	1	pass
16	1	1	1	3	1	pass
17	1	1	1	3	1	pass
18	1	1	1	3	1	pass
19	1	1	1	3	1	pass
20	1	1	1	3	1	pass
21	1	1	1	3	1	pass
22	1	1	1	3	1	pass
23	1	0	1	2	0.67	pass
24	1	1	1	3	1	pass

KRA Test IOC

Question	Experts' opinion			Total score	IOC	Interpretation
	1	2	3			
1	1	1	1	3	1	pass
2	1	1	1	3	1	pass
3	1	1	1	3	1	pass
4	1	1	1	3	1	pass
5	1	1	1	3	1	pass
6	1	1	1	3	1	pass
7	1	1	1	3	1	pass
8	1	1	1	3	1	pass
9	1	1	1	3	1	pass
10	1	1	1	3	1	pass
11	1	1	1	3	1	pass
12	1	1	1	3	1	pass
13	1	1	1	3	1	pass
14	1	1	1	3	1	pass
15	1	1	1	3	1	pass
16	1	1	1	3	1	pass
17	1	1	1	3	1	pass
18	1	1	1	3	1	pass
19	1	1	1	3	1	pass
20	1	1	1	3	1	pass
21	1	1	1	3	1	pass
22	1	1	1	3	1	pass
23	1	1	1	3	1	pass
24	1	1	1	3	1	pass
25	1	1	1	3	1	pass
26	1	1	1	3	1	pass
27	1	1	1	3	1	pass
28	1	1	1	3	1	pass
29	1	1	1	3	1	pass
30	1	1	1	3	1	pass
31	1	1	1	3	1	pass
32	1	1	1	3	1	pass
33	1	1	1	3	1	pass
34	1	1	1	3	1	pass
35	1	1	1	3	1	pass
36	1	1	1	3	1	pass
37	1	1	1	3	1	pass
38	1	1	1	3	1	pass
39	1	1	1	3	1	pass
40	1	1	1	3	1	pass
41	1	1	1	3	1	pass

LM Questionnaire IOC

Question	Experts' opinion			Total score	IOC	Interpretation
	1	2	3			
1	1	1	1	3	1	pass
2	1	1	1	3	1	pass
3	1	0	1	2	0.67	pass
4	1	1	1	3	1	pass
5	1	1	0	2	0.67	pass
6	1	1	1	3	1	pass
7	1	1	1	3	1	pass



APPENDIX D

Korean Reading Ability Test

1. 저는 백화점에서 모자를 하나 샀습니다. 그 모자는 가볍고 예쁩니다. 저는 요즘 밖에 나갈 때 그 모자를 자주 씁니다. (TOPIK 2023) (2 점)

- ① 저는 모자가 마음에 듭니다.
- ② 저는 예쁜 모자가 필요합니다.
- ③ 저는 친구에게 모자를 줄 겁니다.
- ④ 저는 백화점에서 일하면 좋겠습니다.

2. 저는 요리를 잘 못합니다. 그래서 음식을 보통 사 먹습니다. 오늘 저녁은 집 근처 식당에서 불고기를 먹을 겁니다. (TOPIK 2022) (2 점)

- ① 저는 요리를 자주 합니다.
- ② 집 근처에 식당이 없습니다.
- ③ 저는 오늘 불고기를 먹을 겁니다.
- ④ 저는 오늘 집에서 저녁을 먹습니다.

3. 우리 집에서는 제가 요리를 합니다. 한국 음식도 잘하고 다른 나라의 음식도 잘 만듭니다. 매일 음식을 해서 가족들과 같이 먹습니다. (TOPIK 2019) (2 점)

- ① 가족들은 매일 요리를 합니다.
- ② 저는 한국 음식을 잘 만듭니다.
- ③ 가족들은 한국 음식을 안 먹습니다.
- ④ 저는 다른 나라 음식을 잘 못 만듭니다.

4. 오늘 자동차 박물관에 갔습니다. 박물관이 작고 자동차도 많지 않았습니. 재미가 없어서 일찍 나왔습니다. (TOPIK 2019) (2 점)

- ① 박물관에 다시 가겠습니다.
- ② 박물관이 더 컸으면 좋겠습니다.
- ③ 박물관이 마음에 들지 않았습니다.
- ④ 박물관에 자동차가 너무 적었습니다.

5. 저는 게임 회사에 다니고 있습니다. 일도 재미있고 회사 사람들도 좋습니다. 저는 이 회사에 오래 다니고 싶습니다. (TOPIK 2019) (2 점)

- ① 저는 게임을 하는 것이 좋습니다.
- ② 저는 이 회사의 게임을 좋아합니다.

③ 저는 이 회사에서 계속 일하면 좋겠습니다.

④ 저는 회사에서 같이 일하는 사람들이 좋습니다.

사람들은 여러 종류의 차를 마십니다. 그중에서 ㉠ 때 마시면 좋은 차가 있습니다. ‘인삼차’는 배가 아플 때 마시면 도움이 됩니다. 또 잠을 못 잘 때는 ‘장미차’를 마시면 좋습니다. 감기에는 ‘유자차’가 좋습니다. 이런 차들은 맛도 좋고 가게에서 쉽게 사 먹을 수 있어서 편합니다. (TOPIK 2023)

6. ㉠에 들어갈 말로 가장 알맞은 것을 고르십시오. (2 점)

- ① 일이 바쁠
- ② 가게에 갈
- ③ 음식을 만들
- ④ 몸이 안 좋을

7. 밑글의 내용과 같은 것을 고르십시오. (3 점)

- ① 유자차는 맛이 안 좋아서 먹기 불편합니다.
- ② 잠을 자지 못할 때 장미차가 도움이 됩니다.
- ③ 배가 아플 때 인삼차를 마시면 좋지 않습니다.
- ④ 장미차는 팔지 않기 때문에 만들어 먹어야 합니다.

