

Navigating Indian Youth's Identity: The Impact of Korean Media on Language Learning

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ABSTRACT

The study of 'Navigating Indian Youth's Identity: The Impact of Korean Media on Language Learning' explores the complex relationship between Indian youth and the impact of Korean media on language learning. Given the increasing popularity of Korean entertainment, especially K-drama and K-pop, among Indian youth, this study aims to investigate the effect of Korean media exposure on language learning, Korean media has been an effective language learning tool among Indian adolescents, as it has increased their interest in learning Korean, provided motivation, influenced their language learning strategies, positive language learning outcomes, open up career opportunities, facilitate, especially by learning Korean language.

A combination of methods was employed, including statistical data analysis and data analysis, to accomplish the aforementioned goals. Respondents between the age group of 18 and 25 participated in the study, and data was gathered via an online survey that was given using Google Forms. Both basic background questions about the participant and research-specific questions were included in the survey questionnaire.

Combining qualitative and quantitative research methods including surveys and interviews, the study explores the motivations of Indian youth's to engage with Korean media, the perceived impact of language learning and its broader implications for them of cultural and linguistic identity. The impact of Korean media on Indian youth has been divided into various factors such as increased interest in Korean media, especially K-pop-K dramas, which encouraged them to learn the language, though various forms of media such as subtitles, translations, and educational materials It's been simplified. The finding contributes to our understanding of the dynamic interplay between global media consumption, language acquisition, and youth's identity formation across cultural diversity.

The study has implications for educators, policy makers, and scholar's interested in multicultural media exchange and its implication for language learning.

Keywords: Korean Media, Youth, Language, Culture, Cultural representation, Influence.

INTRODUCTION

Korean wave, now also known as Hallyu wave, has taken the world by blizzard India is no exception. The huge popularity of Korean music, movies and television dramas has increased interest in Korean culture among Indian youth. The number of young Indians learning Korean has increased dramatically. The aim of this Thesis is to examine how young Indians began learning Korean and the factors that fuelled its popularity. The remarkable year 2020 marked a turning point in the relations between India-

South Korea. The Indian government's 'Look East' policy and South Korea's 'New South Policy' have led to closer bonds between the two nations, increased demand for Korean language in India Cultural and growing economics exchanges between the two countries and provided numerous opportunities for Indian youths to learn the Korean and understand the rich Korean Culture Received.

One of the core reasons why young Indians are becoming progressively interested in Korean culture is the spread of K-pop (Korean pop culture). K-pop has a huge number of following in India, with groups like TXT, BTS, Blackpink, and EXO. From their catchy vibes, colourful music videos and unique dance moves captivated by the Indian youth. As a result, many young Indians have started learning Korean while understanding the lyrics and connect with their favourite K-pop idols. The researcher started learning Korean because I loved to listen Korean music and wanted to understand the lyrics of my favourite songs (Answer, BTS 2018 Love yourself). Apart from K-pop, popular Korean dramas, which are also known as K-drama, have also played an important role in the fastest growing interest in Korean language and culture among Indian Youth. These shows have gained a loyal following in India, thanks to their story line, scenic location and beauty of traditional culture. Subtitles in Hindi and English served as an early introduction to Korean for many young Indians. As their interest grew, many of them began to learn the language to watch the show without subtitles. "As a fan, Priyanka Nag, said in an interview with India TV News, 'After watching so many K-dramas, I feel like learning the language so that I can enjoy the show in the absence of words, and I have understood the nuances of it. The language is good' (India TV News, (nag, 2019))".

In 2020, Korean language gained popularity among Indian youth, especially with growing number of South Korean companies investing in Indian and Korean pop culture which is very popular among Indian youth this increased the number of Indian students learning Korean as a foreign language. The rise of Korean language studies led to the establishment of Korean language institutes in cities like Chennai, Delhi, Mumbai, and Pune. The best leading Institutions offering Korean language course in India is Jawaharlal Nehru University, Delhi University East Asian Department, Jamia Milliya Islamia University and Korean Culture Centre India (KCCI) is part of the Embassy of the Republic of Korea in India and aims to promote Korean culture and language in India. (Korea.net, 2019) (Ministry of External Affairs, 2022)

The centre offers Korean language courses, from beginners to advanced, and organizes cultural events and festivals to give a better understanding of Korean culture has branches in Delhi, Pune, Patana and Chennai, and it facilitates language learning for students from all areas India. Cultural Festivals and Networking; in addition to language courses, these organizations also organize cultural festivals and networking events to provide a comprehensive understanding of Korean culture. For example, the Korean Culture Centre India hosts an annual Korean Film Festival, which presents some of the best Korean films with English subtitles. It also organizes Korean music concerts, Korean Language Quiz competition which acknowledges the youth knowledge about Korea and language, art exhibitions and food festivals to give Indian youth a glimpse of Korean culture. These cultural exchanges not only provide a deeper understanding of Korean culture but also contribute to stronger ties between the two countries (Ministry of External Affairs, 2022).

Korean is known for its unique writing system, HANGUL, which is relatively simple compared to other Asian languages. The character system has 14 consonants and 10 vowels, making it less complex than Chinese or Japanese character. The ease of learning also attracted young Indians to Korean. 'In an interview with The Hindu, Korean language teacher Jung Min Ah said, among other languages, Korean

is quite easy due to its simple sentence structure, phonology and writing system Hangul (Shivkumar 2017')

Moreover, Korean government policies and programs to promote Korean language and culture in Indian have contributed to its popularity. Established in Indian in 2011, the Korean Culture Centre offers language classes, cultural programs and exchange programs for Indian Youth, because of its simple sentence structure, phonology and writing system Hangul'. The Korean government similarly offers scholarships for Indian students to study in Korea and encourages them to learn the language as a mean of communication. An article in The Korean Times States, 'The Korean government has made significant efforts to promote the Korean language, including providing scholarships for Indian students. This initiative has been well received by the growing number of Indian youth interested in Korean Culture' (Choi, 2019)i,).

The deep down interest of Indian youth to learning the Korean language is due to the fastest growing popularity of K-pop music and K-drama, the simplicity of HANGUL it has been possible because of the efforts which has been taken by Korean government to promote the language. With the growing economic, political and cultural ties between India and Korea, the important of learning Korean language is increasing day by day (Sivakumar, A. (2017). More Indian youngsters learning Korean. The Hindu. , 2017).

"As BTS member RM once said: 'Language brings people together, and the world is full of different people from different cultures and languages. If we try to understand each other's language and culture, the world will be a better place'" (BTS 2019, Love Yourself campaign).

1.1 Brief overview of Korean Culture:



Figure 1 Exploration of Korean Culture

Media of South Korean Culture has its origins in traditional Korean culture practiced by early Korean nomadic ethnic groups. The ancient Korean culture maintained for thousands of years has divided South Korea in the course of its cultural development away from North Korean culture since the partition of Korea in 1949. South Korea's industrialization, urbanisation and westernization gave South Korea and especially Seoul many changes in the way Koreans live. Nowadays, many forms of Korean culture especially popular culture – have taken root around the world. The rich history, customs and traditions handed down through the ages shaped the culture. However, in today's international world, the traditional way of life in Korean has been heavily influenced by Western culture. Globalization has enriched Korean culture through the connection of civilizations, creating a unique mixture of the past and the present.

Korean culture is very unique and full of interesting traditions. Korean uses ‘Hangul’ characters instead of Chinese characters. South Korea is basically one cultural Asian (Northeast). It has a unique culture, habits, clothing and cuisines that set’s Korea apart from its neighbouring countries. Diligence, godliness, and humanity are respectable Korean qualities. They pride themselves on their unique traditional culture and unique traditional culture and economic success in a small age of time. Education is very important to Koreans. It is the path to success (Museum, 2005). The most drastic changes in the Korean culture were a result of globalization that has remained the adoption of western norms values and customs.

Globalization also stimulated economic growth in Korea, increasing prosperity and modernization. As a result, the consumption and popularization of Korean pop also known as ‘HALLYU WAVE’ gained worldwide popularity, Korean drama, movies and reality shows gained huge fans around the world this not only boosted Korea’s economy but helped Korean culture and its image spread in the world. In addition to Western influences, Korea’s traditional culture has also influenced its relations with neighbouring countries, especially India. Indians influence can be seen in Korean language, food and traditional beauty products and evident in Korean education system and technology, this influence has been further enhanced by globalization, the exchange of idea, practice and good between these countries on. As a result, Korean culture has become diverse and multifaceted, incorporating elements from neighbouring countries. However, despite the changes and adaptations, Korean culture remains deeply rooted in its traditions and practices. Korean language, Hanbok (traditional clothing), Sello (Lunar New Year), and Chuseok (harvest festival) are still important aspect of Korean culture these traditions are still celebrated and preserved mainly in the rural areas of the country, somewhere with the influence of globalization is not so prominent. Moreover, Korea’s unique location and history shaped its cultural identity and values.

The country’s proximity to India and Japan has blended their culture with their, making Korea unique. Culture in the nation has also been influenced by its volatile past, which includes the division of Korea into South and North Korea. Resilience, camaraderie, and patriotism are valued in Korean culture, particularly during difficult times. Globalization has since had a tremendous impact on the evolution of Korean culture. The nation’s distinct history and topography have moulded its diverse cultural identity. As a result of globalization, Korean culture is still developing, preserving its customs and values while adjusting to the times. The nation’s distinct history and topography have moulded its diverse cultural identity, and Korean culture continues to evolve, adapting to changing times and maintain its traditions and values.

1.2 Globalization and Cultural Interconnection:



Figure 2 Indo-Korea Ministerial Discussion, Korea Times

In recent era, globalization has changed its face of the world by attracting youth, economies and cultures. This has increased interdependence and cross-culture through the exchange of ideas, resources and information. As a result, people from different countries are exposed to and influenced by different cultural phenomena, resulting in a global culture where cross cultural interactions cause people’s identities, especially young people, to change constantly one topic of interest that needs to research and study the impact of Korean media on that of Indian youth language. With the music, TV shows and movies has also gaining the popularity around all over the world, South Korea has now become a global cultural powerhouse.

The phenomenon dubbed the ‘KOREAN WAVE’ or ‘HALLYU WAVE’ has also made an impact in India, where young people there have become huge fans of Korean dramas and K-pop songs. This has strengthened the cultural ties between the two nations, with Indian youth being exposed to Korean culture more often thanks to news channels. One of the major outcomes of this cultural exchange is the growing interest in Korean culture among Indian youth.

