

Foreign Language Acquisition: A Study on How People Build the  
Motivation to Acquire Korean and Japanese Languages through Media  
in Bangladesh

by

Abidul Islam

ID: 21103030

A thesis submitted to the Department of English and Humanities in partial fulfilment of the  
requirements for the degree of  
Bachelor of Arts in English

Department of English and Humanities  
BRAC University  
November, 2024

©2024. Brac University

All rights reserved.

## **Declaration**

It is hereby declared that.

1. The thesis submitted is my original work while completing a degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

### **Student's Full Name & Signature:**

Student Full Name: Abidul Islam

Student ID: 21103030

## **Approval**

The thesis/project titled “Foreign Language Acquisition: A Study on How People Build the Motivation to Acquire Korean and Japanese Languages through Media in Bangladesh”

Submitted by

Abidul Islam (ID: 21103030)

of Summer, 2024 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Bachelor of Arts in English on [Date-of-Defense].

### **Examining Committee:**

Supervisor:

(Member)

---

Asifa Sultana Liza, PhD

Professor, English and Humanities

BRAC University

Departmental Head:

(Chair)

---

Professor Firdous Azim, PhD

Professor and Chairperson,

Department of English and Humanities

BRAC University

## **Ethics Statement**

In this paper, I will not use ideas from other sources without paraphrasing and referencing the source. I will not copy and paste from other sources. I will write in my own words and cite the references. Also, I will only use information from credible sources. I understand that noncompliance with the above instructions may lead to disciplinary actions that I will accept without any objection. I acknowledge that I may be suspended or expelled from BRAC University if I am found to have engaged in any academically unethical behaviour.

Course Name: Dissertation (ENG466)

Name: Abidul Islam

ID- 21103030

Date: 1/11/2024

## **Abstract**

With the rise of the Internet, accessing another country's content has become much easier. Not only this, it has also made it possible to learn other languages. Japanese and Korean are two languages that have entered into the Bangladeshi lingual zone. With the popularity of Japanese Anime and Korean drama, Bangladeshis have gotten the opportunity to be exposed to both languages. These are new to this country yet the popularity of their media has made the languages themselves popular. Thus, this paper aimed to research the motivational reasons behind trying to acquire these languages through the consumption of their media, despite the lack of proximity of these languages in Bangladesh. As a result, this paper also aimed to show the motivational differences of both languages. Since both are new languages, it is expected that the learning level of these languages would be a fair study. Through a qualitative approach, this paper interviewed different individuals, who have watched Anime and Korean dramas in Bangladesh. Thus, it was expected that the results will show that these media have a strong grip on Bangladeshi viewers, and thus motivation is created. So, the paper concludes by showing that even though these languages have no close relationship to the Bangladeshi people's native tongue, the will to know and learn has led them to have the motivation to acquire these languages.

**Keywords:** Motivation, Foreign Language Acquisition

## **Dedication**

To my family for letting me study my desired subject and for their support in letting me complete University. To all the friends and faculties whom I have met during my time at university. It was through the support of close friends Tasnim, Rubainah, Zaima, and others that I could finish my research paper. Thank you all for your support and patience.

# Table of Contents

<b>Declaration.....</b>	<b>2</b>
<b>Approval.....</b>	<b>3</b>
<b>Ethics Statement.....</b>	<b>5</b>
<b>Abstract.....</b>	<b>6</b>
<b>Dedication.....</b>	<b>7</b>
<b>Table of Contents.....</b>	<b>8</b>
<b>Chapter 1.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Research Questions.....	3
1.3 Research Objectives.....	4
<b>Chapter 2.....</b>	<b>5</b>
<b>Literature Review.....</b>	<b>5</b>
2.1 Theoretical Frameworks for Language Acquisition.....	5
2.2 Input Hypothesis and Media in Language Acquisition.....	6
2.3 Motivation in Language Learning.....	8
2.4 Cultural Impact on Motivation and Language Acquisition: The Korean Wave and Japanese Anime.....	10
2.5 Motivation Studies on Foreign Languages Across South East Asia.....	13



<b>Chapter 3.....</b>	<b>15</b>
<b>Methodology.....</b>	<b>15</b>
3.1 Research Design.....	15
3.2 Participants and Sampling.....	16
3.3 Research Instruments.....	19
3.4 Data Collection Procedure.....	20
3.5 Data Analysis Procedure.....	20
3.6 Ethical Consideration.....	20
<b>Chapter 4.....</b>	<b>22</b>
<b>Results and Discussion.....</b>	<b>22</b>
4.1 Nature of Motivation Leading to Language Acquisition.....	22
4.1.1 Intrinsic and Extrinsic Orientations in Language Motivation.....	22
4.1.2 Personal Enjoyment and Cultural Appreciation as Motivation Drivers.....	24
4.1.3 Self-Assurance and Extrinsic Need as Boosters for Language Acquisition.....	25
4.2 Role of Foreign Media For Language Acquisition.....	26
4.2.1 The Influence of Korean Wave and Anime on Language Interest.....	26
4.2.2 Applying Krashen’s Input Hypothesis to Media-Based Learning.....	27
4.3 Cultural Appreciation of Japan and Korea through Media Leading to Motivation for Acquisition.....	31
4.3.1 Media Exposure as a Gateway to Cultural Appreciation.....	31
4.3.2 Intrinsic and Integrative Motivation Driven by Cultural Aesthetics and Values.....	33

4.4 Comparative Analysis of Motivation for Learning Korean vs. Japanese.....	36
4.4.1 Contrasting Cultural Influences in Korean and Japanese Language Learning.....	37
4.4.2 Intrinsic and Integrative Motivations in Korean Learning.....	38
4.4.3 Integrative, Intrinsic, and Competitive Motivation Among Japanese Learners.....	40
4.5 Motivation Through Peer and Community Support.....	44
4.5.1 Community as a Supportive Platform for Language Learning.....	44
4.5.2 Peer Influence and Extrinsic Motivation in Korean and Japanese Language Learning.....	45
4.5.3 Intrinsic Growth Through Extrinsic Community Support: Online and Offline.....	47
<b>Chapter 5.....</b>	<b>49</b>
<b>Conclusion.....</b>	<b>49</b>
5.1 Conclusion.....	49
5.2 Implications of the Research.....	52
5.3 Limitations of the Study.....	53
<b>References.....</b>	<b>54</b>

## Chapter 1

### Introduction

#### 1.1 Background

Language acquisition is a rare process that can take place at any age. However, the difficulty of actually acquiring them also increases with age. With extensive exposure to a foreign language, adults, and teenagers may be able to pick up words from a new language, but rarely ever completely master them. However, to have this level of exposure at such an age would require a level of willpower. This willpower is known as motivation (Nakamura, 2015). Motivation is a unique psychological phenomenon that helps people to get things done or get over any obstacles. But, there are a wide variety of reasons for motivation. Toyoshima (2013) studied Japanese language acquisition in Thailand and found that their motivation for Japanese was based on their consumption of Japanese products. Whereas for Korean Tohami and Al-Haq (2017), found that Algerians were motivated by the expressive nature of Korean which led them to acquire it for daily use.

Before Korean and Japanese languages became popular as foreign languages in Bangladesh the only languages people consumed media in were either Hindi or English. Although Hindi is popular due to regional proximity and media popularity. English was the most prominent language and has transformed into a second language. Rukanuddin (2014), studied English language motivation among university students, he found that English was a forced medium of instruction for many learners, as the motivational drive to learn English was both extrinsic and instrumental. The learning was determined by their need for success. Students saw no cultural value in the English language rather they saw it as a monetary skill. There is also a

linguistic divide based on English which is also dependent on class. But it cannot be helped as Bangladesh is a third-world country with English being a global language it has to be learned with instrumental needs. When contrasted with Japanese and Korean languages there is no strong instrumental need to learn the language. It is often communal or self-exposure that leads to the acquisition of these foreign languages. Learners' desire to acquire them comes from both an external force and an internal force depending on the level their motivation can vary.

Existing study regarding Korean language acquisition comes from strategies implemented by the Korean government. Uddin (2014), studied that these actions were taken in Bangladesh due to the strong diplomatic ties that exist between Bangladesh and South Korea. Through language centres, the Korean language has spread among Bangladeshis. With low-cost fees and quality teachers, they maintain a good standard for spreading Korean. For Bangladeshis who want to study abroad and get a good job at a Korean company, learning Korean is based on instrumental needs. Before learning, Bangladeshi people assumed that Korean sounded similar to Japanese, and when some learners discovered similarities between Korean and Bengali they had a positive impact on learning the language. But Uddin mentions that largely the Korean language has impacted learning in Bangladesh due to globalisation. The language is considered an economic product due to the cheap migration and chances of getting high-income jobs. Institutes teach using videos and audio materials at learning institutes which familiarise them with the culture. Hence the impact of this study remains on language learned as a tool. However, there is additional learning about the culture of Korea which helps students understand their own culture.

Language learning motivation is an important aspect that has been studied throughout the years. In Second Language Acquisition, this theory plays an active role in finding out how people acquire new languages. In Bangladesh, Korean and Japanese exposure came from their

respective sources. The Korean language gained its popularity through a phenomenon known as the Korean Wave (Kim & Cho, 2024), promoted by the Korean governments and foreign media exporters. Whereas, the Japanese language got it from animated works, which are popular globally. These languages are completely detached from the native language of Bangladeshi people. Yet, because of the likeness built up from the foreign attraction, many have gained the motivation to learn through these shows, with their introduction among Bangladeshi young adults. They have learned some of the Japanese phrases just by watching and listening. One theory that played an important role was Krashen's input hypothesis and noticing hypothesis (Krashen, 1982, as cited in Koolstra & Beentjes, 1999), that over long periods of exposure, people end up acquiring it at some point. This paper also found that from Vygotsky's Socio-cultural interaction theory (Vygotsky, 1978 as cited in Toyoshima, 2013), MKO, or more knowledgeable others, is the media source, and community, which these motivated learners returned to for help to solidify their language use and understanding was important. Motivation to learn comes from their desire to avoid subtitles. Rather than waiting for these Korean and Japanese entertainment media to be published online, with subtitles by learning the languages themselves, this hassle can be avoided.

