



**The Role of Hallyu in the
Motivation and Enjoyment of
Korean Foreign Language Learning**



**Master of Science in
Applied Linguistics and Second Language Acquisition
2025**

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Acknowledgements

I would like to express my gratitude to those who made the completion of this dissertation possible.

My deepest appreciation goes to my supervisor, Professor Heath Rose, for sharing my enthusiasm for this project, for his invaluable guidance and support, and for providing thoughtful and constructive feedback throughout the process.

I am also sincerely grateful to Dr Cate Hamilton for her guidance in helping me develop an understanding of statistics and for her support as I learnt R from scratch.

I would like to thank the two native Korean speakers who assisted me in ensuring the accuracy of the Korean language used in this project.

To my partner, thank you for your constant support and for reminding me to take care of myself during this process.

Finally, I would like to thank my parents for celebrating all the small wins with me along the way.

Abstract

While global interest in Korean as a foreign language (KFL) continues to rise, limited research has explored the impacts of Korean popular culture (Hallyu) on learners' experiences. This study investigates how Hallyu-infused materials influence KFL learners' enjoyment of tasks when learning Korean. Specifically, it examines whether such tasks enhance learners' enjoyment and whether the degree of Hallyu integration affects enjoyment levels. It also explores the interplay of several constructs of motivation and engagement on task enjoyment. Drawing on Dörnyei's L2 Motivational Self System and theories of Foreign Language Enjoyment (FLE), this study adopts a mixed-methods design comprising an online questionnaire (n=42) and semi-structured interviews (n=5). Quantitative data were analysed using descriptive and inferential statistics, while qualitative responses were thematically analysed to contextualise and support the quantitative findings. Findings indicate that learners found Hallyu-infused materials significantly more enjoyable than traditional instructional resources, with enjoyment levels remaining consistently high regardless of the extent of Hallyu integration. Additionally, Hallyu was the primary catalyst for learners' initial interest in the Korean language, and international orientation emerged as a significant predictor of task enjoyment across all KFL contexts. Interview data revealed that learners valued the cultural relevance and relatability of Hallyu content. The results suggest that Hallyu not only acts as a powerful initial motivator but also sustains learners' engagement by fostering a more enjoyable, authentic, and personally meaningful language learning experience. As Korean gains prominence as a foreign language, it is essential that KFL pedagogy evolves to reflect learners' interests and media consumption habits. This study highlights the pedagogical value of Hallyu-infused materials and supports their integration into KFL curricula to enhance motivation, foster enjoyment, and deepen cross-cultural understanding.

Keywords: *Hallyu, Korean Wave, Motivation, Enjoyment, Engagement, KFL*

전 세계적으로 외국어로서의 한국어 (KFL)에 대한 관심이 계속해서 높아지고 있는 가운데, 한국 대중문화(한류)가 학습자 경험에 미치는 영향을 탐구한 연구는 제한적입니다. 이 연구는 한류가 반영된 자료가 한국어 학습 시 과제에 대한 KFL 학습자의 즐거움에 어떤 영향을 미치는지를 조사합니다.

구체적으로, 이러한 과제가 학습자의 즐거움을 증진시키는지와 한류 통합의 정도가 즐거움 수준에 영향을 미치는지 여부를 살펴봅니다. 또한 동기 부여와 참여의 여러 구성 요소가 과제 즐거움에 미치는 상호작용을 탐구합니다. 이 연구는 도르니에의 L2 동기적 자아 시스템과 외국어 즐거움(FLE) 이론을 바탕으로 온라인 설문지(n=42)와 반구조화된 인터뷰(n=5)를 포함하는 혼합 방법 설계를 채택합니다. 정량적 데이터는 기술 통계와 추론 통계를 사용하여 분석되었고, 정성적 응답은 주제별로 분석되어 정량적 결과를 맥락화하고 지원했습니다. 연구 결과에 따르면, 학습자들은 한류 관련 자료를 전통적인 교육 자료보다 훨씬 더 즐겁게 학습했으며, 한류 통합 정도와 무관하게 높은 수준의 학습 즐거움을 지속적으로 경험했습니다. 또한, 한류는 학습자들이 한국어에 처음 관심을 갖게 된 주요 촉매제였으며, 국제 지향성이 모든 KFL 맥락에서 과제의 즐거움의 중요한 예측 변수로 나타났습니다. 인터뷰 데이터에 의하면, 학습자들은 한류 콘텐츠의 문화적 관련성과 공감 가능성을 중요하게 생각하는 것으로 나타났습니다. 이 연구 결과는 한류가 강력한 초기 동기로 작용할 뿐만 아니라 학습자들의 참여를 유지하고 더 즐겁고 진정성 있고 개인적으로 의미 있는 언어 학습 경험을 조성한다는 것을 시사합니다. 한국어가 외국어로서의 위상을 높여감에 따라 KFL 교육학이 학습자들의 흥미와 미디어 소비 습관을 반영할 수 있도록 발전하는 것이 중요합니다. 이 연구는 한류가 주입된 자료의 교육적 가치를 강조하고, 동기를 높이고 즐거움을 촉진하며 문화 간 이해를 심화하기 위해 KFL 커리큘럼에 이러한 자료들을 통합하는 것을 지원합니다.

키워드: *한류, 동기 부여, 즐거움, 참여, KFL*

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Key Terms

Korean Popular Culture Terms	
HALLYU	Korean popular culture
K-POP	Korean popular music
K-DRAMA	Korean TV drama show
WEBTOON	Korean online comic
K-FOOD	Korean cuisine
K-FASHION	Korean fashion
K-BEAUTY	Korean beauty
MUKBANG	Korean eating show
IDOLS	Korean celebrities
MULTISTAN	A fan of multiple K-pop groups

Linguistic Terms	
L1	First language
L2	Second language
FLE	Foreign language enjoyment
FLA	Foreign language anxiety
L2MSS	L2 Motivational Self System
KFL	Korean as a Foreign Language
SLA	Second Language Acquisition
WTC	Willingness to Communicate

K-pop Groups Mentioned	
Ateez	P1Harmony
BlackPink	Seventeen
BTS	Stray Kids
GOT7	Twice
NCT	XLov

Chapter One | Introduction

1.1 Background

The term *Hallyu* (or *the Korean Wave*) refers to the cultural phenomenon marked by the rapid and widespread global dissemination of South Korean culture (Glodev, Wijaya, & Ida, 2023). Gaining international traction from the 1990s, Hallyu has become a source of national pride for South Koreans (Kim, 2016). It has also emerged as a highly effective soft power strategy, improving the appeal and international perception of South Korean culture (Nye & Kim, 2013) and transforming its public image from a war-torn nation into a global hub of popular entertainment (Kim, S. Y., 2023). While Hallyu encompasses various domains such as fashion, beauty, food (Kim, Y., 2023b), games (Woo, 2022), webtoons, literature, and a style of online eating broadcast show known as *mukbang* (Park, 2020), two of its most central and widely consumed components are K-pop and K-drama (Hargitai, Grósz, & Sas, 2023). Global attention was drawn to the genre of K-pop by *Psy* in 2012 with the release of his hit song *Gangnam Style* (Kim, 2013). Similar interest was sparked with the release of K-drama *Squid Game* (Huang, 2022), which won multiple Emmy awards (Suh, 2024), its third season making history as the first ever show to debut at number one in all countries ranked (Netflix, 2025). K-pop employs distinctive strategies to cultivate parasocial relationships between fans and their favourite idols. Entertainment companies utilise live streams, live chats (Huang, 2024), social media platforms, and reality shows to offer glimpses into the idols' off-stage personalities and everyday lives. These mediated interactions enhance emotional engagement by allowing fans to feel a personal connection to the individuals behind the celebrity image (Hoffner & Bond, 2022).

Due to the depth of fans' emotional investment in Korean popular culture, Hallyu has played a critical role in fostering interest in the

Korean language and significantly increasing the number of formal Korean as a foreign language (KFL) learners worldwide (Borowiak & Lim, 2019; Jung, 2021; Wang & Pyun, 2021; Wang & Kelly, 2023; Curran, 2024; Kim & Cho, 2024). Initially, repeated exposure to elements of Hallyu facilitates incidental language acquisition (Leon, Caugma, & Dreisbach, 2025), whereby learners passively absorb vocabulary, syntactic patterns, and pronunciation. These informal learning experiences may inspire interest in formal language study, particularly among culturally motivated learners. Once enrolled in formal Korean language education, learners can benefit further from Hallyu, which can be harnessed in myriad ways to enrich classroom experiences, such as by maintaining relevance to evolving linguistic expressions and popular trends (Feruza, 2025). Moreover, empirical studies have shown that the incorporation of Hallyu into formal KFL instruction can enhance learners' motivation, engagement, and enjoyment (Lee & Jeon, 2019; Kim, H., 2023; Rahayu and Wiyanah, 2023; Tahmina, 2023; Baek, 2024; Fakhurriana and Ma'ruf, 2024; Fatika and Wahyuningsih, 2024). As Harris et al. (2025, p.38) assert, "Language instructors must be responsive to the evolving needs of their learners". Given that many contemporary KFL learners are avid consumers of Hallyu, it is both logical and pedagogically sound to integrate Hallyu content into instruction to align with learners' cultural interests and expectations. To achieve this, Borowiak and Lim (2019) argue that materials developers must keep pace with the cultural and linguistic demands of this new generation of KFL learners. This raises a critical question about whether current materials development adequately reflects the dynamic and evolving nature of Hallyu-driven motivation.

1.2 A Personal Rationale

During the pandemic in 2020, K-pop became the element that first captured the attention of the researcher. Captivated by the K-pop group *Ateez*, the researcher's interest soon expanded to include K-dramas

and, over time, deepened into a broader curiosity about Korean history, food, culture, and, crucially, the language. Realising that Hallyu served as a personal motivator for beginning Korean language study, the researcher began to question how many other learners shared this experience. Participation in several Korean language courses further sparked curiosity: why do so many learners discontinue their Korean language studies? Could the lack of Hallyu integration in formal instruction be a contributing factor? The reflections ultimately led to the conceptualisation of Korean language lessons, modules, or courses designed specifically for Hallyu fans, incorporating Hallyu content into the classroom tasks to sustain motivation, boost engagement, and make learning more enjoyable.

1.3 Aims of the Study

This dissertation aims to investigate whether incorporating Hallyu into KFL learning can positively influence learner motivation and enjoyment. Specifically, it explores the pedagogical value of Hallyu-infused classroom tasks by comparing learners' enjoyment of traditional KFL materials with that of Hallyu-based materials, and by examining learners' perceptions of integrating Korean popular culture into the language learning process. By doing so, this study contributed to the field of Applied Linguistics by providing empirical evidence on the motivational and affective benefits of using popular culture in language education, particularly within the relatively underexplored KFL context. It also seeks to imagine and inform culturally responsive pedagogical strategies that can enhance intrinsic motivation (Deci, 1975; Deci & Ryan, 2013), sustain learners' interest, and support long-term engagement and proficiency in Korean language study. To achieve the dissertation's aims, five research questions were formulated:

Primary Research Questions:

RQ1: To what extent do Hallyu-infused tasks make KFL learning more enjoyable?

RQ2: Is there a difference in task enjoyment and levels of Hallyu infusion?

Secondary Research Questions:

RQ3: Does KFL students' motivation relate to the task enjoyment of Hallyu-infused tasks?

RQ4: What motivates people to begin learning the Korean language?

RQ5: What motivates people to continue learning the Korean language?

1.4 Outline of the Dissertation

Chapter One introduces the study, outlining the researcher's passion and motivation for the topic, the study's aims, and research questions. Chapter Two provides a critical review of the literature, with particular attention to the role of motivation and enjoyment in foreign language learning, the potential benefits of incorporating Hallyu into the KFL classroom, and relevant instructional recommendations. Chapter Three details the research methodology, justifying the use of a mixed-methods approach comprising a questionnaire and interviews, describing the data collection procedures, and addressing ethical considerations. Chapter Four presents the findings of the study, using both descriptive and inferential statistics. Chapter Five discusses these findings in relation to the research questions and existing literature. Finally, Chapter Six summarises the key results and concludes that integrating Hallyu into KFL instruction can deepen language learning, cross-cultural connection and understanding. It also reflects on the study's limitations, highlights its pedagogical and theoretical implications, and offers suggestions for future research.

Chapter 2 | Literature Review: Harnessing Hallyu to Enhance KFL Motivation & Enjoyment

Part I: Theoretical Foundations

2.1. Introduction

This chapter first reviews the literature on motivation, engagement, and affective factors in foreign language learning, with a focus on intrinsic motivation, integrativeness, possible selves, enjoyment, and anxiety. It then explores how popular culture can be integrated into KFL instruction to enhance learner motivation and emotional engagement. Specifically, the advantages of K-pop, K-drama, and webtoons are discussed along with pedagogical recommendations. Next, critical reviews of highly relevant studies are presented. The chapter concludes by identifying gaps in the existing research.

2.2. Motivation, Engagement, and the Role of Enjoyment in Foreign Language Learning

This section explores the psychological theories that underpin motivational factors in the context of foreign language learning. Research has demonstrated a significant link between motivation and foreign language enjoyment, highlighting how positive learning experiences intersect to create an overall enjoyment factor which fuels intrinsic motivation (Dewaele, Saito & Halimi, 2023). In this study, enjoyment plays a central role; however, because it is a key dimension of learner engagement, it is discussed within that broader concept.

2.3. What is Motivation in Foreign Language Learning?

Motivation is an internal human condition driven by the desire for change (Reeve, 2024). Since the 1930s, motivation has received much research attention in the field of psychological science (Lamb et al.,

2019), during which time researchers have linked motivation and its predictive power for second language achievement (Gardner & Smythe, 1975), regardless of intelligence and aptitude (Gardner & Lambert, 1972). Today, research on motivation in second language (L2) learning continues to thrive (Elemam, 2024; Gafarova, 2025), as motivation is widely considered essential to L2 achievement (Lasagabaster, Doiz, & Sierra, 2014). However, motivation is dynamic; it develops and changes over time and can fluctuate across a year, a lesson, or even a single task (Turner & Patrick, 2008; Dörnyei & Ryan, 2015; Sulis, 2022). Moreover, it could be argued that motivation can be viewed as a malleable condition that teachers can actively help strengthen. This, in turn, can significantly impact students' L2 learning (Yousefi & Mahmoodi, 2022).

2.4 Intrinsic Motivation

Intrinsic motivation, powered by a centralised energy source, manifests as behaviours driven by an innate need or desire for self-determination and competence. Self-determination theory (SDT) (Ryan & Deci, 2017) builds on this idea, presenting a psychological theory that examines the conditions and factors facilitating both positive and negative behaviours and emotions, including motivation and demotivation, well-being and unhappiness, and social integration and segregation. Intrinsic motivation is recognised within SDT as one of the conditions conducive to language achievement, which can be strengthened or weakened by various factors. For example, external rewards such as money can reduce intrinsic motivation, while verbal reinforcement, praise, and positive feedback can increase intrinsic motivation (Deci, 1971; Anderson, Manoogian, & Reznick, 1976; Prendergast, 2008; Hill, 2018). Age can be another factor, as older learners are generally more equipped than younger learners to await delayed rewards (Sarafino & Stinger, 1981). Therefore, for adults who have voluntarily undertaken L2 learning, praise and positive feedback from teachers and peers serve as particularly powerful motivators.

2.5 Integrativeness

The concept of integrativeness, which was introduced by Gardner (1958), covers the desire to blend in well amidst an alternative linguistic or cultural group, either to strengthen identity links with them or as a means of escape from the existing group. The concept has been problematised by Dörnyei (2009), who postulates that his L2 Motivational Self Systems' ideal L2 self should replace it. However, integrativeness arguably differs from the ideal L2 self because of its reliance on external factors instead of solely the individual (Claro, 2020). Dörnyei & Ryan (2015) rightly assert that integrativeness can explain the motivations of individuals who wish to work or travel in the country of their target language, suggesting that learners could potentially develop a sense of identification with the L2 community through engagement with entertainment media, thereby furthering their understanding of culture. Furthermore, as culture and language are deeply connected, the two should be taught together (Jiang, 2000; Kuo & Lai, 2006; Rodrigues & Ravasco, 2020). Language teachers, therefore, must actively facilitate cultural awareness and understanding within their students via their lessons (Lavrenteva & Orland-Barak, 2015). Ultimately, successful integration into a target speech community depends not only on the learner's language proficiency but also on their pragmatic competence.

2.6 The L2 Motivational Self System

In a more recent conceptualisation, motivation is theorised to be comprised of three different aspects: the ideal L2 Self, which is who we want to be in the future, the ought-to L2 Self, which is who we feel obliged to be in the future, and the L2 Learning Experience, which includes attitudes towards the teacher, curriculum, peer group, and previous successes or failures (Dörnyei & Ryan, 2015). Together, these components form the L2 Motivational Self System (L2MSS), with integrativeness arguably playing a role within the framework (Ryan, 2009).

2.6.1 The Ideal L2 Self

Much motivation comes from the need to minimise the gap between one's current self and ideal self by progressing towards the desired goal (Dörnyei & Ryan, 2015). Language learners can be encouraged to envision their ideal L2 selves, drawing specific attention to desired outcomes (Yashima, 2009) such as L2 competence and proficiency (Fathi & Hejazi, 2024). In addition, assisting learners to retain a vivid image of their ideal L2 self can drive them to overcome learning challenges and frustrations (Lamb, 2009). The ideal L2 self can also significantly enhance learners' willingness to communicate if they demonstrate grit as a personality trait (Munezane, 2013; Zhang, Saeedian, & Fathi, 2024), which entails passion and perseverance (Yamashita, 2018; Teimouri, Plonsky, & Tabandeh, 2022). Therefore, for the greatest chances of success in second language acquisition (SLA), the passion and perseverance of grit must be coupled with a clear and vivid vision of the ideal L2 self (Cheng, 2021; Ebn-Abbasi, Nushi & Fattahi, 2022).

2.6.2 The Ought-To L2 Self

The ought-to L2 self "refers to the attributes that the person believes he or she ought to possess as a result of one's perceived duties, obligation or responsibilities towards family or significant others" (Siridetkoon & Dewaele, 2018, p.314). The ought-to L2 self can be considered from two angles: the obligations we impose upon ourselves (ought-to L2 self-*own*) and the obligations imposed upon us by others (ought-to L2 self-*others*) (Csizér, 2019). Individuals may experience pressure to meet expectations from various external sources, including societal norms (Thompson, 2017), and younger learners may be particularly susceptible to the pressures (Lee & Lee, 2021). Moreover, the ought-to self can serve as a powerful motivator for L2 learners.