As they consume Korean media on different platforms, they immerse inspiring themselves to learn the language. This is reflected in the growing number of Korean language learners in India, with language institutes and universities offering courses in Korean, this not only opens up educational and career opportunities for Indian youth, but connects them with Korean culture have more than superficial relationships as well. Furthermore, the impact of Korean media on Indian Youth language learning goes beyond mere learning of a new language. It provides a deeper understanding and appreciation of Korean culture and its people.

This creates a hybrid identity for Indian youth, mixing elements of their own culture with that of Korea. This intercultural mix promotes cultural understanding and tolerance, breaks down cultural barriers and fosters cross-cultural cooperation. The impact of Korean media on language learning among Indian youth is a prime example of cultural convergence brought about by globalization. It not only enables Indian youth to expand their linguistic skills but exposes them to new cultures, expands their horizons and shapes their identity in a globalized world. This cultural exchange between India and Korea is a evidence to the positive impact of globalization, highlighting the potential of cross-cultural ties to bring people and nations closer together.



Figure 3 Korea Festival by KTO (Korean Tourism organization) with Indian actor Anushka Sen (Ambassador of Korea tourism)

1.2.1. About “**HALLYU WAVE**”; Korean waves, or “**HALLYU**,” highlight how well-liked South Korea’s cultural industry is throughout the world. Pop culture, entertainment, music, TV dramas, and movies are all exported from South Korea. The Chinese term “**HALLYU**” means “**KOREAN WAVE**”

in literal translation.

A collective term used to achieve incredible success in Korean culture and popular culture including everything from music, movies, dramas, online games and Korean food to name a few in former President Barack Obama's state visit to Korea in March 2012, he declared the Korea wave as a government's priority. Hallyu first spread to China and Japan, and later to Southeast Asia and many other countries around the world where its influence is still strong. In 2000, a 50-year ban on exchange of Korean-Japanese popular culture was partially lifted, allowing Korean folk culture to flourish among Japanese South Korean bureaucrats sent delegations to several countries went on to promote their TV shows and cultural events.

1.2 Rise of Korean Pop- Culture in India:



Figure 4 Daily articles from K-pop to K-drama and Kimchi in India millennials are riding the Korean wave with exciting Korean language learning.

It has been seen that the rise of Korean Pop culture over the period in India which is also known as K-pop is a phenomenon that has grown tremendously in the country in recent year although K-pop has been popular in India since the early 2000s only in the 19th century had his followers suddenly increased. This growth is growing exponentially and experts predict that it will continue to rise in the Indian (korean-language-learning, 2023) market today.

K-pop, which also refers as a popular songs from South Korea that has gained global popularity over the past decade. However, its popularity in India is not only due to catchy tunes and energetic melodies but also due to Korean Wave or 'Hallyu' influence. This reflects the growing global presence of South Korean culture, including music, film, fashion and drama. The rise of K-pop in India can be attributed to various factors including the availability of streaming platforms and social media. Experts estimate that this growth will continue to accelerate in the Indian market through 2020-2023 (Ankur, 2020). It is already increasing tremendously. Popular songs from South Korea, known as "K-pop, have been increasingly well-known worldwide in the last ten years. But in addition to its catchy songs and upbeat lyrics, the Korean Wave, or "Hallyu," is also responsible for its appeal in India. South Korea's popular music genre, known as "k-pop," has grown in popularity around the world over the past 10 years. But apart from catchy songs and upbeat lyrics, the Korean wave or Hallyu is also what makes it popular in India (Baruah, 2019).

K-pop is popular in India is 2019 because of important issues. With popular songs like 'Boy With Luv' by BTS and 'Kill This Love' by BLACKPINK, 'Gangnam style' by PSY as well as the first K-pop concert in India, the K-pop India competition has been an important influence in the way it is taken so

are Hawasa, EXO, Twice are in with K-pop are among the groups that strengthened their presence in India the most in the same year they started their global tour because of the growing popularity of K-pop music in India has become a major HUB for K-pop fans events and concerts. In 2020-21, the first “Korean Cultural Festival” was organized by the Korean Culture Centre in Delhi, India (Basu, 2021). It was the ‘first K-pop World Festival in India.’ These events demonstrated the increasing influence of Korean Culture in India in addition to the impact of K-pop.

With that in mind, it is foreseen that K-pop’s popularity in India will continue to grow today. Korean entertainment industry have entered in the Indian market, as an actively promoting their singers Idol, thanks to the increasing popularity of K-pop music, Korean merchandises, and performances in the nation. Expanding shared knowledge and thankfulness of each other’s cultures, the rise in popularity of K-drama & K-pop in India has facilitated collaboration and cross-cultural exchange between South Korea and India. In India, K-pop & K-drama has had remarkable growth and expansion since its inception in 2019. Together with winning over Indian youth hearts, the influence paved the way for peaceful intercultural dialogue. It is safe to state that K-pop has been quite popular in the Indian entertainment sector and will only get bigger in the upcoming years in the 19th century given its devoted and strong fan base in India.

1.3 Beginning of Hallyu wave in India:



Figure 5 Rising the growth of Korean drama, K-pop and Language in India since 2019

The Korean culture, the global phenomenon “Hallyu” or the “Korean wave” refers to K-drama, K-pop music and Korean fashion that spread to other countries India is just one of many globally affected countries a phenomenon that known as Hallyu wave. The introduction of Korean content, the rise of social media and the growing interest of Indian audiences in Korean culture are cited as reasons for the emergence of the Hallyu phenomenon in India, the advent of streaming amenities like Amazon Prime, Netflix, and Hotstar has given India’s youth access to a vast library of Korean movies and dramas. Moreover, these streaming facilities offer subtitles in multiple languages like English, so Indian viewers can easily understand, absorb and enjoy Korean content as Korean entertainment is so accessible, making K-dramas and K-pop more popular in India (official, 2020). Apart from that, the development of social media has contributed immensely in the popularity of Hallyu wave in India. Indian fans of Korean dramas and songs form fans clubs and online groups to share their passion for the genre. In addition, these online platforms have made it easier for India fans to stay up to date with the latest K-pop and K-drama.

The use of social media frequencies has not only connected Indian fans with each other, but also the Korean entertainment industry, creating a strong Hallyu fan base in India. Another reason for the Hallyu wave in India was the growing interest in adapting Korean Culture among Indian youth. The unique blend of traditional and contemporary elements in Korean dramas, and their relatable and heartfelt stories have captivated Indian youth.

The intensifying demand for K-pop concert and events in India is an effect of the popularity of K-drama, which has also encouraged the interest in the Korean language among Indian, who are now studying the language to better understanding of their favourite shows, K-pop id known for its appealing songs and energetic visuals, which draw in Indian youth. The influence of the Hallyu wave in India is obvious not only in the entertainment sector but also in other aspects of Indian society. An increasing amount of Indians are travelling to South Korea and experiencing the culture first hand because of the accomplishment of K-dramas and K-pop. Furthermore, the Indian market has countersigned the impact of Korean fashion and beauty products, since a large number of Korean cosmetics and fashion stuffs are well-liked by Indian consumers.

1.4 Youth Identity Dynamics in a Globalized world the effectiveness of Korean media in language learning for Indian youth:

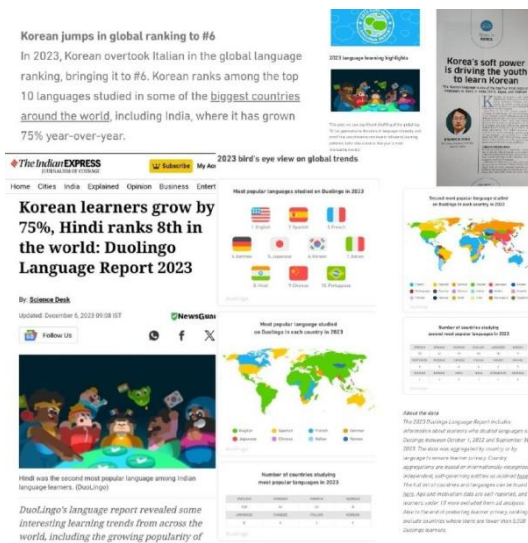


Figure 6 Korean Language growth report 2023 according to Duolingo language learners application.

In today’s interconnected world, young people’s identities are increasingly being shaped by global influences. Globalization has increased the consumption of various media, including Korean media, which is extremely popular among young people around the world. In this will examine the unique role of Korean media in shaping youth identity in a context of globalization and explores its effectiveness in language learning for Indian youth.

Globalization has created a complex and multifaceted landscape of youth identity. Young people navigate a wide range of cultural contexts and are exposed to a wide range of influences through digital media, social networking and travel. As a result, their identities are often hybrid, fluid, and transnational. Korean media, especially K-pop, K-drama, and Korean films have become an integral part of globalized youth culture. This media presents a polished portrayal of Korean culture and lifestyle, resonating with

young people around the world. Through the use of Korean media, young people interact with global peer groups, adopt new fashions, language and explore new social norms.

Korean media has proven to be an effective way to learn language. The interesting stories, catchy music and characters attract young learners and inspire them to engage with the language. With exposure to Korean media, young Indians can acquire vocabulary, strengthen pronunciation and gain a deeper understanding of Korean culture.

Additionally, Korean media offer authentic and contextual learning experiences. Young learners can watch the language being used in real-life situation and learn about Korean customs and traditions. This particularly approach makes language learning meaningful and enjoyable.

Korean media has special appeal for Indian youth, India and Korea share strong cultural ties, and Bollywood movies films and music has been popular in Korea for decades. This shared cultural connection makes it accessible to Korean media and accessible to Indian youth.

In general, young Indians are also fluent in English, which acts as a way to learn Korean. The prevalence of English subtitles and translations in Korean media makes them accessible again. Moreover, the government of India's focus on skill development and language education creates a conducive environment for young people to learn language.

Korean media has played an important role in shaping youth identity in a globalized world. Through the consumption of Korean media, young people develop hybrid identities that blend their local and global experiences. Furthermore, Korean media has proven to be an effective language learning tool, especially for Indian youth. Its engaging stories, authentic experiences and cultural relevance make it a great way to gain knowledge of the Korean language.

As globalization changes the identity of young people, Korean media is likely to continue to a powerful force in the lives of young people around the world. By understanding youth identity development in a global context, and using Korean media effectiveness in language learning, educators and policymakers can support competent and culturally global citizens full of logic to advance the challenges and opportunities of the 21st century.