## **1.2 Research Questions**

1. What types of motivation do Bangladeshi young adult learners develop after consuming Korean and Japanese media, and what specific factors from these media drive their desire to learn the languages?
2. How does the level of motivation for learning Korean and Japanese compare, and how has media exposure contributed to the acquisition of Japanese and Korean?

### 1.3 Research Objectives

- The reason behind studying motivation for language learning in this case, Japanese and Korean languages just from watching media has yet to be done among Bangladeshi youth.
- Both Korean and Japanese languages have made an impact through their media. Thus, by reaching a small country like Bangladesh the young adults have been inspired to listen and see entertainment in another language other than the Dominant foreign language which is the English language.
- It is important to study the acquisition of different Asian languages in Bangladesh through entertainment sources in this digital world. With the ease of access to media known as Kdrama and anime, the languages are laid bare in their raw forms. Thus, the significance of studying the motivational reasons for Bangladeshi young adults' attraction towards acquiring and learning Japanese and Korean increases, and this paper aims to do so.

Therefore, the thesis of this paper aims to find the motivational factors that lead Bangladeshis to acquire Korean and Japanese languages, especially through the entertainment media. This paper also studied the motivational aspect that plays into acquiring these languages with a desire to understand and communicate without the need for subtitles, see the difference in motivation between two individual learners of each language, and tried to show how consumption of these media acts as a catalyst for language learning motivation. Including the support of the community that promotes motivation.

## Chapter 2

### Literature Review

In this chapter, the theory of language acquisition is discussed in coherence with how learners acquire foreign languages through media exposure. The chapter explores past studies on existing theories of language acquisition related to this paper's research question. The chapter begins by exploring theoretical frameworks and connects with other existing literature that has researched language motivation.

#### 2.1 Theoretical Frameworks for Language Acquisition

Language acquisition has been studied extensively through various frameworks, most notable are Vygotsky's social interaction and Krashen's input hypothesis. Vygotsky (1978, as cited in Toyoshima, 2013), argues that thought and language become one when learners start second language acquisition, which allows them to understand cultures and linguistic structures. Krashen's input hypothesis (Krashen, 1982, as cited in Loschky, 1994) also supports this argument stating that by understanding the form of the second language through input and comparison with the first language they can acquire the language. Sole (1994) states language acquisition happens when learners understand the input. In the example by Loschky (1994), a German girl could understand and acquire the English language through English television programs only without the explicit use of additional resources such as subtitles.

Further validations of Krashen's input hypothesis (Krashen, 1982) were given by Rahimi (2014). She argues that the success of understanding the input of the second language determines the level of acquisition. Input is determined by the frequency of exposure, as Loschky's (2014)

example shows the girl had enough exposure to repeated sentence structures and vocabulary which helped her acquire the language. Rahimi (2014) emphasises the role of the short-term memory process which is linked with language production, recognition of repeated words is an important factor for language acquisition. Loschky (2014) also added that the input hypothesis does not require additional preparations for acquisition, it can happen through television.

Broad's (2020) study supported Vygotsky's theory of social interaction, noting when children interact in a second language, their chances of acquisition improve. As they support one another. Krashen's hypothesis also found some proof as children noticing the input helped them with the acquisition of another language. This is related to Loschky's (1994), findings on the input hypothesis. Kim and Cho (2024), also added to Vygotsky and Krashen's second language framework, as social interactions among K-fans happened in addition to comprehensible input these two factors worked together to help with Korean language acquisition. Korean drama and music acted as comprehensible input for language facilitation. As the community of Korean fans have similar interests they help support language learning and practice through a caring environment. Both Krashen's and Vygotsky's theories are in sync with the process of language acquisition but each of them differs in their approach. One focuses on the input becoming comprehensible after listening, and the other on social interactions and social support, the context and language help with the acquisition process.

## **2.2 Input Hypothesis and Media in Language Acquisition**

With the advances in technology, media has become widespread and thus plays an essential role in providing learners with informal second language input. Koolstra and Beentjes (1999), studied the effect of subtitled television on Dutch children. Following Krashen's input



hypothesis, their study concluded that Dutch children acquired vocabulary from English subtitled television, by listening to the words in context. They added that some who like English music and movies also pay enough attention to English media, which leads to long-term input, leading to the acquisition of the language. Similar to the example provided by Loschky (2014), even if the input is informal, language acquisition will happen as long as they understand the context. As their auditory and visual sensory motors are stimulated with input, this shows that Krashen's framework on input is consistent. Children do acquire language through media without formal instructions.

Additionally, Carlo (1994), supporting Koolstra and Beentjes (1999), found that visual media provides contextual evidence of the language to learners. When students decipher their input within a context they understand and acquire the language better. Video enables a better connection between listening and looking at the second language. Which creates a memorable action in the brain that helps them understand the verb better. This can be linked to Rahimi's (2014), finding on input and short-term memory which leads to language acquisition. The visual production with sound and memory all play together to help with second language acquisition, as the source of input and how it is received show that language learning is possible through media. (Koolstra & Beentjes, 1999; Carlo, 1994; Rahimi, 2014), have found evidence regarding the role of media as a language acquisition tool. It provides comprehensible input for the learners in a visually appealing manner. This enhances learners' experiences with understanding the language and acquisition becomes easier. Both visual and audio stimuli help with memory retention and comprehension which helps in acquisition, supporting Krashen's input hypothesis. While the media may act as a good source of comprehensible language input, motivation to engage with these sources is also important.

## 2.3 Motivation in Language Learning

Motivation plays an important role in learning another language, particularly in the context of cultural influence. Gilakjani et al. (2012), asserted that intellect and affective filters connected with a desire to achieve a goal lead to motivation. Motivation is affected by the language level, which uses the instrumental and integrative ideas of motivation. The learner level influences the learner's traits such as self-confidence to boost their motivation, and the learning situation is influenced by extrinsic and intrinsic factors. They can seek to do something based on external pressure or for personal growth. However, Duff (2017), argues motivation to learn another language is based on connections made through heritage between learners' L2 selves, how they viewed themselves, and the foreign language. Ryanti (2019), adds to Gilakjani et al. (2012), intrinsic and extrinsic motivation, that these factors for motivation vary. But one thing was for sure: successfully acquiring another language was dependent on the factors of motivation.

Oxford and Shearin (1994), found that integrative and instrumental motivational factors determine students' desire to learn another language; a second or foreign language. An example given by them showed students acquired another language to speak in codes. They add foreign language acquisition motivation is artificially created. Based on students' needs or expectancy they might learn another language. This can be connected to Ryanti's (2019) and Gilakjani et al. (2012), intrinsic and extrinsic motivational factors. Needs and expectancy may be based on their internal desire or external pressure to learn a foreign or second language.

Toyoshima (2013), linked motivation to language acquisition and found that the learners in Thailand would try to acquire Japanese when they chose to read Japanese song lyrics. They were personally invested with the singer and the country. As they consumed more cultural

products from Japan their motivation for learning increased. So the more they consumed the more they wanted to learn. Nakamura (2015) also studied the effect of motivation on university students learning Japanese. His study looked at the L2 self of learners, similar to Duff (2017). Nakamura (2015), found that the L2 learning motivation is based on three parts: motivational intensity, a desire to learn a new language, and a positive attitude toward the language. He mentions the individual interest to gain satisfaction from learning another language. Similar to Thai learners Nakamura's (2015), findings showed that students who consumed Japanese cultural products such as anime had a better L2 self for motivation about the future with the language. Australian university students were motivated to overcome the language barrier and resist dubbed anime. Their integrative desire as Oxford (2013) mentions played an important role in shaping their L2 self which they believe will interact with the culture through Japanese.

In contrast to Japanese, Wang and Pyun (2020), studied the motivation for acquiring the Korean language. They found Hallyu was a big factor in motivating American students to learn Korean. Products such as dramas and songs, etc are part of the Hallyu which they consume. The motivation was not set to one reason it can be multiple depending on the person. Kim and Cho (2024) also studied the Hallyu effect on Vietnamese youth. Their results from mixed-method research showed that media was an important source for motivating Vietnamese to learn Korean. They were interested in the language similar to Nakamura's (2015) research, Kim and Cho (2024), found that Vietnamese youth also researched the Korean language, and the media acted as an educational tool for their learning process. Media had motivated them to acquire the language since they had the media to support them in the process of learning. Akhter (2020), adds that her research also followed in line with Kim and Cho's (2024), research as Bangladeshis who were exposed to Hallyu were also interested in the language. The media had exposed them

to Korean dramas and songs. They wanted to interact with the culture if possible. Media acted as an educational tool as well for them, similar to Vietnamese in their learning journey. Media and motivation work in sync to inspire language learners to start acquiring foreign languages, as cultural understanding through language also engages in a deep understanding. Motivation, whether intrinsic or extrinsic, plays a critical role in language learning. Gilakjani et al. (2012) suggest the role of intrinsic motivation is important for acquisition, while Toyoshima (2013) and Duff (2017) suggest the importance of cultural consumption and connection to language. But, all agree on the importance of personal goals. Especially when learners consume pop-cultural products such as Anime or K-pop.

## **2.4 Cultural Impact on Motivation and Language Acquisition: The Korean Wave and Japanese Anime**

Cultural waves and the impact of foreign languages have created a unique motivational drive for learning languages. Wang and Pyun (2020), found that language acquisition was heavily driven by the cultural consumption of Hallyu products. This motivated learners in America to learn Korean. Culture also encourages heritage and non-heritage learners to seek to learn the Korean language. Female students compared to males had a better L2 self (Duff, 2017), which promoted more consumption of Korean popular culture. Their data found and supported that consumption of culture led to increased motivation for learning Korean. Tohami and Al-Haq (2017), also add to their study by researching the consumption of Korean culture in Algeria. Unlike Americans and Vietnamese, Algerian consumers had built fandom language based on their exposure to Hallyu products. Fandom language is used among Korean fans, their social interaction with the language promotes their language acquisition, this lies clearly in support of

Vygotsky's social interaction theory mentioned by Broad (2020) and Toyoshima (2013). Their language is influenced by Korean and has influenced a mixture of Korean with Algerian and English. Media popularity had increased their consumption thus leading to their creation of the double language system. They also found that cultural influence promoted them to acquire Korean. In addition to their interest in the language. As their cognitive thoughts were taken over by the Korean language they started to think in the language, thus they also expressed themselves in the language. Thus Korean became a part of their cultural vocabulary. Kim and Cho (2024), also added that cultural consumption of Hallyu through media motivated Vietnamese youth to learn Korean and interact with the culture. Specifically, Korean Dramas and music were their areas of interest. This is also similar to Akhter's (2020) finding regarding Bangladeshis who consumed Korean media, they also had a similar desire.