2.6.3 The L2 Learning Experience

The L2 learning experience can be measured through six subscales:

positive emotions, negative emotions, engagement, relationships, meaning, and accomplishment (Li, 2023). Positive emotions in SLA include “joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love“, whilst learners’ negative emotions include “anger, contempt, disgust, embarrassment, guilt, hate, sadness, feeling scared, and being stressed” (MacIntyre and Vincze, 2017, p.61). Engagement refers to motivated actions (Reinders & Nakamura, 2021), particularly active classroom participation. The relationships subscale emphasises teacher-student rapport (Bouras & Keskes, 2014; Papuc, 2021) and peer interaction (Foster & Ohta, 2005; Barua, 2022; Namaziandost, Behbahani & Naserpour, 2024). Meaning reflects learners’ perceptions of L2 learning as valuable for personal development and career advancement (Kormos, Kiddle & Csizér, 2011), though this may also align with the ideal L2 self. Accomplishment pertains to learners’ self-confidence and belief in their L2 capabilities (Osboe, Fujimura & Hirschel, 2007). Collectively, these elements capture the emotional, cognitive, and social dimensions that shape attitudes toward the L2 classroom (Kaplan & Fishbein, 1969; Dörnyei & Ryan, 2015).

2.7 Engagement in Foreign Language Learning

Engagement is widely acknowledged as a multidimensional concept; however, researchers have debated the precise number and type of its dimensions (Alrashidi, Phan, and Ngu, 2016). One of the most influential frameworks in educational contexts is the school engagement model, which consists of behavioural, cognitive, and emotional components (Fredricks, Blumenfeld & Paris, 2004). Behavioural engagement refers to observable actions such as participation, following instructions, disruptive behaviours, and absenteeism (Hospel, Galand, & Janosz, 2016). It can fluctuate depending on the effort learners exert and the learning strategies they employ (Li, 2021). Cognitive engagement includes students’ interest, motivation, investment, effort, perceptions of relevance, and use of

learning strategies, such as self-regulation and goal setting (Pohl, 2020). Emotional engagement pertains to learners' sense of belonging and their relationships with teachers and peers (Ulmanen et al., 2016). These three dimensions are interdependent; for example, emotions can catalyse both cognitive and behavioural engagement (Dubovi & Tabak, 2021). Moreover, all three have been found to predict academic achievement to varying extents (Hasanov et al., 2021). Additionally, a social dimension of engagement, particularly relevant in L2 learning where communication plays a central role, focuses on the quality of interactions between interlocutors (Hiver et al., 2024). Alrashidi, Phan, and Ngu (2016) argue that promoting social interaction and motivation is essential for improving overall student engagement. In addition, an alternative model, originally designed for workplace settings, is being increasingly recognised in educational contexts. This model comprises three dimensions: vigour, dedication, and absorption. Vigour involves energy, persistence, and the willingness to exert effort; dedication refers to enthusiasm, pride, inspiration and embracing challenges, and absorption relates to deep focus and immersion (Schaufeli et al., 2017). Recent studies have demonstrated the model's relevance for students, including L2 learners (Carmona-Halty, Schaufeli, & Salanova, 2019; Wang, Wan Jaafar, & Sulong, 2025). In a large-scale study of 21,370 secondary school students, Wang et al. (2022) provide empirical evidence that these dimensions are applicable in an L2 context, finding the dimensions distinct but highly interrelated. Crucially, engagement is intertwined with emotions, especially enjoyment and anxiety (Weinhandl et al., 2024). These emotional states can influence all dimensions of engagement, suggesting that emotion may be a significant driving force behind learner engagement.

2.7.1 Foreign Language Enjoyment

Foreign Language Enjoyment (FLE) refers to the positive learner experience during successful performance or accomplishments in the L2 classroom (Dewaele & MacIntyre, 2014; Boudreau, MacIntyre, &

Dewaele, 2018). FLE is distinct from general enjoyment, which can be equated to fleeting pleasure (Bielak, 2025). Instead, FLE represents a deeper emotional, cognitive, and social engagement with the language learning process. Although findings on the relationship between FLE and achievement have been mixed (Gao, 2024), a number of studies support the notion that FLE can predict achievement (Wang & Li, 2022; Dewaele, Botes, & Rachid, 2023; He, Cao, & Mou, 2025). In addition, a study by Yang (2021) demonstrated a bidirectional relationship: FLE can predict L2 achievement, which in turn enhances FLE. Besides academic achievement, FLE has been linked to enhanced motivation and more positive attitudes towards L2 learning (Dong, Liu, & Yang, 2022; Dewaele & Botes, 2025). These associations indicate that fostering FLE can enhance behavioural (e.g., participation) and cognitive engagement (e.g., effort). Pedagogically, specific strategies have been identified for promoting FLE. Hiver et al. (2024) recommend shorter, stimulating tasks which are more likely to capture learners' attention and promote enjoyment. The affective quality of the task is particularly influential as task enjoyment has been identified as a key contributor to FLE (Hiver et al., 2024; Li & Dewaele, 2024), which is crucial to both engagement and proficiency (Tsang & Dewaele, 2024). This echoes Arndt's (2019) assertion that learners tend to engage more deeply if they perceive a task to be interesting or enjoyable. Task perception, therefore, can act as a key catalyst for either engagement or disengagement. Moreover, FLE can play a dual role: not only driving engagement but diminishing negative emotions (Yu, 2025). While FLE can boost proficiency, test scores, and motivation, it can also reduce anxiety (Shirvan, Taherian & Yazdanmehr, 2024). However, FLE and anxiety are not mutually exclusive; they may coexist (Li & Wei, 2023) within the emotional complexity often experienced by L2 learners.

2.7.2 Foreign Language Anxiety

Foreign Language Anxiety (FLA) refers to the negative emotions some learners experience when using a foreign language (Dewaele &

MacIntyre, 2014). It is commonly characterised by tension and apprehension specifically tied to L2 contexts (MacIntyre & Gardner, 1994). According to Zhang & Zhong (2012), FLA can arise from various sources, including learner-induced, classroom-related, skill-specific, and society-related anxieties. Despite extensive research on FLA, the majority of studies have focused on English as a foreign language (EFL), leaving other target languages underexplored (Marnani & Cuocci, 2022). Elevated levels of anxiety can significantly hinder a learner's enjoyment of foreign language learning (Fukunaga, 2006), which in turn can undermine their engagement, motivation, and overall performance. Learners with high anxiety are also more likely to avoid using the foreign language, thereby limiting their progress and reducing their motivation and engagement (Fallah & Movahed, 2014; Kianinezhad, 2024). Beyond behavioural impacts, FLA can impair cognitive functions such as working memory and reading comprehension (Chow, Mo, & Dong, 2021), making it harder for learners to process and retain information effectively. Hu, Zhang, and McGeown (2024) outline four interrelated components of FLA: fear of negative evaluation, negative attitudes towards the classroom, test anxiety, and communication apprehension. Their findings indicate that learners with higher anxiety levels tend to perform significantly worse than their less anxious peers, especially in high-stakes contexts, further illustrating the negative effect of FLA on academic achievement. However, both teachers and students can play a role in mitigating FLA. Teachers may reduce anxiety by implementing student-centred lessons, offering clear instructions, incorporating a variety of activities and technology, and fostering a positive classroom environment, while students can be encouraged to identify strategies and support to help with their anxieties (Atifnigar, 2024). Given the strong influence of emotional factors like FLA on learners' motivation, participation, and perceptions of learning, addressing anxiety is essential for sustaining engagement and promoting academic success in L2 contexts. Ultimately, engagement in L2 education can be shaped not only by

behaviour, cognition, vigour, dedication, and absorption, but also by a complex interplay of emotions like FLE and FLA, which can exert a powerful influence on motivation, engagement, and performance.

2.8 Summary: Motivation, Engagement, and the Role of Enjoyment

Motivation and engagement are strongly interconnected concepts, each capable of accelerating or hindering the L2 learning process. The dimensions of FLE and FLA within engagement are particularly crucial to L2 success, exerting significant influence over other dimensions across both motivation and engagement. The interconnection can lead to conceptual overlap between motivational and engagement-related constructs. For instance, FLA commonly overlaps with the ought-to L2 self because external expectations may trigger L2 anxiety (Sadoughi & Hejazi, 2024; Cho, 2025), while FLE can positively predict the ideal L2 self (Xu et al., 2025), indicating that increased enjoyment enhances learners' vividness of the ideal L2 self. Moreover, positive L2 learning experiences tend to increase FLE (Li, 2022; Dewaele, Botes, & Greiff, 2023). Similar overlaps occur within motivational constructs; for example, the L2 learning experience can significantly shape possible selves (Kim, 2009; Wang, 2022; Ishida, Manalo, & Sekiyama, 2024). The ought-to L2 self can also overlap with the ideal L2 self, particularly where external expectations align with personal goals (Kim, 2009; Chen, 2012). Regarding engagement, FLE and FLA operate independently and may not always be negatively correlated (Dewaele & MacIntyre, 2016) or their correlation varies in strength (Aubrey, 2022). This suggests that both emotions can co-occur within the same learning task or lesson, depending on learners' experiences (Bielak, 2025). Teachers and students should work together to increase FLE to enhance engagement, motivation, and attitudes, while simultaneously working to reduce FLA to mitigate its negative effects. Given their interconnectedness, motivation and engagement are best understood as complementary, dynamic, and multidimensional concepts. Therefore, teachers should design lessons that actively promote both

motivation (Rattanaphumma, 2016) and enjoyment. Daily strategies include providing positive feedback and praise (but it is important not to overdo this) and integrating L2 entertainment media into lessons to help learners identify with the target speech community. Occasional motivation workshops can help learners visualise their ideal L2 selves (Magid & Chan, 2012), through artistic expression and explicit discussion of the domains that can benefit from L2 proficiency (Iwaniec & Khaled, 2024). Additionally, lessons that are fun, engaging, and creative, incorporating exciting elements such as drama (Bora, 2021), role-playing games (Giménez, 2024), and technological gamification (Gao & Pan, 2023) can further boost motivation and enjoyment. To reduce FLA, teachers should prioritise student-centred learning and share proactive learner strategies. Collectively, these approaches can contribute to a more positive classroom experience that enhances learners' FLE and motivation, ultimately improving their foreign language achievement and ability to integrate into a speech community, where applicable.

Part II: The Impact and Integration of Hallyu within KFL Education

2.9 Korean Popular Culture in Korean Foreign Language Learning

Foreign language teachers have a duty to introduce and facilitate cultural awareness and understanding (Lavrenteva & Orland-Barak, 2015). Exposure to popular culture in foreign languages allows viewers to borrow, repeat, mimic, and relocalise linguistic and cultural resources (Gocen & Okur, 2012; Sultana & Dovchin, 2017). Korean popular culture, in particular, can be one of the primary sources of exposure to the Korean language, as well as one of the primary motivators behind people's choice to start studying the language (Lee & Jeon, 2019; Woo, 2022). This argument is supported by Wang and Kelly (2023), who additionally point to travel as a catalyst for KFL learning. Lee (2018) similarly argues that Hallyu is increasingly becoming a significant factor behind KFL learners' decision to begin

Korean language study, their investment in language development, and their ability to imagine Korean communities. Learners find topics such as K-pop, K-drama, K-food, K-fashion, K-beauty, and video games particularly riveting (Jung et al., 2022). Modern technologies have made it much easier to access foreign popular culture and to benefit from its potential to improve L2 literacy and help learners feel more connected to the target language speech community (Chik, 2015). Moreover, Werner and Tegge (2020) advocate for popular culture to be taught as a subject in language classrooms, not just as a supplement to language learning.

2.10 Incorporating Different Hallyu Media into the Classroom

To promote learner motivation and enjoyment, it has been suggested that KFL teachers integrate cultural forms, such as music (K-pop), television (K-drama), and comic books (webtoons) into the classroom (Pierson-Smith, Chik, & Miller, 2014). In addition to enhancing learners' intrinsic motivation, the use of popular culture-based tasks and texts in foreign language education heightens exposure to and comprehension of idiomatic language (DeCoursey, 2014). Engaging with familiar and culturally relevant materials can also make the process of foreign language learning more accessible for learners (Cheung, 2001). Moreover, incorporating popular culture may inspire learners' interest in Korean culture and history (Park, Simon, & Kazimoto, 2021). This interest can be channelled into research and presentations, which could broaden the collective knowledge of the cohort (Choi & Yi, 2012). Bringing digital popular culture into the foreign language classroom has further been shown to increase learner engagement and willingness to communicate (Lee, Kiaer & Jeong, 2023). Furthermore, Woo (2022) found that using Hallyu content in KFL learning positively affected learners by enhancing both their motivation and cultural understanding, reinforcing the value of integrating these materials into KFL education. Learners also tend to recognise the many ways Hallyu can be incorporated into the classroom (Jung et al., 2022). The following

sections first explore the general benefits of music and song, television, and comics before highlighting specific advantages of incorporating K-pop, K-dramas, and webtoons into the KFL classroom. Practical strategies for implementing Hallyu are also included.

2.10.1 Music and Song

Kao and Oxford (2014) argue that language teachers have both the power and responsibility to use music to inspire their students and to improve enjoyment, memory, grammar, vocabulary, motivation, cultural understanding, and overall proficiency. The latter four benefits are echoed by Degrave (2019), who further highlights music's role in supporting attention, anxiety reduction, writing fluency, listening skills, and phonetic skills. A systematic review of 87 studies by Sun, Yang, and Liang (2025) reinforces these claims, showing that music supports linguistic development, cultural understanding, and even cognitive and neurological growth. Their review also suggests that music is most effective when combined with tasks aimed at developing specific skills. Recent empirical studies strengthen the case for music in language learning. For example, Kitaoka (2023) found that music-based classroom activities can effectively boost learners' intrinsic motivation and willingness to communicate (WTC). Similarly, Mannarelli and Serrano (2024) demonstrated that using pop songs can significantly improve vocabulary acquisition, especially when target words are taught explicitly. Chen, Mohammadi, and Izadpanah (2024) also showed that technology-enhanced language learning through music can improve academic achievement, creative thinking, and self-esteem. Beyond listening, singing itself can have linguistic and social benefits. Hamilton and Murphy (2023) argue that teachers encourage singing to improve engagement, literacy, behaviour, vocabulary development, and social skills. However, they caution against overusing it, emphasising the importance of balance to maintain its effectiveness. However, Hamilton et al. (2024) underscore that many of the commonly assumed advantages of incorporating song into the

language classroom lack strong empirical support. Still, some evidence suggests that singing can lead to vocabulary and pronunciation gains (Orun, 2023; Zhang, Baills, and Prieto, 2023), improved L2 test scores (Ludke, 2018), greater enjoyment, and decreased anxiety (Dolean, 2016).

2.10.2 K-Pop

K-pop is at the heart of Hallyu, which is recognised as one of the key motivators of KFL learning (Lee & Jeon, 2019). Armed with this knowledge, the South Korean Ministry of Education released a Korean language textbook in 2022 centred on *BTS*, a globally successful K-pop group (Lie, 2021). These textbooks incorporate BTS members into language tasks and entwine them with digital content. Their goal was to use BTS to help maintain learners' motivations and deepen understanding (Joung, 2021). Integrating K-pop into the KFL classroom can effectively enhance learners' engagement, vocabulary recall, and listening skills while demonstrating real-world use of grammar and reinforcing concepts (Jung, 2021). Though much of the research on the benefits of music and singing in L2 contexts is based on EFL contexts, many of these findings are likely applicable to KFL learning as well. Given the potential benefits, KFL teachers are encouraged to consider using K-pop in their lessons. For implementation, Demiryay (2022) proposes a relevant three-phase approach: pre-listening, during-listening, and post-listening tasks. In the first phase, teachers introduce relevant background knowledge and pre-teach vocabulary, an approach supported by Mannarelli and Serrano (2024). The second phase can include comprehension tasks, dictation, lyrical manipulation and ordering tasks, or creative gap-fills. The final phase should focus on consolidation via productive tasks such as writing new verses. Alternative approaches include playing a K-pop song and asking students to describe the emotions it provokes (Gardner, 2016) or using listening tasks to draw attention to specific grammar structures. For example, learners might count the number of times they hear the target

structure within a song, followed by instruction on meaning, form, and pronunciation (Jung, 2021). Additionally, K-pop-related content on social media can serve as valuable learning material. Teachers might ask students to identify and correct language errors in screenshots of erroneous K-pop-related tweets, as Twitter (now X) is the dominant social media platform for K-pop fans (Faiza, 2020). Similarly, error correction exercises could involve machine translations (Yoon & Chon, 2022) of short K-pop articles or idol biographies, offering authentic and culturally relevant texts.

2.10.3 Television

When watching foreign language TV series, viewers tend to rely primarily on their eyes for reading subtitles or captions until they are ready to engage more fully with listening (Mehmet, 2019). This suggests that subtitles in the first language (L1) and captions (in the L2) can play a crucial role in L2 development, especially for fans of TV series. Research has shown that using TV series can lead to language gains in listening comprehension (Winke, Gass, & Sydorenko, 2010; Almusharraf et al., 2024), grammar (Perez, 2022) and vocabulary acquisition (Dizon & Thanyawatpokin, 2021; Reynolds et al., 2022). These benefits may stem from viewers' tendency to mirror their favourite characters' language practices in their everyday linguistic choices and behaviours (Gocen & Okur, 2012), thereby improving accuracy and naturalness in the L2. Moreover, TV content can inspire drama-based classroom activities, which can create authentic and spontaneous opportunities to practise speaking (Bora, 2021). For example, in a study by Herlina, Marleni, and Prasrihamni (2024), writing scripts in small groups, memorising them, and performing them for the class enhanced learners' speaking skills, including pronunciation, vocabulary use, and grammatical accuracy.

2.10.4 K-Drama

While much of the existing research has focused on learning English

through K-drama rather than Korean (e.g., Hsu, 2023a; Hsu, 2023b; Masduqi & Khairunnisa, 2024; Chusna, 2025), there is growing evidence to suggest that K-dramas can support KFL learning as well. For example, KFL learners who watch K-dramas for leisure may experience enhanced vocabulary recall, which they actively apply to real-world communication (Prihartini & Hasan, 2020). In addition to vocabulary development, K-dramas can also provide pragmatic input, particularly regarding Korean politeness principles, which are an essential aspect of communicative competence at all proficiency levels (Kiaer, Kim, and Lo, 2024; Locher & Messerli, 2024). KFL learners can also improve their understanding of grammatical features, such as syntax and markers of plurality and closeness (Prihartini & Harsamuda, 2023). Advancing from casual viewing to a more structured approach could produce even greater results. For example, Lee (2022) designed a formal workbook for KFL learners which demonstrates how K-dramas can introduce colloquial, trendy, and popular expressions, as well as recent idioms, loanwords, slang, acronyms, abbreviations, culture, and values. The general benefits of using television for L2 learning, including speaking, listening, vocabulary, and grammar, could also be applicable in the KFL context.

2.10.5 Comics

Comics are increasingly recognised as effective tools in language education, offering creative ways to enhance learner motivation and engagement (Themelis & Sime, 2020). In addition, comics may support vocabulary development, multiple literacies, and multimodal skills (Clark, 2017). Japanese comics, or *manga* (Okabayashi, 2025), are particularly influential in this context. Globally consumed, manga has been shown to be a powerful motivator for learners of the Japanese language (Armour & Iida, 2016). Traditional Japanese language materials are now in direct competition with the soft power pedagogy of manga-infused materials designed to boost learner enjoyment (Armour, 2011). Research presents various potential benefits of incorporating

manga into Japanese language instruction. For example, Wang et al. (2018) found that manga e-books can help to improve reading comprehension. Translation of manga texts can lead to enhanced translation skills, cultural knowledge, and motivation (Furuhata-Turner, 2013). Learners also commonly perceive manga as a beneficial tool for L2 learning. Perceived benefits include improved cultural knowledge, Kanji, reading, vocabulary, writing, speaking, and listening skills (Payne, Howard, and Ogino, 2017). To incorporate comics into the L2 classroom, Cho (2024) recommends encouraging students to design their own comics or to write diary entries from a specific character's point of view.