The effectiveness of Korean media in learning the language for Indian youth has been categorized on various factors such as increased interest in Korean media, especially K-pop and K-drama, has greatly increased interest in learning Korean among Indian Youth, growing interest has led them to learn the language getting motivation from Korean media that provides a strong incentive for Indian youth to learn Korean, while using different media platforms that influenced the language learning methods of Indian youth and to practice their language skills and improve their cultural understanding.

Learning the language from Korean media has led to positive language learning outcomes among Indian youth, as they have reported improve listening, speaking, reading and writing skills by using online learning resources to learn the language such as **subtitles, translation, and educational content**, which have facilitated language learning among Indian Youth.

Korean media has been an effective tool for language learning among Indian youth, as it has increased their interest in learning the Korean language, provided them with motivation, influenced their language learning methods, led to positive language learning outcomes, opened up career opportunities, facilitated language learning resources, and fostered the growth of language learning learners.

1.5 Some popular Korean media that Indian youth use for learning the language:



Figure 7 Different platforms using by Indians to learn Korean Language

The development of technology has made learning a foreign language simpler. In the same way, a number of online forums provide Korean language instruction, enabling young people to learn from home. A few well-known platforms are Duolingo, Rosetta Stone, Talk to me in Korean, Funpik, and Coursera. This session offers interactive instruction and resources to help students learn the language at their own pace.

Furthermore, social media sites like Facebook, Instagram, and YouTube have contributed significantly to the Korean languages dissemination. Many teachers and learners of the Korean language produce engaging and educational resources for students, facilitating their understanding of the language.

Aside from this, Korean drama is a significant factor in the language learning of Indian youth, with many using it as a tool. Indian youngsters can acquire new vocabulary and grammar structures, enhance their listening and comprehension abilities, and learn new language structures by viewing K-dramas with Korean subtitles. Another well liked Korean media source among Indian youth is K-pop music, which many use as a language study aid. By listening to K-pop songs and reading the lyrics, Indian youth can improve their pronunciation skills, different types of variety shows such as Running Man and Knowing Bros, are also popular among Indian youth and it's a easily accessible tool for language learning.

By watching these shows with Korean subtitles, Indian youth are improving day by day their listening and comprehension skills, as well as learning the new vocabulary and phrases. One of the most affordable and easily accessible tool is there are several language learning apps such as Papago, Duolingo and Memorise as per the recent year data Korean language is the top 6th ranked language learning according to the Duolingo application, that offers Korean language courses from basic to advance level. Now there are so many options available in India that people are using to learn the language from different resources. K-drama, K-pop, variety shows and language learning applications are some popular Korean media that Indian youth are using for learning the language. These media provides Indian youth with a fun and engaging way to learn Korean while also exploring them to Korean culture and language.

1.6 The Origin of Korean language:



Figure 8 Hangul is the Korean alphabet since 1443 in Korea and the credit of its invention goes to the Korea’s first King Sejong of the Yi Dynasty

Korean is one of the oldest living language in the world, and its origins are as obscure as Korean. Nineteenth century Western scholars offered several theories regarding Korean and Ural-Altaic, Japanese, Chinese, Tibetan, Dravidian Ainu, Indo-European, etc. Most Korean languages belong to the Ural-Altaic language family in Mongolia, Finland, and Hungarian. Linguistically, Korean is unrelated to Chinese and similar to Japanese, but different early historical records indicate that two groups of languages were spoken in Manchuria and the Korean Peninsula at the beginning of the Christian era: the northern or Puyo and the southern or Han. In the 7th century when the Silla dynasty ruled Pekche north of the conquest of Southwest Korea and the conquest of Koguryo in the 7th century, Silla became the dominant language of the peninsula.

Old Korean (1st to 10th century) since, the roots of Korean are unclear, it’s only speculation of how the language looked at its beginning. In South Korea, its widely believed that Korean originated from “han”. Meanwhile, North Koreans believe that the ancestor of modern Korean is “buyeo”. These were two languages of the three kingdoms that divided the Korean peninsula at this time.

Middle Korean (10th to 16th century) when the Goryeo Dynasty ruled Korea, the capital was changed to Geseong. The Gesong dialect during this period has become the most prominent. There is the earliest written evidence of Korean from this period. Created in 1103, “Jilin Leshi” contains hundreds of Korean words written in phonetic Chinese characters. The first system of writing Korean originated in Chinese phonetic alphabet for Korean was the most common in Korea. This writing system is called “Hanja”. Interestingly, in this writing, there’s evidence of 4 tones in Korean during the Middle Korean period. We can notice tiny dots next to some letters. These help intonation when reading aloud. Much like modern Chinese, tonal differences signalled different meanings. However, this doesn’t exist anymore today. Modern Korean isn’t a tonal language.

The Introduction of the Hangul Alphabet, Chinese characters can define Korean words phonetically. However, this writing system was not accurate enough. It was not exactly Korean, in addition, learning Chinese characters was also difficult, King Sejong the Great of the Sojeon Dynasty devised a plan. In 1444, he announced a new Korean writing system: the Hangul, this alphabet was specifically designed for the Korean language. It’s often quoted as the most logical and intelligently designed writing systems in the world.

Modern Korean (16th century onwards) At first the nobles did not like hangul. However, the literacy rate in Korea has increased. Everyone could read Hangul with ease.

But it took Hangul a couple of centuries before Korean calligraphy completely took over his work. It was originally written in a mixture of Hangul and Hanja (Korean written in Chinese characters). Hanja was mainly used for content, while grammar terms were written in Hangul. Between 1910 and 1945 Korea was occupied by the Japanese. It was a long term plan of the Japanese to keep language in Korea. Japanese was introduced in schools and Korean newspapers were banned. However, the Korean survived. After the project ended, Hangul became the dominant writing system, and that remains true today. Basically, anything we read in Korean will be in Hangul. This is why Hangul is the foundation of all Korean studies.

The Hangul writing system in the Korean Language, no one can deny Hangul's is good. It is simple to master this writing style because it is among the most reasonable methods to write. Ten consonants and 14 vowels make up Hangul. Studying Hangul should always be the initial step in studying Korean as a language learner.

The Korean writing system and Hungul is the most important part of the Korean language. It connects every Korean around the world. So both North and South Korea celebrate a day to commemorate its importance. South Korea celebrates Hangul Day on October 9th.

1.7 Effects of K-drama and K-pop on Indian youth behaviour and study in Korean language:

The Korean wave, also known as Hallyu has taken the world by storm and India is no exception. Popular Korean dramas and K-pop songs have greatly influenced Indian youth behaviour and academics skills in Korean in this topic the researcher aim is to prove that the impact of K-dramas and K-pop on Indian youth has gave the positive effect on practice the Korean and leaning skills in Korean and how useful it is for them.

The rise of K-drama and K-pop has been gaining momentum in India for the past decade. The popularity of K-dramas and K-pop music has led to an increase in the number of young Indian learning Korean. According to a report by the Korean Culture Centre India, the number of people learning Korean in India has increased by 50% in the last five years. This growth can be attributed to the prevalence of K-dramas and K-pop music on online platforms, making them accessible to Indian youth.

The influence of K-drama and K-pop on the behaviour of Indian youth is reflected in various aspects of their lives. Korean culture, often portrayed in K-dramas and K-pop music, has changed the fashion, food and lifestyle choices of Indian youth. In addition, Korean has become a popular language for Indian youth to learn, as they want to understand the lyrics of K-pop songs and favourite dialogues in K-dramas and try to recreate that scenario by itself while the process of learning the language.

The impact of K-drama and K-pop on the learning the Korean language among Indian youth is multifaceted. The researcher first introduced to Korean through K-dramas and K-pop music to fuel the interest in learning the language. Second, the catchy melodies and common lyrics in K-pop songs make it easier for young Indians to memorize and learn Korean. Third, subtitles in K-dramas provide young Indians with visual resources for understanding of the Korean language and culture.

The benefits of learning Korean language through k-dramas and K-pop have many benefits for Indian youths. First, it helps them to gain a deeper understanding of Korean culture, which can be useful for those who wants to work or study in Korea. Second, it improves their communication skills, as they can now communicate better, with Korean speakers. Third, it broadens their horizons and exposes them to

new cultures that can be rewarding and satisfying. Lastly, it can be a fun and enjoyable way to learn a new language making it more enjoyable and less intimidating.

The influence of K-drama and K-pop on the behaviour and academic skills of Indian youth in Korean is undeniable. The prevalence of K-dramas and K-pop music has increased the number of young Indian learning Korean. Exposure to Korean through K-dramas and K-pop not only increases their interest in learning language but also enhances their academic skill. The benefits of learning Korean through K-dramas, K-pop and multiple online language learning applications that making it an interesting and enjoyable way to learn a new language.

The impact of Korean media on language learning among youth: ‘Han’ a popular Korean cultural concept that conveys the idea of suffering and unresolved struggle, resonates with many Indian youth, who are associated with the idea of striving for success and overcoming obstacles (Shim, 2010), 2013. This has attracted Korean culture and language, increasing the demand for Korean language classes. By learning the language, young Indians are gaining a deeper insight into Korean culture, which directly influences their identity formation. They begin to identify with Korean culture and develop a sense of belonging to Korean fans, also known as ‘koreaboos’ in popular culture.

Furthermore, Korean media has also provided a platform for Indian youth to explore their creative expressions, especially in the field of language. Many young Indians have taken to participate in online dance and singing performances of Korean songs as a result of k-pop’s increasing popularity. This gives them the opportunity to express their language and creativity, further strengthening their sense of belonging to the global Korean community. We can analyse that in today’s global world, cultural exchange through the media has drastically become increasingly common. From K-pop music to K-dramas, the influence of Korean media has made a significant impact on Indian youth.

As overall result, it has been observed by the researcher that it is important to consider the potential of positive effects of the influence of Korean media on Indian youth identity. While the exposure to Korean culture has opened up new learning opportunities for the learner enthusiastic one. The Indian youth, influenced by Korean media, prioritize learning Korean language to enhance their learning skills and do something new for the practices to build up the cultural bond between Indian and South Korea.

Theoretical concepts for understanding affect the concept of ‘other’ and ‘third space’ can be used to understand the impact of Korean media on Indian youth language learning and identity formation. ‘Other’ refers to the process of differentiating and labelling different people or cultures as ‘other’. In the case of Indian youth, Korean media exposes them to new cultural practices and values, which they start to identify with, leading them to perceive the Korean culture as ‘cool’ and ‘modern’. This can lead to cultural changes in identity and preference for Korean over mother tongue.

