A STUDY ON THE IMPACT OF THE KOREAN ENTERTAINMENT PROGRAM *RUNNING MAN* ON THE ABILITY TO LEARN KOREAN IDIOMS AMONG STUDENTS OF THE FACULTY OF KOREAN LANGUAGE AND CULTURE, THE UNIVERSITY OF DANANG - UNIVERSITY OF FOREIGN LANGUAGE STUDIES

NGHIÊN CỨU ẢNH HƯỞNG CỦA CHƯƠNG TRÌNH GIẢI TRÍ HÀN QUỐC *RUNNING MAN* ĐẾN KHẢ NĂNG HỌC THÀNH NGỮ TIẾNG HÀN ĐỐI VỚI SINH VIÊN KHOA NGÔN NGỮ VÀ VĂN HÓA HÀN QUỐC, TRƯỜNG ĐẠI HỌC NGOẠI NGỮ - ĐẠI HỌC ĐÀ NẴNG

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(Received: December 03, 2025; Revised: March 20, 2026; Accepted: April 14, 2026)

DOI: 10.31130/ud-jst.2026.24(4).694

Abstract - This study focuses on examining the impact of the entertainment program *Running Man* on the ability of students from the Faculty of Korean Language and Culture, The University of Danang - University of Foreign Language Studies, to learn Korean idioms. The objective is to assess students' ability to remember and apply idioms after learning through the entertainment program, while also comparing it with the traditional textbook-based approach. Survey results indicate that exposure to idioms through entertainment content helps students remember and use them more effectively in everyday communication. This demonstrates that entertainment programs, beyond providing relaxation, can also support effective learning when utilized appropriately. The study contributes to exploring a new approach to learning Korean, encouraging the integration of multimedia content into language acquisition.

Key words - Idioms; idiom learning approaches; idiom learning effectiveness; Korean game shows; *Running Man*

Tóm tắt - Nghiên cứu tập trung làm rõ ảnh hưởng của chương trình giải trí *Running Man* đến khả năng học thành ngữ tiếng Hàn của sinh viên Khoa Ngôn ngữ và Văn hóa Hàn Quốc, Trường Đại học Ngoại ngữ - Đại học Đà Nẵng. Mục tiêu là đánh giá khả năng ghi nhớ và vận dụng thành ngữ sau khi học qua chương trình giải trí, đồng thời so sánh với phương pháp học qua giáo trình. Kết quả khảo sát cho thấy việc tiếp cận thành ngữ qua nội dung giải trí giúp sinh viên ghi nhớ và ứng dụng tốt hơn trong giao tiếp đời thường. Điều này chứng tỏ chương trình giải trí không chỉ mang tính thư giãn mà còn hỗ trợ học tập hiệu quả nếu được khai thác hợp lý. Nghiên cứu góp phần mở ra hướng tiếp cận mới trong việc học tiếng Hàn, khuyến khích việc kết hợp nội dung đa phương tiện vào quá trình trau dồi ngôn ngữ.

Từ khóa - Thành ngữ; phương pháp học thành ngữ; hiệu quả học thành ngữ; chương trình giải trí Hàn Quốc; *Running Man*

1. Introduction

Idioms are fixed linguistic units that have been used over a long period and repeatedly in communication, thereby forming distinctive meanings that help express emotions and thoughts vividly and effectively. Learning idioms not only enriches vocabulary but also enhances the ability to communicate naturally in everyday life. However, for foreign learners, especially Vietnamese learners, idioms are often difficult to understand if they are not learned properly, because their meanings are not merely the sum of their literal meanings. For example, "국수를 먹다" implies getting married, and "손이 크다" (big hands) is used metaphorically to refer to a generous person who often prepares or does more than necessary. Therefore, in order to understand and use idioms, learners need to pay attention to both contextual and cultural factors.

Rather than relying on rote memorization, learning idioms through practical examples helps learners clearly grasp their figurative meanings and usage in communication. Jo [1] argues that the greatest difficulty is that learners often only memorize mechanically without applying what they have learned. Lee [2] also emphasizes that idioms reflect the speaker's thoughts and emotions, and therefore need to be used in real-life situations.

With the development of communication technology, learning Korean through films and entertainment programs has become increasingly popular, especially among the younger generation. Choi [3] argues that entertainment programs are "authentic materials" that reflect everyday language and culture. *Running Man* is a typical example, as it not only provides natural language but also creates interest and reduces learning pressure compared to textbooks.

As students of the Faculty of Korean Language and Culture, The University of Danang - University of Foreign Language Studies (UD-UFLS), we have observed that the number of idioms presented in the *New Yonsei, Seoul* textbook remains limited, whereas watching entertainment programs helps learners understand and use a wider range of practical idioms. The study by Hong [4] also confirms that learning idioms through *Running Man* helps British students grasp their usage and become familiar with everyday linguistic expressions.

Therefore, this study aims to analyze the impact of the program *Running Man* on learning Korean idioms among intermediate- and advanced-level students of the Faculty of Korean Language and Culture, UD-UFLS. The study focuses on clarifying both the advantages and the limitations of this learning method in the context of formal education in Vietnam.