2.10.6 Webtoons

Webtoons are digital cartoons or comics originating from South Korea (Chiara, Diego, & Mara, 2023). Webtoons are gaining popularity across the globe, with Naver reporting 85.6 million worldwide consumers in 2022 (Statista, 2024). Like other forms of Hallyu media, webtoons could be valuable tools for supporting L2 learning, especially in the KFL classroom. Research indicates that incorporating webtoons into the L2 classroom can lead to improvements in reading and writing skills (Gervacio, 2025), translation (Choi & Kim, 2025), literacy, emotional engagement (Dar et al., 2023), vocabulary acquisition (Ramos, 2022), and even confidence in speaking (Tifani, Regina, & Wardah, 2020). Learner perception studies reinforce these findings. For example, Erya and Pustika (2021) found that despite some challenges, learners believe webtoons are a necessary resource for boosting their motivation and mastering reading comprehension. These findings align with those of Fakhurriana and Ma'ruf (2024) and are supported by empirical evidence from Rahayu and Wiyanah (2023), who report improvements in learners' motivation, enjoyment, and reading abilities. Teachers can design a wide variety of webtoon-based tasks to leverage these benefits. Suggested activities include retelling stories, roleplays (Adlim, 2019), comprehension quizzes, thematic discussions,

and character analyses (Asmara, 2021). Additional exercises may focus on noticing unfamiliar vocabulary and matching those words with appropriate synonyms and antonyms (Winarti & Kusuma, 2024).

2.11 Synthesising the Research on Hallyu in KFL

K-pop, K-drama, and webtoons can be recommended for KFL learning, provided tasks remain short to maintain learner engagement. Using Hallyu media offers extensive benefits. K-pop enhances motivation, enjoyment, language proficiency, cultural understanding, communication skills, and reduces anxiety, all contributing to greater learner engagement and academic success. K-dramas support vocabulary development and recall, provide pragmatic input, and expose learners to grammar, informal language, culture, and values, thereby enriching both linguistic competence and cultural understanding. Webtoons enhance vocabulary development, multimodal and multiple literacies, motivation, enjoyment, reading comprehension, and translation skills, while fostering cultural knowledge, emotional engagement, and improving reading, writing, and listening skills, alongside confidence in speaking. Crucially, research shows that incorporating Hallyu into the L2 classroom can boost motivation, enjoyment, and overall proficiency, leading to sustained learner engagement and more effective language acquisition when supported by carefully designed activities. Classroom implementation of K-pop might include dictation, lyric manipulation and ordering tasks, gap-fills, writing song verses, identifying nouns and adjectives that describe the emotions a song provokes, targeted grammar exercises, error correction using K-pop-related tweets, and translation tasks. Classroom implementation of K-drama might include using targeted workbooks, writing scripts, and incorporating acting or roleplaying activities to enhance speaking skills. Classroom implementation of webtoons might include translation tasks, story retelling, roleplays, quizzes, discussions, character analyses, and vocabulary noticing activities.

2.11.1 Critical Review of Hallyu-Infused KFL

This section critically evaluates recent empirical studies on the pedagogical use of Hallyu content in KFL learning. It focuses on learner perceptions, motivation, engagement, and crucially, enjoyment, to assess the value of integrating K-pop, K-dramas, YouTube, and webtoons in both formal and informal contexts. These studies were selected for their diverse methodological approaches and geographical contexts, which together illuminate the motivational mechanisms that drive learner engagement with Hallyu content. Although some studies focus on English L2 learners, their findings offer transferable insights that inform KFL pedagogy. The pedagogical value of incorporating Hallyu into the KFL classroom, along with the recommended implementation strategies, ultimately hinges on learners' receptiveness and engagement. This section, therefore, critically examines student perceptions of the benefits and most effective approaches to language learning with Hallyu.

Fatika and Wahyuningsih (2024) surveyed six Indonesian K-pop fans aged 18 to 21, using a questionnaire to explore how K-pop supports their English L2 learning. Participants reported that K-pop content, including songs, variety shows, and videos, has enhanced their vocabulary acquisition, motivation, engagement, pronunciation, listening skills, and comprehension. Their learning strategies involved translating subtitles, interpreting lyrics, and engaging in discussions with other fans. While not focused on KFL, the study offers valuable insights into how learners balance their enjoyment of Hallyu content with L2 learning. While the study does not measure actual L2 improvement and has limitations in scale and generalisability, its value lies in illustrating how K-pop already functions as an informal L2 learning tool driven by enjoyment. This underscores the potential of K-pop to foster intrinsic motivation, engagement, and sustained interest in KFL learning. The findings also align with broader research supporting the use of subtitles for SLA (e.g. Baranowska, 2020; Khadawardi,

2022; Alotaibi, Mahdi, & Alwathnani, 2023), which report improvements in comprehension, vocabulary, motivation, and specific language skills, as well as reduced cognitive load. This is relevant to both informal learning contexts and structured classroom settings. Teachers seeking to incorporate K-pop into KFL lessons might consider extending beyond basic lyrics interpretation to more cognitively and culturally rich tasks such as lyrics analysis, which fosters social, cultural, and linguistic connections with the target discourse community (Coats, 2014). Exposure to songs and lyrics has been found to enhance multiple skill areas, including vocabulary development, comprehension, pronunciation, listening, and reading fluency (Susanty et al., 2024). Moreover, informal, interest-driven activities like online interactions with other K-pop fans can promote engagement whilst boosting vocabulary, confidence, and receptive macro skills (Valerio-Ramos & Hernández-López, 2023). To incorporate K-pop into the classroom, teachers could introduce tasks like translating K-pop songs, gap-fill exercises, fan dialogues, letter writing to idols, lyric analyses, and interpretations using lyrics videos (Lems, 2021) and music videos (Feng & Guo, 2024). K-pop reality shows, typically subtitled and featuring celebrities competing in games or challenges (Lee, 2014), also offer highly engaging audiovisual material that could be used to support vocabulary acquisition and comprehension in a low-stress, emotionally engaging environment.

Building on the motivational potential of K-pop, K-dramas represent another popular Hallyu medium that offers rich audiovisual input and opportunities for learner engagement, as explored in Baek's (2024) recent qualitative study. This study employs an interpretative phenomenological analysis approach to gauge how six foreign students at a university in Seoul improve their Korean language skills through watching K-dramas, and how their strategies vary by proficiency level. This study is distinctive in that it focuses specifically on learner perceptions of K-dramas as a KFL tool, an area with limited

prior research. While the small number of participants could be considered a limitation, this study prioritises depth, offering a rich, detailed account of the participants' learning process. Data were collected through semi-structured interviews, conducted after participants had watched six and then 12 episodes. Thematic analysis revealed six different themes. *The transformation of passive reception to proactive production* entailed strategies such as focused listening and repetition of dialogues, replaying and vocalising lines, creating novel dialogues based on different scenes, engaging with Korean subtitles, writing down new vocabulary and phrases and using them to make sentences. *The echo of native speech patterns* involved listening and repeating, as well as integrating K-drama-inspired phrases into everyday interactions. *The enrichment of vocabulary* relied on repetition, associating words with specific scenes, dictionary use, vocalisation, detailed note-taking, and identification of differences in contextual use. *The exploration of grammar through dialogues* highlighted viewers' passive engagement with grammar. *Subtitle progression* underscored the importance of subtitles for comprehension for all learners and the natural shift from using L1 or lingua franca subtitles to Korean-only subtitles, with some using both options as a transition at the intermediate level. *Revisiting and reflection*, while only used amongst serious learners, encompassed returning to notes and applying them in practice with peers. Crucially, the study highlights that learners' enjoyment of K-dramas played a significant role in sustaining their interest in KFL learning. This enjoyment can be understood as a form of FLE, which is associated with increased motivation and engagement. Their emotional engagement with K-dramas could be harnessed in the classroom to create a more relaxed, intrinsically motivating learning environment, likely helping to reduce FLA. One key finding is that KFL learners with the intent to learn through K-drama prioritise listening, vocabulary acquisition, and speaking, which are skills that contribute directly to improved comprehension and engagement. These findings align with prior empirical research

showing the benefits of audiovisual input for language learning (e.g., Winke, Gass, & Sydorenko, 2010; Prihartini & Hasan, 2020; Dizon & Thanyawatpokin, 2021; Almusharraf et al., 2024). Additionally, learner proficiency appears to shape strategy use; for example, beginners prioritise vocabulary acquisition, intermediate learners may focus on speaking, and advanced learners on refining pronunciation, intonation, and usage of idiomatic expressions, consistent with the findings of Anggarista and Wahyudin (2022). Despite its contributions, the study has practical limitations. The strategies identified were based on learners watching full-length episodes over a six-week period, a practice that may be difficult to replicate in formal classroom settings due to time constraints. Instructors might instead assign full episodes as homework while using short clips, ideally under six minutes (Brame, 2017), for classroom activities. These could be accompanied by targeted language tasks designed to enhance engagement.

Technology plays a key role in integrating Hallyu into formal instruction. Among the available platforms, YouTube is particularly accessible for teachers, and it serves as a primary medium through which fans engage with K-pop content, including music videos (Ono & Kwon, 2013; Oh & Lee, 2014). Tahmina's (2023) mixed-methods study explores 66 undergraduate English learners' perceptions of YouTube as a tool for L2 learning in Bangladesh. Participants completed a questionnaire, and 10 volunteered to participate in qualitative interviews. Notably, 100% of participants believed that watching YouTube videos made L2 learning very interesting, and over 95% believed it enhanced their L2 vocabulary and overall comprehension, particularly listening. Additionally, 93.94% agreed that YouTube provides relevant materials, and 84.84% felt that taking notes while watching enhanced their learning. Fewer (54.55%) felt that it helped with speaking. While this study focuses solely on learner perceptions and cannot verify actual L2 gains, it reinforces the idea that enjoyment and accessible content foster engagement. The context of EFL

learners in Bangladesh limits generalisability, and the use of a 2-point scale measures only the direction of attitude without an option to indicate neutrality or intensity (Revilla, Saris, & Krosnick, 2014). Still, the study illustrates YouTube's value as an engaging language learning tool, particularly when learners are guided to use it strategically. Moreover, the argument that YouTube can benefit L2 learning is strengthened by numerous other studies for English (Kristiani & Pradnyadewi, 2021; Purwanti et al., 2022) as well as for French (Al-Jallad, 2021), German (Chorna et al., 2022), Arabic (Saja et al., 2021), Japanese (Winarni, Rasiban, & Juangsih, 2022) and Korean (Nishioka, 2023). The study also offers suggestions on how teachers can incorporate YouTube into the classroom, for example, video analysis, role-play, or content summarisation, which echo engagement-focused strategies in KFL contexts. Though the study centres on educational videos, the suggested strategies are easily adaptable to Hallyu content. To maximise engagement, videos should be short (Brame, 2017) and followed by relevant tasks, aligning with principles of FLE and effective audiovisual learning.

Building on the role of technology in integrating Hallyu content into the KFL classroom, digital comics also offer promising opportunities for L2 learning. Kim (2023) highlights how webtoons can promote language learning outside the classroom. Semi-structured interviews with three young African American women revealed that the multimodality of webtoons (text, images, background music, sound effects, sometimes moving images) makes them interesting, fun, realistic, and accessible for the reader. These perceptions align with the findings that comics and webtoons can support motivation and engagement (Themelis & Sime, 2020; Dar et al., 2023). Participants reported that reading webtoons supported vocabulary acquisition, encouraged reading practice, and increased cultural and social awareness. Strategies included using a dictionary for unknown vocabulary and rereading episodes in both Korean and English to test comprehension. While this

study examines informal learning, its insights have clear implications for classroom application. While research on webtoons is less developed than research on K-pop and K-dramas, this study helps to address that gap and illustrates how webtoons might support key aspects of KFL learning, including motivation, enjoyment, and comprehension. Teachers could adapt webtoons into translation tasks, gap-fills, original webtoon creation, and even tactile sequencing tasks, such as cutting up and reordering panels from a webtoon to collaboratively reconstruct the story, promoting interaction, comprehension, and engagement. These activities also reflect the essential student-centred, supportive environment encouraged by FLE-oriented teaching approaches.

Collectively, these studies demonstrate the motivational potential of soft power pedagogies and the enjoyment that Hallyu can offer KFL learners. In this context, the ideal L2 self (Dörnyei & Ryan, 2015) becomes particularly relevant, as learners may envision themselves as proficient users of Korean capable of understanding and participating in Korean popular culture, thereby strengthening their long-term motivation. Additionally, integrativeness may come into play, especially when learners aspire to connect with Korean people and integrate into Korean cultural contexts. The examined studies vary widely in scope and rigour, with some prioritising depth over scale (e.g., Baek, 2024) and others offering broader quantitative insights (e.g., Tahmina, 2023). This range enables a more comprehensive understanding of how Hallyu is perceived and used by learners across diverse contexts. While research on K-pop and K-dramas is comparatively more developed, the emergent evidence on webtoons opens new avenues for L2 learning. Despite some methodological and contextual limitations, these findings underscore the pedagogical value of integrating authentic Hallyu content with supportive, student-centred tasks grounded in FLE principles. This review highlights the need for further research on effective classroom strategies and the role of

learner affect.

2.11.2 Gaps in Previous Research

Lee (2018) argues that further research is required to examine the pedagogical impact of popular culture and media in foreign language classrooms. Similarly, the emotional dimension of foreign language learning remains insufficiently explored (Yu, 2022). Although FLE has been extensively studied, especially in EFL contexts, there remains much to explore (Guo & Qiu, 2022). For example, research in KFL contexts remains limited and underexplored (Zhang, Gao, & Liu, 2024). In particular, there appears to be no existing empirical research on task enjoyment within KFL classrooms. Furthermore, few or no studies to date have compared learners' enjoyment of Hallyu-based materials with that of traditional classroom resources or have explored whether learners perceive Hallyu content as an effective tool for enhancing motivation and enjoyment. This study aims to address these gaps by investigating the impact of Hallyu-infused tasks on the motivation and enjoyment of KFL learners. By addressing these gaps, the present study contributes not only to the underexplored domain of task enjoyment in KFL but also offers practical insights for educators seeking to integrate Hallyu content in ways that meaningfully enhance learner motivation and engagement.

Chapter Three | Research Methodology

3.1 Introduction

This chapter details the design and procedures used to investigate the study's research questions. A complementary mixed-methods approach was adopted, combining quantitative data from a questionnaire with qualitative insights from follow-up interviews. This design was chosen to provide both breadth and depth in understanding learners' KFL experiences, particularly in relation to Hallyu content. The chapter begins by presenting the study's aims and research questions. It then provides a rationale for the research approach and data collection tools. The participants' demographic information is described and anonymised. The procedures of data analysis are then explained, and ethical considerations are addressed.

3.2 Aims of the Study and Research Questions

This study aims to address gaps in the literature by examining the impact of Hallyu-infused tasks on the motivation and enjoyment of KFL learners. To date, few or no studies have explored how Hallyu-infused task design impacts learner motivation and enjoyment. The literature review revealed a lack of empirical research focusing on the integration of Hallyu into classroom-based foreign language learning contexts, particularly in terms of emotional and motivational outcomes. In response, five research questions were developed to guide the study. The primary research questions aim to evaluate the pedagogical impact of Hallyu-infused tasks on enjoyment, while the secondary questions explore broader motivational trends in KFL learning.

Primary Research Questions:

RQ1: To what extent do Hallyu-infused tasks make KFL learning more enjoyable?

RQ2: Is there a difference in task enjoyment and levels of Hallyu infusion?

Secondary Research Questions:

RQ3: Does KFL students' motivation relate to the task enjoyment of Hallyu-infused tasks?

RQ4: What motivates people to begin learning the Korean language?

RQ5: What motivates people to continue learning the Korean language?

3.3 Research Approach

This study adopts a mixed-methods approach, which adds value by combining quantitative and qualitative data for a richer understanding of the research problem (McKim, 2017). Data were collected in response to students' evaluation of seven samples of Korean textbook lessons, three of which were unmodified, and three of which were modified to include Hallyu content. A seventh lesson was included as an example of an original task only possible via integration of Hallyu (see section 3.4 for further explanation). These were presented in a random order to KFL learners via an online platform (Qualtrics), via which participants gave numerical ratings of task enjoyment.

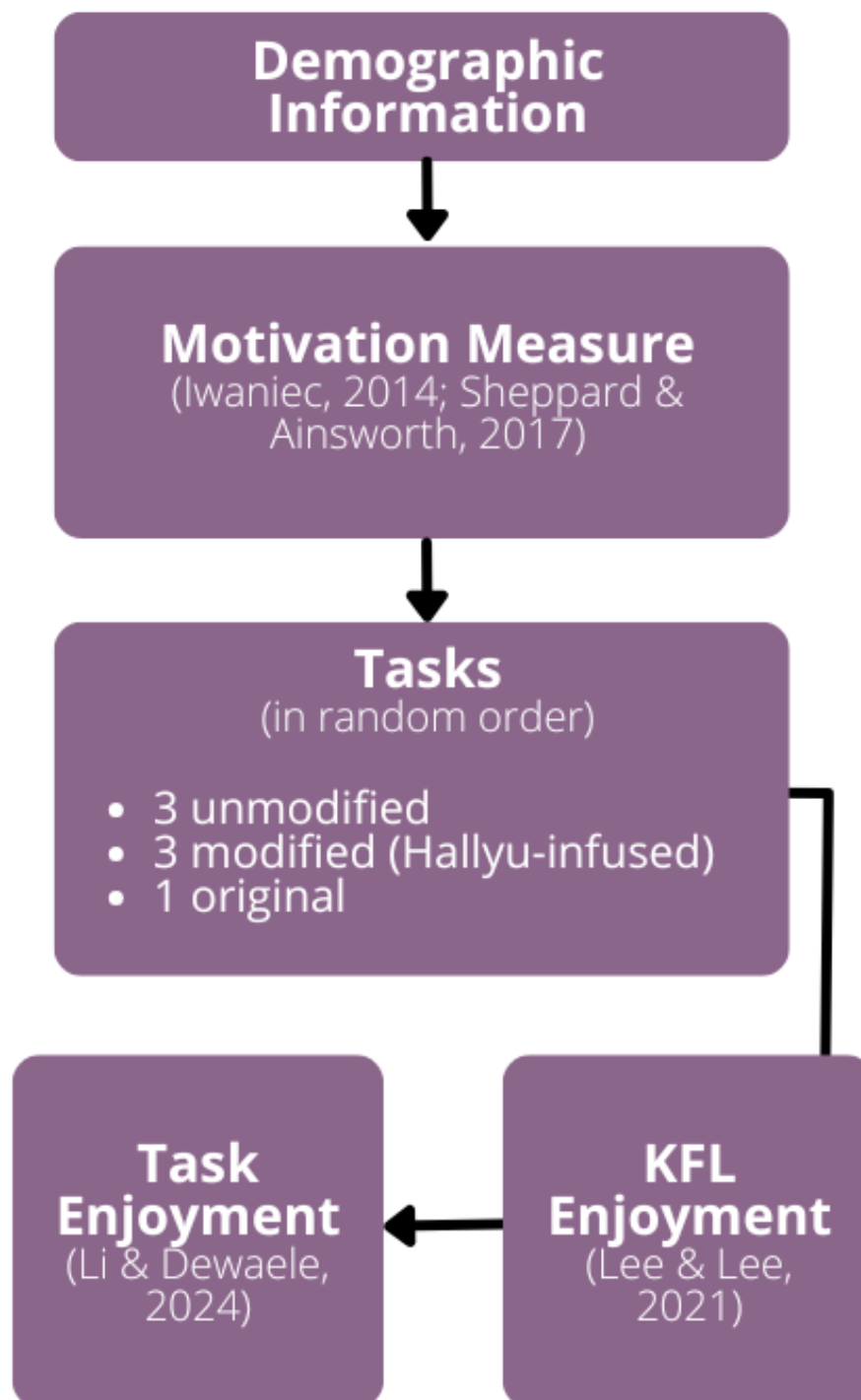


Figure 1. Process of quantitative data collection via the online questionnaire

Two main methods of data collection were used: an online questionnaire and one-to-one semi-structured interviews, both of which

are discussed further in section 3.5.