Homi Bhabha introduced the idea of “third space”, which is a cross - cultural area where new identities are formed.

For young Indians, the consumption of Korean media provides a ‘third place’ where they can interact and adapt their identities to incorporate aspects of Indian and Korean culture. This creates a unique Indio-Korean hybrid identity. Here one more term is going to be used is Globalization it is mainly used to describe the growing relationship between the world economy, culture and demographics through the movement of goods, services, technologies, language learning, economics and cultural. The cultural aspect globalization or cultural globalization refers to the spreading and sharing of ideas and understandings and norms in influential countries on promoting social contracts (Paul, 2006).

After that, some scholars noted that technological advances in recent decades have accomplished much, the integration of cultures in human beings and the recognition of human greatness and uniqueness in their own culture. Therefore, it is important to understand how communication and technology change; the current era of globalization affects the distribution of culture in the world, and technological developments such as mobile phones and the internet, ideas values, knowledge and cultural practices have spread across national broader resulting in these cultures state. With internet access, consumers can engage quickly and sustainably and get the contents.

1.8 Theoretical concepts:

Several theoretical concepts & frameworks are applicable for this study, which provide valuable insights in exploring the study of podcasting and its influence on its audience.

Researcher has explored 4 theories which are as follows:

1.8.1. Cultivation Theory: This theory will help in to explain how prolonged exposure to Korean media among Indian youth may shape their perceptions, attitude, and beliefs about language learning and cultural identities.

1.8.2. Social Identity: Understanding this theory will provide the insight into how Indian youth perceive themselves in relation to Korean culture and language, and how this influences their language learning behaviours and identity formation.

1.8.3. Social learning: By applying this theory, researcher will examine how Indian youth acquire language skills through observation, imitation, and reinforcement, especially in the context of exposure to Korean media content.

1.8.4. Acculturation theory: This theory can help in exploring the process by which Indian youth adapt to and integrate aspects of Korean culture and language into their own identity, shedding lights on the dynamics of cultural and assimilation within multicultural context.

1.9 Rationale of the Research:

The rationale for this studying stems from the growing the influence of Korean media particularly among Indian youth, and its potential impact on language learning and identity formation. With the increasing popularity of Korean entertainment, such as K-pop music, K-dramas, and the Korean variety shows, among Indian youth, there is a need to understand the implications of this cultural phenomenon. This study aims to fill this gap by investigating how exposure to Korean media influences language learning practices and the construction of identity among Indian youth. By examining these dynamics, the research seeks to contribute to a deeper understanding of the complex interplay between cultural globalization, youth identity negotiation, and language learning within the Indian context. Additionally, the findings of this study may have implications for educational institutions, language policy makers, and cultural stakeholders in India, offering insights into effective strategies for promoting language learning and cultural diversity in a rapidly changing globalized world.

1.10 Limitations:

1. **Sample Size:** The study's sample size of 100 respondents may limit the generalizability of the findings to a larger population, particularly considering the diverse nature of Indian youth.
2. **Self-report Bias:** Since data collection relies on self-reported responses through Google Forms, there may be a risk of response bias or inaccuracies in participants' reporting of their language learning

behaviours and media consumption habits.

3. Cross-sectional Design: The cross-sectional nature of the study limits the ability to establish causality or examine longitudinal trends in language learning and identity formation among Indian youth exposed to Korean media.
4. Language Proficiency: The study may not account for variations in language proficiency levels among respondents, which could influence their engagement with Korean media and language learning practices.
5. Regional Variations: The research may not adequately capture regional variations within India, which could impact the extent of exposure to Korean media and its effects on language learning and identity.

1.11. Delimitations:

1. Age Group: The study focuses specifically on Indian youth aged 15-29 years, limiting the generalizability of findings to other age groups within the population.
2. Medium of Korean Media: The research primarily examines the impact of Korean media through online platforms, potentially overlooking other mediums such as television or print media.
3. Language Learning Focus: The study primarily explores language learning behaviors related to the Korean language, omitting analysis of other foreign languages or indigenous languages spoken in India.
4. Urban Bias: The research may have an urban bias, as it primarily targets respondents who have access to the internet and are active consumers of digital media, potentially excluding rural populations with limited internet connectivity.
5. Cultural Context: The study may not fully consider the broader cultural context in which Indian youth engage with Korean media, including factors such as socio-economic status, educational background, and cultural preferences.

LITERATURE REVIEW



Figure 9 Indian-South Korea Bilateral Friendship

In recent years, the globalization of the media and the increasing popularity of Korean entertainment, including dramas, music, movies, and programming, have raised interest in the role of Korean media in language learning of the greater. This Literature review examines the Impact of Korean Media on

Language Learning and proficiency, shedding light on its implications for teaching and curriculum development specifically the study will investigate the role of Korean media types such as K-drama, k-pop music, webtoons, and online websites & applications on vocabulary learning, grammar comprehension, listening skills, cultural comprehension, communication, and it was easy to learn and understand the concept of language. Taking together previous research findings, this study aims to provide insights into the ways in which Korean media exposure influences language learners skills, attitudes, and cultural awareness. Understanding the multidimensional relationship between Korean media consumption and language learning outcomes is important for teachers, researchers, and students seeking to harness the power of popular culture in language learning role. Through primary research and theoretical framework analysis, this study provides a comprehensive understanding of the dynamic interplay between media exposure and language learning process.

The Thesis research work presented in the Literature review serves as a research base and guiding framework for a comprehensive understanding of existing knowledge, gaps, and trends in “**Navigating Indian Youth’s Identity; Impact of Korean Media on Language Learning**”. So in this, thesis study will help the researcher for the research questions, develop appropriate methodologies, and the interpret findings in the broader context of existing academia Furthermore, literature review studies provide theoretical, conceptual framework development and of research models further empirical evidence, theoretical perspectives and survey results can be contributed to the further understandings.

2.1 The Impact of Korean Pop media on Indian Youth:



Figure 10 K-Culture concert celebrate 50 years of Indian-Korea Diplomatic ties 2023

The study on the Perceived Impact of K-Pop Music on Language Learning in India by ‘Priyanka Pathak and Eevan Kumar’, this study examines the impact of Korean Pop culture known as K-pop on Indian youth and their interest in Korean Language, it shows a significant positive relationship between access to K-Pop music and the desire to learn the language. Through comprehensive research, researcher found a surprising correlation between exposure to K-pop music and the growing desire to learn Korean language among Indian youth. By examining Indian Youth perceptions and attitudes towards K-pop music and its potential impact on Language learning, Pathak and Kumar shed light on the transformative potential of culture exchange through popular media so that it becomes easier. The findings not only highlight the global reach and appeal of K-pop, but also its stimulating role in multicultural communication and multilingualism. This study gives valuable vision into the dynamic interactions among popular culture language learning motivation, and intercultural communication, and provides implications for educators, policy makers, and researchers seeking to channel the power of culture issues such as K-pop have in promoting language education and cultural exchange programs. This research has

helped in my research on different-different areas such as Cross Culture approach, in my research on the impact of Korean media on language learning; the multicultural approach included examining how Korean media affects language learning behaviour and motivation cultural context. This includes understanding how exposure to Korean media, such as K-drama, K-pop, and Korean films, affects language learner and teachers outside of Korea. This approach highlights the global reach and appeal of Korean media and its potential to facilitate intercultural communication and understanding through language learning. Empirical evidence in my research, empirical evidence refers to information and findings obtained through observational design, experimentation, or research, this evidence suggests a relationship between Korean media exposure and language learning outcomes, such as vocabulary learning, listening comprehension, and cultural competence. For example, realistic suggestion may suggest a positive relationship between regular viewing of scripted K-dramas and improvement in student's language skills. By providing empirical evidence, my research strengthens the argument and contributes to scholars understanding of the impact of Korean media on language learning. Implications for language education, Implications for language learning include practical insights and recommendations from research I have seen.

2.2 The Impact of social media platforms on Korean Language Proficiency:



Figure 11 Korean for beginners, LKI school of Korean language YouTube



Figure 12 Learn Korean in India Instagram

These are some popular social media platform in Indian among Indian Korean language learners

It has been observed that now day's social media has become an essential part everyone's daily lives, which helped in connecting individuals all over the world. In addition, the upsurge of social media has fetched new development in learning the foreign or regional languages.

For Korean language learners, social media is a valuable language learning tool. The researcher's objective in investigating this topic was how social media platforms affect Korean language skills, especially in language learning. The review will review several studies on this topic, considering the findings and their relevance to language learners.

The former researcher CHOI and HAN (2020) based research state that the individuals who are consuming the Korean content and learning the language have now gained access to a whole new universe of the language learning because of the one of the most fastest growing popularity of social media sites such as follow Instagram, Facebook, YouTube and Twitter.

Social media has now dynamically challenged the ability of the language learners to engage themselves with their native and target languages. The researchers explained the aim of this study is to find out how

social media practice affects young people's Korean language proficiency in India. One of the main finding of this study showed that the using of social media has somehow improved the Korean language proficiency of the learners. As social media allowed learners to interact with the native speakers, watch Korean daily programs, and listen to Korean music and individuals noted that it is helping them to improve their speaking and listening skills.

Basically, the research has shown that, when you used inappropriately, social media can be a diverting and interfere with new language learning. As per Kim (2018) research examined that how social media platforms are affecting students engagement and motivation in learning the Korean language. Therefore his findings was that social media has given a positive outcome of students engagement and motivation. All the participants reported that they were somehow highly motivated to learn the new language Korean because the different social media platforms availabilities that helped them to connect real time native speakers who provided them the information about their language accurately.

On the other hand the study also discloses that the language learners had a sense of numerous communities through these platforms, where they are openly exchange and shared their language learning experiences and get encouragement one to another along the way. Furthermore the study of social media is crucial in giving the students access to real and relevant language learning resources.

According to research social media platform such as Youtube, Duolingo and WeLive have become popular Korean language learning resources, including videos, podcasts, and online learning applications. The study reiterates that these resources are accessible, and cost less than traditional language learning materials. The availability of these resources also enhanced students listening and comprehension skills. On the other hand, some studies have also highlighted the negative impact of social media on language learning. Lee and Lee (2018) examined the impact of social media on Korean language proficiency among high school students in the India. In this review highlights the impact of social media platforms on Korean language proficiency. Findings show that social media has a positive effect on listening, speaking and motivating learners, providing authentic content and opportunities to interact with native speakers but the need for students to use social media responsibly and recognize potential negative impacts on their language skills. Future studies in this area could focus on the use of specific social media strategies and their impact on different language skills. In addition, further research could also explore the role of social media in promoting intercultural competence among language learners.