저는 유치원 선생님입니다. 저는 아이들을 좋아해서 유치원 선생님이 되었습니다. 우리 유치원에는 아이들이 많아서 일이 조금 힘듭니다. 또 집에 늦게 가는 날도 많습니다. ㉡ 아이들이 정말 귀엽고 예뻐서 저는 제 일을 좋아합니다. (TOPIK 2022)

8. ㉡에 들어갈 말로 가장 알맞은 것을 고르십시오. (2 점)

- ① 그러면
- ② 하지만
- ③ 그래서
- ④ 그리고

9. 밑글의 내용과 같은 것을 고르십시오. (3 점)

- ① 저는 아이들이 좋습니다.
- ② 저는 보통 일찍 집에 갑니다.
- ③ 유치원 일은 힘들지 않습니다.
- ④ 유치원에는 아이들이 많지 않습니다.

저는 감기에 걸려서 오늘 학교에 못 갔습니다. 병원에 가고 싶었지만 한국어를 잘 못해서 그냥 기숙사에 있었습니다. 그때 친구가 기숙사에 와서 저를 데리고 병원에

갔습니다. 기숙사로 ㉠ 친구가 밥도 사 주었습니다. 정말 고맙습니다. (TOPIK 2022)

10. ㉠에 들어갈 말로 가장 알맞은 것을 고르십시오. (2 점)

- ① 돌아오지만
- ② 돌아오려면
- ③ 돌아오지 말고
- ④ 돌아오기 전에

11. 밑글의 내용과 같은 것을 고르십시오. (3 점)

- ① 저는 오늘 밥을 못 먹었습니다.
- ② 저는 오늘 친구하고 병원에 갔습니다.
- ③ 저는 오늘 친구의 기숙사 방에 갔습니다.
- ④ 저는 오늘 학교에 가서 친구를 만났습니다.

저는 오랫동안 다닌 회사를 그만두었습니다. 내년부터는 다른 회사에서 일할 겁니다. 그때까지 시간이 생겨서 지금은 해외여행을 하고 있습니다. 자유롭게 여행하고 싶어서 ㉠ 여기저기 가고 싶은 곳을 다니고 있습니다. 저에게는 지금 이 시간이 정말 소중한 행복입니다. (TOPIK 2022)

12. ㉠에 들어갈 말로 가장 알맞은 것을 고르십시오. (2 점)

- ① 회사에서 일하고
- ② 장소를 못 바꾸고
- ③ 약속 시간을 지키고
- ④ 계획을 세우지 않고

13. 밑글의 내용과 같은 것을 고르십시오. (3 점)

- ① 저는 여행사에서 일합니다.
- ② 저는 내년부터 여행을 다닐 겁니다.
- ③ 저는 지금 새 회사에 다니고 있습니다.
- ④ 저는 요즘 행복한 시간을 보내고 있습니다.

초콜릿은 달아서 사람의 기분을 좋게 합니다. 그래서 사람들이 초콜릿을 자주 먹습니다. 그런데 말을 많이 할 때나 발표를 해야 할 때는 초콜릿을 먹지 않는 것이 좋습니다. 초콜릿을 먹으면 목이 마르게 되어서 목소리가 잘 안 ㉠. 그래서 가수들도 공연 전에는 초콜릿을 먹지 않습니다. (TOPIK 2022)

14. ㉠에 들어갈 말로 가장 알맞은 것을 고르십시오. (2 점)

- ① 나와도 됩니다
- ② 나와야 합니다
- ③ 나오기로 합니다
- ④ 나오기 때문입니다

15. 윗글의 내용과 같은 것을 고르십시오. (3 점)

- ① 초콜릿을 먹으면 기분이 좋아집니다.
- ② 목이 마를 때 초콜릿을 먹는 것이 좋습니다.
- ③ 가수들은 보통 공연 전에 초콜릿을 먹습니다.
- ④ 말을 많이 해야 할 때 초콜릿을 먹으면 좋습니다.

얼음 음료는 여름철 인기 메뉴입니다. 그런데 얼음이 녹아서 물이 되면 음료의 맛이 없어집니다. 그래서 얼음 음료를 만들 때는 천천히 녹는 얼음을 넣으면 좋습니다. 큰 얼음은 작은 얼음보다 천천히 녹고, 오래 얼린 얼음도 잠깐 얼린 얼음보다 천천히 녹습니다. 이런 얼음을 넣으면 (㉠) 처음 음료의 맛을 오래 즐길 수 있습니다. (TOPIK 2019)

16. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 마시지만
- ② 마시려고
- ③ 마시기 때문에
- ④ 마시는 동안에

17. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 오래 얼린 얼음이 더 빨리 녹습니다.
- ② 작은 얼음은 큰 얼음보다 빨리 녹습니다.
- ③ 큰 얼음을 음료에 넣으면 맛이 금방 달라집니다.
- ④ 음료 맛은 작은 얼음을 넣을 때 천천히 변합니다.