2. Research methodology

2.1. Research methods

2.1.1. Concepts and terminology

a. Idioms

According to the Naver Dictionary, an idiom is defined as 오랫동안 습관적으로 자주 쓰이면서 특별한 의미로 굳어진 말. In addition, according to the Standard Korean Language Dictionary (표준국어대사전), an idiom is a phrase consisting of two or more elements that carries a special meaning which cannot be directly inferred from the meanings of its individual component words. According to Moon [5], an idiom is an expression that has become familiar and fixed through habitual use, with stability in form and syntax. At the same time, idioms possess such characteristics as commonness, wide usage, durability, and historicity.

b. Classification of idioms

According to Joo [6], Korean idioms can be divided into four main types: nominal type (체언형), predicate type (용언형), modifier type (수식언형), and sentence type (문장형). However, within the scope of this study, we focus only on the three common types: nominal, predicate, and modifier types, because these types appear frequently in the survey data.

Specifically, nominal-type idioms function as nouns in a sentence (for example: 꿀 먹은 벙어리, 새발의 피, 하늘의 별 따기). Predicate-type idioms usually express actions, states, or emotions (for example: 숨이 턱에 닿다, 귀에 거슬리다, 물고 늘어지다). Modifier-type idioms function to add meaning to other components in a sentence and often appear in the form of adnominals or adverbials (for example: 입 바른, 알다가도 모를).

c. Input hypothesis

Stephen Krashen's Input Hypothesis [7] states that second-language acquisition occurs effectively when learners are exposed to meaningful input appropriate to their level, denoted as "i+1." In addition, affective factors also influence the language acquisition process, in which a comfortable and engaging learning environment helps improve acquisition effectiveness. From this perspective, entertainment programs provide a natural, vivid, and low-pressure source of input, thereby contributing to more effective idiom learning.

d. Multimodal learning

Multimodal learning is built on the theory of multimodality proposed by Gunther Kress and Theo van Leeuwen [8], which emphasizes that meaning is created not only through language but also through multiple modes such as images, sounds, gestures, and context. The combination of multiple information channels helps learners receive and process content more effectively, thereby enhancing memory and deep understanding. From this perspective, entertainment programs provide a multimodal learning environment, contributing to the natural and effective acquisition of idioms.

e. Entertainment-education

The entertainment-education model was developed by Arvind Singhal and Everett M. Rogers [9], emphasizing the integration of educational content into entertainment forms in order to improve reception effectiveness and change learners' perceptions. According to this approach, educational messages are conveyed naturally through engaging situations, helping recipients understand more easily, remember more easily, and tend to accept them more positively.

2.1.2. Document research method

This method involves searching for, synthesizing, and selecting information, knowledge, and theories from scientific journals, theses, and other materials related to previous studies on learning Korean idioms through entertainment programs, in order to support and further clarify the research topic.

2.1.3. Statistical and classification method

This method involves collecting, compiling, and classifying Korean idioms appearing in the *New Yonsei* textbook, the *Seoul* textbook, and 47 episodes of the program *Running Man* in order to build the corpus for the study.

2.1.4. Survey method

The study developed a questionnaire to collect opinions from 220 students of cohorts K21, K22, and K23 in the Faculty of Korean Language and Culture, UD-UFLS. The survey participants were students who had achieved TOPIK level 3 or above in order to ensure the necessary language proficiency. The students were then randomly divided into groups to participate in learning activities and evaluation according to two different methods.

2.1.5. Statistical method and data processing

The results of the questionnaire survey were statistically summarized in percentages, and the ability to use idioms was evaluated based on the TOPIK scoring framework in Kang [10]. The study selected two criteria: content and task completion (내용 및 과제 수행) and linguistic accuracy (언어의 정확성). These two criteria not only ensure that learners produce sentences according to the requirements and appropriate to the context, but also reflect the level of grammatical and lexical accuracy. This selection helps make the evaluation results objective, suitable for single-sentence tasks, and clarifies students' ability to apply idioms.

2.1.6. Content analysis method

The study examines learners' opinions regarding the effectiveness, comprehensibility, attractiveness, and applicability of the learning method, thereby identifying factors that positively and negatively affect the process of idiom acquisition.

2.1.7. Comparative method

This method compares the effectiveness of learning Korean idioms between the group learning through the entertainment program *Running Man* and the group learning through the *New Yonsei* and *Seoul* textbooks in order to determine which method yields higher effectiveness.

2.2. Research materials

Research materials: *New Yonsei* (Volumes 3-1 to 5-2) and *Seoul* (Volumes 3A to 5B) are the main textbooks currently taught at UD-UFLS.

The program *Running Man*: 47 episodes of *Running Man* broadcast in 2024 are used as the main source of data because this program reflects contemporary Korean language and culture.

Survey questionnaire and statistical tools: The questionnaire collects information on students' level of awareness and ability to use idioms. The data are processed and analyzed using statistical software.

2.3. Research content

The research content mainly focuses on surveying and analyzing the impact of *Running Man* on learning Korean idioms. First, the study lists the idioms appearing in the *New Yonsei* and *Seoul* textbooks, as well as the idioms appearing in the program *Running Man*. After that, the research team analyzes the similarities and differences among these idioms, clarifying how they appear and are used in different contexts.

Next, the study investigates students' level of acquisition and ability to apply idioms through two learning methods: learning through traditional textbooks and learning through the program *Running Man*. The collected data help assess students' level of acquisition when learning idioms through different methods and the differences in applying idioms in actual communication.