2.3 Incorporating K-Drama Subtitle into Language Learning Materials:



Figure 13 Learners understand the conversation through subtitles and learn from it

It has been demonstrated to the researcher that K-drama subtitle should be included in language learning resources. This happens because of its commendable diversified culture, fascinating characters, and extraordinary calibre, in K-dramas or we can say Korean dramas, that now days are so much popular on global level, and especially among youth. The major impact of the influence of Korean media on Indian young people is the language learning program which has drawn the captivated attention of number of studies meanwhile K-dramas have particularly won over the hearts of so many peoples, including youth of India. This review will investigate the influence of Korean drama's on language resources for Indian youths in an effort to investigate this impact.

K-dramas, Korean television series and K-pop have recently gained immense of popularity in Indian youths. As per the 2019 Korea Foundation Survey has revealed that 19th % of Indian youths, in between the age group of 18 and 25, are mostly the studying group who are learning the language, that was over the 50% of them have only watched the K-dramas and started their language learning journey which was a positive impact on Indian youth to adapting the different culture and learning the language as well. In India which is a self-diversified nation has emerging the popularity of Korean media that has increased the demand for resources related to the language learning through which they start their language learning process in a professional manner.

In K-drama the subtitle plays a major role for understanding the language, vocabulary and pronunciation in recent years it has been noticed that the growing trends of K-dramas has also working as a tool of subtitles to understand the language in a better way. According to Keller (2017) in his research he has claimed that the trends are the result of K-dramas that are certainly growing appealing and has feed the idea of language learning which help the learners to learn the language easily. During the study of language the instructors mostly used the dramas subtitle to teach the learners and to adapt the language as a learning material that assists students to not only improve their listening comprehension abilities but also letting them know to how to read the subheadings of the drama while listening the conversation in the dramas.

Majorly the subtitles can be a helpful tool for the beginners for their vocabulary development and the correct word pronunciation in addition that also offers a visual scenario that can help them with the better understanding of the dialogue's delivering contexts and also content. There are several studies available that have been conducted in same field to examine the effect of using the K-dramas and variety shows of Korean which provides subtitles in language instructions.

The learners of Korean language who mostly watches K-drama with the subtitles to understand the concept of Korean grammar and vocabulary which is far better than those who do not do this practice, allowing to the research which was conducted by Kim and Lim in (2017). There is one more research which was done by Lee and Park in (2020) which has a different aspect of study in that they originate that there are many students who have been watching the K-dramas with the subtitles that had higher vocabulary and philological skills. In adding to subtitles, the researchers have also tried to investigated that the uses of K-dramas as instructional materials has showed a good result among learners and their better understandings of language.

Choi (2014) conducted a study in which k-dramas were used as learning aids in a Korean language course for Indian students. It has shown that students who watch k-dramas as part of their language learning program have better listening and speaking skills than those who do not watch, it also suggested that the use of k-dramas in language learning can provide curriculum has been interest and interesting, leading towards better retention and stimulation (Phan & Dang,2019).

Although the inclusion of subtitles in K-dramas and the use of K-dramas in language learning have shown positive results, there are problems with subtitling accuracy and cultural understanding. According to Lee and Park (2020), errors or misinterpretations can occur in subtitles, especially those provided by non-professional fan suburbs. Furthermore, understanding cultural references and nuances in Korean media can be challenging for students who do not have a strong cultural understanding of Korea. These limitations should be considered when incorporating K-drama subtitles into language learning. Korean media has had a profound impact on Indian youth language learning the incorporation of k-drama clips into language learning materials emerged as a useful tool that could help improve listening, comprehension, vocabulary, and pronunciation. The use of k-drama as a language learning strategy half also produced positive results. However, concerns about the accuracy and cultural significance of the transcript need to be addressed. Further research is needed to examine the effectiveness of incorporating k-drama subtitles into language learning materials in diverse populations. With the growing popularity of Korean media in India, there is a need to explore and harness their potential in language learning in order to provide engaging and effective learning experiences of students.

2.4 Learning through Online Application platforms:



Figure 14 Some Popular Korean Learning applications

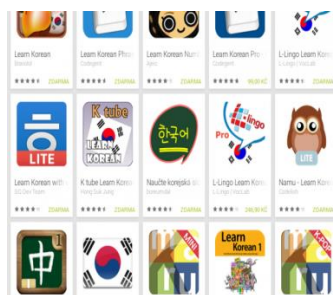


Figure 15 Korean learning applications

With increased globalization and increasing communication around the world, the learning of languages has increased exponentially. Among many popular languages in recent years Korean has emerged as a required language to learn. Many individuals turn to online forums and language learning apps to learn Korean, due to the variety of online Korean media content in this review the researcher is going to examine the impact of online media on language learning, especially the internet so meetings, language and through learning apps use.

Korean media and its impact on language learning, South Korea’s thriving entertainment and cultural industry, known as the ‘Korean wave’ or ‘Hallyu’, has played an important role in Korea’s global Korean dram, music and movies becoming increasingly popular in many countries, thus providing

interest in learning the language has increased. According to Choi (2014), the increase in students learning the language Korean can be credited to the influence of Korean media, especially K-pop and K-dramas, which often show everyday conversations and cultural nuances in the language. This has raised demand and increased in accessible and effective methods to learning Korean language.

The effectiveness of online platforms and language learning programs are for learning Korean, online conferencing and language learning services have become increasingly popular due to their convenience and affordability. They offer a variety of resources, such as interactive lessons, audio-video materials, and language exchange programs, which make it easier for students to learn and improve their skills, a study by Zang Chen (2016), did find that language learning apps. Its use has a positive impact on youth motivation and self-efficacy, leading to positive language learning outcomes.

In addition, these platforms and apps also provide opportunities for students to engage with language and culture, which is essential for fluency. According to Lee (2017), language learners using online forums and apps will not only be able to learn the language, but also learn cultural nuances and gain mastery of the actual language use through Korea on access to media content. There are various online platforms and language learning services offering Korean language learning, and comparison between them can help to find the most effective language learning tool Lin and Zhang (2019) found that compared to online platforms like for Rosetta Stone and Babbel, Korean- Language learning apps like Duolingo and Memrise are very popular with language learners this is due to the gamified nature of language learning apps, which makes the learning experience more engaging and enjoyable. Additionally, language learning apps allow students to learn at their own pace, while online sessions often have a fixed schedule, so a significant amount of time is needed but online options provide a more comprehensive language learning if it has a wide range of learning materials and access to qualified teachers is suitable for students seeking a structured learning experience. Korean media has had a significant impact on the increasing demand for learning Korean, and online forums and language learning apps have emerged as effective tools for language learners. However, more research is needed to determine the most effective way to learn Korean through online forums and language learning apps.

2.5 Societal Impact of Korean Media Globalization on Language:

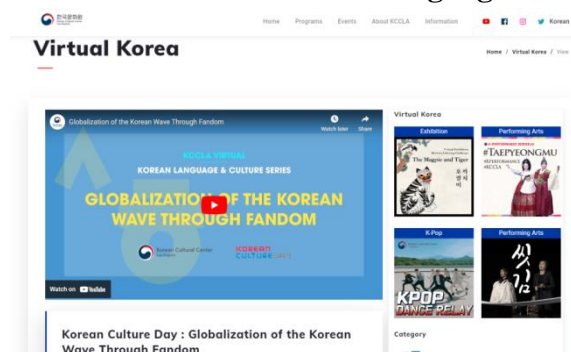


Figure 16 Global Korea page for the all the information for the Korean language & culture enthusiastic

Korean media has grown rapidly in popularity and influence worldwide over the past decade. As it became an integral part of mainstream popular culture worldwide, with its large background in music, television drama, films, and other media, this ‘Korean Wave’ or ‘Hallyu’ as it’s commonly called brought about changes and influences on societies worldwide, including the promotion of language learning and cultural change. The phenomenon of Korean media globalization is due to technological

advances and the increasing connectivity of the world, which made it easier for audiences to access and consumes Korean media this globalization of Korean media has had a profound effect on society, especially its effects on language learning.

The impact of Korean media on language learning has been studied in various countries, from the United States to India to Japan. These studies showed that the popularity and dissemination of Korean media positively influenced Korean language attitudes and learning. Korean media users have been observed to be increasingly interested in language learning and some are becoming proficient learners. One of the most important effects of the Korean media globalization on language learning has been on the society in terms of language courses. Traditionally, the main languages taught in schools and universities are English, French or Spanish. However, the increasing popularity of Korean media has increased the demand for Korean language courses in educational institutions such as, JamiaMilia Islamia University, Jawaharlal Nehru University and Delhi University top renowned Indian Universities. ‘This has led to the inclusion of Korean language classes in the curriculum, creating new opportunities for language learners.

The popularity of Korean media has also led to the establishment of Korean language culture centres and institutes in countries such as the US, China, India and France ((2020)., 2020). Additionally, online forums and applications dedicated to teaching Korean have emerged, facilitating access for students around the world.

Moreover, the influence of Korean media on language learning goes beyond the learning of language skills. ‘It has fostered cultural exchange and understanding between Korea and other countries. The use of Korean media allows audiences to learn about the country’s customs, traditions, and way of life ((n.d.), 2021). This has heightened interest in Korean culture and encouraged people to explore it further. As a result, cultural exchange programs between Korea and other countries have increased, allowing individuals to get to know the country first-hand and learn the language in a participatory environment.

The impact of Korean media on language learning has also extended to the profession. ‘With the growing popularity of Korean media, companies and businesses are looking for individuals who are fluent in the language. This will create job opportunities for language learners and interpreters, as well as those who want to work in the entertainment industry in Korea (Ministry of External Affairs, Ministry of External Affairs., 2019).

Despite the many gains Korean media has made around the world in language learning, it has faced criticism for promoting cultural imperialism and destroying local languages culture, some say the Korean media powerhouse may neglect language and on other cultural values, especially among younger generations. It is important to note, however, that language learning is a personal choice, and any decline in the use or preservation of local languages should not be blamed solely on the Korean popular media.