As Korean learners were motivated through Hallyu, Japanese learners were impacted by Japanese culture. Fukunaga (2006), found learners interested in Japanese culture started learning through their senses. Through authentic Japanese culture,, their understanding of culture and language increases through anime. Americans interested in Japanese found themselves consuming Japanese culture, such as anime and songs. As they use anime to acquire the language they also increase their cultural understanding through them. Alsubaie and Alabbad (2020), also added to Fukunaga's (2006) study, that through the cultural consumption of anime in Arab countries, adults and teenagers consumed anime alike, for the purpose of learning and entertainment. Through high-quality graphics, sound,, and art anime became popular. By linking Carlo's (1994), it can be seen how important visual media is for acquiring interest in a foreign language. Their motivation was based on learning it as a third language. It did consume a lot of time but it was an entertaining way of acquiring a new language (Alsubaie & Alabbad, 2020).

They also added that overcoming subtitles was also the desire for Arab consumers of Japanese media. Karimah et al. (2019), focused their study on Indonesia, adding to the incidental acquisition of Japanese through media. Their daily consumption of Japanese media can be connected to Krashen's input hypothesis (Krashen, 1982). When they heard the repeated words in context while watching leisurely they picked up the language. They have gained phonological vocabulary knowledge, the person knows the word's meaning but cannot write or understand its written form (Karimah et al., 2019). They were not motivated but had incidentally learned the language, unlike other learners from other countries.

Chan and Wong (2017), also added to the discourse of cultural consumption of Japanese media. However, they added that learners acquire a cultural assumption based on anime about Japanese culture. But as they learn from it they need to be aware of the cultural stereotypes. As they are motivated to learn because of the language. Although learning Japanese through media may be incidental (2017), they found that it can also be used for learning purposely. The visual stimuli as mentioned by Carlo (1994), and Koolstra and Beentjes (1999), found that when classes were held with anime viewing, students were interested in attending class. Because they felt more relaxed. As they paid more attention due to this factor, with Rahimi (2014), it can be said that their short-term memory kept the vocabulary and their awareness of language (Chan & Wong, 2017) as they acquired it. As they discussed in class about the language they also became aware of the cultural nuances. So they are motivated to learn more with stimuli from the media and cultural consumption.

## 2.5 Motivation Studies on Foreign Languages Across South East Asia

In the South East Asian part of the world one qualitative study done by Jha and Takuma (2023), found that Indian people in the North Eastern part of India showed a preference for Japanese language acquisition. Mostly due to the political relations and global policies, the economic benefits that were created as Japanese companies entered India, motivated Indians to learn Japanese. As Gilakjani et al. (2012) and Rukanuddin (2014) mentioned, Indian motivation is built from an extrinsic factor where they want economic benefits. This also inclines with instrumental needs for a higher income. However intrinsic motivation may also be a part of the desire to learn Japanese as Indian's also wanted to learn more about Japanese culture. The data of this research was based on the quantitative analysis of several Indian populations thus qualitative study regarding motivation has yet to be done. Reports from Jha and Takuma (2023) added that most men in North East India preferred Japanese, but the total result showed that cultural appreciation of the country was an important part of Korea and China. They also considered it to be technologically advanced. In addition, they saw Japan as bringing new culture such as anime to India. Additionally, they saw Korea as a place for a high standard of living. Gialkjani et al. (2012) mentioned that a positive attitude toward language learning was needed. Thus, the positive attitude of Indians towards the culture and country builds intrinsic motivation, and Karlik's (2014) study on culture and motivation showed that language acquisition improves with understanding and appreciation of another culture. This study by Jha and Takuma (2023), found that an intrinsic motivation for acquiring a foreign language, Japanese or Korean was based on their desire to travel and integrate with the culture.

In conclusion, the literature review has shown a wide variety of studies done on motivation and the connection of language acquisition theories, but the research is based on

specific countries. Even in the South East Asian part only in India, a motivational study was done regarding Japanese and Korean language acquisition. However, this study still lacks depth as a qualitative study. Despite significant studies being done on Hallyu and Korean language in Bangladesh there is still a gap in the study of Japanese media influence on Japanese language acquisition. Additionally, there exists a gap in studying motivation for these specific languages in Bangladesh. While previous studies, such as Carlo (1994) and Koolstra and Beentjes (1999), have examined the role of media in language acquisition, there is a noticeable gap in recent research on this topic, there is a lack of study on Bangladeshi young adults who consume Japanese and Korean media and are trying to use these media as a motivational source to acquire the languages. This study aims to fill the gap by exploring how motivation among Bangladeshi young adults helps them use media consumption as a source of language acquisition, in the absence of formal language education in Korean or Japanese. This research provides new insights into the role of contemporary media in foreign language acquisition in Bangladesh.



## **Chapter 3**

### **Methodology**

This chapter of the paper contains the essential details concerning the research including the data collection process, selection of data, and the analysis method. This chapter incorporates research design, participants and sampling, research instruments, data collection procedure, and data analysis procedure.

#### **3.1 Research Design**

This study was done to see the motivational factors that cause young adults in Bangladesh to pick up foreign language acquisition. Particularly for this study Korean and Japanese languages through their media. A qualitative phenomenological comparative study was chosen for this paper. This design allowed for a deep dive into the subjective experiences of young adults in Bangladesh acquiring the Japanese or Korean languages. Moreover, looking at the motivational causes and intensity that lead to their desire for acquisition and learning. Additionally, a comparative analysis allows for a visualisation of the motivational differences between the two languages. The phenomenological study was appropriate because it allowed us to see and understand the psychological, external, and emotional motivators behind language acquisition. Qualitative methods unlike quantitative ones were chosen for this research because it focuses on the quality and in-depth experiences of participants rather than the numerical or statistical data. Through interviews and focus group discussions, this research method gave way to experiential insights into how young adults of Bangladesh acquire and maintain motivation for acquiring these languages.

This research moved forward with two research questions in mind.

- What types of motivation do Bangladeshi young adult learners develop after consuming Korean and Japanese media, and what specific factors from these media drive their desire to learn the languages?
- How does the level of motivation for learning Korean and Japanese compare, and how has media exposure contributed to the acquisition of Japanese and Korean?

### 3.2 Participants and Sampling

Name	Age	Language Acquired	Gender	Years of Exposure	Nature of Exposure (Source, etc)
<b>Korean</b>					
TT	22	Korean	Female	4 Years	K-drama, Songs
RN	21	Korean	Female	10 Years	K-drama, interviews, Korean songs
FT	21	Korean	Female	8 Years	K-drama, Songs, Podcasts

NH	23	Korean	Male	1.5 Years	K-drama, Songs
GA	24	Korean	Male	7 Months	K-drama
AM	23	Korean	Female	7 Years	K-drama
AS	23	Korean	Male	3 Years	K-drama, Songs
AA	22	Korean	Male	4 Years	K-drama, Songs
<b>Japanese</b>					
EA	23	Japanese	Male	3 Years	Anime, Games
FH	24	Japanese	Female	9 Years	Anime, Songs
SH	23	Japanese	Male	15 Years	Anime, Songs, Social Media Memes
SM	22	Japanese	Female	8 Years	Anime

MM	24	Japanese	Female	15-16 Years	Anime
UF	23	Japanese	Male	5-7 Years	Anime
SD	25	Japanese	Male	10 Years	Anime, Movies
ZI	22	Japanese	Female	11 Years	Anime, Television series, movies

*Table 1: List of learners who gave data for the research*

The participants of this study were chosen from people aged between 18 to 25 from Bangladesh. They were young adults who had at least 6 months' worth of watching time regarding their respective media and choice of language Korean or Japanese. A total of 16 participants were chosen for this thesis study and they were divided into two groups of 8, Japanese and Korean. One group watched Japanese media and the other group was people who had exposure to Korean media. There was a balance of gender between both language groups, 4 boys and 4 girls. So, this paper kept an equal number of female and male participants for individual interviews.

For the focus group discussion, a total of six participants were chosen each being divided into two groups of 3 with regards to the language that they were acquiring. As participants were uneven in terms of gender there was a ratio of 2:1, 2 girls and 1 boy. They were chosen based on their availability for the interview.

A purposive sampling technique was used for this research. To carry out this sampling participants were chosen based on the minimum requirement to have exposure of at least six months regarding Japanese or Korean media. This ensured that the participants were relevant to the study's aim to understand their motivation for language acquisition through media consumption. Their data were collected with permission to be used for this research.

To focus on the young adults for this study, children, teenagers, and adults over the age of 25 have been excluded because language acquisition and motivation factors differ based on the ages of the participants. The young adults were chosen as the best participants for this research because they were interested in the languages and they were able to give time for acquisition.

The items for the interview questions were chosen based on their length of exposure to the language, the cultural influence of the language, any specific impact that led them to continue watching media in these languages, involvement with any group, active involvement with the language and future thoughts regarding their language acquisition.

The guiding themes in the Focus Group Discussion were experience with language acquisition, cultural influence of the languages, additional differences between their first language and the new languages, difficulty in acquiring the languages, and future perception for acquiring the languages and motivational interests.

### **3.3 Research Instruments**

For this study, the instruments chosen were semi-structured interviews and focus groups. The semi-structured interview was done with all individuals, getting different data from each person and going deep into their motivational interest regarding language acquisition. Learners

who gave data online received a link for the questions, and in-person interviewees were given a printed questionnaire. During both interviews, some clarification questions were given if they did not hear the question or understand it. For recording data online “The Zoom” application recording function was used and for the in-person interview, a cell phone with a recording option was used.

The focus groups were separated into two groups of three people each. For the discussion to take place some questions were asked outside of the focus group discussion questions. This allowed for a conversation to start which showed shared motivational experiences or differences between people and revealed collective experience regarding their language acquisition and learning.