저는 맛있는 빵을 만드는 사람이 되고 싶습니다. 그래서 학원에서 빵 만드는 것을 배웁니다. 저녁에는 빵 가게에서 아르바이트를 합니다. 빵 가게에서 일을 하면 학원에서 배운 빵을 만들어 볼 수 있고 사람들이 좋아하는 빵을 알 수 있습니다. 제가 일하는 가게는 (㉡) 곳이라서 손님이 많이 옵니다. 일이 힘들지만 행복합니다. (TOPIK 2018)

18. ㉡에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 간단한

- ② 한가한
- ③ 유명한
- ④ 위험한

19. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 저는 이제 학원에 다니지 않습니다.
- ② 저는 빵 가게에서 일하는 것이 좋습니다.
- ③ 저는 오전에 빵 가게에서 아르바이트를 합니다.
- ④ 저는 빵 가게에서 빵을 만들어 보지 못했습니다.

설탕은 단맛을 낼 때 사용합니다. 음식을 오래 먹고 싶을 때 사용하기도 합니다. 그런데 설탕은 음식을 할 때만 쓰는 것은 아닙니다. 꽃병에 물과 함께 설탕을 넣으면 꽃을 오래 볼 수 있습니다. 옷을 빨 때 설탕을 넣으면 하얀색 옷이 더 깨끗해지고 설탕과 레몬을 같이 넣으면 옷이 부드러워집니다. 요리한 후에 손을 ㉠ 컵을 닦을 때 사용할 수도 있습니다. (TOPIK 2018)

20. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 씻어서
- ② 씻지만
- ③ 씻거나
- ④ 씻는데

21. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 설탕을 넣은 음식은 빨리 먹어야 합니다.
- ② 꽃병에 설탕을 넣으면 꽃이 오래 삽니다.
- ③ 하얀 옷을 빨 때 설탕을 넣으면 좋지 않습니다.
- ④ 빨래할 때 레몬과 설탕을 함께 쓰면 안 됩니다.

한국에서는 아이의 첫 번째 생일을 ‘돌’이라고 말합니다. 돌에는 아이가 물건을 잡는 특별한 행사를 합니다. 아이가 공을 잡으면 운동선수, 마이크를 잡으면 연예인이 될 것이라고 생각합니다. 연필은 선생님, 돈은 부자를 의미합니다. 아이 앞에 놓는 물건들의 ㉠ 모두 아이의 건강과 행복을 생각하는 마음이 들어 있습니다. (TOPIK 2018)

22. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 의미는 다르지만
- ② 색깔은 다양하지만

- ③ 모양은 특별하지만
- ④ 분위기는 비슷하지만

23. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 공은 부자가 되는 것을 의미합니다.
- ② 아이가 물건을 많이 잡으면 더 좋습니다.
- ③ 물건을 잡는 행사는 첫 번째 생일에 합니다.
- ④ 마이크를 잡으면 선생님이 될 것이라고 생각합니다.

저와 아내는 시골에서 자랐습니다. 우리는 결혼한 후에 서울에서 살면서 회사에 다녔습니다. 하지만 도시 생활이 행복하지 않았습니니다. 우리는 다시 시골로 ㉠. 그래서 얼마 전에 시골에 집도 사고 땅도 조금 샀습니다. 거기에서 꽃을 키울 겁니다. 내일 드디어 이사를 합니다. (TOPIK 2017)

24. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 돌아가면 안 됩니다
- ② 돌아갔기 때문입니다
- ③ 돌아가고 싶었습니다
- ④ 돌아간 적이 있습니다

25. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 제 아내는 도시 생활을 좋아합니다.
- ② 제 아내는 회사에 다니지 않았습니니다.
- ③ 저는 시골에 가서 꽃을 키우려고 합니다.
- ④ 저는 어렸을 때부터 서울에서 살았습니니다.

몇 달 전 우리 동네에 피아노 학원이 생겼습니니다. 어머니는 그 학원 앞을 지날 때마다 한참 동안 서서 피아노 소리를 들으셨습니니다. 어머니가 피아노를 배우고 싶어 하시는 것 같아서 저는 ㉠. 처음에 어머니는 나이가 많아서 학원에 다니는 것을 부끄러워하셨습니니다. 하지만 요즘은 즐겁게 학원에 다니시고 가끔 가족 모임에서 손녀와 함께 연주도 하십니다. (TOPIK 2017)

26. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 가족 모임에서 말했습니니다
- ② 피아노를 사려고 했습니니다
- ③ 피아노를 함께 연주했습니니다
- ④ 학원에 등록을 해 드렸습니니다

27. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 어머니는 즐겁게 피아노를 배우십니다.
- ② 우리 동네에는 피아노 학원이 없습니다.
- ③ 저는 어머니께 피아노를 가르쳐 드립니다.
- ④ 어머니는 가족들 앞에서 피아노를 안 치십니다.

예전에 제 꿈은 유명한 영화배우였습니다. 하지만 배우가 되는 것은 생각보다 어려웠습니다. 그래서 저는 ㉠, 아이들에게 동화책을 읽어 주는 일입니다. 배우는 아니지만 저는 책을 읽으면서 배우처럼 연기를 합니다. 아이들은 제 연기를 보고 크게 웃거나 박수를 치면서 좋아합니다. 배우가 되지는 못했지만 저는 지금 제가 하는 일이 아주 마음에 듭니다. (TOPIK 2017)

28. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 배우를 만났습니다
- ② 금방 유명해졌습니다
- ③ 다른 일을 찾았습니다
- ④ 더 열심히 노력했습니다

29. 이 글의 내용으로 알 수 있는 것은 무엇입니까? (3 점)

- ① 제 직업은 영화배우입니다.
- ② 저는 직업을 바꾸고 싶습니다.
- ③ 아이들은 영화를 보면서 크게 웃습니다.
- ④ 제가 책을 읽어 주면 아이들은 좋아합니다.