The impact of Korean media globalization on language learning has been profound, and the broader social implications cannot be ignored. Promoting Korean language learning and promoting cultural exchange has contributed to a more interconnected world and opened up new opportunities for individuals but it is important to continue to monitor the impact to ensure Korean affairs the proliferation of reports remains a positive force for language learning and cultural understanding.

2.6 Cross- Culture Communication and Korean Language Proficiency:

‘Cross culture communication is the process of exchanging information and ideas between individual

from different cultures. It plays an important role in today's globalized world where people from different cultures interact with each other (korea.net, 2019). Language skills are an important component of cross cultural communication because they enable individuals to communicate effectively and understand each other. Interest in learning Korean has increased with the growing popularity of Korean media and its impact on intercultural communication; in this the researcher will examine the relationship between Korean language proficiency, media exposure, and in enhancing intercultural communication skills. 'Effects of Korean media on language learning, the Korean wave also known as Hallyu has spread around the world, rising interest in the Korean language and culture. The popularity of Korean media such as K-drama, k-pop, and Korean movies has increased the number of individuals who want to learn the language. According to a report from the modern language learning, the number of students learning Korean in the India has increased by 45% since 2006 (Bendon, 2010) similarly, the Korean Government has increased the number Korean students worldwide by 50%, from 1.3 million in 2015 to 2 million in 2018 (culture, 2010), sport ministry of tourism, 2019.

Media exposure has been identified as an important factor in language learning, and the impact of Korean media on language learning has been extensively studied (india, 2019). A study by kim (2018) found that the use of Korean media such as drama has a positive effect on language learners motivation and helps them improve their listening and speaking skills, another study by Kuetal did the jon (2020) also found that Korean dramas and shows are valuable resources for language learners as they expose learners to both formal and informal language use, thereby channelling all their skills high.

Effects of Korean media on intercultural communication skills given the growing interest in learning Korean, it is important to understand and relationship between Korean media exposure and cross-cultural communication. Cultural content in Korean media, such as values, beliefs, and customs, can provide students with a deeper understanding of Korean culture, which can positively influence their intercultural communication Kim and Wang (2004), 2016 found that Korean students exposed to more culturally competent Korean journalists when interacting with Koreans.

In addition, Korean media helps students understand the cultural differences and similarities between Korea and their own culture, and creates a sympathetic and open-minded communication style according to Park (2019), students through Korean stories through reporting gain cultural awareness, develop sensitivity to cultural differences, and learn appropriate communication behaviours, all of which are essential for effective intercultural communication.

The role of Korean media in promoting intercultural awareness Intercultural competence refers to an individual's ability to communicate and communicate effectively with people from different cultures. Korean media has been found to play an important role in developing intercultural competence among language learners. Lee and Jang (2019) found that students who were regularly exposed to Korean media better understood and adapted to cultural norms and values, compared to students who were not exposed. Furthermore, Korean media's exposure to cultural issues and themes can foster student's deeper appreciation of different cultures, leading to effective intercultural communication.

This literature review highlights the significant impact of Korean media on language learning and intercultural communication skills. Korean media was found to be an effective resource for language learners, helping them to improve their language skills and gain intercultural competence cultural content in Korean media provides students with an understanding of Korean culture a deeper, leading to more effective communication cross cultures. Given the growing popularity of Korean media worldwide, it is important to continue to examine the impact of language learning and intercultural

communication, as it has the potential to bridge cultural differences and foster global understanding and communication development.

2.7 Media based Korean language learning has a long term impact and sustainability:

For most individuals, learning a language has always been a complex and time consuming process. However, technological advances have made language learning accessible and accessible through various media channels. Currently, there has been a growing interest in using media based language learning, especially in Korean. The purpose of this literature review is to investigate the long term impact and sustainability of centre based Korean language, learning by examining various studies. Media based learning of Korean has long-term effects, one of the main concerns with media based language learning is the long term impact on the retention of language skills. Numerous studies have been shown to examine the retention of language skills acquired through exposure to Korean media. Kim and Lee's (2018) study examined the long term effects of Korean drama viewing on language learners vocabulary skills. The result showed that watching Korean dramas for three months significantly improved participants vocabulary skills, and the result were maintained even after three months of no drama.

Similarly, KCCI study examined the long term effects of listening to k-pop music on students listening skills. The result showed that participants listening skills significantly after four weeks of listening to K-pop music, and effects were also seen three months after the experiment according to these studies was exposed to Korean media may have a positive effect on the retention of language skills in long run. Sustainable media based Korean language learning another aspect of media based language learning that has received much attention is sustainability. 'While many students may find this approach appealing and effective in the short term, it is important to consider whether their learning can be sustained in the long term (kcci, 2019). Luo's (2018) study examined the sustainability of medium based Korean language and examined students motivation and learning outcomes. Results showed a significant decline in student motivation and academic outcomes after five weeks of media-based learning, suggesting that it may not be a sustainable approach for some students.

Furthermore, a study by Choi and Im (2019) compared media based Korean language learning with traditional language learning methods and examined the sustainability the result showed that although text-based learning reportedly were attractive and highly motivating although they exceeded the effectiveness of traditional methods in terms of length of retention. This suggests that although media based learning may have a positive impact on retention of language skills, traditional methods may be more sustainable for some students. Long term effects of effectiveness and sustainability a variety of factors may affect the long term impact and effectiveness of language learning based on Korean media. Yang, Shen, and Wang (2020) identified student characteristics, such as age, language proficiency and motivation, as key factors affecting the long term outcomes of media based learning gains significant cognitive benefits. Furthermore a study by Kim (2020) investigated the impact of student perceptions of Korean media on the sustainability of media based language learning. The results indicated that students with positive attitudes toward Korean media were more likely those students with negative attitudes to continue their studies. This highlight the importance of student's perceptions of media based learning in terms of its sustainability. The studies reviewed in this paper suggest that Korean media exposure may have a positive effects on long term retention of language skills, however the sustainability of this approach can be prejudiced by a variety of factors, such as students attitudes and attitude towards media

based learning and although media based learning can be interesting and motivating but traditional methods can work well in the long run. Thus, a combination of both approaches can be a sustainable approach to language learning. Further research is needed to better understand the long term effects of Korean media based exposure and its role in language learning.

2.8 How Media Psychology works in Language Learning:



Figure 17 this chart shows the Work of Media Psychology

‘Media has become an integral part of our daily lives. It has a profound effect on our thoughts, beliefs, and actions. With the advancement of technology, media has also become a powerful tool for language learning (coursera, 2015). In recent years, Korean media has become increasingly popular around the world. This review researcher aim is to investigate the effect of Korean media on language learning. Examines the functions of media concepts in language learning and its impact. The study will also examine the effectiveness of Korean media in language learning. Media psychology in language learning of how media affect human behaviour, thoughts, and feelings. This includes a variety of media, including television, film, the internet and social media. When it comes to language learning, media perspective plays an important role in the learning and retention of new language skills. According to a study by Dekeyser and Larson-Hall (2005), media can facilitate language learning by increasing motivation and interest in language by increasing information about language use on the online platforms. The impact of Korean media on language has the two major factors can contribute to this effect aesthetics and accessibility. First, Korean media has a unique appeal that attracts and motivates students to learn language. This interest is not limited to the language alone, but also includes an interest in Korean culture and society. As a result, students tend to engage with the language, increasing their skills. Secondly Korean media is very accessible, allowing students and learners to immerse themselves in the language. With the rise of streaming platforms and social media, students can access a wide variety of Korean media content anytime and anywhere. This access allows learners to use the language regularly, which is necessary for language learning.

The effectiveness of Korean media in language learning in this many studies has been conducted to examine the role of media Lee (2014) conducted a study on the effect of Korean drama on foreign language learners motivation and language skills. The findings showed that watching Korean drama has a positive effect on student’s motivation, which improved language skills.

Similarly, kim-Lee (2017) conducted a study on the use of Korean music in language learning and found significant effects on vocabulary learning and pronunciation, the study conclude that Korean music can be a useful tool and interesting for language learners. Implications for language teaching; the use of Korean media in language learning has many implications. First, it provides students with a fun and enjoyable way to learn the language. For example, “If you love doing something, you do it well.” The use of Korean media allows students to enjoy the curriculum, making it more effective. Secondly,

Korean media provides students with cultural knowledge along with language skills. As they immerse themselves in the language, students also gain insight into Korean life, customs, and traditions. This cultural understanding is essential for effective communication in the target language. Korean media greatly influences language learning. It provides students with a unique interest and access that stimulates and enhances language learning. 'The use of Korean media in language learning was found to be effective in improving language skills, vocabulary learning, and pronunciation. However, it is important to note that media alone cannot guarantee language proficiency (Korea, 2019). It should be combined with other language learning techniques to get the best results. Future research could examine the contextualization of Korean media and its effects on different aspects of language learning.

2.9 Case studies and success stories in Korean media Language learning:



Figure 18 Popularity of K-contest drives boom in Korean Language Learning- Korea Times

The use of Korean media in language learning has become increasingly popular in recent years, and studies have highlighted its positive effect on student's language and cultural skills especially Korean media has received a lot of attention due to Korean pop culture because of its great popularity, also known as 'Hallyu wave'. This increases the interest in using Korean media as language learning tools and the Korean government's efforts to promote Korean language globally, in this review the researcher will examine the case studies and success stories a involves students who acquired language skills through exposure to Korean media.

A notable article in this area was conducted by Lee (2017), who examined the effectiveness of Korean media exposure on the language proficiency of Indian university students; the study involves a sample of students twenty divides into groups; one group was exposed to Korean media for 10 weeks, while the other group received regular language instruction, the results showed that the media exposure group performed better than the control group in pronunciation and slowness, indicating a positive effect of Korean media on language proficiency. Similarly, in a study by Lee and Kim (2019), researcher investigated the effects of K-pop music on Korean language learners motivation and language learning. The study involved 49 participants from different countries, who were asked to complete surveys and participate in interviews. The finding showed that K-pop music not only increased students' motivation, but also improved their listening and pronunciation skills. Participants also reported a better understanding of Korean culture and society through musical content.