Other instruments such as documentation and formal interviews were not taken because they were not appropriate for collecting experiential data. Motivation is highly a phenomenological topic as such the crucial information lies within the answers of the participants. And with strict measures getting good information would have been problematic. Semi-structured interviews helped break down the barrier between interviewer and interviewee so they felt more comfortable speaking. Quantitative research was avoided since this paper wants to look at motivation itself as a feeling and how it arises, not the statistical data of who is motivated and how many are interested.

### **3.4 Data Collection Procedure**

The data collection took place over live recorded interviews in person using a mobile phone and online over “Zoom” for those who could not be physically present. All interviews were taken in English as participants watched Japanese and Korean media through English

subtitles. With the same interview questions, the data was collected; the estimated time for interviews varied from 18 to 40 minutes for each interviewee. With each recorded data collected, they were transcribed. The focus group discussion took place online on “Zoom” only due to their availability and they lasted for 1 hour for each group. The discussions were recorded on “Zoom” for data and then later they were transcribed and compared to see the motivational differences and the differences in the languages.

### **3.5 Data Analysis Procedure**

For the analysis of the data the collected information was transcribed then the data was coded to find themes and then thematically analysed. The coding of the data highlighted the important recurring factors regarding participants' motivation and language differences. Which were later grouped under themes. By doing a thematic analysis the patterns of motivation and the individual differences and group-related shared interests, as well as differences in motivation, were noticed. By connecting these found data the resulting conclusion helped provide answers which supported the research questions.

### **3.6 Ethical Consideration**

To maintain the privacy of the participants who have been willing to share their thoughts and experiences regarding the research, this paper used their names' initial letters to represent them. For maintaining a proper trust between interviewer and interviewee their consents were taken before each interview and focus group discussion. Additionally, to protect the data from being tampered no data was manipulated.

## Chapter 4

### Results and Discussion

This chapter focuses on discussing the findings from the individual interviews and focus group discussions. For clarity, the chapter has been divided into five themes that govern the motivational causes behind Bangladeshi young adults trying to learn Foreign languages such as Japanese and Korean.

#### 4.1 Nature of Motivation Leading to Language Acquisition

##### *4.1.1 Intrinsic and Extrinsic Orientations in Language Motivation*

To begin with, motivation can be classified into two versions, intrinsic coming from within and extrinsic resulting from outside pressure or an immediate goal satisfaction. Learners mentioned the difficulty in understanding these foreign languages due to the fast-paced speech, and unfamiliarity of the language itself. “I have always heard about the praises of K-pop but I never until I listened to them, I didn't know the beauty of it, and obviously since I'm not familiar with this language” (NH, Individual Interview). From this, it can be understood that the novelty of the Korean language intrigued the participant in a positive way which inspired him to learn Korean, and this is a sign of intrinsic motivation (Deci & Ryan, 1985, as cited in Al-Hoorie & MacIntyre, 2020). A positive attitude towards foreign languages built up a strong motivation to learn the language.

Moreover, data showed that learners had an internal desire to learn the language, as they enjoyed the media, and they wanted to learn more about the language and culture. Which showed



an intrinsic motivation but also an integrative desire towards the language. Integrative desire defines the motivational drive to integrate with the culture and community of the language. One participant (SM, Individual Interview), a Japanese learner, mentioned: “When you get interested in something, you acquire their language because it's because you want to be in it, you want to absorb everything, so you also absorb the language because you pretend you're also a part of it”. She implied that the media allowed her to be a part of these Japanese creations, speak like the characters, and know the cultural nuances of the language from within the shows. As she can grasp meaning through something she enjoys, she has an integrative motivation, but also the internal drive to acquire Japanese (Gardner, 1959, as cited in Al-Hoorie & MacIntyre, 2020). Media allowed participants to explore the language with meaningful understanding. In contrast, existing studies on language acquisition in Bangladesh were particularly done on English. They have often focused on instrumental motivation for learning the language. For instance, Rukanuddin (2014) and Serajuddin (2023) found this to be the case for English language learners in Bangladesh, they learned English due to external pressure from schools and home and motivation was extrinsically driven. In comparison, Korean And Japanese learners in Bangladesh are learning on their own even with the difficulties they face.

Moving forward, a learner mentioned that listening to music was fun, but the Korean language was challenging to understand, so he spent time slowly breaking it down, indicating a clear intrinsic motivation to learn Korean for personal enjoyment. Participant (AS, Individual Interview) said “I didn't want to rely on the subtitles or translation anymore and with K-Dramas the way they convey emotion so strongly through words and tone. So it made me want to understand the language at a deeper level”, this also demonstrates the effect of language on participants, their attraction towards the language with a little desire to meaningfully grasp and

be a part of the shows is an intrinsic motivational factor. While learners from other studies (Kim & Cho, 2024; Nakamura, 2015; Fukunaga, 2006) in countries such as Vietnam, Thailand, and America have shown interest in learning Korean or Japanese to engage with culture or for general interest, the data from Bangladeshi learners revealed that similar interest was present for them to learn Korean or Japanese. They have built intrinsic motivation to learn on their own, and to support this drive they have picked up reasons such as these that they commonly enjoyed for the language learning process. Both language groups participants were highly motivated to integratively absorb the language and become part of the bigger community. Interaction also leads to some intrinsic potential, that desire to communicate with the same language with other Korean and Japanese media consumers.

#### ***4.1.2 Personal Enjoyment and Cultural Appreciation as Motivation Drivers***

Furthermore, data also indicated that participants' enjoyment of Japanese anime and Korean dramas sustained their intrinsic motivation. Due to the complex plots and expressive nature of these languages, participants did not lose concentration; instead, they became more intrigued. One Japanese learner, (ZI, Individual Interview), mentioned her internal desire to speak like her favourite anime character, "I get this boost of inspiration to learn more to be able to converse the way I see these characters". In addition to learning Japanese authentically their intrinsic motivation was also based on their ability to communicate like anime characters. Fukunaga's (2006), study on Americans also demonstrated that Americans chose anime to learn Japanese because of the expressive nature of the language through characters. Similarly, a Korean learner said, "I wanted to learn a bit more about their culture particularly when it comes to food so that I can also try it" (AM, Individual Interview), this integrative desire to blend with

the Korean culture was also experienced by Japanese learners. This showed a positive attitude towards appreciating culture thus stronger intrinsic motivation. Karlick's (2014) study showed a deep connection between culture and language learning motivation. It creates a positive attitude towards the culture which leads to faster acquisition.

#### ***4.1.3 Self-Assurance and Extrinsic Need as Boosters for Language Acquisition***

Another notable finding was how self-assurance or belief in one's ability to understand the language played a critical role in intrinsic motivation. "Understanding the drama a bit more effectively motivated most of my time in learning or understanding the Korean language", (AA, Individual Interview), when participants understood the words in context they felt they had an easier time with learning, that they could do it. Even if the language is unfamiliar or they have no institutional support. This awareness that they are capable of learning on their own comes from inside of them. This may be known as self-efficacy (Bandura, 1997, as cited in DiBenedetto & Schunk, 2020), the ability to achieve a task with absolute belief in oneself, that they are capable of completing the task one wants to do. This is a strong factor that data showed to be an important motivational factor for Bangladeshi learners. When they see they can learn, learners choose to take action and learn the languages, even with failure and even when they are slow according to them.

In contrast to intrinsic motivation, there was extrinsic motivation among Bangladeshi young adults. Data implied that short-term goals were necessary for long-term motivation. For instance, the learner (NH) mentioned his interest in music, so whenever he heard Korean music he tried to research the lyrics' meaning. Similarly, a Japanese learner (FH) also researched Japanese song lyrics. "I had to constantly look up the lyrics through various sites to look up the

translation and understand the meaning” (NH, Individual Interview). There was an immediate goal to know the meaning through translation, thus an extrinsic push. However, these would propel both language learners to research more about the language and try to acquire it, evidence of integrative motivation. This progression aligns with findings from other studies Kim and Cho, (2024) found that learners may start with extrinsic motivations but eventually transition to more integrative motivations. One learner (AM, Individual interview), mentioned, “The community motivated me to watch more dramas”. The community was just giving her an external reason to keep watching so that she could speak with her friends. Integrative orientation was influenced by extrinsic motivation, as in the end, she had learned the language to an extent. Algerians in Al-Haq and Tohami's (2017) study, also demonstrated such communal-based motivation for learning Korean among.

## **4.2 Role of Foreign Media For Language Acquisition**

### ***4.2.1 The Influence of Korean Wave and Anime on Language Interest***

Secondly, moving forward, foreign languages such as Japanese and Korean could not have been acquired without the existence of the internet and foreign media such as “anime” and “K-drama”. These media provided input with contextual meaning for these languages for learners in Bangladesh. Participant data revealed how important the source of Japanese and Korean media was as learners mentioned that, as none of them were taking any sort of classes even when they desired to take lessons, they heavily relied on media as the only source of input. “When I felt frustrated and I wanted to take up Korean classes just so that I can learn the language and watch the Korean dramas without any subtitles” (AM, Individual Interview), she was extrinsically motivated enough to go the extra mile and take classes however she did not

take such action and relied on the media only. Koolstra & Beentjes (1999) found that media acted as a contextual tool for language. The media provided input with contextual meaning for these languages for the learners in Bangladesh.

In addition, Korean learners have been exposed to the media due to a phenomenon known as the Korean Wave (Kim & Cho, 2024). Its global effect has spread so far that Bangladeshi young adults have picked up on learning Korean. One Korean learner (FT, Individual Interview) said, “I think they're pretty aesthetically pleasing to look at”, the appealing factor of visual media encouraged longer view time (Carlo, 1994). Similar to an existing study done among Vietnamese consumers by Kim and Cho (2024), Bangladeshi learners also consumed media as a source of input, the stunning images and soothing songs added additional value to the language.