밀가루는 음식 재료입니다. 그런데 밀가루는 다양한 곳에 사용할 수 있습니다. 포도나 딸기를 씻을 때 밀가루로 씻으면 좋습니다. ㉠ 냄새가 나는 그릇에 밀가루를 넣고 하루가 지나면 냄새가 나지 않습니다. 밀가루를 사용하면 프라이팬에 남은 기름도 쉽게 닦을 수 있습니다. (TOPIK 2017)

30. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 그래서
- ② 그러면
- ③ 그리고
- ④ 그러나

31. 무엇에 대한 이야기인지 맞는 것을 고르십시오. (3 점)

- ① 밀가루로 할 수 있는 일

- ② 밀가루로 그릇을 닦는 순서
- ③ 밀가루로 과일을 씻는 방법
- ④ 밀가루로 만들 수 있는 음식

레몬은 요리에 많이 사용됩니다. 사람들은 레몬으로 차를 만들어서 마시기도 합니다. 레몬은 하얀 옷을 (㉠) 사용할 수도 있습니다. 레몬을 쓰면 옷이 더 하얗게 됩니다. 레몬은 이렇게 우리 생활에서 다양하게 사용됩니다. (TOPIK 2017)

32. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 빨고
- ② 빨 때
- ③ 빨아서
- ④ 빨 후에

33. 무엇에 대한 이야기인지 고르십시오. (3 점)

- ① 레몬의 맛과 색
- ② 레몬을 먹는 이유
- ③ 레몬으로 할 수 있는 일
- ④ 레몬으로 차를 만드는 방법

얼마 전 인주시에서는 사용하지 않는 기차길 주변을 공원으로 새롭게 만들었습니다. 사람들은 공원을 산책하거나 기차길을 따라 걸으면서 사진을 찍습니다. 기차길 옆에는 오래된 기차를 고쳐서 만든 카페가 하나 있습니다. 그 카페 안에는 (㉡) 많이 있습니다. 그래서 그 카페에 들어가면 옛날 분위기를 느낄 수 있습니다. (TOPIK 2017)

34. ㉡에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 예쁜 꽃들이
- ② 맛있는 차와 커피가
- ③ 오래된 물건들이
- ④ 사진을 찍는 사람들이

35. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 기차길에 아직도 기차가 다닙니다.
- ② 기차길 주변이 공원으로 바뀌었습니다.
- ③ 기차길 위에서 사진을 찍으면 안 됩니다.
- ④ 기차길 옆에 기차 모양의 카페가 많습니다.

받는 사람	liming@hankuk.com; juni@hankuk.com; susan@hankuk.com; ...
제 목	한국어교육원 학생 여러분께
보낸 사람	korea@hankuk.edu

학생 여러분, 안녕하세요?
 이번에 한국어교육원에서 '떡 만들기' 행사를 하려고 합니다.
 한국의 여러 가지 떡을 직접 만들어서 먹어 볼 수 있습니다.
 다음 달 3일 오후 2시부터 4시까지 우리 교육원 1층에서 할 계획입니다.
 참가비는 만 원이고 이번 주까지 신청하면 됩니다.
 많은 관심 부탁드립니다.

한국어교육원

(TOPIK 2016)

36. 왜 이 글을 썼는지 맞는 것을 고르십시오. (2 점)

- ① '떡 만들기' 행사에 참가하려고
- ② '떡 만들기' 행사 소식을 알리려고
- ③ '떡 만들기' 행사에 필요한 돈을 모으려고
- ④ '떡 만들기' 행사를 도와줄 사람을 찾으려고

37. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 이번 주에 '떡 만들기'를 합니다.
- ② 한국어교육원 삼 층에서 행사를 합니다.
- ③ '떡 만들기' 행사는 한 시간 동안 합니다.
- ④ '떡 만들기'를 하려면 참가비를 내야 합니다.

아버지는 요리에 관심이 없어서 거의 요리를 하지 않으셨습니다. 그런데 지난달에 어머니가 다리를 다쳐서 요리를 못 하게 되었습니다. 그때부터 아버지는 요리를 ㉠. 아버지의 요리는 맛있을 때도 있고 맛없을 때도 있었습니다. 그런데 음식의 맛과 관계없이 어머니는 항상 맛있게 드셨습니다. 그 후로 아버지는 요리하는 것을 좋아하게 되었습니다. (TOPIK 2015)

38. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 하실 수 없었습니다
- ② 하실 것 같았습니다
- ③ 하시기 시작했습니다
- ④ 해 주신 적이 없었습니다

39. 이 글의 내용으로 알 수 있는 것을 고르십시오. (3 점)

- ① 아버지는 요즘 요리에 관심을 갖게 되었습니다.
- ② 아버지는 오래 전부터 요리 학원에 다니셨습니다.
- ③ 어머니는 아버지가 요리하는 것을 도와주셨습니다.
- ④ 아버지가 만든 음식의 맛이 점점 좋아지고 있습니다.