In addition, an important part of the study is comparing the effectiveness of idiom learning between two groups of students: the group learning through textbooks and the group learning through *Running Man*. The study analyzes such factors as level of understanding, ability to use idioms in communication, and naturalness in applying idioms to real situations.

Finally, the study proposes a method of applying the entertainment program *Running Man* to learning Korean idioms. The conclusions drawn from the survey and analysis process are used to develop a new learning method to improve the effectiveness of idiom acquisition and use in the learning environment.

2.4. Research questions

What similarities and differences do the idioms appearing in entertainment programs have compared with those appearing in textbooks?

How does the entertainment program *Running Man* affect the ability of intermediate- and advanced-level students of the Faculty of Korean Language and Culture, UD-UFLS, to acquire and apply Korean idioms?

Compared with learning through traditional textbooks, what are the advantages and disadvantages of learning through the program *Running Man* in improving idiom learning ability?

How effective is the application of idioms learned from *Running Man* in practice exercises compared with the traditional method?

2.5. Survey procedure

The survey procedure was designed to ensure objectivity and comparability between the two methods of learning idioms: through the program *Running Man* and through Korean language textbooks. The survey was conducted according to the following steps:

Preparation of the questionnaire and survey participants

The questionnaire was developed based on consultation and adaptation from the study by Hong [4] in order to ensure the reliability and validity of the survey instrument. It should be noted that the idioms appearing in the survey questions all appeared simultaneously in both the textbooks and *Running Man*. The survey participants consisted of 220 students from cohorts K21, K22, and K23. The students were divided into two independent groups of 110 each, corresponding to the two learning methods: (i) learning through textbooks and (ii) learning through *Running Man*. In each group, the proficiency structure was distributed as follows: 50 students at TOPIK 3, 45 students at TOPIK 4, and 15 students at TOPIK 5.

Organization of the survey in two rounds

Due to the large number of participants, the survey was divided into two rounds, each consisting of 55 students from each group. The two groups were arranged in two separate classrooms to ensure independence between the survey conditions: the group learning through *Running Man* in room D201, and the group learning through Korean language textbooks in room D202.

Conducting the learning-material activity

In each survey round, students were exposed to learning materials according to the corresponding method for 30 minutes. The *Running Man* group watched video clips containing the idioms under study, while the textbook group studied idiom content extracted from Korean language textbooks. Students were allowed to review the learning materials multiple times during this period in order to ensure that the knowledge acquisition process took place fully and fairly.

Completing the application task and questionnaire

After completing the learning-material section, students spent 15 minutes doing the application task and completing the survey questionnaire. The application task was designed to evaluate the ability to remember and use idioms, while the questionnaire recorded interest level, perceived difficulty, and the effectiveness of the learning method.

Data collection and compilation: The task results and questionnaires were collected immediately after each survey round to ensure accuracy. The data were coded, classified, and used as the basis for comparing the effectiveness of the two idiom-learning methods.

3. Research results and survey findings

3.1. Similarities and differences between Korean idioms in Korean language textbooks and the Korean entertainment program Running Man

3.1.1. Similarities

The classification table of idioms appearing in the *New Yonsei* textbook, the *Seoul* textbook, and the program *Running Man* is presented in Appendix 1 and Appendix 2.

From the statistical results, it can be seen that predicate-type idioms account for the largest number in both sources.

Observing Table 1, predicate-type idioms account for a high proportion in both sources. Specifically, according to the table, in Korean language textbooks, predicate-type idioms account for 85.1%, and in the entertainment program *Running Man*, predicate-type idioms also account for as much as 91.1%. This shows that, although they are presented in different ways, both sources focus on idioms that express human actions, states, or thoughts.

Table 1. *Classification of idioms appearing in textbooks and in the program Running Man*

Idioms	Seoul Korean & New Yonsei Korean Textbook			Running Man Program		
Classification	Sentence idioms	Speech idioms	Modifier idioms	Sentence idioms	Speech idioms	Modifier idioms
Number	10	132	13	6	102	4
Ratio (%)	6.5%	85.1%	8.4%	5.3%	91.1%	3.6%

3.1.2. Differences

Frequency of occurrence

The frequency of occurrence of idioms in *Running Man* is higher than in textbooks such as *New Yonsei* and *Seoul*. Many idioms are not only repeated multiple times within a single episode but also appear across different episodes, creating an environment of continuous and natural exposure. As a result, learners can memorize them more easily and quickly apply idioms in real communication.

The table below presents some idioms common to both sources and with relatively high frequency of occurrence.

Table 2. *Frequency of occurrence of idioms appearing in both textbooks and Running Man*

Idioms	Frequency of occurrence in the textbook		Frequency of Occurrence in Running Man	
	New Yonsei	Seoul	In the same episode	Across all episodes
눈치를 채다	1	1	3	7
어쩔 수 없다	1	2	2	6
눈에 띄다	1	0	4	7
입이 무겁다	0	2	2	3
정신이 없다	0	2	2	4
눈치가 없다	0	1	3	9
눈치가 빠르다	0	1	3	7
마음에 들다	1	2	2	9
신경을 쓰다	2	3	4	11
손이 크다	1	1	1	3

The frequency of occurrence of idioms in the program *Running Man* is significantly higher than that of idioms appearing in the Korean language textbooks *New Yonsei* and *Seoul*. While textbooks mainly introduce the meanings of idioms with low repetition frequency, usually only once or twice, in *Running Man*, many idioms are used repeatedly within the same episode as well as across different episodes, reflecting their prevalence in daily communication.