#### ***4.2.2 Applying Krashen’s Input Hypothesis to Media-Based Learning***

When connecting the input learnability with participant data, there is evidence that implies Krashen’s input hypothesis (Krashen, 1982, as cited in Loschky, 2014) to be true. Like the German girl, Bangladeshi young adults acquired Korean vocabulary as they repeatedly heard the same phrase. Participant (TT, Individual Interview), a Korean learner, mentioned: “The first one is whenever I used to listen to the dialogues, I used to find some of the Korean terms similar. Like, I saw that they used the specific term, and the subtitles taught me the meaning”. Language is contextually related to meaning (Karlick, 2014), so subtitled learning of words through the media and contextually connecting the meaning, leads to understanding thus successful acquisition and learning. Alongside this, when connected to Rahimi’s (2014) idea of short-term memory, gives us a clear understanding of the process of recording foreign vocabulary in

learners' brains. The longer participants watched K-dramas, the more they understood the meaning.

However, one learner diverged from using subtitles to understand the meaning, instead relying on context and expressions. He said:

Yes, that expression tells me a lot about acquiring the language, I will see the original expression and original movie concept without seeing the subtitles because when I see subtitles, the movie concept is gone because I have seen the translation and then the main scene is gone (GA, Individual Interview)

This type of learning is supported by Carlo (1994), who showed that the media provided contextual meaning for language, so acquisition improves. Another participant (AA) mentioned the extrinsic motivation to talk to girls, as he easily grasped the Korean language just from contextual input. But his integrative motivation remained the same as he mentioned the more K-dramas he finds amusing he will keep on watching and learning. Additionally, the positive attitude after learning that learners could understand Korean showed that the L2 self Duff (2017) mentioned is important for acquisition. Korean learner, (RN, Focus Group Discussion), mentioned, “The assurance that I already know loads of words and phrases. So, if I attempt to learn the language, it should be easier”. The media enforced this positivity, so motivation from this feeling of accomplishment boosted further language learning, thus leading to more consumption of media and better input.

Although Korean learners learned through real humans speaking in context, Japanese learners had a different approach, instead of human speakers. They also learned through media, but their media was anime (animation). The cartoonish exaggerated shows brought in humour

uncanny to real-life dramas. Learners of the Japanese language showed that the language was full of life and respect. The over-the-top expressions and reactions were quite funny but sometimes can get serious, as a Japanese learner (SM, Individual Interview) mentioned. “Grave of the Fireflies changed the way I thought because it was very emotional”, her initial negative attitude towards anime changed and took a positive turn which led her to consume more anime and eventually start a journey to learn the language.

Toyoshima (2013) showed the effect of consuming Japanese media in Thailand was based on the interest in the singer. Similarly, Bangladeshis were more interested in the culture shown in anime. The shows portrayed everything in an artistic manner, almost dreamlike, which promoted a positive view of the shows. Another Japanese learner mentioned:

Kind of happened naturally because I was watching one anime after another and after a while, I realised that even without the subtitles I could understand some of the words that they were saying and then it led me to believe that okay that now that I understand some of the words sometimes the subtitles are not matching what they're saying and that's when I thought that okay maybe I should start learning Japanese (ZI, Individual Interview)

This data can be related to Karimah et al. (2009) study on incidental acquisition as this was a common thing found in Bangladeshis as well. Participants had exposure to Japanese media for a very long time, which made them much more familiar with the language. Their phonological understanding of Japanese was a positive factor that engaged their L2 self (Dornyei, 2005, as cited in Duff, 2017) to be positive.

Moreover, another learner (SH, Individual Interview), mentioned the purposeful use of funny phrases, “So, when I am with my friends who watch anime, I would probably sneak in a bit of Arigato Gosaimas or Yamete Kudasai in a sentence”. The interpretation of this sentence can be connected with Loschky's (2014), findings on informal language, that even without formal instruction, and having fun with the media language, acquisition still happened. Media promoted the integrative motivation for learning through an extrinsic force to have fun with the language among friends.

In contrast, Jha and Tokumas's (2023) study in the Indian context showed a quantitative study on people's decision to learn Japanese because of existing preconceived notions about Japan being technologically advanced. However, data showed that Bangladeshis were interested in the culture, language, food, and places shown in anime. Their need to overcome subtitles was not the only factor; it was an intrinsic desire to integrate with the culture through language. Data implied that participants wanted to engage with the language, and it could only be done through learning the language.

The participant (EA, Individual Learner), a Japanese learner, said, “...Get more provisioned in this language to increase my repertoire so that I can kind of brag”. An extrinsic goal, for learning Japanese but he had integrative motivation as learning the language would further increase his understanding of the culture. Galiakjani et al. (2012) and Rianty (2019) are right to say motivation is needed for language learning, but Bangladeshi young adults showed a variety of motivational shifts. Extrinsic desires build up intrinsic desire to learn language in the long run. As motivation can go down, participants have shown motivation went down, but media suggestions and new media kept the motivation up. Thus, acquisition improved leading to a basic understanding of vocabulary and sentence structure for communication.



However, even with long-term input none of the participants could learn the language as a whole, Garza and Harris (2016) found that contextual learning deteriorates learning because of the large amount of foreign language data. The more they learn, the harder it gets, which is true, according to found data from participants since none of them completely learned the language through media. But, It implied that learners who have watched drama or anime longer, can form some sentences and understand them even without watching the drama. Although they only know some limited sentences and words, the successful understanding keeps them motivated to keep on learning the languages.

### **4.3 Cultural Appreciation of Japan and Korea through Media Leading to Motivation for Acquisition**

#### ***4.3.1 Media Exposure as a Gateway to Cultural Appreciation***

Thirdly, media exposure leads to cultural exposure. Being two different countries from Asia, they each have their own cultures. Anime, being a representation of Japanese culture, has shown the growth and popularity of Japanese culture globally. Alongside Japanese culture, Bangladesh has also been impacted by Korean culture through the Hallyu wave (Kim & Cho, 2024). A learner said:

I think the cultural aspect that I found the most attractive, which I learned because of the language, is the, as you said, the use of “san” or “chan”, and “kun” as well. I think that itself, like, I wished that our language had that as well, those kinds of honorifics, because a lot of times we have someone in front of us and we don't know how to address that

person. So, that was like something that really, I will say, the culture and language, like the combination of both, attracted me (ZI, Focused Group Discussion)

Thus, Japanese learners implied the importance of appreciating the culture of the language they are learning for motivation. The Japanese language expresses culture through language whenever they greet someone or when they associate with someone learners mention the polite nature of the language. Language and culture are important factors, as Karlick (2014) mentioned; not only does appreciating culture show the language in context, but it also helps in understanding the language through negotiation of meaning, making acquisition easier.

One Korean learner(TT, individual Interview), said “Suppose in many dramas, I see the use of Korean songs, and even sometimes the characters, they think of Korean songs. So, that is a cultural aspect, that is what I love the most”, her love for Korean songs helped her with consuming Korean media. However, her motivation from cultural aspects had integrative value to it alongside her intrinsic desire to learn the language due to this cultural acceptance of Korea shown in media.

Again, data showed that cultural positivity played an important role in helping participants keep their attention on the language input, which is important for acquisition according to Krashen’s input hypothesis (Krashen, 1982). When meaning is comprehended through context, which culture provides acquisition happens as learners understand the input.

### ***4.3.2 Intrinsic and Integrative Motivation Driven by Cultural Aesthetics and Values***

Participants revealed that the aesthetic values given to these cultures brought about an inner desire to visit and interact with the people. This cultural appreciation can be seen as an intrinsic motivator that leads to integrative motivation. Korean learner revealed:

In Korean culture, it's like, you know before you eat a meal, you say things like Cha-ig-al-sum-ida. So, it's like, I'm going to eat well, like, thank you for the meal and everything. So, these are like cultural things, and these small cultural habits sort of help you get into that language, and get more curious about learning the language (FT, Individual Interview)

Additionally, a Japanese learner (SM, Individual Interview) said “...After I watched anime, I got into Japanese music and music artists. So, I researched Japanese artists and everything who create music and I slowly got into that and another thing was the food”, data from both participants implied, appreciating these foreign languages and cultures, which have highly developed them to be motivated to keep learning but also stay focused on learning while being integratively motivated. Previous studies by Akhter (2020), and Jha and Takuma (2023) revealed that Indians and Bangladeshi’s were fascinated with the media that they liked and the culture being shown. Some Indians saw Korea as a place for migration, and some wanted to integrate with the culture. And for Japan, they wanted to understand the culture and language. Similarly, the data implied that in the case of Bangladeshi young adults, the culture of the country was also important alongside dramas and songs for learning the language.

Furthermore, Uddin's (2016) study showed the Korean government's influence to spread the language and culture through institutes, this had shown Bangladeshis learning Korean for instrumental needs. However, data revealed that language acquisition and learning were intrinsic and integrative. The media was more appropriate and had a vaster grasp among Bangladeshis, who were able to see the culture and, in a way, interact with Korean habits. Such as using words to show gratitude towards food or just following Korean trends, as participants (AM) and (FT) did while they were learning. Japanese learners also did the same as Korean learners. Some participants noted the use of mental health and personal life being an important part of the plot created more depth and attraction toward Korean shows.

To further elaborate, a Korean learner, (AS, Individual Interview), said "There were more emotions, they were more expressive. At first I was, they were just random noises to me but the more I was, the more I listened, the more familiar certain words and phrases became", similarly other participants also had to slowly soak up the culture as they watched more media through the target language. Their progress, although slow, had shown their motivation to integrate with the culture, which contrasts with Uddin's (2016) findings. Bangladeshi young adults were extrinsically motivated to find meaning, but long-term motivation was intrinsic.

Similarly, Japanese learners who heard music through anime listened to more songs, increasing their variety of cultural exposure and the use of language for music in general. In this language suffixes such as "san" or "kun", are added to address specific people. The data of this study showed that Bangladeshi learners were fascinated by both language and culture. Japanese learner (EM, Individual Interview) said "...In Japanese culture, their language in itself comes off as polite, at the same time, there's body language, and everything is polite, and soft-spoken", as language is highly integrated to the Japanese way of life, participants have gathered a broad

understanding of how Japanese customs and language work together and can recognize them in anime or songs. Unlike previous studies regarding Japanese culture, Toyoshima (2013) noted that Thai people were interested in cultural products, and Nakamura (2015) studied anime consumption among Australian students, but none mentioned the impact of polite language impacting motivation to learn the language. Which was a common factor for Japanese learners in Bangladesh. In addition, when they understand input through subtitles and cultural context, it becomes meaningful. Thus successful acquisition of a language can be seen. Proving Krashen's input hypothesis (Krashen, 1982), and this acquisition boosts motivation to learn.