제가 어렸을 때 우리 집 근처에 있는 작은 시장에 자주 갔습니다. (㉠)백화점이 생긴 후에는 그 시장에 가지 않았습니다. 오늘은 오랜만에 그 시장에 가 보고 많이 놀랐습니다. 시장 안에 가게가 많고 살 수 있는 물건도 다양했습니다. 또 아주머니들이 맛있는 음식을 만들어서 팔고 있었습니다. 앞으로 집 근처 시장을 자주 이용하기로 했습니다. (TOPIK 2014)

40. ㉠에 들어갈 알맞은 말을 고르십시오. (2 점)

- ① 그래서
- ② 그리고
- ③ 그런데
- ④ 그러니까

41. 이 글의 내용과 같은 것을 고르십시오. (3 점)

- ① 저는 이제 시장에 자주 가려고 합니다.
- ② 물건을 사는 아주머니들이 많았습니다.
- ③ 시장이 생기기 전에 백화점에 자주 갔습니다.
- ④ 전에는 가게가 많아서 물건 사기가 편했습니다.

1. I bought a hat at a department store. The hat is light and pretty. I often wear it when I go out these days. (TOPIK 2023) (2 points)

- ① I like the hat.
- ② I need a pretty hat.
- ③ I will give the hat to my friend.
- ④ I would like to work at a department store.

2. I am not good at cooking. So, I usually buy food. I will eat bulgogi at a restaurant near my house for dinner tonight. (TOPIK 2022) (2 points)

- ① I cook often.
- ② There is no restaurant near my house.
- ③ I will eat bulgogi today.
- ④ I will eat dinner at home today.

3. I cook at home. I am good at making Korean food and food from other countries. I cook food every day and eat it with my family. (TOPIK 2019) (2 points)

- ① My family cooks every day.
- ② I am good at making Korean food.
- ③ My family does not eat Korean food.
- ④ I am not good at making food from other countries.

4. I went to the automobile museum today. The museum was small and there weren't many cars. It wasn't fun, so I left early. (TOPIK 2019) (2 points)

- ① I'll go to the museum again.
- ② I wish the museum was bigger.
- ③ I didn't like the museum.
- ④ There were too few cars in the museum.

5. I work for a game company. The work is fun and the people at the company are good. I want to work at this company for a long time. (TOPIK 2019) (2 points)

- ① I like playing games.
- ② I like the games at this company.
- ③ I want to continue working at this company.
- ④ I like the people I work with at the company.

People drink various kinds of tea. Among them, there is a good tea to drink at (㉠). 'Ginseng tea' is good when you have a stomachache. 'Rose tea' is also good when you can't sleep. 'Yuja tea' is good for cold. These teas taste good and are convenient because they can be easily purchased at stores. (TOPIK 2023)

6. Choose the most appropriate word for ㉠. (2 points)

- ① Busy
- ② Going to the store
- ③ Making food
- ④ Feeling unwell

7. Choose the answer that is the same as the text above. (3 points)

- ① Yuzu tea doesn't taste good, so it's inconvenient to drink.
- ② Rose tea helps when you can't sleep.
- ③ Ginseng tea is not good to drink when you have a stomachache.
- ④ Rose tea is not sold, so you must make it yourself.

I am a kindergarten teacher. I became a kindergarten teacher because I like children. There are many children at my kindergarten, so my work is a little difficult. I also get home late often. (㉡) I like my job because the children are really cute and pretty. (TOPIK 2022)

8. . Choose the most appropriate word for ㉡. (2 points)

- ① Then
- ② But
- ③ So
- ④ And

9. . Choose the answer that is the same as the text above. (3 points)

- ① I like children.
- ② I usually go home early.
- ③ Kindergarten work is not hard.
- ④ There are not many children in kindergarten.

I couldn't go to school today because I had a cold. I wanted to go to the hospital, but I didn't speak Korean well, so I just stayed in the dorm. Then, a friend came to the dorm

and took me to the hospital. (Ⓐ) My friend bought me food. I was grateful. (TOPIK 2022)

10. . Choose the most appropriate word for Ⓐ. (2 points)

- Ⓐ I'll come back, but
- Ⓑ To come back
- Ⓒ Don't come back
- Ⓓ Before coming back

11. Choose the one that is the same as the content of the passage above. (3 points)

- Ⓐ I didn't eat today.
- Ⓑ I went to the hospital with my friend today.
- Ⓒ I went to my friend's dorm room today.
- Ⓓ I went to school and met my friend today.

I quit the company I had been working for for a long time. I will work at a different company starting next year. Until then, I have time, so I'm traveling abroad now. I want to travel freely, so (Ⓐ) I'm going to the places I want to go. This time is precious and happy for me. (TOPIK 2022)

12. Choose the most appropriate word to fill in Ⓐ. (2 points)

- Ⓐ Working at a company
- Ⓑ Can't change locations
- Ⓒ Keeping appointments
- Ⓓ Not making plans

13. Choose the same as the text above. (3 points)

- Ⓐ I work at a travel agency.
- Ⓑ I will travel starting next year.
- Ⓒ I am currently working at a new company.
- Ⓓ I am having a happy time these days.

Chocolate is sweet and makes people feel good. That is why people often eat chocolate. However, it is better not to eat chocolate when you must talk a lot or make a presentation. Eating chocolate makes your throat dry and your voice doesn't work well (Ⓐ). That is why singers don't eat chocolate before a performance. (TOPIK 2022)

14. Choose the most appropriate word to fill in ㉠. (2 points)

- ① You can come out
- ② You must come out
- ③ I will come out
- ④ Because I will come out

15. Choose the same as the text above. (3 points)

- ① Eating chocolate makes you feel better.
- ② It is good to eat chocolate when you are thirsty.
- ③ Singers usually eat chocolate before a performance.
- ④ It is good to eat chocolate when you must talk a lot.