3.4 Materials

Three units were sourced from *Sejong Korean 1* (Appendices H-J), designed by the King Sejong Institute Foundation. *Sejong Korean 1* was chosen for this study because it is a widely used textbook for KFL learners, including at the Korean Cultural Centre UK and the Korean Education Centre UK (until 2025). The remaining four units were designed by the researcher using Canva and Photoshop. These units were informed by Puentedura's (2014) SAMR model, which categorises the integration of technology into four progressive stages: Substitution, Augmentation, Modification, and Redefinition (Appendices K-N). While SAMR was originally developed to evaluate the integration of digital technologies into education, this study reinterprets its structure as a conceptual framework to represent increasing levels of Hallyu infusion. Instead of technological enhancement, the model is adapted to illustrate how much Hallyu is added to the tasks and how it changes the way the tasks are designed.

- **Substitution:** Images were replaced with images of real Korean idols.
- **Augmentation:** Idol images were included, target vocabulary was adapted for Hallyu fans, and a K-pop gap-fill grammar task was added using verified lyrics from album lyrics books.
- **Modification:** Native Korean number tasks were combined with animal counter tasks, involving webtoons sourced from Naver (2024).
- **Redefinition:** Slang was introduced through tasks that integrated QR-linked K-pop content, K-drama clips, and dance tutorials.

In keeping with the SAMR model, the final task (Redefinition) was an original task without an unmodified counterpart. All researcher-designed units were reviewed by two native Korean speakers and

revised accordingly.

3.5 Data Collection Instruments

The online questionnaire (Appendix A) served as the primary tool for collecting quantitative data. Questionnaires are a self-report tool that can be quickly and easily disseminated via the internet for rapid data return (Slattery et al., 2011). Online self-completion questionnaires are an effective tool for gathering self-reported attitudes, beliefs, and emotions related to a given topic (Tashakkori & Teddlie, 2009). They offer several advantages, including minimal cost, convenience for respondents, and flexibility that allows participants to consider their answers without time pressure (Walliman, 2006). In addition, they are quick to disseminate, allow for wide geographic reach, and are free from interviewer effects or variability (Clark et al., 2021). These benefits make questionnaires particularly suitable for collecting large amounts of data efficiently (Iwaniec, 2020), justifying their use in this study.

Given the complexity of designing a questionnaire from scratch (Bickman & Rog, 2009), this study adapted existing scales for use in the KFL context. The questionnaire consisted of four sections: demographic information, motivation, engagement, and task enjoyment. The first section collected demographic and background information, including age, gender, first language, and general information about their KFL studies. The second section measured motivation using four out of eight motivational concepts adapted from Iwaniec's (2014) and Sheppard and Ainsworth's (2017) scales: the ideal L2 self, the ought-to L2 self, the L2 learning experience, and international orientation. The third section assessed engagement via a similarly adapted scale by Lee and Lee (2021). The fourth section measured task enjoyment using an adapted version of the characteristic portion of Li and Dewaele's (2024) scale. Notably, one double-barrelled item, "The task was novel in its form and thus a nice challenge for me", was reworded into two separate items: "The tasks

are innovative” and “The tasks pose a nice challenge for me”. This change aligns with Menold’s (2020) recommendation to avoid double-barreled questions to ensure clearer participant responses. The task enjoyment scale evaluated seven textbook units presented in a random order to reduce bias (Şahin, 2021).

However, self-completion questionnaires also have limitations. The researcher cannot verify the authenticity of responses (Harrison, 2009), and issues such as low response rates can occur, both overall and on individual items (Regmi et al., 2016). To address this, all questionnaire items were made mandatory. Other potential drawbacks may include prestige bias, self-deception bias, and acquiescence bias (De Costa, 2015), as well as the inability to prompt or probe participants to gain a deeper understanding (Clark et al., 2021). In contrast, semi-structured interviews allow for more detailed exploration of participants’ perspectives. They enable the researcher to gain deeper insights by encouraging participants to provide fuller answers (Walliman, 2006) regarding their motivations and experiences.

The questionnaire responses guided question design and selection of participants for the qualitative component of the study. The interviews were designed to further investigate participants’ task enjoyment ratings, their Korean language learning journeys, and their expectations for future classroom learning. Semi-structured interviews were selected as the most appropriate format to elicit information on learner experiences in greater depth, using a pre-determined set of topics that make up the interview guide (Karatsareas, 2022). The interview guide (Appendix D) included ten open-ended questions focusing on learners' motivations, enjoyment, and experiences of KFL learning. Interviews were conducted via Microsoft Teams, which generated automated transcripts that were then manually double-checked against the video recordings for accuracy. Conducting interviews via video call offered practical advantages, including

flexibility, reduced costs, and increased accessibility for participants. Nevertheless, this method poses potential challenges, such as technical difficulties and the time-consuming nature of the process from scheduling to analysing (Clark et al., 2021). For this reason, only a small number of participants were interviewed. Despite the limited number of participants, the richness of the qualitative data added depth to the quantitative findings, supporting the value of this method.

3.6 Pilot

A pilot test was conducted for both research instruments, as piloting is essential for reducing bias, ensuring validity and reliability, and gaining a realistic preview of the data (Tate et al., 2023). The questionnaire pilot was completed by three language learners, who identified some issues that were subsequently addressed. For example, four missing values highlighted the need to require responses on all items. Participants timed their completion of the questionnaire; their answers informed the participant information sheet. Additionally, the wording of two items was amended for clarity. The interview pilot was completed with one questionnaire participant, who provided constructive suggestions. Based on their feedback, consent forms were changed from Microsoft Word documents to PDFs to simplify the signing process. Two interview questions were reworded for clarity, and participants were advised that they could take time to reflect before answering. The pilot also revealed audio difficulties, likely due to the participant using earphones, so future participants were asked to ensure they were in a quiet location where earphones would not be necessary.

3.7 Participants and Setting

The questionnaire sample consisted of 42 KFL learners, selected through purposive sampling. Nine responses were removed from the analysis, eight due to incomplete data and one due to an implausible response pattern (all ratings set to 100) likely reflecting enthusiastic

bias. The participants' L1s included English, Japanese, Thai, Arabic, German, Scots, Malay, Italian, Polish, Chinese, Konkani, Cantonese, Greek, Dutch, French, Vietnamese, and Portuguese. Participants ranged in age from 18 to 54 years ($M = 28.21$, $SD = 9.03$). Data were collected via an online questionnaire administered in May and June 2025. A subset of five participants was selected for follow-up interviews, based on particularly interesting questionnaire responses that favoured a variety of textbook units. Their L1s were Thai, French, English, and Italian, and their ages ranged from 19 to 33 years ($M = 24.4$, $SD = 5.18$). Interviews were conducted in June 2025 via Microsoft Teams.

3.8 Data Analysis

The questionnaire data were analysed using R (Wickham et al., 2019). For RQ1, descriptive statistics (means and standard deviations) were calculated for each of the original textbook units and the Substitution, Augmentation, and Modification levels. A boxplot was generated to visually display the task enjoyment scores across the textbook levels. Data distribution and normality were tested using histograms, density plots, and Q-Q plots, and further confirmed using the Shapiro-Wilk test as well as skewness and kurtosis calculations. Paired sample *t*-tests were then conducted to compare the mean enjoyment scores between the original textbooks and their Hallyu-infused versions. For RQ2, a repeated measures analysis of variance (ANOVA) was conducted to examine differences in task enjoyment across varying levels of Hallyu-infused materials. For RQ3, Pearson's correlation tests were conducted to explore whether there was a linear relationship between types of motivation and levels of Hallyu infusion. Subsequently, multiple regression analysis was conducted to determine the extent to which different types of motivation predicted task enjoyment. Multicollinearity diagnostics were performed to ensure that predictor variables were not highly correlated. For RQ4, descriptives were analysed and visually presented to capture respondents' self-reported reasons for beginning

Korean language study. For RQ5, a multiple boxplot was created to present mean scores for each motivation type and overall enjoyment. For RQ6, descriptives were used to illustrate respondents' reasons for discontinuing their Korean language study. The interview data were used to complement the quantitative findings. Relevant excerpts were thematically selected based on alignment with the five research questions, offering contextual depth and learner perspectives. This qualitative component was especially valuable for understanding learners' varied experiences in terms of motivation, enjoyment, and the influence of Hallyu content on L2 learning. Given the researcher's position as a KFL learner, Hallyu fan, and designer of the Hallyu-infused tasks, they remained mindful of potential bias throughout the interview and analysis stages. To mitigate this, interviews were conducted using an open-ended guide to encourage participants' authentic perspectives. While matching qualitative data to the research questions, the researcher reflected on how their own assumptions, expectations, and involvement might influence interpretation, aiming to foreground participants' voices and maintain analytical integrity.

The GANTT chart below outlines the research timeline from 2024 to 2025, including key stages of planning, data collection, analysis, and writing. The chart reflects the actual progression of the project, incorporating adjustments made in response to feedback.

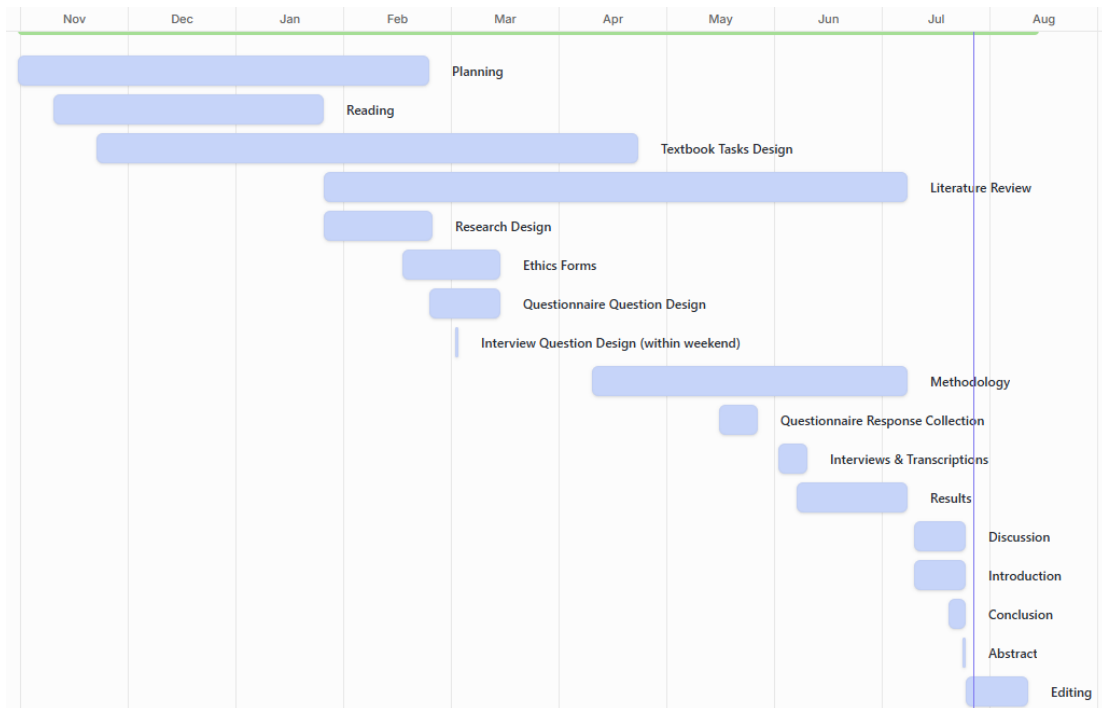


Figure 2. GANTT Chart of the research timeline (2024-2025)

3.9 Ethical Considerations

Ethical approval for this study was obtained from the University of Oxford Central University Research Ethics Committee (CUREC) (Appendix F). This research was designed to ensure transparency and replicability by clearly outlining the methodology and providing access to anonymised data (De Costa et al., 2020). All participants were provided with a participant information sheet (Appendix B-C) and gave informed consent before taking part. For the questionnaire, the information sheet appeared at the beginning, while interviewees received the sheet and the digital consent form (Appendix E) in advance. The purpose of the research and the intended use of the data were clearly explained, and participants were informed of their right to withdraw from the study by a specific deadline prior to analysis. Confidentiality was ensured throughout to protect all participants. All data was stored securely in a password-protected electronic file on the University of Oxford's secure servers.

Chapter 4 | Results

4.1 Introduction

This chapter presents the results from the quantitative analysis of the questionnaire data and complements it where appropriate with qualitative data from the participant interviews. Interview participants are referred to by assigned anonymity codes (e.g., Participant 1, Participant 2, etc.).

4.2 RQ1 To what extent do Hallyu-infused tasks make KFL learning more enjoyable?

To address the first research question, the mean scores and standard deviations for task enjoyment were first calculated for each original textbook unit and its Hallyu-infused counterpart. Following this, a multiple boxplot was created to visually present this data. Next, histograms, density plots, and Q-Q plots were produced to check the distribution and normality of task enjoyment data, and skewness and kurtosis were also calculated. Shapiro-Wilk tests were additionally performed to confirm whether the data were normally distributed enough to conduct parametric tests. Finally, three paired sample *t*-tests were conducted. The internal reliability of the Task Enjoyment scale ($\alpha = 0.81$) was deemed good to treat as a single multi-item measure of task enjoyment.

The overall average task enjoyment score for the three original textbook units combined was 67.71 ($SD = 13.68$). Individually, the first original textbook unit scored 68.01 ($SD = 14.21$), the second scored 65.42 ($SD = 15.11$), and the third scored 69.71 ($SD = 14.62$). Comparatively, the Hallyu-infused textbook units received higher scores. The Substitution level scored 75.28 ($SD = 13.27$), the Augmentation level scored 73.99 ($SD = 14.36$), and the Modification level scored 71.45 ($SD = 14.39$). These results indicate that, on

average, respondents reported greater task enjoyment with the Hallyu-infused textbook units compared with the original ones. However, the relatively large standard deviations across all units suggest a wide range of individual responses.

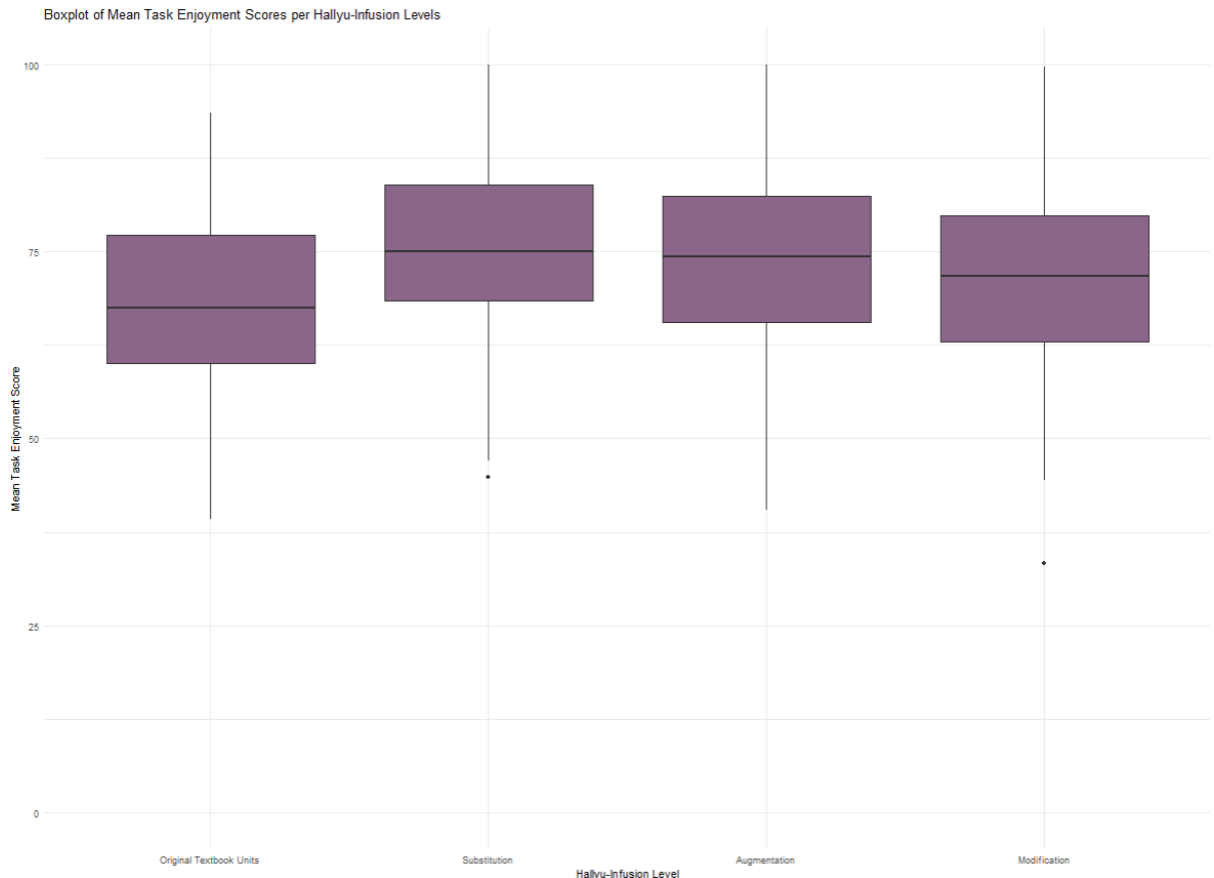


Figure 3. Multiple boxplot showing mean task enjoyment scores across the original and first three levels of Hallyu-infused textbook units. The horizontal line within each box is the median, and the vertical line outside each box shows the standard deviation. The diamonds represent outliers.