Moreover, the aesthetic value of Japanese culture comes from the art itself. A Japanese learner (SM, Individual Interview) said, "Anime, you will see how aesthetically pleasing every colour, every key. It will appear to you as cute, can appear to you as very neat and tidy", anime media portrays itself as attractive through art. As art becomes more stylistic and beautiful, it keeps participants hooked, thus leading them towards future anime consumption, hence longer input, which may result in acquisition. Data implied they indeed acquired some vocabulary.

Additionally, when they retain information for longer periods and can contextually understand repeated words, it helps them develop their L2 self (Dornyei, 2005, as cited in Duff, 2017). This evidence of long input and self-awareness to learn shows that cultural consumption and understanding of both language and culture will cause acquisition to be successful to a limit, as Bangladeshi participants comprehended language through anime they acquired words they could speak. A Japanese learner said:

When I am talking to a friend, who also watches Jojo's Bizarre Adventure, I use these phrases with him that I like. In the middle of a conversation, I will just say Kono Dio da or something like Yare Yare (ZI, Individual Interview)

This data showed the acquisition of Japanese words through anime which was a phenomenon common among American learners according to Fukunaga (2006). When learners hear Japanese words in anime they eventually pick them up, similar to Americans Bangladeshi learners also pick up words. Another Japanese learner (SH, Focus Group Discussion) mentioned the art of script writing in anime, emphasising the meaning being transmitted through language. Anime stories written in Japanese cannot be understood completely through translation, thus language acquisition will help with seeing the authentic meaning of the source language. This data implied most participants were inclined to integrate with the culture and were intrinsically driven to learn, to authentically understand the true meaning.

The cultural influence over language and language over culture is intertwined. By understanding the culture or trying to learn a language, learners will automatically absorb the culture. This was seen in a Japanese learner (UF, Individual Interview), who said, "...A lot of habits I have gained from watching Japanese media and learned about the language because when you learn a language you automatically learn their culture your country", the effect of learning language led to the use of some cultural habits unique in anime, but commonly practised by Japanese people, such as eating food with chopsticks. This becomes the start of creating intrinsic motivation through the buildup of positive attitudes toward culture and self when acquiring a new foreign language.

#### **4.4 Comparative Analysis of Motivation for Learning Korean vs. Japanese**

#### ***4.4.1 Contrasting Cultural Influences in Korean and Japanese Language Learning***

Fourthly, being so different from each other, Japanese and Korean are two distinct languages. Thus, the reason behind learning or trying to acquire another language differs because of their needs and suitability. One Korean learner (GA, Individual Interview) said from his experience hearing Korean for the first time “I feel I didn't understand anything. I feel like this is kind of like the Chinese language...But their language is different from the languages I have seen like Hindi, English, and Bangla...”, this implied that similar to him other participants may not have understood the language but chose to learn these languages either way. Showing an intrinsic and integrative desire for action. Existing research in other countries has shown that people who consume Japanese or Korean media may use vocabulary from the languages but also try to acquire it depending on their needs, Korean learners acquire it due to Hallyu or Korean wave, and Japanese learners due to their interest in Japanese anime. Jha and Takuma (2023) showed the conception of these languages through a North East Indian perspective, calling these languages similar. Existing research in other countries has shown that people who consume Japanese or Korean media may use vocabulary from the languages but also try to acquire it depending on their needs, Korean learners acquire it due to Hallyu or Korean wave, and Japanese learners due to their interest in Japanese anime. Jha & Takuma (2023) showed the conception of these languages through a North East Indian perspective, calling these languages similar. However, data has shown that Bangladeshis may think of these languages as complicated Chinese, which is a complete misrepresentation until they start learning about the culture of these countries.

#### ***4.4.2 Intrinsic and Integrative Motivations in Korean Learning***

Regarding the acquisition of Korean languages, participant data exhibited reasons that were connected to existing data but with additional new information, diverging from other studies. A Korean learner mentioned:

One of my sources of motivation is that Korean literature is amazing. The books are wonderfully written and I have read, I think, two to three Korean-translated novels...., I read the English translation of course and it is so beautifully written, and it makes me think that if the translated novel is written this beautifully, then how beautiful would the real text or the original text is and to be very honest... (RN, Focus Group Discussion)

Learning a new language just from media can be tough, but participants have shown strong intrinsic motivation which correlates with integrative orientation. As compared to other studies by Kima and Cho (2024) or Tohami and Al-Haq (2017), Bangladeshi viewers not only are motivated to learn from the media to watch more shows but also delve into reading Korean literature, which was a new detail found regarding Korean language acquisition. A deep internal drive towards the Korean culture can be seen as a cause for language acquisition.

Additionally, the same Korean learner had a boost from learning Korean because she could understand Korean media without subtitles, she said:

I feel very proud of myself when I understand a language, when I can say a full sentence, or when I can, like I said, and I can hear a dialogue being spoken and figure out what they said in my head within a few seconds. I feel very proud of Myself (RN, Focus Group Discussion)



A positive attitude toward their learning promoted language acquisition, which can be linked with Krashen's input hypothesis, as evidence that showing self-confidence in the target language gives better acquisition results and stronger intrinsic motivation. When learners were asked about their desire to acquire the Korean language, most mentioned that the language was completely different from their mother tongue, so they needed to rely on translated subtitles to watch Japanese or Korean media. Koolstra and Beentjes (1999) showed the acquisition of the English language through Dutch-subtitled programs for Dutch children. Parallely, for Bangladeshis who speak English, it was their only mode of translation according to the participant data. Learners, from the Korean interviewees, showed their mode of translation was English, and so was the case for Japanese learners. Language acquisition started with them trying to overcome subtitles, as they hindered meaning at times.

Along with her, the learner (TT, Individual Interview), mentioned, "...I wanted to properly focus more on the content than to equally put my attention on the subtitle and the content together", this was an intrinsic factor that was to understand without subtitles, and data implied motivation remained the same for all learners regarding the integrative nature of their motivation. These learners' experiences can be linked with the existing study by Kim and Cho (2024), who saw Vietnamese youth learning the language with interest in the language. Gilakjani et al. (2012) mentioned the intrinsic and extrinsic links to external pressures, but there was no external pressure to begin with among the Bangladeshi learners; they started learning on their own. Thus it can be concluded that learners' choice to learn Korean was due to their intrinsic motivation overall. In contrast to Uddin's (2014), findings, regarding Bangladeshis learning Korean for economic benefit, data revealed that learning Korean was firstly to watch more

Korean media and to integrate with their cultural norms. Monetary benefit was an additional outcome if they needed it but it was not the main source of motivation.

#### ***4.4.3 Integrative, Intrinsic, and Competitive Motivation Among Japanese Learners***

Similarly, Japanese language learners mentioned a similar desire to Korean learners: they wanted to understand language without subtitles, but they wanted to experience the authenticity of the language. A Japanese learner (ZI, Individual Interview) said her intention to visit Japan had grown, and she wanted to mix with Japanese culture and live there, “I would like to learn more because I want to have an experience beyond that beyond being just a tourist in Japan”. She wanted to understand Japanese humour that could not be translated into English. Fukunaga (2006) found similar interest in Americans, though language was the priority to understand anime and learn Japanese through it. Data showed that the Japanese language was fun and interesting compared to Korean. The lively nature of dialogues among characters intrigued participants to learn the language so they could use it among friends. Alsubaie and Alabbad (2020) showed Arabs using it as a third language. They learned it as a hobby in their free time while enjoying anime. For Bangladeshi young adults, the language created an extrinsic motivation when they wanted to joke with friends, but it had an integrative value for all who wanted to interact with the culture. Korean learners did not use language for fun like Japanese learners had found to do as they learned, nor did they have a desire to move to Korea.

Japanese learners had acquisition, their learning experience differed as some participants wanted to use the language not only as another language but also to integrate with the Japanese culture, (EA, Individual Interview) said “I plan to visit, I mean like, since continuing Japanese

media, I have found myself, that it has suddenly really fascinated me with Japanese culture”, this interprets the intrinsic desire to be physically part of the culture, unlike Korean learners who only wanted to learn for the sake of acquisition. Duff (2017) found motivation among Japanese learners who came from successfully understanding another language to be a strong factor for acquisition. Because of their long exposure, participants had acquired unintentional vocabulary, creating an intrinsic push in motivation. Since they could understand language to an extent without subtitles, a positive boost to self-confidence helped with motivation. This indicated that the acquisition of repeated vocabulary motivated participants to keep learning. The more they heard, the more they acquired, supporting Krashen’s input hypothesis (Krashen, 1982) and its link to language learning motivation. Data also showed that one distinct fact about Japanese learners compared to Korean learners was a sense of competitiveness. Some participants wanted to learn Japanese out of an extrinsic desire to win momentarily, but this win could be seen as an integrative push. The language was used for appreciating and being part of that community through media and cultural practices, a learner said:

I think it was because, you know, the competitive aspect of anything will bring out your competitive self..., when you see that you're getting demoted from a league because you did not learn enough Japanese that week or did not gather enough experience that week. So, you'd feel like I need to do better, I need to learn more (SH, Individual Interview)

Participants who have built up a community around the Japanese language have tried to keep their learning in progress through online applications. Seeing others learn built up an extrinsic force that kept their motivation up.

Furthermore, in contrast to learning Japanese compared to Korean, learners mentioned the language difference that exists between the two. While Korean learners relied on context for understanding meaning, Japanese learners also did the same but they saw there was an easy structure they could follow to learn. Most Japanese learners experienced that while learning they could follow a set pattern. Learner (UF, Individual Interview), mentioned “Japanese language is more structured I believe, and because of that it helps me understand or recognize the words the phrases more or better”, participants like him had exposure to Japanese through anime, and as they felt some attraction towards the language when they took steps to learn they saw it could be quite easy to learn. Their positive view of the language also added to their learning motivation which was intrinsic and integrative. Participants even mentioned how Japanese had “katakana”, “hiragana”, and “kanji” language systems they had to follow to learn. Although, there was a downside, learning for fun was indeed motivational, but some had felt this to be too exhausting. As the language became complicated the more they learned more most learners decided to rely on the media for acquisition. So a big asset to acquisition was anime as it did not pressurise them to learn. Japanese also has suffixes which participants revealed to be quite representative of politeness. Learners revealed that the Japanese use “san” or “kun” and for Koreans, it was “ajusshi”. So motivation was dependent on their liking for the language, they had similarities in terms of motivation when it came to listening to songs, but the learning experience was different.