For instance, the idiom "신경을 쓰다" appears 4 times in episode 724 and 11 times across a total of 47 episodes broadcast in 2024. Frequent exposure to idioms in natural contexts helps learners remember them more deeply and understand their actual usage more clearly.

3.2. Survey on the effectiveness of learning Korean idioms through textbooks and through Running Man

3.2.1. Students' ability to apply idioms in practice

According to the survey results from 220 students in both groups, the textbook group and the *Running Man* group, when asked about the frequency of using Korean idioms in real communication, only 33% (72 students) stated that they used them frequently, while the remaining 67% (148 students) did not use them frequently. This result is clearly shown in Figure 1, indicating that most learners have not yet developed the habit or ability to apply idioms in actual communicative situations. (Figure 1)

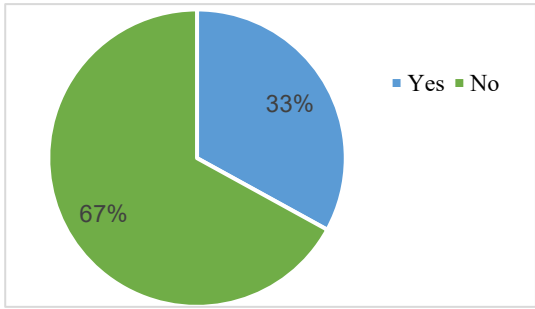


Figure 1. *Current situation of students' use of idioms in real communication*

3.2.2. Students' level of familiarity with the program Running Man

From the survey results of 220 students in both groups, 100% of the students chose the answer "yes" when asked, "Do you know the program *Running Man*?" This result shows that the level of recognition of the program within the survey group is absolute, reflecting the widespread popularity of *Running Man* among university students. (Figure 2).

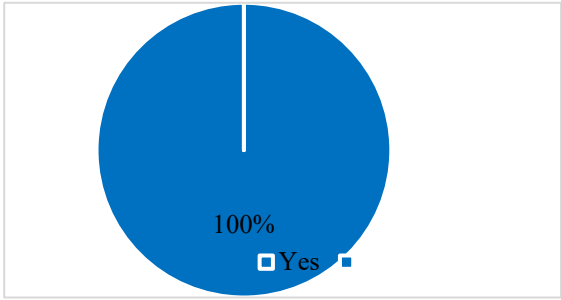


Figure 2. *Students' level of familiarity with the program Running Man*

Regarding the frequency of watching *Running Man*, the survey results show that 47% of students only watch *Running Man* when they have free time or when there is a special episode, while 23% watch it regularly, almost every episode. Although there is still a group of students who do not watch it at all (7%) or rarely watch it (22%), in general, the proportion of regular and occasional viewers still accounts for the majority, showing a considerable level of student interest in this program (Figure 3).

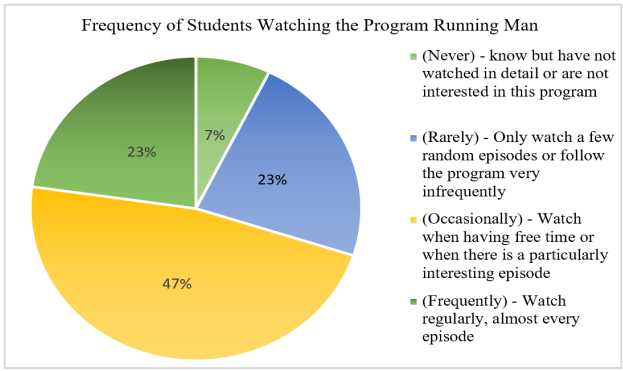


Figure 3. *Frequency of students watching the program Running Man*

3.2.3. Analysis of the results of the responses to the application questions

The results from Figure 4, Figure 5, and Figure 6 show that the group of students learning through the program *Running Man* tended to achieve better results than the group learning through traditional textbooks in all three task types: sentence making, idiom recognition, and selecting appropriate idioms.

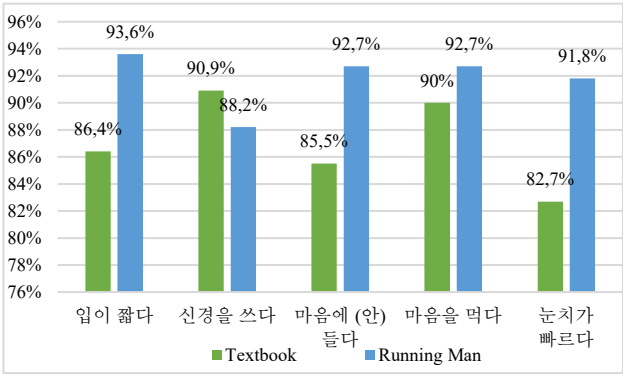


Figure 4. *Percentage of correct answers in the sentence-making task using idioms*

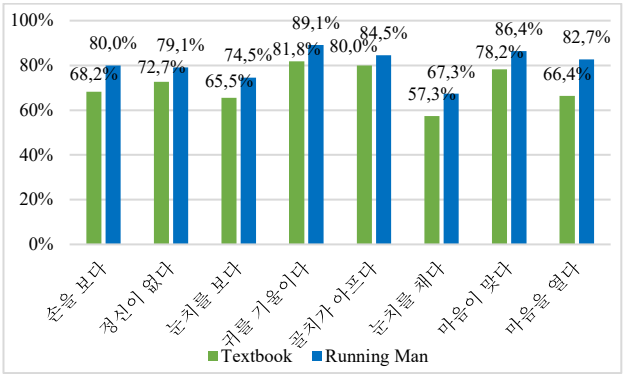


Figure 5. *Percentage of correct answers in the task of matching idioms with their corresponding meanings*