Iced drinks are popular in the summer. However, when ice melts and turns into water, the drink loses its taste. So, when making an iced drink, it is good to put in ice that melts slowly. Large ice melts more slowly than small ice, and long-frozen ice melts more slowly than short-frozen ice. If you put in this kind of ice, (㉠) you can enjoy the original taste of the drink for a long time. (TOPIK 2019)

16. Choose the correct word to go in ㉠. (2 points)

- ① Although I drink
- ② To drink
- ③ Because I drink
- ④ While I drink

17. Choose the one that is like the content of this passage. (3 points)

- ① Long-frozen ice melts faster.
- ② Small ice melts faster than large ice.
- ③ The taste of a drink changes quickly when you put large ice in it.
- ④ The taste of a drink changes slowly when you put small ice in it.

I want to be someone who makes delicious bread. So, I learned how to make bread at the academy. In the evening, I work part-time at a bakery. Working at a bakery allows me to make the bread I learned at the academy and learn about the bread people like. The store I work at is (㉠), so many customers come. The work is hard, but I am happy. (TOPIK 2018)

18. Choose the correct word to fill in ㉠. (2 points)

- ① Simple
- ② Leisurely
- ③ Famous
- ④ Dangerous

19. Choose the one that is like the content of this passage. (3 points)

- ① I don't go to the academy anymore.
- ② I like working at a bakery.
- ③ I work part-time at a bakery in the morning.
- ④ I have never made bread at a bakery.

Sugar is used to make food sweet. It is also used when you want to eat food for a long time. However, sugar is not only used when cooking food. If you put sugar in a vase with water, you can enjoy the flowers for a long time. When you wash clothes, if you add sugar, white clothes will be cleaner, and if you add sugar and lemon together, clothes will be soft. You can also use it to wash your hands (☹) and cups after cooking.

(TOPIK 2018)

20. Choose the correct word to fill in ☹. (2 points)

- ① Washing
- ② Washing but
- ③ Washing or
- ④ Washing

21. Choose the one that is similar to the content of this passage. (3 points)

- ① Food with sugar should be eaten quickly.
- ② If you put sugar in a vase, the flowers will last longer.
- ③ It is not good to add sugar when washing white clothes.
- ④ Lemon and sugar should not be used together when doing laundry.

In Korea, a child's first birthday is called 'dol'. On the dol, a special event is held where the child holds an object. If the child holds a ball, it is thought that the child will become an athlete, and if the child holds a microphone, it is thought that the child will become a celebrity. A pencil means a teacher, and money means a rich person. All of the (☹) objects placed in front of the child contain the thought of the child's health and happiness. (TOPIK 2018)

22. Choose the correct word to fill in ㉠. (2 points)

- ① The meaning is different, but
- ② The colors are diverse, but
- ③ The shape is special, but
- ④ The atmosphere is similar, but

23. Choose the one that is like the content of this passage. (3 points)

- ① The ball means becoming rich.
- ② It is better if the child catches many objects.
- ③ The event of catching objects is held on the first birthday.
- ④ I think that if I hold the microphone, I will become a teacher.

My wife and I grew up in the countryside. After we got married, we lived in Seoul and worked at a company. However, we weren't happy with city life. We moved back to the countryside (㉠). So, we recently bought a house and some land in the countryside. We're going to grow flowers there. We're finally moving tomorrow. (TOPIK 2017)

24. Choose the correct word to fill in ㉠. (2 points)

- ① I shouldn't go back
- ② Because I went back
- ③ I wanted to go back
- ④ I've gone back

25. . Choose the word that is like the content of this passage. (3 points)

- ① My wife likes city life.
- ② My wife didn't go to work.
- ③ I'm going to go to the countryside and grow flowers.
- ④ I lived in Seoul since I was little.

A few months ago, a piano academy opened in our neighborhood. Whenever my mother passed by the academy, she would stand for a long time and listen to the sound of the piano. It seemed like she wanted to learn piano, so I (㉠). At first, my mother was embarrassed to go to the academy because she was old. But these days, she happily goes to the academy and sometimes plays with her granddaughter at family gatherings. (TOPIK 2017)

26. Choose the correct word to fill in ㉑. (2 points)

- ① I said it at a family gathering
- ② I was going to buy a piano
- ③ We played the piano together
- ④ I registered her at the academy

27. Choose the same content as this passage. (3 points)

- ① My mother enjoys learning the piano.
- ② There is no piano academy in our neighborhood.
- ③ I teach my mother how to play the piano.
- ④ My mother doesn't play the piano in front of the family.

My dream used to be to be a famous movie star. However, becoming an actor was harder than I thought. So I (㉑). I read storybooks to children. I'm not an actor, but I act like an actor while reading books. The children like it when they see my acting and laugh out loud or clap. Although I didn't become an actor, I really like what I'm doing now. (TOPIK 2017)

28. Choose the correct word to fill in ㉑. (2 points)

- ① I met an actor
- ② I became famous right away
- ③ I found another job
- ④ I worked harder

29. What can you learn from the content of this passage? (3 points)

- ① My job is a movie actor.
- ② I want to change my job.
- ③ My children laugh out loud when they watch movies.
- ④ My children like it when I read them books.