Furthermore, a learner (SH, Focus Group Discussion), said, “I think social media played a huge role in this development...”, following up another participant added, that social media spread Japanese culture, unlike Korean learners there were more steps to motivation as negative views could have demotivated them from learning Japanese. There was a level of sensitivity involved when to Japanese compared to Korean. Since Japanese learning could lead to bullying

and demotivate learners. Online communities helped spread Japanese in a positive fun direction which made learning more fun and motivating, although an extrinsic motivation this was a step towards intrinsic motivation.

Also, another extrinsic factor for learning Japanese was anime and the voices behind characters were the main sources of language exposure. The different language dialects and jokes they heard were presented from script to dialogue. Learner (SD, Individual Interview) said, “Especially like anime in anime. It's very exaggerated. It's very expressive. It's fun. It matches the tone of some of the shounen anime where it's too over the top. It's too exaggerated”, animated aspect of the show captured attention towards the language, which led towards learning and usage of the language for these learners. Using anime language promoted further learning, similar to Americans who did the same which Fukunaga (2006), found in his study of motivation.

Compared to Korean learners who were also motivated by the media, they were more accustomed to the human characters. Real-life people speaking the language made them feel motivated to keep watching as they seemed more authentic. But for Japanese learners, the authenticity of Language mattered for learning, they wanted to experience the language and meaning completely with Japanese context and language. So, anime was not a problem even when they are exaggerated. This was their intrinsic motivator proof of integrative motivational action for language acquisition. Learner (UF, Individual Interview) said, “To engage more with the storyline and so that I can enjoy more I started to learn this language”, the more authentically they understood the language outside of the subtitles the better they felt about acquiring the language. As they could now engage with the story the better interaction they had with the Japanese language, the more motivated they became to further their language learning.

## **4.5 Motivation Through Peer and Community Support**

### ***4.5.1 Community as a Supportive Platform for Language Learning***

Lastly, language learning and acquisition were promoted by an important factor, which was peer and community support. Although an extrinsic motivational factor, data implied that community support was crucial for prolonged exposure to "Anime" and "K-drama." Participants from both Korean and Japanese language interviews expressed a desire to engage with a community for support or were already part of one. A Korean learner (NH, Individual Interview) said, "Yeah so as I said my friends you know motivated me to start watching K-drama and also listen to Korean music they are my part of my discussions, like if I watch something and then I go on to talking to them with friends", this finding aligns with Vygotsky's sociocultural theory (Vygotsky, 1978, as cited in Toyoshima, 2013), which emphasises social interaction as an essential aspect of language learning. The study by Tohami and Al-Haq (2017) showed the significance of community in language learning, as Algerians learned Korean by interacting with peers. While the current data did not show the same desire for learning Korean or Japanese in Bangladesh, it demonstrated that the languages were used to share thoughts about foreign media and to have fun with a close-knit community. Participants explained that learning these languages was often community-specific, with the motivational drive coming from a supportive environment that provided an extrinsic push. This follows Anya's (2011) findings, which suggest that community association encourages learners to engage actively in linguistic and cultural discourse. Which was visible in the case of learner (N) and other learners.

### ***4.5.2 Peer Influence and Extrinsic Motivation in Korean and Japanese Language Learning***

For Korean and Japanese learners, interacting with people who had also acquired or were in the process of acquiring the language was a common theme. The data revealed that community engagement acted as a social support system, maintaining participants' motivation to continue learning. A Korean Learner mentioned:

So the community again helps me build the vocabulary that I have in the Korean language. So if I may have said a word she would maybe say something back so that's how I know oh what if you say this this is what you get as a reply and then I learned both the words at one point. So I think engagement with the community made me learn vocabulary in more ways than one (AM, Individual Interview)

Community support plays an important role in providing a space for expressing input. As input happens during social interactions in a similar community, this promotes the use of foreign languages, thus a stronger motivation comes internally, as they share and learn together.

Similarly, Participant (GA, Individual Interview) noted that being part of a group where people constantly shared Korean-related media spurred him to take action and learn more of the language, but they also hindered his learning, the learner mentions,

For me, I want to try to learn the languages, but other community friends, don't want to learn the languages. They want to, they only want to see the plots, the story that has been made in the movie. So, this is different for me, because I cannot learn languages through

that community, community speaking. So, it's different for me. Because they focus more on the content than the language (GA, Focus Group Discussion)

Although the community supported him with finding meaning on his own, they did not necessarily provide the lingual input or a space where he could communicate and talk about the language in general. So Anya (2011), thoughts on community giving space for linguistic discourse cannot happen for this participant. He chose to be motivated by community but also maintained a distance to not lose his focus on acquisition. Intrinsic motivation built on extrinsic motivation can be observed in this learner's case.

In the case of Japanese learners, a similar process community plays a key role but alongside picking up certain words one participant mentioned targeted learning. She said:

The language sometimes making it funny. The simple words, like we use simple words every single day, like beautiful, like cute slang and everything, that's on a day-to-day basis we usually use those from the language and incorporate that inner daily lives (SM, Individual Interview)

Using language like this in a community lets them use language in a context in real life but also they can always remember what the word means.

Japanese learners also attended conventions, which provided a larger platform for meeting fellow learners and discussing “anime.” One learner said, “I will use social media to reach out to them and then, like, convention, there are Japanese conventions, there are conventions that are now happening as Japanese media has been popular” (EA, Individual Interview), conventions created spaces where community support helped foster cultural



consumption, reinforcing language learning through shared experiences. These conventions promote a positive attitude towards Japanese which is also a motivational factor in keeping up the learning process. As learners like (EA) see others learn this creates an external drive for language learning.

Vygotsky's sociocultural theory (Vygotsky, 1978, as cited in Toyoshima, 2013) emphasises that peer support fosters language acquisition, and this was evident in both groups. The use of language apps, such as "Duolingo," was another method for reinforcing motivational learning. "I started to learn a bit of Japanese in Duolingo, the app language learning app" (SH, Individual Interview). Another learner mentioned, "When you're in a circle that understands you, the fear of being judged goes away, and it was a big help" (UF, Individual Interview). Social interactions within these communities allowed participants to feel comfortable correcting each other's mistakes, which further facilitated language learning. Furthermore, Such peer support not only maintained media watch time, ensuring prolonged language exposure but also promoted language use in a context free from stigma. Additionally, Tezci et al. (2015), study showed friends influence motivation strongly for success, so with unbiased and supportive care from them learning a language becomes easier.

#### ***4.5.3 Intrinsic Growth Through Extrinsic Community Support: Online and Offline***

Moreover, the role of online communities in supporting language acquisition cannot be understated. Many participants were part of either social networks on "Duolingo" or other online forums, where suggestions and discussions helped keep their motivation high. Japanese learner mentioned:

I started learning Japanese and rolling up, which was a very brief period, like probably two or three months, but when I learned in Duolingo, there were around thousands of other people who were learning Japanese as well. So, you know, there were some sort of ranking systems who were learning how much, and that could probably be regarded as a community (SH, Individual Interview)

This implied that communities allowed learners to have a sense of competition, thus they are more provoked to keep watching media and continue learning. As a result, participants who engaged in these communities found it easier to maintain their motivation and improve their understanding of Japanese and Korean languages. Gilakjani et al. (2012) noted that learners need at least four hours of weekly practice to make significant progress, and online communities provide an avenue for maintaining this consistency. This kind of motivational push comes from an extrinsic push although it may vary in pressure but there was no denying that participants gained long-term motivation from this support to keep learning and acquiring foreign languages.

Intrinsic and extrinsic motivation were both relevant to the Learners' journey in acquiring Japanese or Korean. Some learners initially found motivation through external factors like peer support, but over time, this evolved into intrinsic motivation, driven by their desire to deepen their cultural understanding and language skills. Both learner's data showed, that peer and community support played a significant role in sustaining this motivational drive for foreign language acquisition, whether through in-person or online interactions.

## **Chapter 5**

### **Conclusion**

This is the concluding section of the chapter, it summarises the findings of the research concisely and coherently. The link between the findings is addressed with an addition of the implications behind this research about foreign language motivation and the limitations of the research.

#### **5.1 Conclusion**

This research set out to find the types of motivation that Bangladeshi young adults develop after consuming Korean and Japanese media, as well as the specific factors from these media that drive their desire to learn the languages. Additionally, the study aimed to compare the level of motivation for learning Korean and Japanese and explore how media exposure has contributed to the acquisition of these languages. Through semi-structured interviews and focus group discussions, several important findings emerged that address this paper's research goal.

Firstly, the types of motivation that participants developed varied between intrinsic and extrinsic factors. Intrinsic motivation was particularly strong among both learners who engaged with Korean and Japanese media for personal reasons. Participants expressed a desire to understand the cultural nuances of the language as it appeared in the media they consumed, whether it was through anime or K-dramas. For instance, learners were motivated to pick up words and phrases without subtitles, driven by a sense of personal fulfillment and interest in the culture portrayed in the media. The expressive and aesthetic appeal of Korean dramas, along with the beautifully drawn art in anime, and the structured and polite nature of the Japanese

language, further strengthened this intrinsic motivation. Participants demonstrated how cultural nuances, such as Korean music and Japanese formal expressions, motivated them to continue their language-learning journey.

On the other hand, extrinsic motivation was largely driven by peer influence and community support. Participants were largely driven by social circles to consume foreign media and continue their learning. The role of community support was significant, especially for learners of Korean, where friends and peer groups encouraged media consumption and helped correct pronunciation and meanings. Participants explained a sense of being left out of a group and that they pushed them to engage more with Korean dramas and, subsequently, the language itself. This social dynamic reinforced the importance of extrinsic motivation in maintaining a learner's interest and progression in language acquisition.