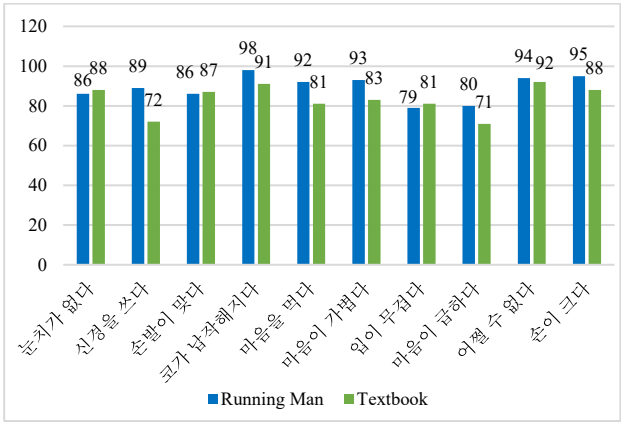


Figure 6. *Number of correct answers in the task of choosing the appropriate idiom to fill in the blank*

Specifically, in the sentence-making section (Figure 4), the group learning through *Running Man* achieved an average correct response rate of 91.8%, while the group learning through textbooks achieved 87.1%. In the idiom recognition section (Figure 5), the correct response rate of the *Running Man* group was 80.5%, higher than the 71.3% of the other group. For the fill-in-the-blank task (Figure 6), the group learning through *Running Man* also gave more correct answers in 7 out of 10 questions.

These results indicate that learning idioms through an entertainment program may bring positive signs for memorizing and using idioms in context. However, because the study has not yet conducted inferential statistical analysis, the above results should only be regarded as an observable trend within the study sample.

3.2.4. Advantages and limitations of the method of learning idioms through the program Running Man

The survey results and qualitative feedback show that both methods of learning idioms, through textbooks and through the program *Running Man*, have their own advantages and disadvantages, affecting students' ability to acquire and apply idioms in different ways. In this study, the analytical focus is placed on the method of learning through *Running Man*, while the method of learning through textbooks serves only as a reference to clarify the differences.

The feedback was coded and classified by theme, then analyzed using the content analysis method in order to combine quantitative data with learners' perceptions of the effectiveness and applicability of each method. Since one student could provide multiple opinions, the number of responses obtained exceeded the number of participants. The study selected only repetitive opinions with a high level of agreement for analysis, ensuring the focus and reliability of the conclusions.

Students highly appreciated learning Korean idioms through the entertainment program *Running Man* because of its ability to combine idioms with real contexts, vivid images, and engaging content, thereby contributing to the improvement of language skills. This observation is also similar to the view in [11] that learning idioms through context is the most effective method, because relying only on the lexical meanings of the individual components cannot

help learners understand them correctly. Therefore, embedding idioms in specific contexts helps learners easily understand the meaning and usage of those idioms, reduces the heaviness of theoretical explanation, and increases learners' ability to visualize. This method is considered to be highly applicable and suitable for modern learning trends.

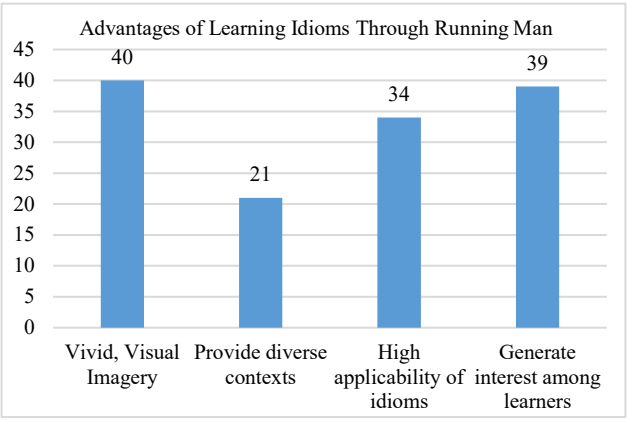


Figure 7. *Opinions evaluating the advantages of the method of learning idioms through Running Man*

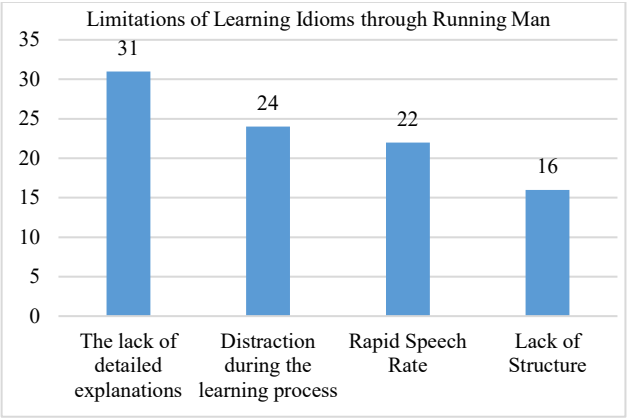


Figure 8. *Opinions evaluating the limitations of the method of learning idioms through Running Man*

However, the method also faces some difficulties, such as fast speech rate, lack of clear explanations, and distraction caused by entertainment factors, which affect the ability to acquire and apply idioms effectively. Improving these limitations will help enhance learning effectiveness and support students in remembering and using idioms accurately and sustainably.