Another article by You and Park (2020) focused on the effect of Korean TV dramas on foreign teacher's motivation and language learning. The study involved some participants from seven different countries, who were exposed to Korean TV dramas for six months. The results showed that participating in dramas significantly increased participant motivation and interest in learning Korean. Furthermore, their language skills also improved, especially in listening and vocabulary. In addition to the case studies, there are many success stories of students who have acquired language skills through exposure to Korean media. One such example is Jenny Lu, a Chinese American who learned Korean by watching Korean dramas and programs (Ladwig, 2018). He credits his fluency in Korean to his dedication to

watching Korean news and constantly using the language. Similarly, Sneha Gupta, an Indian student, shared her experience of learning Korean through K-dramas and K-pop music on her blog (Milling, 2020). She expressed how exposure to Korean media not only improved her language skills but also deepened her knowledge of Korean culture. These case studies and success stories highlight the potential impact of Korean media on language learning. Exposure to Korean media enables students not only to improve their language skills but also to gain a better understanding of Korean culture and society (Learning, 2019). This is especially important when learning language like Korean, which has a specific culture. Using Korean media also helps students immerse themselves in the language in a natural and authentic environment, allowing for better pronunciation. However, it is important to note that while Korean media can be an effective means of language learning, it is not a substitute for formal language learning. As Lee and Kim (2019) state, “Media immersion cannot replace language learning, but it can work with traditional teaching methods.” Thus, it is important to strike a balance between consuming Korean media and learning structured language in order to maximize impact. The case studies and success stories presented in this review demonstrate the positive impact of Korean media on language learning. Exposure to Korean media has been shown to improve student’s speaking, listening and pronunciation skills, as well as motivation and understanding of Korean culture but it is important to note that Korean media implementation effectiveness may vary among individuals further research is needed to examine long term effects and potential implementation challenges. Nonetheless, current evidence suggests that Korean media can be a valuable resource for student’s who wish to improve their skills in Korean.

2.10 Challenges and limitations of using Korean media for language learning:

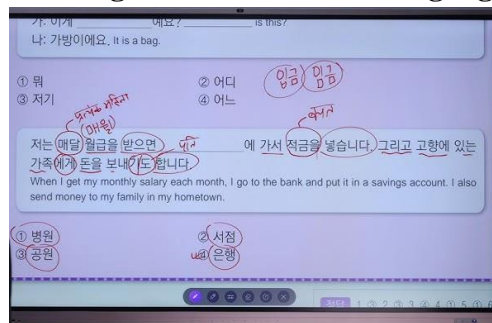


Figure 19 Challenges lack of accessible & comprehensive material tailored specially to language learner in India

Korean media provides an engaging and immersive experience for students, allowing them to learn the language in a dynamic and cultural relevant environment. However, there are also challenges and limitations in using Korean media for language learning. In this review, we will explore the challenges and limitations that Indian students may face when using Korean media for language teaching, with a particular focus on linguistic diversity, slang and culture nuances. One of the main challenges that students face when using Korean media for language learning is navigating between languages. There are several dialects of Korean, mainly with Seoul (Sang-dung-eo) and a more conservative and formal language used in television and other media, known as Standard Korean (Pyojun-eo) Seoul is used by most Koreans journalists for non-native speakers can be challenge.

Familiarity with Seoul can be very challenging for Indian students, as they may not have seen much in their previous language learning found that Indian students found it difficult to make understand Seoul

in K-dramas, especially the language used in traditional language classes due to lack of engagement and attention. Another challenge that students may face when using Korean media for language learning is navigating metaphorical vocabulary. Slang words are words or phrases that are used in informal and colloquial everyday speech, which are not taught in formal language classes. Slang word in Korean can vary depending on region, age, and social situations, making it difficult for students to understand (thestatesman, 2018). Furthermore, Korean media often use slang to add humour or reflect current youth culture, making it relevant to Korean audiences but Indian student’s understanding of these slang terms any hinder them from hearing language is well understood with its cultural nuances. A study by Kim (2018) indicates that Korean students in India have difficulty understanding and using vocabulary words in their language classes. Cultural nuances, in addition to linguistic slang, students may also encounter cultural nuances when using Korean media for language learning. Cultural nuances refer to cultural nuance that may not be obvious to non-native speakers. These cultural differences can influence language comprehension because they are deeply embedded in language use. For Indian students, the cultural nuances of using and using Korean can be very different from their own culture, making it difficult to understand the language and its intended meanings is well understood. Her research highlights the challenges that media poses to Indian teachers understanding of Korean culture, as they often rely on their own cultural context to teach the language, leading to misunderstandings and misinterpretations a possibility occurs.

While Korean media offers many benefits to language learners, it presents many challenges and constraints to navigate. Language, slang and cultural nuances are important challenges that Indian students may face when using Korean media teach the language. These challenges highlight the importance of providing guidance and support for students in understanding these aspects and their impact on language learning. Furthermore, incorporating cultural sensitivity and awareness into language teaching can help address these challenges and provide Indian students with a comprehensive and meaningful learning experience. Further research is needed to better understand and address these challenges and limitation and to strengthen the use of Korean media for language learning by Indian youth.

2.11 Korean Media Landscape:

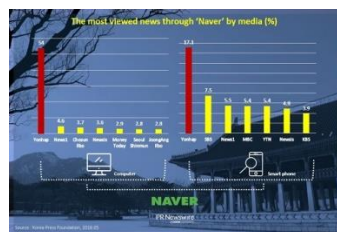


Figure 20 Web portal sites such as Naver and Daum are the most popular digital platform of South Korean media

Korea’s media landscape has undergone dramatic changes in recent years, transforming the country’s cultural and social landscape. The national broadcasting industry has gained global recognition for platform such as television dramas, music, films and programs etc. These channels have not only captured the imagination of the national audience but they have gained a huge following in other countries especially among the young (koreanherald, 2021). In this review, we aim to investigate the impact of Korean media on language learning among Indian youth, with a special focus on the impact of

Korean media on Indian youth; this study will provide an understanding of the different forms of media in Korea and their role in the identity and language learning of Indian youth.

The diverse range of Korean media platforms Korean news sites television dramas (K-dramas) in South Korea have been very popular with international audiences. The advent of online platforms like Netflix and Wikis has made it easier for fans around the world to access Korean dramas. K-dramas are known for their unique style of storytelling, flashy costumes and attractive actors, making viewers more involved (India., 2020). Young Indians, especially female viewers, have shown great interest in K-dramas, some have even learned Korean to watch shows without subtitles as well as K-dramas and introduced Korean culture and language to young Indians, and generally arouse national and its own interest people (Leh-K, 2020).

‘Korean music has become increasingly popular among Indian youth in recent years. The catchy music, vibrant visuals and harmonious dance moves appealed to young audiences worldwide (KoreaTimes, 2020). Young Indians have been quick to embrace Korean music and dance styles, and many have created their own dance covers and featured them on social media. K-pop’s popularity has also created K-pop fans clubs in India. They also gather to participate in culturally relevant activities (sprouts), (Dharmini, Mayank, and Shraddha, 2020).

‘Korean movies have also gained a huge following among the Indian youth, thanks to the crossover success of the film industry. The success of Korean films like ‘Parasite’ and ‘Train to Busan’ has not only earned critical acclaim but has also caught the attention of the Indian audiences. The unique stories and themes explored in these films resonated with young people, increasing interest in Korean cinema (Subhanil, 2020) (India T. G., 2000).

When talking about Korea’s massive media presence, the impact of diverse Korean programming cannot be ignored. Known for their entertainment and comedy, these shows have developed a loyal following among youth of India. The popularity of shows such as ‘Running Man’ and ‘2 Days and 1 Night’ has led to an Indian adaptation of this show, further fuelling the interest of Indian youth in Korean culture and language (Basu & Today, 2021).

An effect of Korean media on Indian youth’s identity and language learning, the increasing popularity of Korean media among Indian youth has had a profound effect on their identity and language learning. Gopinath (2019) argues that the success of Korean media has created a Korean wave in India, leading to increased interest in Korean language and culture among Indian youth and adoption of traditional practices, blurring cultural identity lines again. The influence of Korean media has been huge in the language learning of Indian youth according to a survey conducted by the Korea Foundation and the Indian Council for Cultural Relations (ICCR), there are currently about 3000 Indian students enrolled in Korean Language courses in India (Korea.net, 2019). Most of these students are young, and they have been encouraged to learn the language through Korean language institutes in India, to meet the growing demand for language learning (Trivia360, n.d.)

The popularity of Korean media gave rise to fan-made products and it has become popular in India. Many young Indians have created blogs, social media pages and YouTube channels dedicated to Korean media, providing thoughts and articles on Korean culture and language, these forums allow Indian youth to connect with other like-minded individuals, interact and share their interest in Korean media, which further complicated their identity and language learning (Baruah, 2019).

Korean media has expanded tremendously over the years, and its platforms have captured the hearts of young Indians. Korean media has had a profound impact on the identity and language learning of Indian

youth, blurring cultural differences and growing interest in Korean. The ever-growing popularity of Korean media among Indian youth shows its influence is here to stay and continued to shape the cultural and social landscape of both countries.

2.12 Language learner Autonomy and Self-directed Learning with Korean Media:



Figure 21 Learning Korean language from different sources, such as different language learning Books

The role of media in language learning is a topic of recent interest among researchers and teachers. With the rise of popular media channels such as Korean dramas, musicals, and shows, students have been attracted to include these types of media in their language learning journey. It lets them talk about the impact among Indian youth, and as this empowers them to be more self-directed and self-directed learners.

‘Teacher sovereignty and self-directed learning, students autonomy refers to the ability of students to take responsibility for their own learning, make decisions, and participate actively in the learning process (Benson, 2001). It involves skills and attitudes that will enable students to be independent and self-directed in their learning (India T. o., 2001). Self-directed learning, on the other hand, is a process in which students take initiative and take responsibility for their own learning, actively seeking resources and strategies to achieve their learning goals (Knowles, 1975). These two concepts are closely related, and both emphasized the importance of students being active agents in their own learning journey.

Effects of Korean media on language learning, the rise of Korean media, especially drama and music, is an important phenomenon in recent years, as its popularity has spread across the globe including India according to a study by the Korea Foundation for International Cultural Exchange did show, Korean media seems to be having a big impact on young youths.

One of the main reasons for the popularity of Korean media among young Indians is the connection to their own cultural identity. According to Kim and Koo (2016). Korean culture resonates among Indian youth due to family values, friendship, and depictions of similar struggles and emotions. This cultural connection can also be seen in the way young Indians are adapting Korean language. According to Pandey & Upreti (2016), the popularity of Korean media has increased the number of Indian students studying Korean as a foreign language, many of whom mentioned interest in Korean media as a major factor that motivates them.