Moreover, the comparative analysis between Korean and Japanese learners highlighted distinct differences like motivation. Korean learners were largely motivated by K-dramas' emotional aspects and relatability, which often featured real-life issues and mental well-being that resonated with them. The participants felt Korean dramas reflected human emotions and situations they could connect with, making the language more appealing. In contrast, Japanese learners were drawn to the artistic nature of anime and the structured formalities of the Japanese language. The polite and respectful tone made Japanese learners view the language as more formal, but also fun and engaging. The consumption of anime, with its exaggerated and creative language use, allowed learners to engage with the language more playfully.

Furthermore, this study found that media exposure played a critical role in both the motivation and language acquisition process for learners of Korean and Japanese. Participants

who had long-term exposure to media like anime or K-dramas acquired some vocabulary, and could form some sentences. This was a result of repeated exposure. This aligned with Krashen's input hypothesis, as participants received comprehensible input from the media they consumed, aiding in their language acquisition. Participants discussed how prolonged exposure to K-dramas allowed them to pick up words and phrases naturally. The study also showed how Vygotsky's sociocultural theory applies to language acquisition through social interactions. Participants often engaged in discussions with their peers about the media they watched, allowing for peer correction and shared learning experiences. Apps like "Duolingo" were also mentioned as tools for sharing and strengthening their language acquisition through online communities, further illustrating how social support systems facilitated language learning.

Additionally, cultural understanding emerged as a crucial factor in aiding language acquisition. Many participants expressed that their understanding of Korean or Japanese culture helped them grasp the language more effectively. The connection between language and culture was evident in how participants used language in specific cultural contexts, such as greetings before meals in Korean culture or polite speech in Japanese. This cultural immersion not only motivated learners but also provided contextual understanding, which furthered their language acquisition progress.

To sum up, this study has shown that the types of motivation for learning Korean and Japanese among Bangladeshi young adults are diverse, including both intrinsic and extrinsic factors. Media consumption, particularly through K-dramas and anime, was a significant driver of both types of motivation. Peer and community support played a key role in sustaining extrinsic motivation, while the personal enjoyment of media and cultural appreciation fueled intrinsic motivation. The comparative analysis revealed that Korean learners were more

emotionally driven, while Japanese learners were motivated by the language's structure and artistic aspects. Media exposure contributed significantly to the acquisition of both languages, with participants benefiting from repeated and meaningful input through media consumption. The results showed how media, peer support, and cultural engagement build motivation for language acquisition and provide a deep understanding of the context of Bangladeshi learners of Japanese and Korean.

## **5.2 Implications of the Research**

This study focused on the use of media as a motivational tool and language acquisition. The impact results showed that media can be used as a source of input for foreign language learning in Bangladesh. Even with institutions, it is not possible to expose students to the target language for a maximum duration of time, thus the media can help with this.

Firstly, Media exposure leads to exposure of language within context. As foreign media expose learners to contextual learning of the language, similar to how Bangladeshis may watch English media to learn English, the same can be applied to foreign languages. Additionally, language exposure from a media that students like is a positive for their learning experience. The more attracted they are to media the longer they can be exposed to input, when connected to Krashen's input hypothesis, their understanding of language and its meaning will lead to acquisition.

Secondly, peer and community support is essential for learning another language. Similar to the English language classroom, foreign language learners in Bangladesh can use these supportive systems. When they interact with the target language and express their thoughts using vocabulary from the media, they become more adept at using the target language. Moreover, they

can help fix each other's mistakes with pronunciation in a positive way which will not hinder their learning. And the fact that they are in a similar group can motivate them to keep learning, maybe a little competition can accelerate their learning. They are most of the time intrinsically driven to learn something new even in the case of new languages. Thus, even in Bangladesh, it is essential to understand their motivational needs for acquiring foreign languages on their own.

Finally, this study contributed to a growing body of research on media-based language learning, particularly in Bangladesh. As more learners worldwide turn to the media as a source of language learning, it is crucial to understand how media-based cultural products influence motivation and language acquisition.

### **5.3 Limitations of the Study**

This study was done using limited participants and in a short period. Motivation is a diverse term thus everything cannot be understood regarding it with one research method. Other methods and theories may have led to different answers regarding Bangladeshi students' language acquisition. This study only covered a small part of Bangladeshi learners' motivation. Thus, motivation needs to be studied more broadly from a different aspect and other age groups who consume similar foreign media for acquiring languages. So a deeper study with other research methods and theories governing motivation and language acquisition could result in a better understanding of student motivation, which this paper has not covered.

## References

- Al-Hoorie, A. H., & MacIntyre, P. D. (Eds.). (2020). Contemporary language motivation theory: 60 years since Gardner and Lambert (1959). (1-60).
- Akter, N. (2020). An analytical study of Bangladeshi learners' attitude toward Korean language as K-fan in 2020. *Pearson Journal of Social Sciences & Humanities*, 6(6), 201-209.
- Alsubaei, S. S., & Alabbad, A. M. (2020). The effect of Japanese animation series on informal third language acquisition among Arabic native speakers. *English Language Teaching*, 13(8), 91-119.
- Anya, U. (2011). Connecting With Communities of Learners and Speakers: Integrative Ideas, Experiences, and Motivations of Successful Black Second Language Learners. *Foreign Language Annals*, 44(3), 441-466.
- Broad, D. (2020). Literature review of theories of second language acquisition. *Journal of Applied Linguistics and Language Research*, 7(1), 80-86.
- Cha, Y.-H., et al. (2017). Japanese language students' perception of using anime as a teaching tool. *Indonesian Journal of Applied Linguistics*, 7(1), 93-104.
- Chan, Y.-H., & Wong, N.-L. (2017). Learning Japanese through anime. *Journal of Language Teaching and Research*, 8(3), 485-495.
- Di Carlo, A. (1994). Comprehensible input through the practical application of video-texts in second language acquisition. *Italica*, 71(4), 465-483.



- de la Garza, B., Harris, R.J (2017). Acquiring Foreign Language Vocabulary Through Meaningful Linguistic Context: Where is the Limit to Vocabulary Learning?. *J Psycholinguist Res* 46, 395–413.
- Duff, A. P. (2017). Commentary: Motivation for learning languages other than English in an English-dominant world. *The Modern Language Journal*, 101, 597-607.
- Fukunaga, N. (2006). Those anime students: Foreign language literacy development through Japanese popular culture. *Journal of Adolescent and Adult Literacy*, 50(3), 206-222.
- Gilakjani, P. A., et al. (2012). A study on the role of motivation in foreign language learning and teaching. *I.J. Modern Education and Computer Science*, 7, 9-16.
- Jha, G., & Nozomi, T. (2023). Motivational Factors Assisting Students to Learn Foreign Languages in North East India with Special Reference to Learning Japanese. *Language and Language Teaching*, (23), 104-116.
- Karlık, M. (2023). Exploring The Impact of Culture on Language Learning: How Understanding Cultural Context And Values Can Deepen Language Acquisition. *International Journal of Language, Linguistics, Literature and Culture*, 2 (5), 5-11.
- Karimah, I., Virgi, M., et al. (2019). Japanese vocabulary acquisition through anime: A case study on Dwimeilinda. *Izumi*, 8(2), 65-74.
- Kim, H.-J., & Cho, S.-J. (2024). Impact of Hallyu (Korean Wave) on language acquisition and cultural identity among Vietnamese youth. *Journal of Linguistics and Communication Studies*, 3(1), 53-58.

- Koolstra, C. M., & Beentjes, J. W. J. (1999). Children's vocabulary acquisition in a foreign language through watching subtitled television programs at home. *Educational Technology Research and Development*, 47(1), 51-60.
- Krashen, D. S, (1982). Second Language Acquisition Theory. *Principles and Practice in Second Language Acquisition*. (1-202)
- Loschky, L. (1994). Comprehensible input and second language acquisition: What is the relationship? *Studies in Second Language Acquisition*, 16(3), 303-323. Retrieved from
- Mahbub, R. M. (2023). Impact of Watching English Movies, Series, and Cartoons on English Language Learning of a Private University in Bangladesh. *Shanlax International Journal of Education*, 12(1), 45-58.
- Nakamura, T. (2015). Motivations for learning Japanese and additional languages: A study of L2 self-image across multiple languages. *New Voices in Japanese Studies*, 7, 39-58.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Rahimi, S. (2014). On the role of input and interaction in second language acquisition. *International Journal of Language Learning and Applied Linguistics World*, 6(2), 136-149.
- Rukanuddin, M. (2014). Role of Motivation on the Tertiary Level Students of Bangladesh in Learning English. *Research on humanities and social sciences*, 4, 76-100.

- Ryanti, D. (2019). The role of motivation in learning English as a foreign language. *Journal of English Language Teaching Innovations and Materials*, 1(1), 29-35.
- Serajuddin, M. (2023). Impact Of Cultural Factors On The Acquisition Of English As A Second Language In Bangladesh. *International Journal of Creative Research Thoughts*, 11(8),
- Schunk, D. H., & DiBenedetto, M. K. (2020). Self-efficacy and human motivation. In *Advances in motivation science* (pp. 153–179).
- Solé, Y. R. (1994). The input hypothesis and the bilingual learner. *Bilingual Review / La Revista Bilingüe*, 19(2), 99-110.
- Tezci, E., et al. (2015). A Study on Social Support and Motivation. *The Anthropologist*, 22 (2), 284-292.
- Tohami, B., & Al-haq, F. A. (2017). The influence of the Korean Wave on the language of international fans: A case study of Algerian fans. In *Proceedings of the International Conference on Communication and Media Studies*, (pp. 598-626).
- Toyoshima, N. (2013). Emergent processes of language acquisition: Japanese language learning and the consumption of Japanese cultural products in Thailand. *Southeast Asian Studies*, 2(2), 285-321.
- Uddin, M. (2014). Globalization and Language: expansion Korean Language Learning: A Case Study In Bangladesh. *Korea and South Asia: language Education* (pp. 3-19).
- Wang, H.-S., & Pyun, D. O. (2020). Hallyu and Korean language learning: Gender and ethnicity factors. *The Korean Language in America*, 24(2), 30-59.