

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

Jun Wang, King Mongkut's Institute of Technology Ladkrabang, Thailand  
Jirarat Sitthiworachart, King Mongkut's Institute of Technology Ladkrabang, Thailand

The Asian Conference on Education 2024  
Official Conference Proceedings

### **Abstract**

The traditional classroom model no longer meets students' academic needs. Flipped Classroom offers a more innovative approach by allowing students to grasp knowledge before class. This study aims to determine the effectiveness of Flipped Classroom teaching methods for improving students' Korean reading ability and learning motivation among Korean Major students. This is an experimental research design. Forty first-year undergraduate students at a university in China were participated in this study. We adopted a two-group post-test design, with a Flipped Classroom for experimental group students, and traditional face-to-face teaching methods for control group students. Each group consisted of 20 students. The independent sample t-test was used to analyze the data. The descriptive statistics revealed that the mean score of reading ability for experimental group was 81.95 (SD=6.91661), and control group was 79.05 (SD=9.05815). While, for learning motivation score, the experimental group obtained 4.5 (SD=0.25597) and control group was 3.6214 (SD=0.32203). The independent sample t-test results revealed that there is a significant difference between two groups in reading ability and learning motivation, with  $p=0.04$  and  $t=-2.119$  for reading ability, and  $p<0.001$  and  $t=-9.551$  for learning motivation. Scores of the experimental group are higher than those of the control group. Through this study, the Flipped Classroom teaching model is conducive to improving reading ability and learning motivation. For better Flipped Classroom effects, adding various teaching activities will mobilize students' learning motivation. Gathering students' learning experience and feedback for continues improvement is also necessary.

Keywords: Flipped Classroom, Korean Reading Ability, Learning Motivation, Educational Technology, Korean Language Major Students

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## **1. Introduction**

In today's era of rapid information change and highly developed networks, the education industry is also constantly changing and innovating to adapt to the development and progress of the industry. Flipped Classroom subverts the traditional teaching model and enables students to transform the learning content that they originally passively accepted into the object of active exploration, which greatly stimulates students' learning enthusiasm and autonomy. Scott et al. (2016) Studies have shown that Flipped Classroom can significantly improve learners' reading comprehension ability and effectively improve students' learning motivation and participation.

Based on the research results of many scholars on the significant effect of Flipped Classroom on improving students' reading ability and learning motivation, I plan to innovatively apply it to Korean reading teaching. Although the application of Flipped Classrooms in English teaching has been widely recognized, I firmly believe that it can also significantly promote Korean teaching, which will become an important innovation in my research. I hope to stimulate Korean learners' interest in reading, improve their reading ability, and further enhance their learning motivation through the Flipped Classroom model, bringing new vitality and effect to Korean teaching.

## **2. Research Questions**

RQ 1. Does using Flipped Classroom significantly improve students' Korean reading ability compared with students who receive traditional teaching methods?

RQ 2. Does using Flipped Classroom significantly improve students' learning motivation compared with students who receive traditional teaching methods?

## **3. Literature Review**

### ***3.1. Flipped Classroom***

The Flipped Classroom is a teaching model pioneered by Jon Bergman and Aaron Sams. It uses electronic software, videos and other platforms to allow students to learn independently before class, use class time for interactive discussions and various classroom activities, and complete homework and consolidate knowledge after class. It aims to improve teaching effectiveness and students' enthusiasm for learning. Despite the challenges of technology acquisition, homework burden, and educational resource allocation, the Flipped Classroom is still regarded as an innovative teaching method that can enhance students' cooperation, initiative and critical thinking skills, and educators need to continue to explore and improve it.

### ***3.2. Korean Reading Ability***

Sung (2021) emphasized that reading Korean plays a vital role in daily life, not only helping individuals to easily obtain information, but also helping to promote effective communication and full participation in social life. Korean reading plays a key role in daily life, communication, and social integration. Chin & Kang (2022) further pointed out that Korean reading ability is an important criterion for measuring an individual's ability to understand and interpret texts.

However, despite the many benefits of Korean reading ability, there are also some disadvantages that need to be overcome. Jiyoung Bae (2013) pointed out that learners face multiple challenges in the process of improving their reading ability, including the accumulation of vocabulary and in-depth understanding of grammar. Improving Korean reading ability is a complex process that requires overcoming multiple challenges.