Flour is a food ingredient. However, flour can be used in various places. It is good to wash grapes or strawberries with flour. (㉑) If you put flour in a dish that smells, it will not smell after a day. If you use flour, you can easily wipe off the oil left in the frying pan. (TOPIK 2017)

30. Choose the correct word to go in ㉑. (2 points)

- ① So
- ② Then
- ③ And
- ④ But

31. Choose the correct answer to what the story is about. (3 points)

- ① Things you can do with flour
- ② The order of washing dishes with flour
- ③ How to wash fruit with flour
- ④ Foods you can make with flour

Lemons are used a lot in cooking. People make tea with lemons and drink it. Lemons can also be used to make white clothes (㉑). If you use lemons, your clothes will become whiter. Lemons are used in many ways in our lives. (TOPIK 2017)

32. Choose the correct word to fill in ㉑. (2 points)

- ① Washing
- ② When washing
- ③ Washed
- ④ After washing

33. Choose what the story is about. (3 points)

- ① The taste and color of lemons
- ② The reason we eat lemons
- ③ What we can do with lemons
- ④ How to make tea with lemons

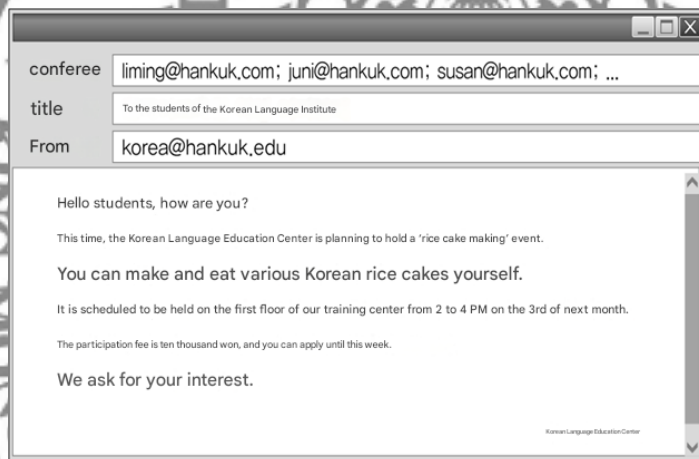
Recently, Inju City renovated the area around the disused railroad tracks into a park. People take pictures while walking around the park or along the railroad tracks. Next to the railroad tracks, there is a cafe that was renovated by an old train. There are many (㉑) inside the cafe. So, when you enter the cafe, you can feel the old atmosphere. (TOPIK 2017)

34. Choose the correct word to fill in ㉑. (2 points)

- ① Pretty flowers
- ② Delicious tea and coffee
- ③ Old items
- ④ People taking pictures

35. Choose the one that is like the content of this article. (3 points)

- ① Trains still run on the railroad tracks.
- ② The area around the railroad tracks has been turned into a park.
- ③ You should not take pictures on the railroad tracks.
- ④ There are many train-shaped cafes next to the railroad tracks.



The screenshot shows an email interface with the following details:

- conferee:** liming@hankuk.com; juni@hankuk.com; susan@hankuk.com; ...
- title:** To the students of the Korean Language Institute
- From:** korea@hankuk.edu

The email body contains the following text:

Hello students, how are you?

This time, the Korean Language Education Center is planning to hold a 'rice cake making' event.

You can make and eat various Korean rice cakes yourself.

It is scheduled to be held on the first floor of our training center from 2 to 4 PM on the 3rd of next month.

The participation fee is ten thousand won, and you can apply until this week.

We ask for your interest.

Korean Language Education Center

(TOPIK 2016)

36. Choose the correct reason why this article was written. (2 points)

- ① To participate in the 'rice cake making' event
- ② To spread the word about the 'rice cake making' event
- ③ To raise money for the 'rice cake making' event
- ④ To find someone to help with the 'rice cake making' event

37. Choose the one that is like the content of this article. (3 points)

- ① We are making "rice cakes" this week.
- ② The event is held on the third floor of the Korean Language Education Center.
- ③ The 'rice cake making' event lasts for one hour.
- ④ You have to pay a participation fee to make 'rice cakes'.

My father was not interested in cooking, so he rarely cooked. But last month, my mother hurt her leg and couldn't cook anymore. From then on, my father cooked (㉠).

Sometimes my father's cooking was delicious and sometimes it wasn't. However, regardless of the taste of the food, my mother always enjoyed it. After that, my father began to enjoy cooking. (TOPIK 2015)

38. Choose the correct word to fill in ㉑. (2 points)

- ① Couldn't
- ② I thought he would
- ③ He started
- ④ He never did

39. Choose what you can learn from the content of this passage. (3 points)

- ① My father has recently become interested in cooking.
- ② My father has been attending a cooking school for a long time.
- ③ My mother helped my father cook.
- ④ The taste of the food my father made is getting better and better.