Although the study focuses on learning idioms through *Running Man*, we also considered the advantages of the textbook-based learning method, which is highly regarded for its systematicity and accuracy in the formal teaching environment.

According to the survey results, students believed that both methods of learning idioms, through textbooks and through the program *Running Man*, have certain advantages and limitations. According to learners' evaluations, textbooks help provide knowledge in a systematic and accurate way, but sometimes lack vividness and real communicative context. In contrast, *Running Man* was evaluated by students as providing diverse contexts together with vivid images and sounds, thereby contributing to interest and helping learners more easily visualize how idioms are used in communication. However, these results mainly reflect students' perceptions and learning experiences and are not yet sufficient to confirm differences in learning effectiveness between the two methods.

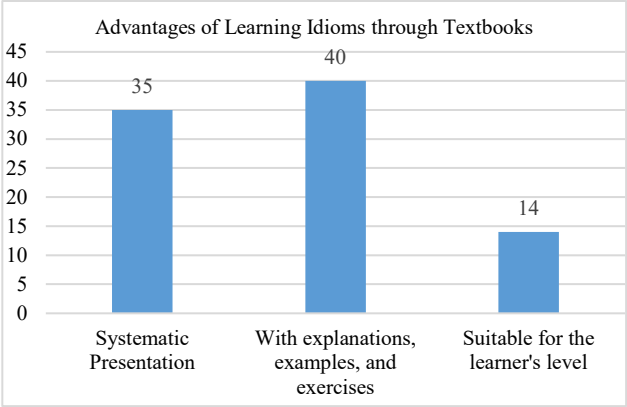


Figure 9. *Opinions evaluating the advantages of the method of learning idioms through textbooks*

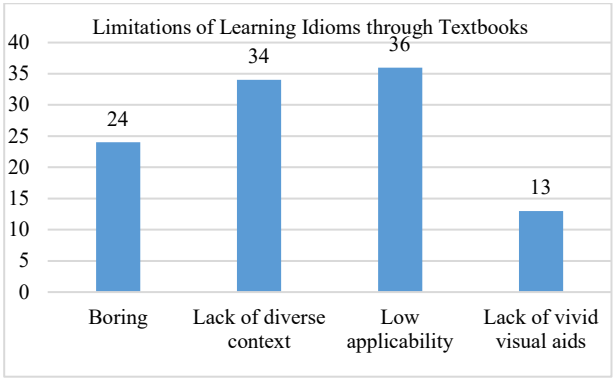


Figure 10. *Opinions evaluating the limitations of the method of learning idioms through textbooks*

4. Discussion

The research results show that the group of students learning idioms through the entertainment program, specifically *Running Man*, tended to achieve better results than the group learning through traditional textbooks in all three types of test tasks: sentence making, recognition, and selecting appropriate idioms. This indicates that learning through an entertainment program may support learners in the process of recognizing, understanding, and applying idioms in context.

These results are partly consistent with the view of Jo [6], according to which the combination of non-linguistic factors such as gestures, facial expressions, and intonation can help learners not only understand meanings but also grasp how idioms are used in specific communicative situations. At the same time, the results are also similar to the perspective of Choi [3], who argues that learning through mass media helps learners access language in a more natural and familiar way compared with traditional learning methods.

However, it should be noted that this study is experimental in nature on a small scale, and the research design did not fully control the influencing variables. For

example, students' pre-existing familiarity with the program *Running Man* may have been a confounding factor that influenced the learning results. In addition, the test was conducted immediately after the learning activity ended, so it mainly reflects the learners' immediate recall ability.

In future studies, it is necessary to design experiments with a larger sample size, exercise tighter control over influencing variables, and include tests after a certain period of time in order to evaluate learners' long-term retention and application of idiomatic knowledge. In addition, integrating excerpts from entertainment programs into Korean language teaching may be considered a potential approach that should continue to be examined in future studies.

5. Conclusion

This study clarifies the impact of the entertainment program *Running Man* on the Korean language learning ability of students in the Faculty of Korean Language and Culture, UD-UFLS. The results show that *Running Man* provides a natural learning environment that helps learners easily access and apply idioms in real contexts, whereas textbooks, although clearly structured, are limited in applicability. The experimental survey shows that the group learning through *Running Man* used idioms more accurately than the group learning through textbooks. However, the program also creates difficulties due to its fast pace and the diversity of cultural contexts.

This study still has certain limitations. First, the experimental period was relatively short, with a learning duration of about 30 minutes and the test conducted immediately afterward. Therefore, the results mainly reflect the learners' level of immediate recall and are not sufficient to evaluate long-term retention or the ability to apply idioms in actual communication. Second, the study did not conduct a pre-test to determine students' level of familiarity with the idioms before participating in the experiment. Therefore, it is not possible to completely rule out the possibility that some learners had already known some of the idioms in advance, which may have had a certain effect on the comparative results between the groups. In future studies, it is necessary to design experiments with a longer duration, while also adding a pre-test and follow-up assessments after a certain period of time in order to more comprehensively evaluate learning effectiveness as well as learners' ability to apply idioms.