As shown in **Figure 3**, the median score for task enjoyment of all three original textbook units combined was 67.5. Individually, the median of the first original textbook unit was 69.50, the second was 64.07, and the third was 70.14. These scores are lower in comparison with the Hallyu-infused textbook units: Substitution ($Mdn = 75.00$),

Augmentation ($Mdn = 74.29$), and Modification ($Mdn = 71.71$). While all medians fall above 64, suggesting moderate to high enjoyment across all levels, the medians of the Hallyu-infused textbook units are all greater than 71. The largest median difference was identified between the original textbook units and the Substitution level. However, the presence of outliers in the Substitution, Modification, and Redefinition levels suggests that some participants did not rate their enjoyment of those tasks as highly as other respondents did. These findings suggest that incorporating images of idols into KFL tasks could boost enjoyment. This is supported by qualitative evidence from Participants 3 and 5, who labelled the use of Hallyu images in the textbooks as exciting and captivating, respectively. Participant 4 admitted, "I guess it's always nice to see an idol that you like or like a scene from a drama or something".

To examine the distribution and normality of the task enjoyment data, skewness and kurtosis were calculated, and histograms, density plots, and Q-Q plots were generated for each textbook unit level (Appendix G). For all three original textbook units, the distribution was approximately normal, with a skewness of -0.07 and a kurtosis of 2.52. Similarly, individual skewness and kurtosis scores for original textbooks were all approximately normal: the first textbook (Skewness = -0.21, kurtosis = 2.31), the second (Skewness = 0.13, kurtosis = 2.36), and the third (Skewness = 0.06, kurtosis = 2.43). The distribution for the Hallyu-infused textbooks was also approximately normal: Substitution (Skewness = -0.43, kurtosis = 2.93), Augmentation (Skewness = -0.26, kurtosis = 2.67), Modification (Skewness = -0.28, kurtosis = 3.09), and Redefinition (Skewness = -0.39, kurtosis = 2.57).

Additionally, Shapiro-Wilk tests were conducted on the relevant textbook units to assess whether the distributions were sufficiently normally distributed to justify the use of parametric tests. For the Substitution level, there was no statistically significant evidence of

deviation from normality ($W = 0.96571, p = 0.2353$). For the Augmentation level ($W = 0.98284, p = 0.7702$) and the Modification level ($W = 0.98708, p = 0.9096$), the test showed no significant deviations from normality. These results suggest that the data met the assumptions required to proceed with parametric testing.

Comparison Results Table								
Comparison	Original	SD	Hallyu	SD	t-statistic	DF	p-value	Cohen's d
First Original Textbook vs Substitution	68.01	14.21	75.28	13.27	-4.55	41	0.00	-0.70
Second Original Textbook vs Augmentation	65.42	15.11	73.99	14.36	-4.32	41	0.00	-0.67
Third Original Textbook vs Modification	69.71	14.62	71.45	14.39	-1.36	41	0.18	-0.21

Figure 4. Comparison results table of paired sample *t*-tests comparing the mean scores of each original textbook unit and its Hallyu-infused counterpart.

As shown in **Figure 4**, a paired sample *t*-test found statistically significant mean differences between the first original textbook unit and the Substitution level ($t = -4.55, df = 41, p = 0.00, 95\% \text{ CI } [-10.50, -4.05]$) with a medium effect size ($d = -0.53$), and between the second original textbook unit and the Augmentation level ($t = -4.32, df = 41, p = 0.00, 95\% \text{ CI } [-12.58, -4.57]$), with a medium effect size ($d = -0.58$). Contrastively, the difference in mean scores between the third original textbook unit and the Modification level was not statistically significant ($t = -1.36, df = 41, p = 0.18, 95\% \text{ CI } [-4.32, 0.84]$) and had only a negligible effect size ($d = -0.12$). Thus, compared with the original textbook units, KFL students reported greater enjoyment resulting from the Hallyu-infused textbook units, especially at the Substitution level, and closely followed by the Augmentation level. In contrast, no significant difference was observed between the original textbook unit and the Modification level. In answer to RQ1, these results indicate that while some Hallyu-infusions can significantly enhance learners' enjoyment, such as incorporating images of Korean idols or songs into

KFL tasks, other versions, such as lessons focused on webtoons, may have had a more limited effect.

Some enjoyable ways to incorporate idols and songs into the KFL classroom were recommended by interviewees. Participant 5 suggested “at least, like listening once the whole song and maybe on the second third time try to cut in small parts the song and then listening again. Or like decrease the speed and try to understand the words by word”. Participant 3 offered further ideas, proposing that:

Including K-pop idols would get [learners] to engage more. Maybe they could write a small paragraph about their favourite group or their favourite idol. Maybe with music, maybe filling out the missing lyrics. Maybe a sheet with the lyrics, but then some words missing or phrases. And then you have to listen to the song and fill them in. I think that would be fun. Yeah. (Participant 3)

Furthermore, some participants made clear the reasons that they favoured the Hallyu-infused textbook units. For example, Participant 1 demonstrated their approval of Hallyu-infused textbook units and their potential to widen linguistic and Hallyu-based knowledge by advising variety:

I think it will be great if we have a lot of K-pop idol groups in just one book. So, not just people who just like BTS, or GOT7 can learn. But I think if we have different group of idols in one textbook, people can learn more and then enjoy more and also open to more K-pop group as well. (Participant 1)

Alternative reasons behind favouring Hallyu-infused textbook units were presented by other interviewees: Participant 2 made the case that she prefers Hallyu-infused textbook units “because it relates to K-pop rather than just being like the generic sentences and non-relatable examples that you usually see in textbooks”,

Participant 4 similarly suggested that Hallyu tasks would be more fun to do, though was the only interviewee to rate one of the Hallyu-infused textbooks as the least enjoyable (Modification). When asked if there was anything specific that they disliked, they shared:

I think I'm like, quite, what's the word, like an old school language learner, I like grammar tables and stuff like that. Things like design-a-webtoon, it also makes me feel a bit like I'm back in school, like it's something that we would've done in primary school, like draw a comic book or something. So yeah, and I didn't like it then either so. (Participant 4)

These insights indicate that variety may be the key to success for a teacher or textbook aiming to boost enjoyment, as the extent of the learners' interest in various aspects of Hallyu could impact how much they enjoy a task. To be specific, if the learner is not interested in webtoons, they may not enjoy a task centred on webtoons. Therefore, the more open learners are to learning about aspects of Hallyu outside of their immediate interests, the more they may enjoy their KFL experience.

4.3 RQ2 Is there a difference in task enjoyment and levels of Hallyu infusion?

Having established that participants significantly enjoyed the Hallyu-infused tasks more than the original tasks, the analysis turned to the second research question, which explored participants' enjoyment of different levels of Hallyu integration into the tasks. To address the second research question, a repeated-measures analysis of variance (ANOVA) was conducted to examine the effect of Hallyu infusion level on task enjoyment. Namely, the purpose of this analysis was to see whether there was a difference in task enjoyment based on the type or

level of Hallyu infusion in the tasks according to the SAMR framework.

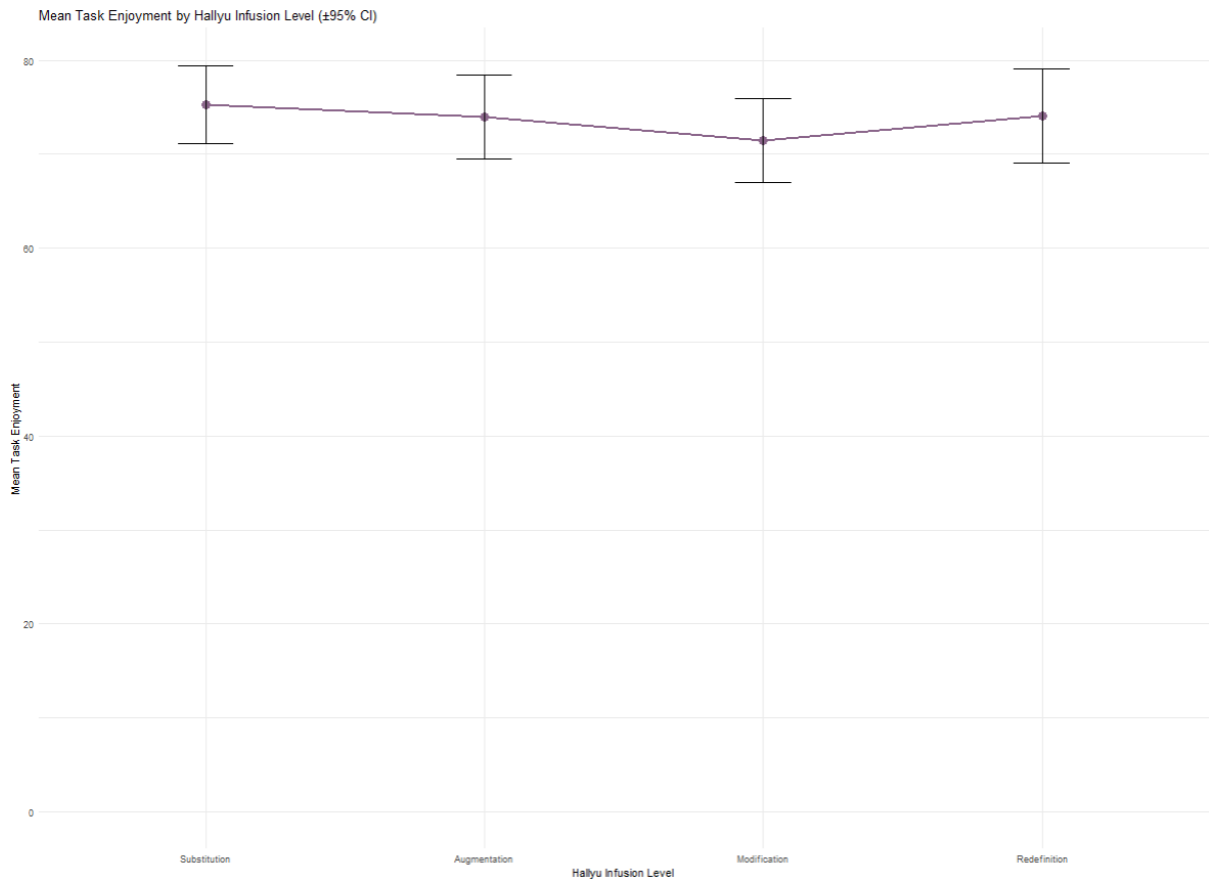


Figure 5. Point and line plot of the ANOVA results showing mean task enjoyment scores across varying textbook units. Error bars indicate 95% confidence intervals.

As shown in **Figure 5**, no significant effect was found ($F(3, 164) = 0.51$, $p = 0.67$). As a result, it is not possible to reject the null hypothesis that there is no difference in task enjoyment and levels of Hallyu infusion. Thus, based on this data, it is not possible to say that the level of Hallyu infusion has a clear effect on task enjoyment. That is, participants in this study appeared to enjoy the Hallyu-infused lessons equally, regardless of the level of Hallyu present in the tasks.

4.4 RQ3 To what extent does students' KFL motivation relate to the task enjoyment of Hallyu-infused tasks?

To address the third research question, Pearson's correlation tests were first conducted to examine whether there was a linear relationship between four constructs of motivation (ideal L2 self, ought-to L2 self, Language learning attitudes, and international orientation) and Hallyu infusion levels. The internal consistency of the ideal L2 Self scale ($\alpha = 0.88$) and the Language Learning Attitudes scale ($\alpha = 0.91$) was excellent, indicating high reliability. The international orientation scale showed good internal consistency ($\alpha = 0.80$). For the ought-to L2 self scale ($\alpha = 0.79$), the internal consistency was acceptable, indicating that all subscales are suitable for analysis. Having checked suitability for analysis, a multiple regression was conducted to measure whether motivation types can predict task enjoyment.

The Pearsons' correlation tests highlighted statistically significant relationships between learners' international orientation and their mean task enjoyment scores across the various textbook units: the Original textbook units ($r = 0.44$, $p = 0.004$), Substitution ($r = 0.54$, $p = 0.001$), Augmentation ($r = 0.41$, $p = 0.007$), Modification ($r = 0.38$, $p = 0.013$), and Redefinition ($r = 0.46$, $p = 0.002$). Additionally, a statistically significant relationship was found between learners' language learning attitudes scores and their mean task enjoyment scores for all three original textbook units combined ($r = 0.40$, $p = 0.008$). All other correlations were not statistically significant (all $p > 0.05$). These findings indicate that there is a significant relationship between KFL learners' desire to communicate with and better understand native Korean speakers and their enjoyment of KFL tasks.

	Model 0: Original Textbooks	Model 1: Substitution	Model 2: Augmentation	Model 3: Modification	Model 4: Redefinition
Ideal L2 Self	-0.031 (0.100)	-0.042 (0.091)	-0.093 (0.107)	-0.033 (0.108)	-0.024 (0.118)
Ought-to L2 Self	-0.058 (0.101)	-0.113 (0.091)	-0.022 (0.108)	-0.154 (0.109)	-0.024 (0.119)
Language Learning Attitudes	0.201 (0.174)	-0.059 (0.158)	-0.112 (0.186)	0.050 (0.187)	-0.114 (0.205)
International Orientation	0.296+ (0.162)	0.538*** (0.147)	0.497** (0.173)	0.374* (0.175)	0.542** (0.191)
Num.Obs.	42	42	42	42	42
R2	0.232	0.329	0.204	0.194	0.221
R2 Adj.	0.148	0.256	0.118	0.106	0.136

+ p < 0.1, * p < 0.05, ** p < 0.01, *** p < 0.001

Figure 6. Multiple regression table predicting task enjoyment from four different motivation types.

A multiple regression analysis was conducted to examine the combined effect of the ideal L2 self, the ought-to L2 self, language learning attitudes, and international orientation on task enjoyment. Model 0, which explored the effect of different motivation types on KFL learners' task enjoyment across all three original textbooks combined, was statistically significant, explaining approximately 23% of the variance in task enjoyment ($F(4, 37) = 2.79, p = 0.040$, adjusted $R^2 = 0.15$). However, none of the individual predictors reached statistical significance, although international orientation showed a marginally positive association with task enjoyment ($\beta = 0.30, p = 0.075$). Model 1, which focused on the Substitution level, was statistically significant, accounting for approximately 33% of the variance in task enjoyment ($F(4, 37) = 4.53, p = 0.004$, adjusted $R^2 = 0.26$). International orientation was the only significant positive predictor ($\beta = 0.54, p = 0.001$). In contrast, Model 2, which analysed the Augmentation level, did not reach statistical significance, though it explained approximately 20% of the variance in task enjoyment ($F(4, 37) = 2.38, p = 0.070$, adjusted $R^2 = 0.12$). Nevertheless, international orientation remained a significant positive predictor ($\beta = 0.50, p = 0.007$). Model 3, which

examined the Modification level, explained approximately 19% of the variance in task enjoyment, but was not statistically significant overall ($F(4, 37) = 2.22, p = 0.086, \text{adjusted } R^2 = 0.12$). Still, international orientation emerged again as the sole significant predictor ($\beta = 0.37, p = 0.039$). Model 4, which investigated the Redefinition level, accounted for approximately 22% of the variance and was marginally significant ($F(4, 37) = 2.62, p = 0.050$). Again, international orientation was the only significant predictor of task enjoyment ($\beta = 0.54, p = 0.007$). Multicollinearity diagnostics indicated no concerns across all models (VIFs < 2). Thus, in answer to RQ3, KFL students who had a greater international orientation tended to enjoy KFL tasks more, especially if the tasks were Hallyu-infused. While other motivation types did not show clear effects, international orientation consistently predicted greater enjoyment across all KFL learning contexts.

In support of this finding, interviewees expressed a strong desire to visit South Korea and deepen their understanding of Korean culture to connect and integrate more successfully. For example, Participant 3, who rated Modification as the most enjoyable textbook unit, stated:

I've been interested in Korean culture and wanted to visit the country, so of course I'd want to be able to speak it if I go there and get a better understanding of the culture. I feel like when you're learning a language, the culture's involved in it, like they're all intertwined. You need both to get the full picture of the culture, I think. And I think, yeah, a lot of people, including myself, if I'm learning Korean, I'm interested in the culture. And I'd like to visit the country and experience the culture. So, I think learning about it in a classroom would be beneficial, so when I do go to Korea, I know certain customs or certain norms and what to expect.
(Participant 3)

Participant 4, who rated Redefinition as the most enjoyable, rightly argued that "It's easier to connect with people from different places if

you understand a bit about their culture and their history. And I think understanding people's history also allows you to be more sensitive to why a culture is the way it is now". Participant 5, who similarly rated Redefinition as the most enjoyable, demonstrated a desire to travel to South Korea by underscoring that they would particularly like to learn useful travel phrases from KFL textbooks.

4.5 RQ4 What motivates people to begin learning the Korean language?

To address the fourth research question, a bar plot based on data from all respondents was generated to reveal the motivational reasons behind people's decision to start learning the Korean language.

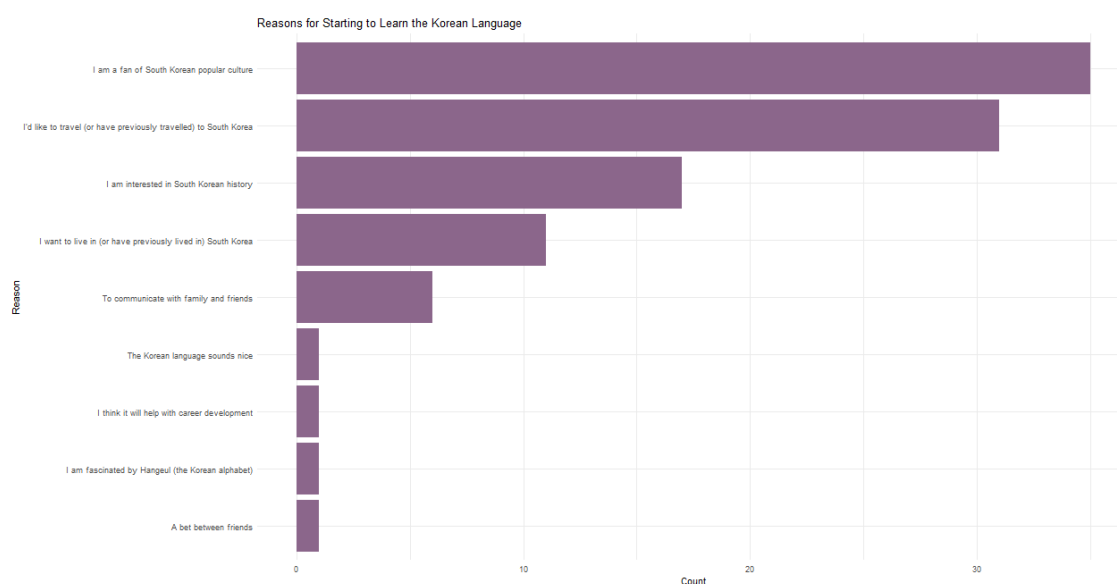


Figure 7. Bar plot showing the frequency with which respondents selected reasons for beginning their Korean language learning. Respondents could choose multiple options and provide their own reasons.

As shown in **Figure 7**, 35 respondents highlighted South Korean popular culture as a reason for beginning their Korean language learning journey (83.33%). 31 respondents selected previous and/or

future travel (73.8%), 17 respondents were interested in South Korean history (40.47%), 11 respondents have lived and/or expressed a desire to live in South Korea (26.19%), and six respondents hoped to improve communication with family members and/or friends (14.28%).