### ***3.3. Learning Motivation***

Many scholars have emphasized the importance of learning motivation in teaching. Filgona et al. (2020) et al. believe that learning motivation is the key to achieving learning goals, driving students to participate in the educational process and pursue academic success. Lin et al. (2017) distinguished between intrinsic motivation (derived from the desire and pleasure of learning) and extrinsic motivation (affected by reward and punishment mechanisms). Huang et al. (2023) pointed out that both affect learning outcomes, but intrinsic motivation can increase learning pleasure. However, Felea & Roman (2023) also pointed out the challenges of understanding student diversity, motivation fluctuations, and creating an attractive environment, requiring educators to adopt a personalized approach, create a positive atmosphere, and help students combine learning goals with personal ambitions.

Many studies have shown that the flipped classroom model is an effective language teaching strategy, especially in improving reading comprehension. It can not only help students master language knowledge better, but also stimulate students' learning interest and independent learning ability, laying a solid foundation for students' language learning journey. Since flipped classroom has achieved remarkable results in English teaching, there is reason to believe that it can also be applied to Korean teaching and bring positive results. In Korean language teaching, flipped classroom can break the limitations of traditional classrooms and allow students to learn relevant Korean knowledge independently before class, while paying more attention to language exercises and problem solving in class to improve students' language abilities and learning interests. At the same time, this model can also promote the development of students' independent learning and cooperative learning abilities, laying a solid foundation for their future language learning. Therefore, applying the flipped classroom model to Korean teaching is not only a useful attempt, but also an important innovation in promoting language teaching reform.

## **4. Methods**

### ***4.1 Participants***

The subjects were freshmen majoring in Korean at a university in Shandong province. There are 40 of them. There were 20 students in the experimental group and 20 students in the control group.

Table 1: Experimental Participant Demographics

Demographic Aspects		Number		Percentage	
		Experimental group	Control group	Experimental group	Control group
Gender	Male	8	6	20%	15%
	Female	12	14	30%	35%
Age	18 years old	15	12	37.5%	30%
	19 years old	5	8	12.5%	20%

#### 4.2 Procedures

Research and integrate related literature on Flipped Classroom and formulate their own Flipped Classroom teaching model. The expert evaluates and modifies the experiment. After the experiment, the students were tested on their Korean reading ability and questionnaire on learning motivation.

The experimental group consisted of 40 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. This experiment lasts for three weeks.

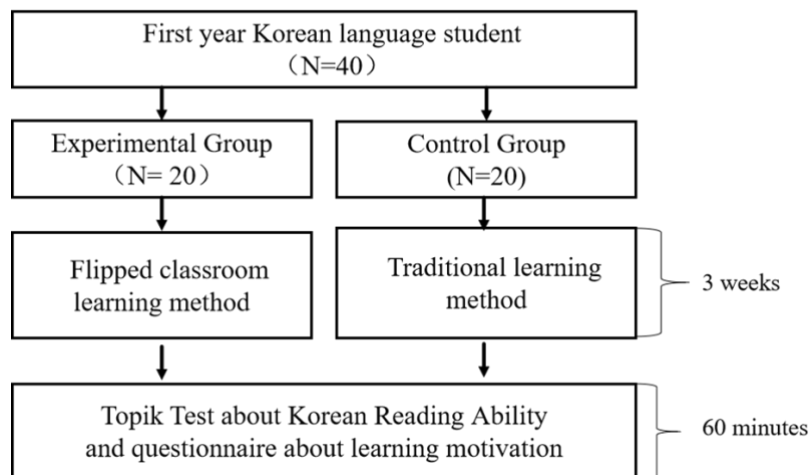


Figure 1: Research Procedure

#### 4.3 Design

Research and integrate related literature on Flipped Classroom and formulate their own Flipped Classroom teaching model. To verify the effectiveness of this teaching model, I will invite three experts in the field of Korean language teaching to evaluate and score the model using IOC.

##### *Flipped Classroom Steps:*

- Pre-class: Sending learning videos 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 Role-play in groups.