Nevertheless, the study has demonstrated the feasibility and effectiveness of this method, laying the groundwork for future studies to expand the scope of the survey, improve the method, and develop idiom-learning applications from various other entertainment programs. This is consistent with the need for flexible learning in the 4.0 era, especially for students with limited time and a preference for vivid and intuitive forms of learning. On this basis, future studies may effectively combine language and culture in order to develop a method of learning Korean idioms that is both practical and close to modern learners.

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Appendix 1. *Classification and frequency of idioms in the Seoul and New Yonsei textbooks*

Type	Idioms	Number
Nominal idioms	하늘의 별 따기 (2), 그림의 떡 (4), 쇠귀에 경읽기, 누워서 떡 먹기, 우물 안 개구리, 싼게 비지떡, 꿀 먹은 벙어리, 엎지른 물, 제 눈에 안경, 땅 짚고 헤당치기	10 (6.5%)
Verbal idioms	입에 맞다, 색안경을 끼고 보다, 두 말 않다, 갈수록 태산이다, 길눈이 어둡다, 이야기꽃을 피우다, 한숨이 나오다, 낯이 익다, 마음을 먹다, 마음 놓다, 무릎을 꿇다, 목숨을 건지다, 몸에 배다 (2), 불을 놓다, 손에 넣다, 마음에 들다 (3), 신경을 쓰다 (5), 마음이 가볍다, 미역국을 먹다 (2), 손이 가다, 손이 크다 (2), 손을 잡다 (2), 입에 담다, 입이 짧다, 입이 무겁다 (2), 발이 넓다 (3), 발이 묶이다, 귀를 기울이다 (4), 눈치를 보다, 기가 막히다 (2), 마음의 문을 열다, 마음이 맞다, 제자리를 찾다, 손을 꼽아 기다리다 (2), 눈을 속인다 (2), 마음에 담다, 국수를 주다, 마음을 털어 놓다, 귀가 가렵다, 골치가 아프다, 눈이 높다, 눈이 빠지게 기다리다, 손을 보다 (2), 문을 닫다 (3), 바가지를 긁다, 바람을 피우다, 손발이 맞다 (1), 입이 가볍다, 시간 가는 줄 모르다, 손이 맵다, 손이 빠르다, 손이 부족하다, 손을 놓다 (2), 얼굴이 두껍다, 마음이 붙이다, 눈에 콩깍지가 씌다, 정신이 없다(2), 눈에 선하다, 정이 들다, 정이 붙다, 눈에 거슬리다, 눈길을 끌다, 눈에 안차다, 눈을 붙이다, 손에 익다, 한눈을 팔다, 눈을 놓다, 귀에 못이 박히다, 코가 납작해지다, 등을 돌리다, 배꼽이 빠지다, 간이 콩알만 해지다, 넋을 잃다, 호들갑을 떨다, 고개를	132 (85.1%)

	젓다, 코웃음을 치다, 혀를 차다, 무릎을 치다, 가슴을 치다, 머리를 긁적이다, 입술을 깨물다, 목에 힘을 주다, 발을 구르다, 배를 잡다, 벽에 부딪히다, 찬물을 끼얹다, 뚜껑을 열어 보다, 깨가 쏟아지다, 사서 고생이다, 바가지를 긁다, 가슴이 부풀다, 정성을 들이다, 볼 낯이 없다, 애가 타다, 양귀비 빨치다, 풀이 죽다, 머리를 올리다, 국물도 없다, 한풀 꺾이다, 김칫국부터 마시다, 거리가 멀다, 말문을 닫다, 군침이 돌다, 꼬리가 길면 밟힌다, 간이 크다, 머리를 짜다, 한 우물을 파다, 불을 보듯 뻔하다, 쓸개가 빠지다, 눈감아 주다, 눈앞이 캄캄하다, 눈치 채다 (2), 마음을 돌리다, 잘못을 뒤집어쓰다, 마음을 터놓다, 맥이 풀리다, 몸으로 때우다, 발 디딜 틈도 없다, 마음이 무겁다, 피땀 흘리다, 밖으로만 나돌다, 비위를 맞추다, 하늘 높은 줄 모르다, 해가 서쪽에서 뜨다, 눈에 띄다, 손길을 보내다, 숨이 막히다, 얼굴을 내밀다, 머리를 쓰다다, 마음을 잡다, 손을 떼다	
Modifier idioms	앉으나 서나, 오나가나, 물 쓰듯이, 눈코 뜰 새 없이, 밥 먹듯이, 쏜살같이, 가뭄에 콩 나듯, 다람쥐 쳇바퀴 돌 듯, 강 건너 불 보듯, 밤이나 낮이나, 엎친 데 덮친 격, 콩으로 메주를 쑨대도, 입이 닳도록	13 (8.4%)