Respondents were given the opportunity to provide alternative reasons to the multiple-choice options provided, which produced four additional reasons, such as the Korean language's aesthetically pleasing sound system, its interesting alphabet, its usefulness for career development, and peer influence (each 2.38%).

Among the interviewees, K-pop, K-drama, and K-movies were identified as the primary catalysts for KFL learning. Participant 1 attributed their KFL learning to K-movies, whilst Participants 2 and 3 attributed theirs to K-pop. When asked why they began learning the Korean language, Participant 2 said "I think it's mostly to understand when I listen to K-pop songs or watch K pop shows", and Participant 3 similarly stated "I think I've always wanted to since I got into K-pop and the Hallyu wave and things I guess because it's easier to consume the media and have a better understanding of it". Participants 4 and 5 highlighted both K-pop and K-drama as their catalysts with participant 4 stating "Obviously because I'm into K pop, K drama" and Participant 5 sharing "I got interested in the language after I listened to K-pop and then start watching K-dramas and then I don't know how my passion for Korean language started and then I started studying like just listening to K-pop and watching K-dramas".

The interviewees' passion for K-pop became evident when asked about their favourite groups. Participant 3 expressed a love for K-pop group Day6 alongside the NCT units. Participant 4 illustrated how K-pop fans can be enamoured with many groups by answering:

Ateez. Oh, there's still too many. I follow too many. I'm like the terrible multistan. But yeah, Ateez. Stray kids. I'm really into P1harmony at the moment, and there's a new group

Xlov that I really like at the moment, NCT. Basically, if they're like a really loud boy group, I'm gonna like them. (Participant 3)

Participant 5 underscored how live concerts and performances can change fan perceptions and group biases:

At the moment, Ateez at the top and then BTS, I know they're coming back soon so I'm really, really excited. And third position, NCT because they were my first like the first group to, with Seventeen. But after the concert of Ateez, I was like, so crazy, I became very crazy and then Ateez went to the first place. (Participant 5)

Participant 1 suggested that listening to K-pop can boost well-being:

I also enjoy listen to Korean popular music as well and I am a fan of a lot of boy groups and girl groups as well, especially GOT7, and if for the girl group, I would say BlackPink, and maybe Twice. When I listen to K-pop music or watch some K-drama, it's made me kind of charging up my energy or my power and made me become more happy. And then, I forgot the thing that made me stress or sad and I become normal or back to happy again. (Participant 1)

Together, these findings suggest that KFL learners can be very passionate about Hallyu, and such passion can generate the desire to learn the Korean language. Thus, in answer to RQ4, Hallyu was the most frequently selected motivation for beginning to learn the Korean language, followed by an interest in travelling to South Korea and then a desire for deeper cultural and historical understanding and to communicate with family and friends.

4.6 RQ5 What motivates people to continue learning the Korean language?

To address the fifth research question, the measures of four motivational constructs and the enjoyment scale ($\alpha = 0.83$) in the questionnaire were further explored. Figure 8 shows a multiple boxplot of key constructs that drive the 33 respondents (78.57%) who are still learning the Korean language to continue to do so. As the question pertained to the continuation of learning Korean, only those who continue to study Korean were included.

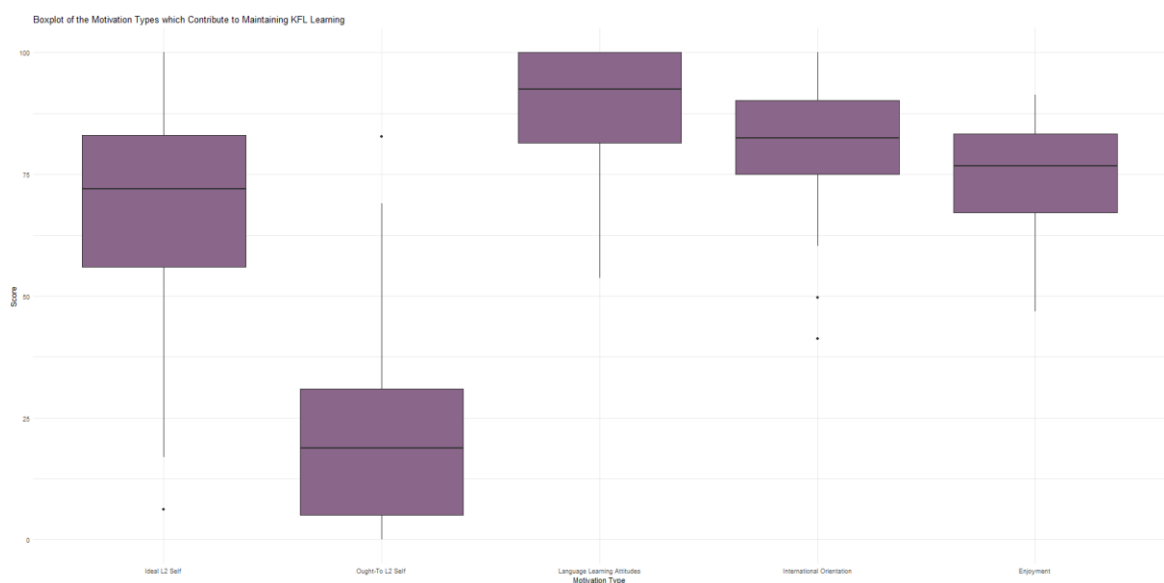


Figure 8. Boxplot of mean scores per motivation type and overall enjoyment of Korean language learning. The horizontal line within each box is the median, and the vertical line outside each box is the standard deviation. The diamonds represent outliers.

As shown in **Figure 8**, the findings indicate that language learning attitudes ($Mdn = 92.5$) and international orientation ($Mdn = 82.5$) have the highest median scores, suggesting they may be the greatest motivators for continuing KFL learners, closely followed by overall enjoyment of the KFL experience. The boxplot also indicates that the ideal L2 self ($Mdn = 72$) could be a potential motivator for some, while,

based on its much lower score, the ought-to L2 self ($Mdn = 18.75$) is significantly less prominent.

Interview participants provided more in-depth insights into their enjoyment of various KFL learning aspects. For example, Participant 1 revealed, “I think I really enjoy learning new vocabulary, just new words and everything like that so that I can understand more words when I hear them more”, while Participant 4 said “A lot of people complain about the grammar, but I actually am quite enjoying it. I find it quite mathematical I guess which my brain likes”. Additionally, Participant 5 put forward:

Maybe being able to read and being able to speak with native speakers. That was the most like, the best thing that I've done because, OK, when you study by yourself, it's one thing because you just read and then you do your own work and that's it. But when you're able to read somewhere like on Instagram or somewhere else, or you speak to a native speaker and they understand, and then you can, like, do a conversation, it's another thing. (Participant 5)

This suggests that different learners may favour certain tasks over others based on the aim of the task or the specific language skill that it develops.

Furthermore, Participants 1 and 3 liked the sense of community they felt from attending KFL classes, and some held positive attitudes on the topic of group or pair work. Specifically, Participant 2 stated, “I think I liked the spot the difference one, I think that's really fun and engaging. And also the fact that it's with a partner, I think that gets you to engage more and really focus in on the exercise”. Thus, in answer to RQ5, these results indicate that although Hallyu was the strongest catalyst to initially engage with KFL learning, positive attitudes towards learning Korean, the desire to connect with and understand native Korean speakers, the enjoyment of KFL learning experiences, and personal

growth goals could be the factors that continue to motivate KFL learners throughout their studies. The absence of mention of Hallyu in this particular data is notable, as it may indicate that Hallyu is a gateway into the Korean language, after which a desire to communicate with Korean speakers takes over as a primary driving force to continue learning.

Chapter Five | Discussion

This chapter unpacks the findings of the study to offer insights and interpretations based on the previous literature, outlined in Chapter Two.

5.1 Hallyu is Positively Related to Task Enjoyment

The key finding of this study is that, on average, KFL learners reported statistically significantly higher levels of task enjoyment when engaging with Hallyu-infused materials compared to traditional instructional resources. This aligns with prior research (e.g., Armour, 2011; Jung, 2021; Rahayu & Wiyanah, 2023) highlighting the affective benefits of incorporating Korean popular culture into language instruction. The inclusion of enjoyable Hallyu content within the KFL classroom fosters a more emotionally engaging learning environment (Arndt, 2019), effectively enhancing learners' FLE and intrinsic motivation (Dewaele, Saito, & Halimi, 2023).

Increased task enjoyment may also positively influence learners' attitudes towards their teacher and the overall curriculum, contributing to a more favourable and sustainable L2 learning experience (Dörnyei & Ryan, 2015). Over time, this could lead to improved Korean language proficiency and academic achievement (Wang & Li, 2022; Dewaele, Botes, & Rachid, 2023; Tsang & Dewaele, 2024; He, Cao, & Mou, 2025), while also reducing FLA (Yu, 2025). Notably, task enjoyment peaked when traditional materials were supplemented with images of Korean idols and was lowest when webtoons were incorporated. Interviewees described the addition of idol images as exciting and captivating, while one perceived webtoon tasks as too child-oriented. This difference likely reflects varying levels of global recognition and emotional resonance among Hallyu media. While K-pop and K-drama have achieved widespread international popularity and evoke strong emotional responses (Hargitai, Grósz, & Sas, 2023),

webtoons are still in the process of gaining global visibility, which may limit their immediate appeal for some learners.

Nonetheless, webtoons remain a valuable pedagogical resource for KFL learning, offering inspiration for a diverse variety of language-based tasks that can promote motivation and enjoyment. Learners may also be eager to explore lesser-known dimensions of Hallyu, which could further enrich their cultural and linguistic engagement. As previous research has shown, variety is crucial for maintaining interest and enhancing effectiveness (Hamilton & Murphy, 2023). Therefore, incorporating a broad selection of Hallyu elements in varied and meaningful ways is likely to maximise learner engagement.

Interviewees also expressed a passion for a wide range of K-pop groups, suggesting that integrating multiple groups into learning materials would present an opportunity for students to learn more about Hallyu as well as more about the language (Werner and Tegge, 2020). However, it is essential to recognise that students vary in their preferences and emotional responses to different types of content. Therefore, teachers must develop a nuanced awareness of their specific learners' interests (Harris et al., 2025), including favourite K-pop groups and K-dramas, as well as how they engage with Hallyu media outside of the classroom. Equipped with this knowledge and consideration of proficiency levels (Baek, 2024), educators can more effectively harness learners' passion for Hallyu to enrich the overall L2 learning experience.

5.2 Small Adaptations to Materials May be Sufficient to Improve Enjoyment

Although a statistically significant difference in enjoyment was found between traditional and Hallyu-infused materials, the degree of Hallyu infusion did not significantly impact enjoyment. This suggests that while incorporating Hallyu elements can have numerous benefits, including but not limited to improving listening (Jung, 2021), reading, writing

(Gervacio, 2025), and speaking skills (Tifani, Regina, & Wardah, 2020), the exact proportion can be flexibly adjusted without diminishing the positive emotional effects. This supports the idea that balancing linguistic goals with motivational Hallyu content and maintaining variety is key to sustaining learner enjoyment (Baek, 2024). It also indicates that materials developers may not need to re-design their content from scratch to leverage the benefits of Hallyu interest, but merely substitute traditional content for Hallyu content to achieve the effect of greater enjoyment from learners.

5.3 *International Orientation Predicts Enjoyment of Hallyu-infused Tasks*

Another statistically significant finding was that international orientation consistently predicted higher task enjoyment across all KFL learning contexts. While its association with enjoyment was only marginal in the overall model, international orientation emerged as a significant positive predictor in Hallyu-infused contexts specifically. Learners with a strong international orientation not only enjoyed KFL tasks more but also particularly benefited from Hallyu infusion. These learners were more likely to believe that studying Korean would enhance their communicative competence and foster a sense of belonging with native speakers, reflecting a desire to form meaningful interpersonal connections. Interviewees expressed aspirations to travel to South Korea after gaining a greater cultural, historical, and pragmatic understanding in the classroom, so that it would be easier to connect with Korean speakers authentically. This aligns with integrative motivation, reflecting learners' desire to fit in and identify with a speech community (Gardner, 1958; Dörnyei & Ryan, 2015). However, these connections may extend beyond South Korea itself, including communication with Korean diaspora communities and global Hallyu fans both in person and online.

In contrast, the ideal L2 self and the ought-to L2 self had no clear

impact on task enjoyment. While these motivational constructs represent visions of one's future self (Yashima, 2009) and sense of external obligations (Siridetkoon & Dewaele, 2018), respectively, neither predicted enjoyment significantly in any context. This finding emphasises the dominant role of intrinsic and integrative motivations in shaping learners' affective engagement with KFL tasks, suggesting that personal interest and identity alignment are more influential than future goals or external pressures.

5.4 Learner Attitudes and Experiences Matter

A related finding showed a statistically significant relationship between learners' attitudes towards Korean language learning and their enjoyment of traditional materials. These attitudes are often shaped by previous L2 learning experiences (Kaplan & Fishbein, 1969; Dörnyei & Ryan, 2015) and by varying levels of FLE (Dong, Liu, & Yang, 2022; Dewaele & Botes, 2025) and FLA (Hu, Zhang, & McGeown, 2024). However, language learning attitudes did not emerge as a significant predictor of task enjoyment overall. Still, Hallyu has played a significant role in enhancing positive international perceptions of South Korea (Nye & Kim, 2013; Kim, S. Y., 2023), increasingly inspiring people to learn the Korean language (Borowiak & Lim; Jung, 2021; Wang & Pyun, 2021; Wang & Kelly, 2023; Curran, 2024; Kim & Cho, 2024).

Parasocial relationships with Korean idols may further motivate learners to improve their Korean language skills to enable more effective engagement through social media, fan calls, and fan meets (Hoffner & Bond, 2022). Others may seek friendships or romantic relationships with Korean speakers, an increasingly attainable goal through global connectivity and online platforms. These findings suggest that Hallyu content may do more than simply boost enjoyment; it may activate deeper integrative motivation (Gardner, 1958), particularly for learners seeking interpersonal and cultural connection with Korean speakers (Dörnyei & Ryan, 2015).

5.5 Hallyu as a Gateway for Learning

Unsurprisingly, Hallyu (particularly K-pop, K-drama, and K-movies) was the primary catalyst for learners' initial interest in the Korean language.

The desire to travel to South Korea also featured prominently, likely contributing to integrative motivation (Dörnyei & Ryan, 2015).

Prospective travellers are often driven to communicate effectively, appropriately, and authentically with local speakers. Learners who have studied the language have a greater chance of building meaningful relationships with native Koreans, and those with exposure to K-dramas may have an added advantage due to greater pragmatic competence and familiarity with culturally embedded expressions.

In some language learning contexts, external pressures associated with the ought-to L2 self can be powerful motivators, especially when learners feel obligated to succeed due to parents, teachers, or wider society (Dörnyei & Ryan, 2015). However, for KFL learners in this study, such external obligations were of much less importance.

Learners typically did not perceive Korean as a language they must learn out of necessity or external expectation. Instead, motivation tended to stem from personal interest, such as engaging with Korean popular culture, travelling, or connecting with Korean speakers. These aspirations also arguably align with the ideal L2 self, where learners imagine themselves as successful users of Korean in meaningful contexts. Many KFL learners are self-initiated and voluntarily choose to study Korean, reducing extrinsic pressures and highlighting intrinsic motivation and self-determined goals (Ryan & Deci, 2017).

Interestingly, fewer than half of the participants expressed interest in Korean history, presenting an opportunity for educators to spark curiosity in Korea's rich historical narrative by leveraging Hallyu content, particularly historical K-dramas (Park, Simon, & Kazimoto, 2021). Leveraging Hallyu's emotional and narrative power may enhance engagement with historical themes and introduce complex

topics in accessible, emotionally resonant ways.

Learners' enthusiasm for Hallyu and aspirations to visit South Korea can be strategically harnessed to sustain motivation throughout their language learning journey. Designing Hallyu-infused lessons that maintain learners' motivation and enjoyment can promote greater proficiency and academic success (Gardner & Smythe, 1975; Lasagabaster, Doiz, & Sierra, 2014; Wang & Li, 2022; Dewaele, Botes, & Rachid, 2023; He, Cao, & Mou, 2025). As proficiency increases, Hallyu can serve not only as a source of language input but also as a cultural subject worthy of critical analysis and discussion (Werner & Tegge, 2020). For example, K-pop music videos might be analysed for Korean and Western cultural references, while K-dramas and webtoons could be explored for themes like social class, gender roles, mental health, romance, and morality.

5.6 The Overall Influence of Hallyu in Learning

By tailoring lessons specifically to Hallyu fans, educators can enhance relevance and appeal, helping learners remain committed, engaged, and eager to attend class. Interviewees suggested tasks such as listening to K-pop songs for gap-fills or analyses, and writing about favourite idols or groups to boost enjoyment. While Hallyu consumption provides authentic, real-world contexts for language use, particularly listening comprehension (Winke, Gass, & Sydorenko, 2010; Degraeve, 2019; Jung, 2021; Almusharraf et al., 2024), lessons must culminate in communicative tasks that enable learners to actively and meaningfully use the Korean language.

In sum, motivation for learning Korean as a foreign language is largely driven by learners' enthusiasm for Hallyu. This motivation is primarily intrinsic and integrative, with some additional influence from the ideal L2 self. Although motivation can fluctuate over time (Turner & Patrick, 2008; Dörnyei & Ryan, 2015; Sulis, 2022), these motivational factors

contribute to task enjoyment, which is closely interlinked with learners' attitudes, prior L2 learning experiences, international orientation, FLE and FLA levels, and Hallyu infusion. Not only is task enjoyment shaped by these factors, but it can also reinforce more positive attitudes and enhance overall L2 learning experiences. Therefore, it is essential for educators and materials developers to design enjoyable tasks that support both motivation and affective engagement.

Chapter Six | Conclusion

6.1 Introduction

This chapter summarises the study's key findings, highlights its limitations, discusses pedagogical implications and offers recommendations for future research. The primary aim of this study was to examine the impact of Hallyu-infused tasks on the motivation and enjoyment of KFL learners.

6.2 Answers to Research Questions

RQ1 To what extent do Hallyu-infused tasks make KFL learning more enjoyable?

The quantitative findings suggest that Hallyu-infused tasks can significantly enhance learners' enjoyment of KFL learning by providing culturally rich, authentic materials that align with their personal interests. K-pop and K-dramas, the most globally consumed elements of Hallyu (Hargitai, Grósz, & Sas, 2023), proved particularly effective, although webtoons also contributed positively. Interviewees reported that such content was more enjoyable because it was perceived as relevant, engaging, and aligned with their intended real-world application of Korean.

RQ2 Is there a difference in task enjoyment and levels of Hallyu infusion?

No significant difference was found in task enjoyment across varying levels of Hallyu infusion, suggesting that the amount of integration can be flexibly adjusted without negatively affecting the positive emotional impact. Participants appeared to enjoy the Hallyu-infused lessons equally, regardless of the extent of Hallyu infusion.

RQ3 To what extent does students' KFL motivation relate to the task enjoyment of Hallyu-infused tasks?