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

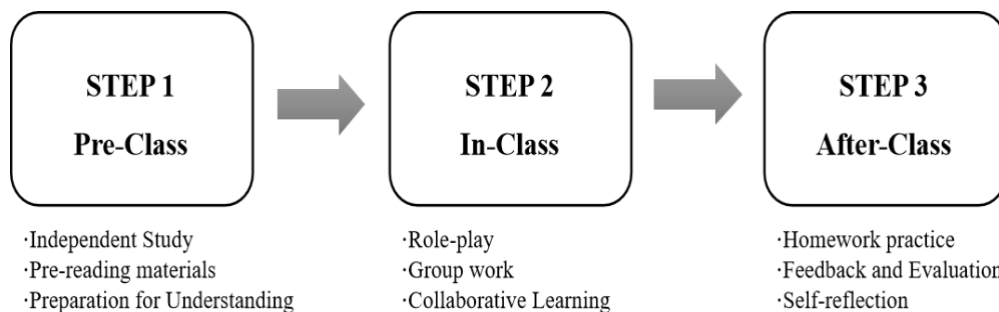


Figure 2: Research Procedure

#### ***4.4 Instrument and Data Collection***

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 will be evaluated and validated by three experienced teachers with the multiple choices key.

The test questions for Korean Reading Ability are 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).

Learning Motivation questionnaire reference from Huang et al. (2023). This questionnaire contains seven questions that can be used to assess students' motivation after conducting a Flipped Classroom experiment.

All questionnaires as well as test questions are first evaluated by three experts for IOC. All questions and questionnaires are issued and collected offline.

#### ***4.5 Date Analysis***

This study used an independent sample t-test to assess the effects of an instructional approach Flipped Classroom 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 questionnaires about learning motivation in two groups. 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 Flipped Classroom teaching methods in enhancing students' Korean reading ability and learning motivation.

## **5. Results**

In this study, two sets of post-test design were used to compare the effects of flipped classroom teaching mode and traditional face-to-face teaching method on students' Korean reading ability and learning motivation. The data were analyzed by independent sample t test, and the results showed that the Korean reading ability and learning motivation of students in the experimental group (using flipped classroom teaching mode) were significantly higher than those in the control group (using traditional face-to-face teaching method). These findings suggest that the flipped classroom model has significant advantages in improving students' Korean reading ability and stimulating their learning motivation.

## **6. Conclusions**

This study included only 20 students in each group, and the sample size was relatively small, which may have affected the generalizability and reliability of the research results. The experimental design adopted a two-group post-test design. Although it can preliminarily compare the differences between the flipped classroom model and the traditional face-to-face teaching method, it cannot completely rule out the influence of other potential factors on the experimental results. Despite these limitations, the flipped classroom model still shows broad application prospects. Future research can expand the sample size, adopt more complex experimental designs, and further explore the application effects and optimization strategies of flipped classrooms in different subjects and age groups to better meet students' needs and improve teaching effectiveness. This study found that flipped classrooms can significantly improve students' Korean reading ability and learning motivation, which is of great reference value to educational practitioners, policy makers and researchers.

## References

- Chin, S., & Kang, Y. (2022). Investigating the Reading-Writing Relationship of Advanced Korean EFL Learners. *Foreign language education*, 29(3), 27–49.
- Felea, M. I., & Roman, A. F. (2023). Learning Motivation of Students. *Educatia* 21, 25, 298–304. <https://doi.org/10.24193/ed21.2023.25.33>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), Article 4. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Huang, A. Y. Q., Lu, O. H. T., & Yang, S. J. H. (2023). Effects of artificial Intelligence–Enabled personalized recommendations on learners’ learning engagement, motivation, and outcomes in a flipped classroom. *Computers & Education*, 194, 104684. <https://doi.org/10.1016/j.compedu.2022.104684>
- Jiyoung Bae. (2013). The Effects of Reading Global Literature on Korean EFL Learners’ Literacy Ability and Intercultural Sensitivity. *English Teaching*, 68(1), 3–36. <https://doi.org/10.15858/engtea.68.1.201303.3>
- Lin, M.-H., Chen, H.-C., & Liu, K.-S. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3553–3564. <https://doi.org/10.12973/eurasia.2017.00744a>
- Scott, H., Gina, P., & Gilboy, M. B. (2016). Using Flipped Classroom Components in Blended Courses to Maximize Student Learning. *Athletic Training Education Journal*, 11(1), 54–57. <https://doi.org/10.4085/110154>
- Sung, Y. (2021). Development of a novel Korean reading chart. *Clinical and Experimental Optometry*, 1–6. <https://doi.org/10.1080/08164622.2021.1908821>
- Won, Y. (2016). Common European Framework of Reference for Language (CEFR) and Test of Proficiency in Korean (TOPIK). *International Journal of Area Studies*, 11(1), 39–58. <https://doi.org/10.1515/ijas-2016-0003>

**Contact email:** 66036070@kmitl.ac.th