Appendix 2. *Classification and Frequency of Idioms Appearing in Running Man*

Type	Idioms	Number
Nominal idioms	콩가루 집안, 수박 겉 핥기, 식은 죽 먹기, 엎드려 절받기, 세월이 약, 긁어 부스럼	6 (5.3%)
Verbal idioms	귀를 의심하다 (3), 눈에 불을 켜다, 손에 잡이다, 숨 돌릴 틈도 없다, 힘아리가 없다, 정이 없다, 입이 짧다 (3), 신경을 쓰다 (11), 마음에 들다 (9), 입이 거칠다, 구석에 박혀 있다, 손이 크다 (3), 목청을 높이다, 눈독 들이다, 난리가 나다, 뒤끝이 남다, 열이 받다 (27), 머리가 크다, 가슴이 넓다, 입이 삐뚤다, 마음이 가볍다, 귀가 밝다, 눈 뜨고 코 베이다 (2), 집안을 말아먹다, 가위에 눌리다, 눈치가 없다 (9), 입을 대다, 눈치 빠르다 (7), 말을 놓다, 귀를 열다, 마음을 놓다, 혀가 풀리다, 눈에 들어오다, 배가 아프다, 발을 떼다 (2), 눈치 채다 (7), 마음이 맞다 (2), 입을 다물다 (4), 깡통을 차다, 말을 잃다, 입을 떼다, 눈이 부시다, 귀를 기울이다, 입에 붙다, 정신을 차리다 (9), 자리 잡다, 혀를 내두르다, 머리를 쓰다 (2), 정신이 없다 (4), 손발(이) 맞다, 코가 납작해지다, 입을 열다, 헛발잘만 하다, 감을 잡다 (3), 정곡을 찌르다, 마음을 합치다, 겁을 먹다 (3), 마음이 급하다, 눈이 멀다 (2), 턱이 없다 (2), 골탕을 먹이다, 초심을 지키다, 깜냥이 안 되다, 마음이 열다, 꼬투리 잡다, 골치 아프다, 귀가 아프다(2), 뒤통수 치다 (3), 단물만 빨아먹다, 이를 악물다, 손을 떼다 (2), 이를 물다, 눈치를 보다, 정신이 나가다, 불난 집에 부채질하다, 맥아리가 없다, 발을 맞추다, 손에 들어가다, 눈이 돌다 (2), 눈이 돌아가다, 입을 막다, 발을 빼다, 배꼽 빠지게 웃다, 눈이 뒤집히다, 배가 터지다, 손을 보다, 입도 뻥끗 못하다, 쫄딱 망하다, 포문을 열다, 입이 무겁다 (3), 화를 입다, 문을 열다, 발걸음이 가볍다, 열탱이 받다, 손을 끊다, 마음을 먹다, 손을 대다 (3), 눈에 띄다 (7), 손이 가다, 마음을 잡다, 손을 떼다	102 (91.1%)
Modifier idioms	게 눈 감추듯, 불 같은 인생, 엿장수 마음대로, 앞을 다투어	4 (3.6%)

KOREAN IDIOM LEARNING EFFECTIVENESS SURVEY QUESTIONS

1. In real-life Korean communication, how often do you use Korean idioms?
   - o Yes
   - o No
2. Are you familiar with the show *Running Man*?
   - o Yes
   - o No
3. How often do you watch the program *Running Man*?
   - o (Never) - know but have not watched in detail or are not interested in this program
   - o (Rarely) - Only watch a few random episodes or follow the program very infrequently
   - o (Occasionally) - Watch when having free time or when there is a particularly interesting episode
   - o (Frequently) - Watch regularly, almost every episode
4. Make sentences using the provided idioms.

+ 입이 짧다
+ 신경을 쓰다
+ 마음에 (안) 들다
+ 마음을 먹다
+ 눈치가 빠르다

5. Match the idioms below with their correct meanings.

Idioms	*의미*
손을 보다	남의 말이나 이야기에 관심을 가지고 주의 깊게 듣다.
정신이 없다	다른 사람의 기분이나 태도를 살피다.
눈치를 보다	문제나 걱정거리 때문에 머리가 아프다.
귀를 기울이다	새로운 것을 받아들이는 태도를 가지다.
골치 아프다	혼란스럽거나 당황한 상태.
눈치를 채다	서로 생각이 같아 잘 어울리다.
마음이 맞다	다른 사람의 감정이나 의도를 알아차리다.
마음을 열다	혼내 주다.

6. Choose the appropriate idiom to fill in the blank

손발이 (안) 맞다	눈치가 없다	코가 납작해지다
신경을 쓰다	마음을 먹다	마음이 가볍다
마음이 급하다	손이 크다	입이 무겁다

+ 내 동생은 _____ 내가 화난 걸 전혀 몰라요.
+ 시험이 얼마 안 남아서 공부에 _____.
+ 지수와 승규는 서로 _____ 항상 같이 다니곤 했다.
+ 오래된 오해를 풀고 나니 _____.
+ 자신만만하던 선수들이 경기에서 패배하자 _____.
+ 나는 올해부터 담배를 피우지 않겠다고 _____ 실천하기가 쉽지 않다.
+ 김 과장은 _____뭐든 믿고 얘기할 수 있다.
+ 시간이 부족할까 봐 _____문제를 잘못 읽은 탓이에요.
+ 그 친구는 _____ 여행 갈 때마다 선물을 한가득 사 와요.

7. (Opinion Gathering Questions for Group 1 – Learning Idioms via Textbooks)

+ In your opinion, what are the advantages of the method of learning idioms through textbooks?

+ In your opinion, what are the limitations of learning Korean idioms through textbooks?

8. (Opinion Gathering Questions for Group 2 – Learning Idioms via the Variety Show *Running Man*)

+ In your opinion, what are the advantages of the method of learning idioms through the variety show *Running Man*?

+ In your opinion, what are the limitations of learning Korean idioms through the variety show *Running Man*?