When I was young, I often went to the small market near my house. (㉑) I didn't go to that market after a long time since the department store was built. Today, I went to that market for the first time in a long time and was very surprised. There were many stores in the market and there were many different things to buy. Also, the ladies were making and selling delicious food. I decided to visit the market near my house often in the future. (TOPIK 2014)

40. Choose the correct word to fill in ㉑. (2 points)

- ① So
- ② And
- ③ But
- ④ So

41. Choose the same word as the content of this passage. (3 points)

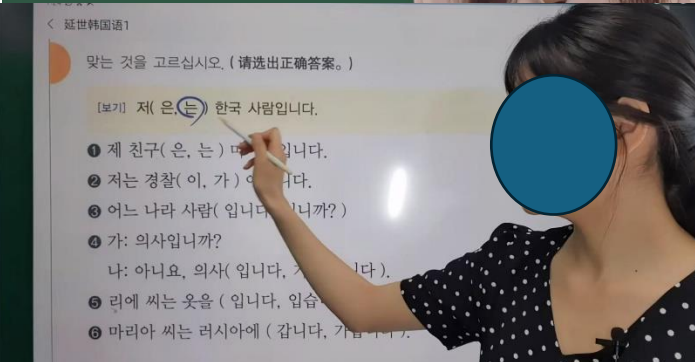
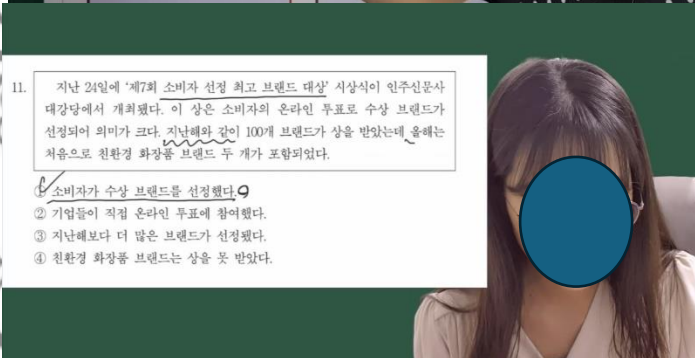
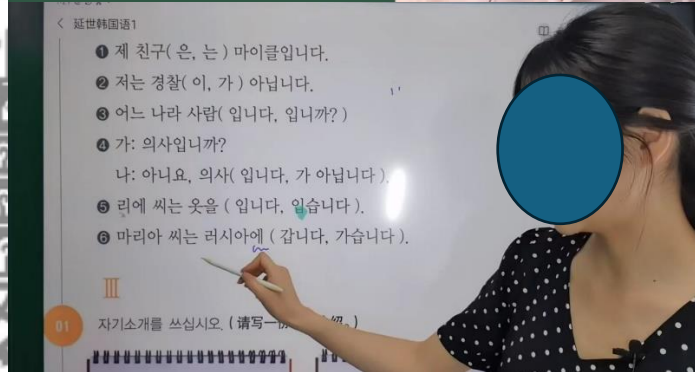
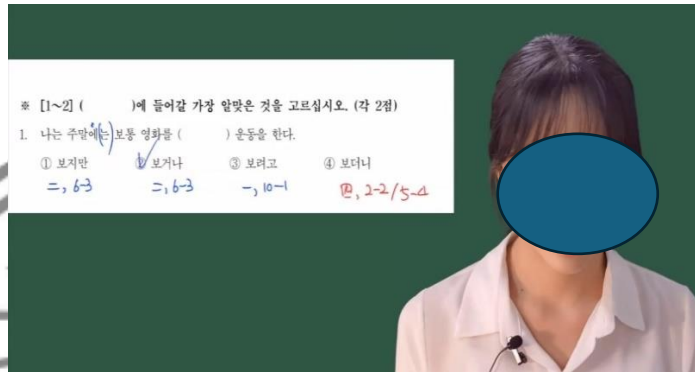
- ① I am going to go to the market often now.
- ② There were many ladies buying things.
- ③ Before the market was built, I went to the department store often.
- ④ In the past, there were many stores, so it was easy to buy things.

APPENDIX E

Learning Motivation Questionnaire

Question 问题	Score 得分				
	5	4	3	2	1
1. I think learning Korean is fun and valuable. 我认为学习韩语既有趣又有价值。					
2. I will actively seek more information and work hard to learn Korean and cultural knowledge. 我会积极获取更多信息，努力学习韩语和文化知识。					
3. Learning those skills in Korean is worthwhile. 用韩语学习这些技能是值得的。					
Extrinsic motivation 外在动机					
4. It is important for me to learn Korean well. 学好韩语对我来说很重要。					
5. It is important to understand the Korean we learn, and Korean knowledge related to Korea. 理解我们所学的韩语以及与韩国相关的韩语知识非常重要。					
6. I hope to learn more and learn more about Korean culture in the Korean course. 我希望在韩语课程中学到更多的知识，了解更多的韩国文化。					
7. It is important for everyone to actively participate in the Korean course. 积极参加韩语课程对每个人都很重要。					

APPENDIX F Research Photos







APPENDIX G
Certificate of Presentation

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The Asian Conference on Education (ACE2024)

Monday, November 25, 2024 to Friday, November 29, 2024
Held in Toshi Center Hotel, Tokyo, Japan, and Online

Certificate of Presentation

This certificate signifies that


Jun Wang
(King Mongkut's Institute of Technology Ladkrabang, Thailand)

has presented the research entitled:

Using Flipped Classroom to Improve the Korean Reading Ability and Learning Motivation of First-Year Korean Students

This is to confirm that Jun Wang, having presented the above research, actively participated in The Asian Conference on Education (ACE2024), and thereby contributed to the academic success of the event.

On behalf of The Asian Conference on Education Programme Committee:



Dr Joseph Haldane
Chairman & CEO, IAFOR

The International Academic Forum (IAFOR),
Sakae 1-16-26 - 201, Naka Ward, Nagoya, Aichi, Japan 460-0008
International, Intercultural, Interdisciplinary

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Current Address

Publication

- Wang, J., Sitthiworachart, J. (2024). Using Flipped Classroom to Improve the Korean Reading Ability and Learning Motivation of First-Year Korean Students. *The 16th Asian Conference on Education (ACE2024)*.

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