International orientation was the only motivational concept that consistently predicted increased task enjoyment across both traditional and Hallyu-infused textbook units. Learners who expressed a strong desire to interact with and relate to Korean speakers were more likely to favour Hallyu-infused materials, although they remained somewhat receptive to traditional content as well.

RQ4 What motivates people to begin learning the Korean language?

Hallyu was identified as the primary catalyst for initial interest in KFL learning. The desire to travel to South Korea was also reported as a powerful motivator. The desire to live in or travel to South Korea, communicate with family or friends, and explore Korean culture and history were also prominent motivators.

RQ5 What motivates people to continue learning the Korean language?

Sustained motivation was strongly associated with learners' enjoyment of the learning process, positive attitudes towards Korean, and their vision of themselves using the language in the future. External pressures or obligations were found to play a negligible role.

6.3 Limitations of the Findings

This study has several limitations that should be acknowledged. All respondents self-initiated their KFL study, so it is possible they may have had a positive disposition towards Korean culture and language. Gender imbalance, with most respondents identifying as female, may also have influenced motivational profiles, as gender has been shown

to shape language learning motivation (Henry, 2009; Liu, Wang, & Bai, 2024). While it may be true that many learners of Korean may be female, due to the skewed profile of the participants in this study, caution needs to be taken if applying these results to a more diverse population of KFL learners.

The study did not measure key dimensions such as the direct impact of Hallyu infusion on Korean language proficiency, the learners' current L2 abilities for direct comparison, or the anti-ought-to self, which represents learners' resistance to external expectations (Thompson, 2017). In addition, the study's cross-sectional design limits the ability to infer long-term effects of Hallyu infusion on motivation and enjoyment. Furthermore, the evolving nature of Hallyu means that learner preferences may shift over time, suggesting the need for ongoing investigation.

6.4 Implications

The findings have clear pedagogical implications. Korean language teachers should consider integrating diverse Hallyu media, such as K-pop, K-drama, and webtoons, into instructional materials to boost learners' motivation and enjoyment. Teachers are encouraged to tailor content to learners' specific interests and proficiency levels, leveraging the emotional and cultural appeal of Hallyu to facilitate deeper engagement and authentic communicative practice. Moreover, promoting learners' international orientation may also enhance affective outcomes and contribute to sustained motivation.

While not all KFL learners are Hallyu fans, the results arguably suggest that a dedicated KFL course tailored specifically for Hallyu fans may be particularly effective in driving learners' motivation and enjoyment. In designing such a course, several key considerations should guide the curriculum development:

- Which elements of Hallyu should be included?

- Should the materials focus on modern or classic content?
- What are the linguistic objectives, and are they sufficiently varied?
- What vocabulary or grammatical support is necessary for learners to succeed?
- How can task sequencing support both linguistic and cultural development?
- Which language skills (e.g., listening, speaking, reading, or writing) require the most emphasis?

6.5 Recommendations for Future Research

Future research should investigate the long-term impacts of Hallyu-infused materials not only on motivation and enjoyment but also on measurable language outcomes. Longitudinal designs would provide more insight into how affective responses evolve over time. Expanding the demographic diversity of participants would enhance the generalisability of findings.

Experimental classroom studies could evaluate student responses to specific Hallyu-infused tasks in real instructional settings. Additionally, qualitative investigations into learners' parasocial relationships with their idols and their influence on motivation could provide deeper insight into the affective dimensions of L2 learning. Finally, future research could explore how Hallyu fosters intercultural and pragmatic competence, clarifying its broader value in KFL education.

6.6 Conclusion

Hallyu has provided materials developers and teachers of Korean as a foreign language with a unique opportunity to teach the rest of the world about Korea's language, history, and culture. This study set out to examine how Hallyu-infused materials affect the motivation and enjoyment of KFL learners. The findings suggest that Hallyu not only acts as a powerful initial motivator but also sustains learners'

engagement by making the learning experience more enjoyable, authentic, and personally meaningful.

By tapping into globally popular media such as K-pop, K-dramas, and webtoons, KFL educators can foster more positive affective environments and support learners in envisioning themselves as future proficient users of the Korean language. These emotional and motivational benefits highlight Hallyu's growing pedagogical value and underscore its function as a form of soft power, subtly shaping global perceptions of South Korea and inspiring deeper linguistic and cultural curiosity.

As Korean continues to gain prominence as a foreign language, it is essential for instructional practices to evolve alongside learners' interests and global media trends. Integrating Hallyu meaningfully into KFL curricula holds great promise, not only for deepening language learning but also for building cross-cultural connection and understanding.

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Appendix A: Questionnaire Items

Demographics

- 1) What is your age? (years)
- 2) What is your gender?
- 3) Please write your main language (i.e. mother tongue, first language)
- 4) How long have you spent studying Korean? (months)
- 5) Have you ever studied Korean in a classroom setting?
- 6) Why did you start learning Korean? You may choose multiple options.
- 7) Are you still learning Korean?

Motivation (Iwaniec, J. 2014)

5-point Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree.”

Ideal L2 Self

- 1) I imagine myself comfortably reading books and articles in Korean.
- 2) I imagine myself writing in Korean with ease.
- 3) I imagine myself speaking Korean fluently.
- 4) I imagine myself easily being able to follow what others say to me in Korean.

Ought-to L2 self

- 1) Learning Korean is necessary because people surrounding me expect me to do so.
- 2) Studying Korean is important to me because an educated person is supposed to be bilingual.
- 3) Studying Korean is important to me because other people will respect me more if I have knowledge of Korean.
- 4) I consider learning Korean important because the people I respect think that I should do it.

Language learning attitudes (experience)

- 1) Learning Korean is really great.
- 2) I really enjoy learning Korean.
- 3) I look forward to my Korean classes.
- 4) I find learning Korean really interesting.

International orientation

- 1) If I could speak Korean well, I could get to know more Korean people.

- 2) Studying Korean will help me understand Korean people.
- 3) In the future, I would really like to communicate with people from Korea.
- 4) Studying Korean will help me feel part of the international community of people speaking Korean.

Enjoyment (Lee & Lee, 2021)

5-point Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree.”

- 1) I can be creative using Korean.
- 2) I do not get bored with Korean.
- 3) I enjoy learning Korean.
- 4) I act as though I am a different person during Korean class.
- 5) I am a worthy member of the Korean class.
- 6) I have learnt interesting things in Korean class.
- 7) In Korean class, I feel proud of my accomplishments.
- 8) The Korean class has a positive environment.
- 9) It is fun to learn Korean.
- 10) My classmates in Korean class are nice.

Task Enjoyment (Li & Dewaele, 2024)

5-point Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree.”

Task enjoyment-characteristics

- 1) I would enjoy these tasks because they are interesting.
- 2) I would like to do these tasks because they are meaningful.
- 3) The tasks are innovative.
- 4) I am satisfied that these tasks are manageable for me as a beginner.
- 5) These tasks encourage active participation to facilitate improving my Korean.
- 6) These tasks are engaging because they help to strengthen my language ability in various aspects.
- 7) The tasks pose a nice challenge for me.

Answers:

(1) Strongly Disagree; (2) Somewhat Disagree; (3) Neither Agree nor Disagree; (4) Somewhat Agree; (5) Strongly Agree

Appendix B: Questionnaire Participant Information Sheet

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Supervisor: Heath Rose
University e-mail: heath.rose@education.ox.ac.uk



Participant information for online surveys or tasks

Motivation and Enjoyment in KFL Learning in the UK

CUREC Approval Reference: EDUC_1338908

General Information

The aim of this research is to explore the impact of Hallyu-infused tasks on the motivation and enjoyment of KFL learners.

We appreciate your interest in participating in this questionnaire. You have been invited to participate as you are aged 16+ and have previously studied the Korean language. Please read through this information before agreeing to participate (if you wish to) by ticking the 'yes' box below.

You may ask any questions before deciding to take part by contacting the researcher (details below).

The researcher is Abigail Harrison, who is attached to the Department of Education at the University of Oxford. This research is being completed under the supervision of Professor Heath Rose.

You will be asked to complete a series of questions about your Korean language learning experiences and the characteristics of Korean language learning tasks. This should take less than 20 minutes. No background knowledge is required. The data will be used by the researcher to identify what motivates KFL learners in the UK and what kind of tasks they enjoy.

Do I have to take part?

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by pressing the 'Exit' button or closing the browser.

How will my data be used?

The data we will collect that could identify you will be contact details, age, gender, and principal language.

Your IP address will not be stored¹. We will take all reasonable measures to ensure that data remains

¹ Guidance is available within CUREC's [Best Practice Guidance \(06\) on Internet-mediated research](#)

confidential.

The responses you provide will be stored in a password-protected electronic file on the University of Oxford's secure servers and may be used in academic publications or conference presentations. Identifiable information will be deleted as soon as it is no longer required for the research. Research data will be stored for 3 years after publication or public release of the research.

Who will have access to my data?

The University of Oxford is the data controller with respect to your personal data and, as such, will determine how your personal data is used in the research. The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest. Further information about your rights with respect to your personal data is available from <https://compliance.admin.ox.ac.uk/individual-rights>.

The raw data you provide will be stored on Qualtrics, the survey platform used in the study.

We would like to use the data in future studies, and to share data with other researchers (e.g. in online databases). Identifying information will be removed from the data before it is shared with other researchers or results are made public.

The results will be written up for an MSc degree dissertation.

Who has reviewed this research?

This research has been reviewed by and received ethics clearance through a subcommittee of the University of Oxford Central University Research Ethics Committee: EDUC_1338908.

Who do I contact if I have a concern or I wish to complain?

If you have a concern about any aspect of this research, please contact Abigail Harrison at abigail.harrison@stx.ox.ac.uk, or Heath Rose at heath.rose@education.ox.ac.uk, and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the University of Oxford Research Governance, Ethics & Assurance (RGEA) team at rgea.complaints@admin.ox.ac.uk or on 01865 616480.

Please note that you may only participate in this survey if you are 16 years of age or over.

I certify that I am 16 years of age or over

If you have read the information above and agree to participate with the understanding that the data (including any personal data) you submit will be processed accordingly, please tick the box below to start.

Yes, I agree to take part

² Guidance is available within CUREC's [Best Practice Guidance \(09\) on Data collection, protection and management](#)

Appendix C: Interview Participant Information Sheet

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Abigail Harrison MSc Student
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Motivation and Enjoyment in KFL Learning in the UK

PARTICIPANT INFORMATION SHEET

Central University Research Ethics Committee Approval Reference: EDUC_1338908

1. Introductory paragraph

You are being invited to take part in a research project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything unclear or if you would like more information. Take time to decide whether you wish to take part.

2. Why is this research being conducted?

The aim of this research is to explore the impact of Hallyu-infused tasks on the motivation and enjoyment of KFL learners.

3. Why have I been invited to take part?

You have been invited to take part because you are aged 16 or over and have previously studied the Korean language.

4. Do I have to take part?

No. It is up to you to decide whether to take part. You can withdraw yourself from the research, without giving a reason and without negative consequences, by advising us of this decision. The deadline by which you can withdraw any information you have contributed to the research is any point before June 30. Your data would then be excluded from analysis and deleted.

5. What will happen to me if I take part in the research?

First, you will read and sign a consent form which will be provided via email. Then, a single interview will be arranged at your convenience. The interview will be conducted via Microsoft Teams and will take approximately 40 minutes. During the interview, you will be asked to elaborate further on some of the information you provided in the questionnaire. You may ask to pause or stop the research activities at any time. With your consent, I would like to record the Teams interview with you so I can have an accurate record of our conversation. Teams captures both audio and video from the screen, and stores the recording in a folder only accessible by the primary researcher. If you prefer not to have your image recorded, you may turn off your camera.

6. What are the possible disadvantages and risks of taking part?

It is possible that you may be identifiable from the demographic data. However, steps will be taken to minimise this risk, such as the anonymisation of all participants.

7. Are there any benefits to taking part?

There will be no direct or personal benefit to you from taking part in this research.

8. What information will be collected, and why is the collection of this information relevant for achieving the research objectives?

I am interested in your experiences of Korean language learning and your views on task design. The information you provide will help me better understand learners' expectations in order to answer my research question on whether infusing Hallyu into classroom tasks can increase motivation and enjoyment.

The audio recordings and transcriptions will be stored on the University of Oxford's OneDrive with two-factor authentication.

The researcher and their supervisor will have access to the research data.

Identifiable data (including consent forms) will be stored on the University of Oxford's OneDrive with two-factor authentication for 1 year. Other research data will be stored for 3 years after publication or public release of the work of the research.

I would like to use this data in future studies and to share this with other researchers (e.g. in online databases). Identifiable information will not be shared.

9. Will the research be published? Could I be identified from any publications or other research outputs?

The findings from the research will be written up as part of an MSc dissertation. The findings may further be written up in an academic publication or conference presentation. Participants will not be identifiable from the output.

I would like your permission to use direct quotations without identifying you in any research outputs.

A copy of my dissertation will be deposited online in the [Oxford University Research Archive](#) where it will be publicly available to facilitate its use in future research.

10. Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such, will determine how your personal data is used in the research. The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest. Further information about your rights with respect to your personal data is available from the University's Information Compliance website at <https://compliance.admin.ox.ac.uk/individual-rights>.

11. Who has reviewed this research?

This research has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee. (Ethics reference: EDUC_1338908).

12. Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Abigail Harrison at abigail.harrison@stx.ox.ac.uk, or Heath Rose at heath.rose@education.ox.ac.uk, and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the University of Oxford Research Governance, Ethics & Assurance (RGEA) team at rgea.complaints@admin.ox.ac.uk or on +44 (0)1865 616480.

13. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

Abigail Harrison
Department of Education
University of Oxford
15 Norham Gardens, Oxford OX2 6PY
abigail.harrison@stx.ox.ac.uk

Appendix D: Interview Guide

1. Why **are/have** you **studying/studied** the Korean language?
2. What have you found most enjoyable about learning the Korean language?
3. Are you a fan of Korean popular culture?
- If so, which aspects in particular?
4. Are there any particular aspects of your Korean language learning that have caused you anxiety?
5. You previously rated _____ as the most enjoyable textbook unit. What, in particular, did you like about it?
(Visual aid required: show the task again)
6. Please take as long as you need to think about this one. If you could change or add anything to the tasks to make the unit even more enjoyable *for you*, what would you change, if anything?
7. You previously rated _____ as the least enjoyable textbook unit. Is there anything in particular that you disliked about this task?
(Visual aid required: show the task again)
8. Please take as long as you need to think about this one. If you could change anything about these tasks to make the unit more enjoyable *for you*, what would you change?
9. In future, in which ways would you like your teacher to incorporate Korean popular culture into the classroom, if any?
10. Would you like to learn *about* Korean popular culture as a classroom topic?

Appendix E: Interview Consent Form

Department of Education
University of Oxford
15 Norham Gardens, Oxford OX2 6PY



Abigail Harrison
University e-mail: abigail.harrison@stx.ox.ac.uk

Supervisor: Heath Rose
University e-mail: heath.rose@education.ox.ac.uk

Consent to take part in 'Motivation and Enjoyment in KFL Learning in the UK'

Central University Research Ethics Committee (CUREC) approval reference: EDUC_1338908

Purpose of Study: To explore the impact of Hallyu-infused tasks on the motivation and enjoyment of KFL learners.

Please initial each
box if you agree
with the
statement

I confirm that I have read and understand the information sheet version for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that my participation is voluntary and that I am free to withdraw at any point before June 30 without giving any reason.

I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.

I understand the extent to which I could be identifiable from any publications or conference presentations.

I consent to being audio recorded on Teams.

I consent to being video recorded on Teams.

Use of quotations: Please indicate your preference (select one option):

a) I do not wish to be quoted.

b) I agree to the use of quotations in research outputs if I am not identifiable.

I give permission for you to contact me again to clarify information.

I understand how to raise a concern or make a complaint.

Written consent form, version 1.0, March 2025

I agree to take part.¹

Name of participant

dd / mm / yyyy
Date

Signature

Name of person taking
consent

Date²

Signature

¹ To be signed and dated in the presence of the participant. Once this has been signed by both parties the participant should receive a copy of the signed and dated participant consent form. The original signed and dated consent form should be kept with the project's main documents, which must be kept in a secure location.

Appendix F: CUREC Approval



Education (Educ) DREC
15 Norham Gardens, Oxford, OX2 6PY

Applicant: Abigail Harrison
Principal Investigator: Heath Rose
Department: Education

Study title: Korean Hallyu Infusion: Motivation and Enjoyment in KFL Learning in the UK
(Version: 1.0)

Ethics reference: Education (Educ) DREC - 1338908

Dear Heath Rose,

On behalf of the Committee, I confirm that the above research study described in the application and other supporting documentation submitted to the committee has been carefully considered on behalf of the Education (Educ) DREC in accordance with the University's regulations and policy for ethics approval of research involving human participants, human tissue and/or personal data. The opinion is as follows:

Opinion of Research Ethics Committee: Favourable Opinion

Subject to the following conditions:

Decision Date: 8 May 2025, 23:58

Opinion End Date: 8 Nov 2026

If favourable, insurance-provided indemnity arrangements will be in place between the decision date and opinion end date and you may now commence your study activities. Should you plan to continue the research beyond the end date above, it is your responsibility to ensure that you request, and receive, an extension (via amendment) from the committee for indemnity to remain in place. You may be required to provide a justification.

Please note the following:

Amendments: Should there be any subsequent changes to the reviewed study, applications for amendments can be made via the Oxford Ethics Application System (Worktribe Ethics).

Reports: Studies considered by OxTREC are expected to submit an *annual progress report* on each anniversary of study approval, until the study is completed. An end of study report is also required.

Audit: This study may be selected for audit at the discretion of the Research Governance, Ethics and Assurance Team.

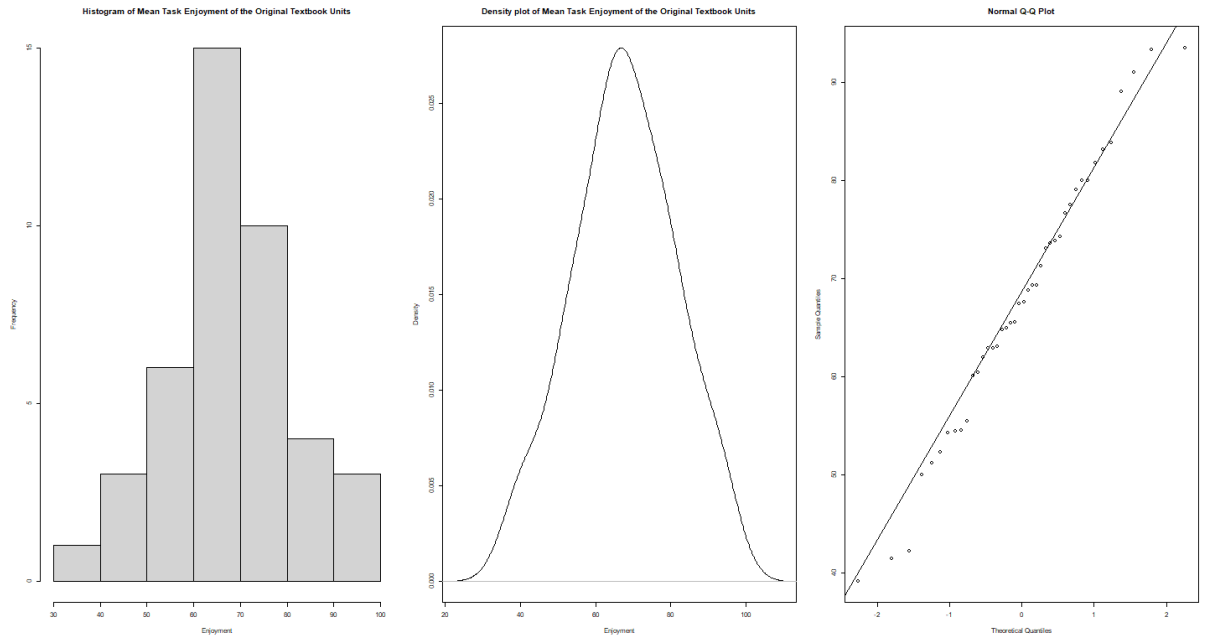
Data safety: It is the responsibility of the PI to ensure that all data collected during the course of the study is stored and transferred safely and securely in accordance with University requirements. Further guidance and advice are available from the [Research Data Team](#). Additional information is available at <https://researchsupport.web.ox.ac.uk/governance/ethics>

Yours Sincerely

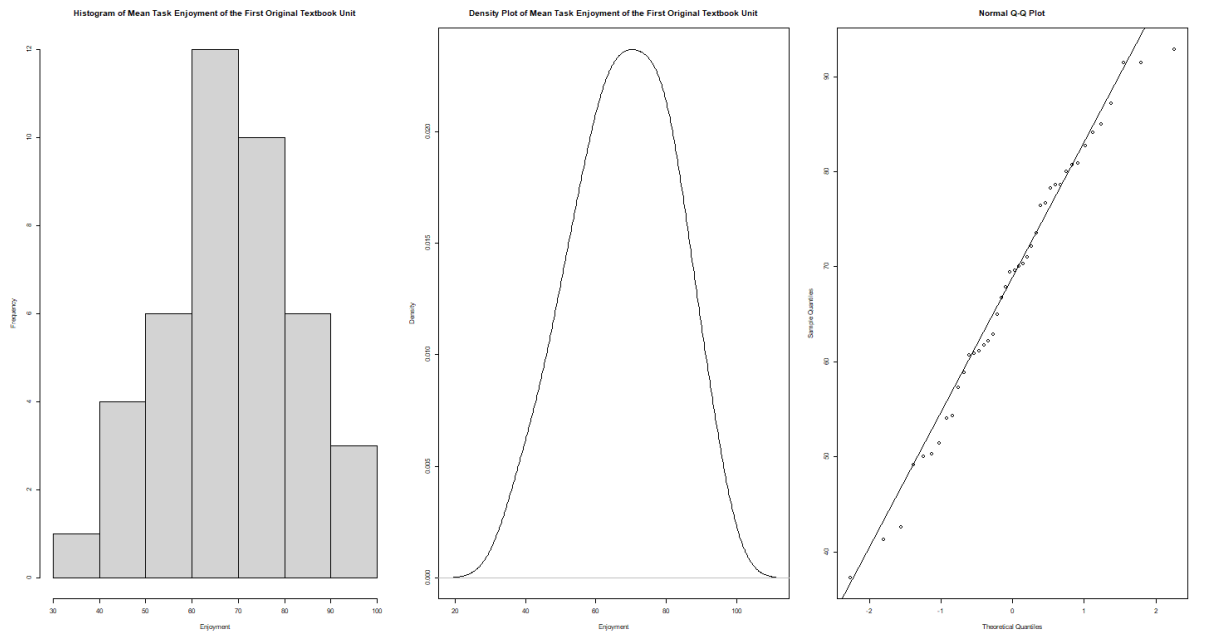
Education Ethics Officer

Appendix G: Normality and Residual Diagnostics

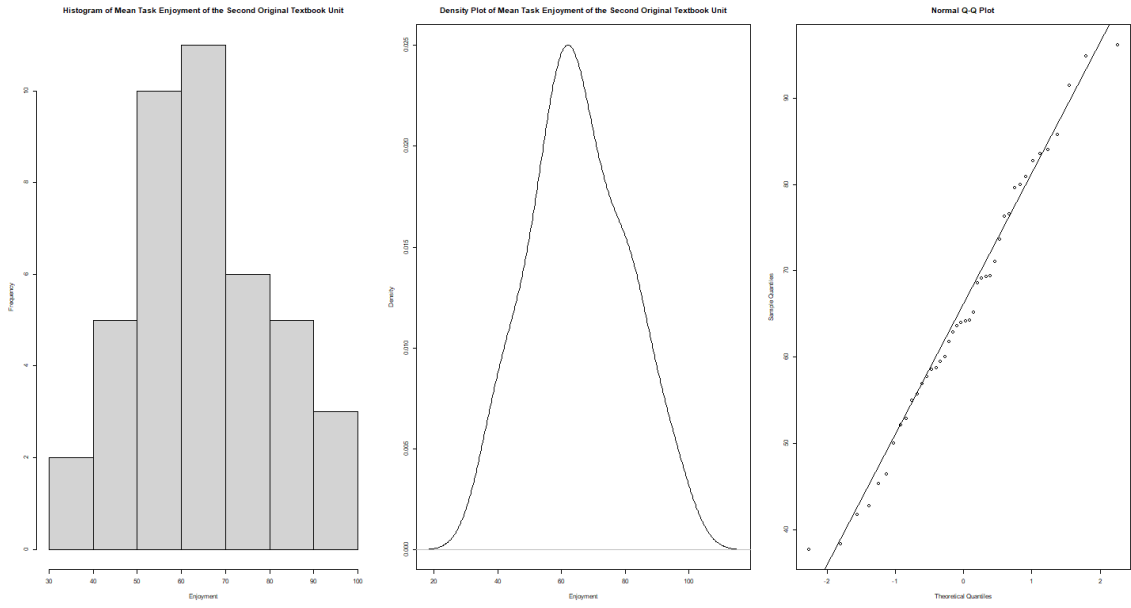
Histogram, density plot, and Q-Q plot of all three Original textbook tasks



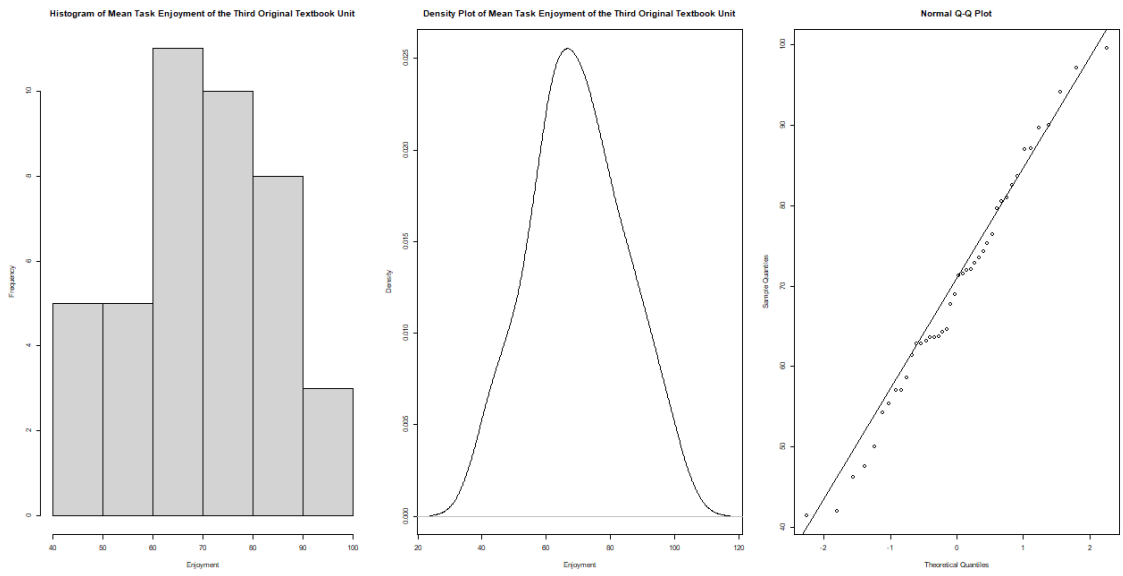
Histogram, density plot, and Q-Q plot of the first Original textbook unit



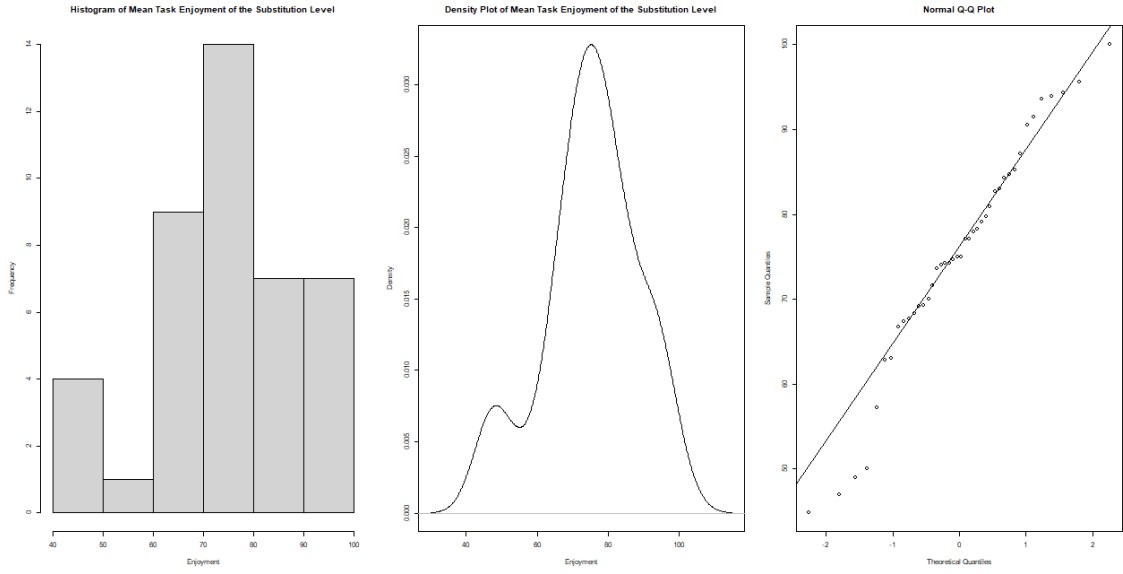
Histogram, density plot, and Q-Q plot of the second Original textbook unit



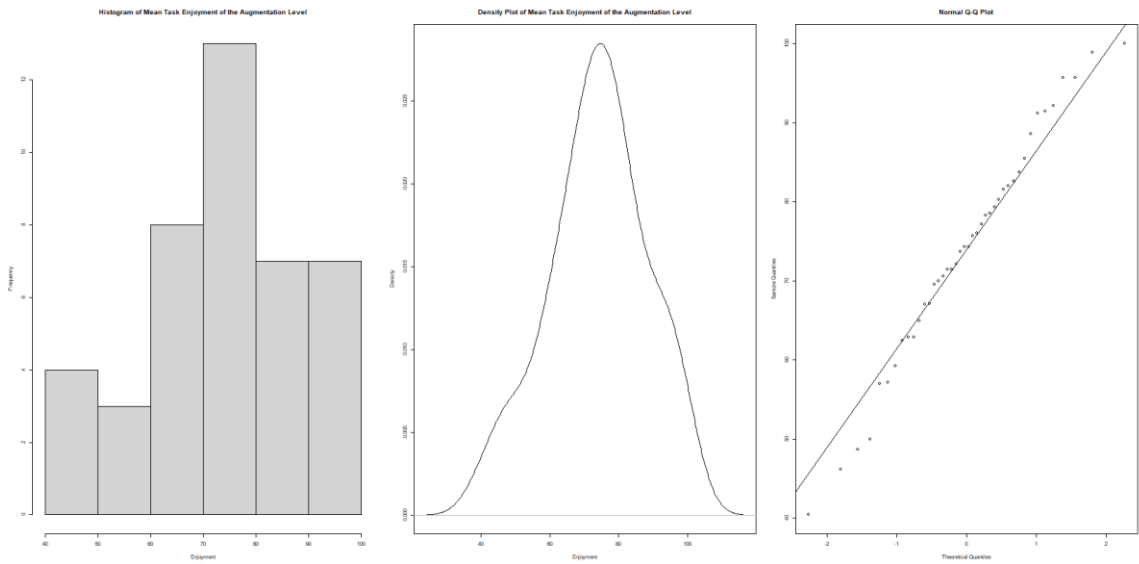
Histogram, density plot, and Q-Q plot of the third Original textbook unit



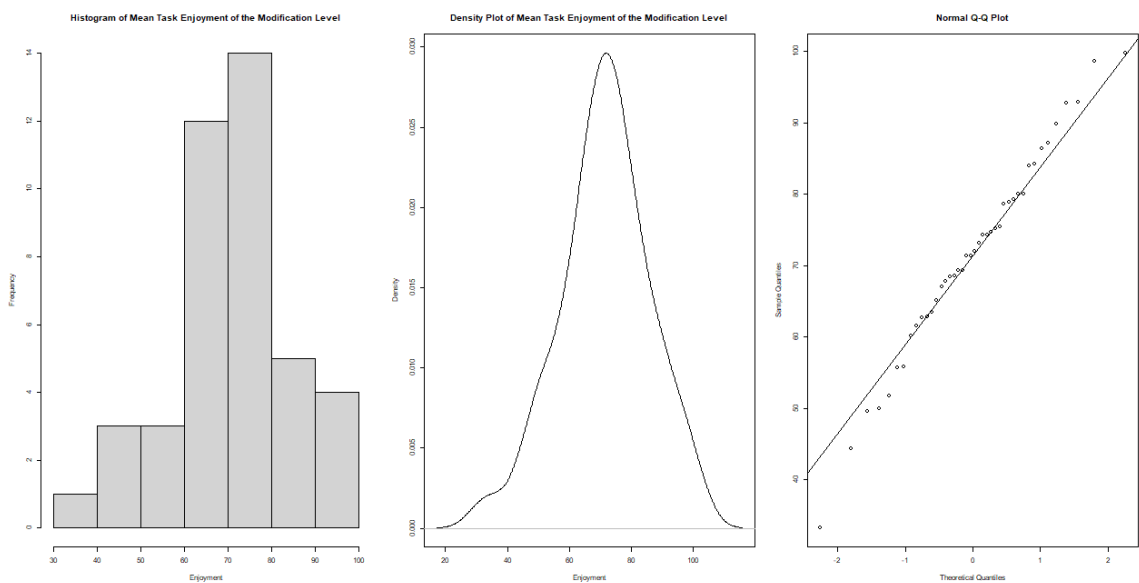
Histogram, density plot, and Q-Q plot of the Substitution level



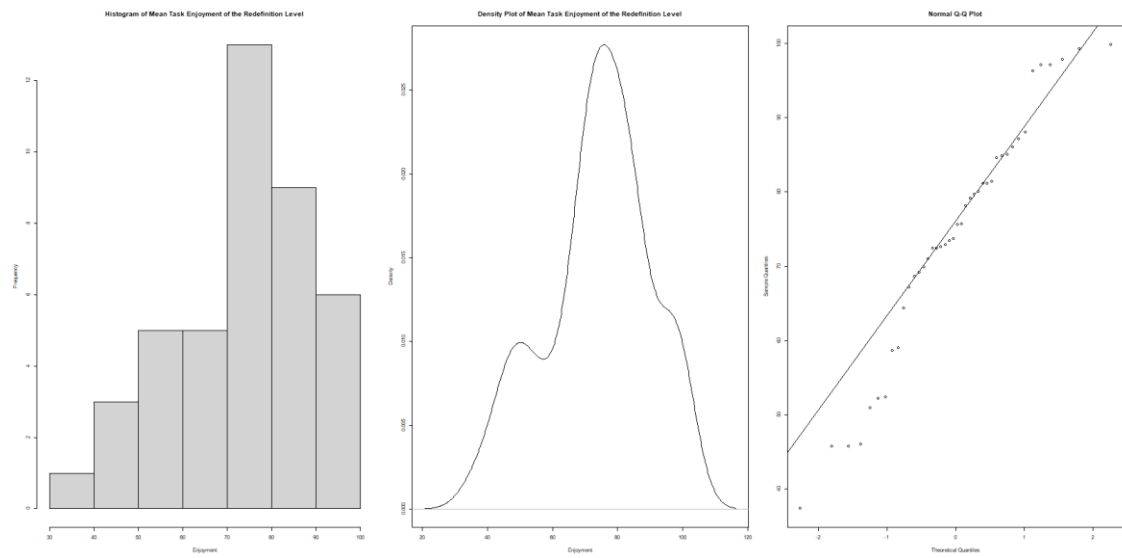
Histogram, density plot, and Q-Q plot of the Augmentation level



Histogram, density plot, and Q-Q plot of the Modification level



Histogram, density plot, and Q-Q plot of the Redefinition level



Appendix I: Original Textbook 2

대화 2 Dialogue 2

유키 민수 씨는 학생이에요?
Yuki Minsoo, are you a student?

민수 네, 저는 학생이에요. 유키 씨는요?
Minsoo Yes, I'm a student. How about you, Yuki?

유키 저는 의사예요.
Yuki I'm a doctor.

어휘와 표현 Vocabulary **직업 Occupations**

▣ 알고 있는 어휘에 ✓표를 하고 그 뜻을 말해 보세요.
Check (✓) the words you know and say their definitions about.

<input checked="" type="checkbox"/> 학생 student	<input type="checkbox"/> 선생님 teacher	<input type="checkbox"/> 회사원 company employee
<input type="checkbox"/> 의사 doctor	<input type="checkbox"/> 경찰 police officer	<input type="checkbox"/> 공무원 civil servant

문법 Grammar Point **은/는**

'은/는'은 주어가 되는 명사 뒤에 붙어서 문장의 주제를 나타낸다.
'은/는' is a topic particle attached to a noun to indicate that the noun is the topic of the sentence.

- 1) 가: 타원 씨는 회사원이예요?
나: 네, 저는 회사원이예요.
- 2) 토야 씨는 몽골 사람이예요.
- 3) 선생님은 한국 사람이예요.

연습 Practice

1. 다음 그림을 보고 대화를 완성하세요.
Look at the pictures and complete the sentences.

- 1) 가: 마크 씨는 회사원이예요?
나: 네, _____

마크
- 2) 가: _____ 학생이예요?
나: 네, _____

치연
- 3) 가: _____ 선생님이예요?
나: 네, _____

수진
- 4) 가: _____ 경찰이예요?
나: 아니요, _____

도아

2. 여러분의 직업은 뭐예요? 친구와 이야기해 보세요.
What's your occupation? Talk about it with your friends.

▣ 가: 민수 씨는 학생이예요?
나: 네, 저는 학생이예요.

40 새문만국어 1

01 자기소개 41

Appendix K: Substitution

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Appendix L: Augmentation

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Appendix M: Modification

[This workbook unit created by the author has been removed from this public version due to copyright restrictions.]

Appendix N: Redefinition

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