Students empowerment; the popularity of Korean media among Indian youth not only influenced their interest in learning Korean but also empowered them to direct their own path and be independent in their studies according to Lan (2013), noted that watching Korean dramas can be viewed as improper learning encouraging them to actively engage with related cultures and context by integrating Korean language dramas into their language lessons, Indian youth control, explore, and perform their learning journey on their own ways to improve their language skills. This not only improves their language skills but also boosts their confidence and motivation.

Furthermore, Korean media provides students with an authentic and immersive language learning experience. As noted by Kweon and Chan (2019), students who interact with Korean media are exposed to natural, colloquial language that native speakers use to improve their listening and speaking skills affected about also providing a variety of topics and information in the Korean media as well this level of individual and control over their curriculum is important to make students more independent and self-directed in being able to choose what they want to see and learn based on the foundation.

The popularity of Korean media among Indian youth has greatly influenced their language learning journey.; By participating in Korean drama, music, and theatre, students take control of their learning and develop and direct their own path. The cultural relevance and authenticity of Korean media have made it an interesting and effective language learning tool. ‘However, more research is needed to examine how students interact with Korean media and how it, affects their language learning process. Teachers and language learners can benefit from integrating Korean media into their teaching and learning practices to increase student’s autonomy and encourage self-directed learning (Gupta, 2017).

2.13 Emerging trends and future directions in research on language learning and Korean media consumption by Indian Youth:

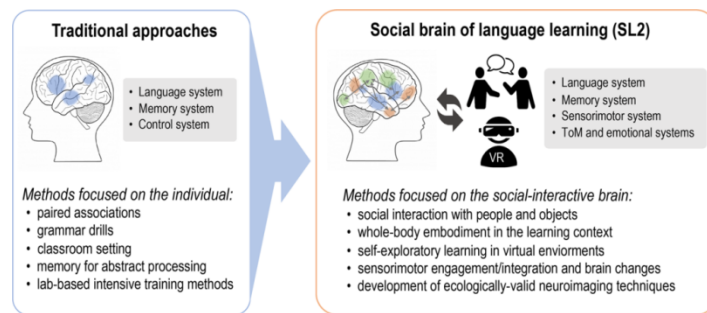


Figure 22 Different approaches for learning the language

The rapid consumption of Korean media among Indian youth has attracted scholarly attention in the fields of media studies, cultural studies, and language education. The growing popularity of Korean dramas, musicals, and shows has produced Indian youth South Korean language and culture. This changed their language learning practices, and many turned to Korean media as informal language learning.

Scoping searches were conducted using systematic searchers of Scopus, web of Science, and Google Scholar databases. The search terms were ‘Indian youth’, ‘Korean media’, language learning, and ‘identity’. The initial search yielded 89 articles, and after screening for relevance, 23 articles were included in the final analysis. Emerging trends in research selected case studies revealed three major emerging trends in research on Indian youth language learning and Korean media use (1) use of digital language learning strategies, (2) transnational followers making connections, and (3) exploring the integration of cultural studies methods in language education.

Digital language teaching platform, one of the major emerging trends in research is the use of digital language learning strategies by Indian youth to learn Korean. These platforms such as Duolingo, Memrise, and Talk to Me in Korean, provide users with interactive and convenient ways to learn a new language. Several studies have investigated the motivations and efforts of using such platforms to learn Korean among Indian youth (Lee 201), Siddharth & Sharma, 2020).

Some studies have also looked at the role social media in digital language learning, with Indian youth using platforms such as YouTube, Instagram, and Facebook to interact with other Korean language lear-

ners and engage with Korean media content (Banerjee, 2018; Hassanally, 2015).

International fans connections the growing popularity of Korean media among Indian youth has also created an International fan base. 'These networks are created through social media platforms, fan clubs, and fan events, giving Indian youth a sense of community and connection to Korean culture (Mathur, 2019; Mukherjee, 2015).

Research in this area has focused on the impact of these transnational fandom networks on language learning, with some studies highlighting the role of these networks in creating positive learning environments and facilitating language learning (Bhattacharya & Chakraborty, 2020; Mazumdar, 2019). The Integrating Cultural studies methods had another emerging trend in research is the incorporation of cultural studies perspectives into language studies research. This approach examines the interplay between language, culture and identity and how Indian youth, exposure to Korean media influences their language learning and identity formation, highlighting the importance of a multicultural approach to language teaching (Indi, 2019). Future directions based on the analysis of the selected articles, we identified three areas for further findings in research on Indian youth language learning and Korean media consumption: (1) the impression of K-pop on Korean language on, (2) the part of Korean media in the cultural and linguistic identification of youth in Indian thought.

First, although there is a growing research on the effect of Korean dramas and shows on language learning, the studies on the effect of K-pop on Korean language learning among Indian youth absence.

Second, even though existing studies have examined the title role of Korean media in identity formation of Indian youth, more in-depth research is needed on specific cultural and linguistic identity it formed through the usage of the media. This will help us better understand the complex relationship between language, culture, and identity it formed through the use of the media. This will help the researcher to understand better the complex relationship between language, culture and identity in Korean media consumption.

Finally the integration of popular culture such as Korean media into formal language instruction has not been extensively explored in the Indian context. Further research in this area will shed light on the potential benefits and challenges of incorporating popular culture into language instruction, and its impact on student motivation and engagement (2018, 2018).

This scoping study identifies three major emerging trends in research on Indian youth language learning and Korean media consumption. It also highlights potential areas for further research, such as use of digital language learning strategies, cross-cultural stakeholder interactions, and integration of cultural learning strategies in language teaching research it is clear that Indian youth language learning practices and between Korean media consumption is a rich and complex area to explore. Future in this area will contribute to a better understanding of the dynamic relationship between language, culture and identity in a globalized world of media consumption.

2.14 Korean Language Education in India:



Figure 23 Inauguration of Korean language course in Jamia Millia Islamia Indian University

In the early 1970's, research on teaching Korean as a foreign language began in Korea, as Korean language teaching began in India. Economic difficulties led to the discontinuation of Korean language courses. Then, in the early 1990s, when Korean businesses started entering India, there was a marked increase. Korean language certificate courses were reintroduced in 1992. Korean language master's degree programs were established in departments such as Chinese and Japanese in 1998. In addition, Delhi University of East Asia offers Korean certificate courses since 1993. Delhi University has been offering Korean certificate courses since 1996 (LEE, 2000).

Sejong's textbook, Sejong Korean Institute, was used by the most Korean-speaking students in India. Textbooks from Yonsei College, Ewha college and Kyunghii college were used by the next largest number of students. In terms of textbooks used, Yonsei University Textbooks and Sejong Korean were used by three institutions, followed by Kyung Hee University textbooks followed by four institutions. There remained two educational institutions using Korean, 107 students took courses the book was used. This resulted from the use of the text in Pune, Delhi, Patna and Chennai (2017, 2017).

The current status of Korean language majors in Korean language teacher training courses, universities and graduate schools among the teachers of Korean language institute in India. The 47 Korean teachers working in India, 5 (11%) were temporary teachers and 5 (10.6%) were qualified grade 2 Korean language teachers. There is a shortage of Korean language majors and teachers, especially in university based Korean language education programs (Yong Jin, 2019).

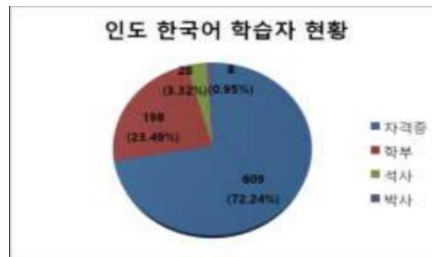


Figure 24 Status of Korean language learners in India, levels of the learners

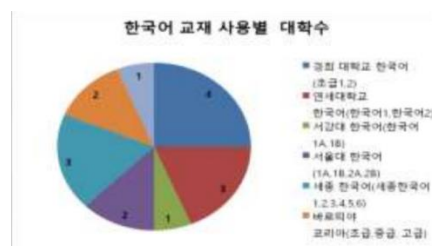


Figure 25 Korean language teaching material by users



Figure 26 Korean language teaching by Indian University

S.no	Institutions	Region	Certificate Course	Under Graduate	Post Graduate	PHD	No. of teachers
1	Jawaharlal Nehru Univ.	North India	0	102	26	8	14
2	Jamia Millia Muslim Univ.	North India	5	30	28	4	3
3	Delhi University	North India	57	23	30	5	4
4	Manipur Central Univ.	North East	43	13	18	NA	4
5	Amity University	North India	200	47	32	NA	2
6	Varanasi University	North India	75	78	26	NA	1
7	Magadha University	East India	17	65	12	NA	1
8	Jarkhant Central Univ.	East India	02	40	7	NA	3
9	Chennai In-co Centre	South India	54	56	34	NA	1
10	Anugahar Narayan Univ.	East India	14	14	15	NA	1
11	Hydrabad Foreign language University	South India	21	65	43	NA	1
12	Hydrabad State University	South India	17	17	16	NA	1
13	Rajagiri University	South India	17	16	14	NA	1
14	Saint Tomas University	South India	14	19	13	NA	
15	Banggallor University	South India	14	15	17	NA	1
16	King Sejong Institute Delhi	North India	350	287	270	9	15
17	King Sejong Institute Patna	North India	40	56	34	7	2
	843	Total no.	609	904	660	33	47
	100%	percentage	72.2	9.0%	6.66%	1	

Figure 27 Korean language learners in India (As of August 2020)



Figure 28 Researcher’s (Divyanshi Gaur) Korean experience article published on official website of Korean culture (Korea.net) as an Honorary Reporters

‘Impact of the Korean Wave on India The global acclaim of South Korean media and entertainment is called the Korean Wave or Hallyu Wave, since it first appeared in East and Southeast Asia in the 1990s, has spread to other regions such as India. The Korean entertainment industry strategically marketed its products in India, capturing the attention of young Indians and making a significant impact on Korean media and culture.; The entertainment industry, especially K-pop and K-drama, gained widespread popularity with a following among the Indian youth and that basically led to the Korean wave.

The Role of Social Media in Korean Language learning, Social media plays an important role in spreading Korean media and language learning among Indian youth. Platforms such as YouTube, Twitter and Instagram have made Korean music, drama and language learning materials easily accessible, making them accessible to Indian youth, a study shows that social media platforms are important resources for Learning Korean is popular among Indian youth. The study showed that young people actively used social media to interact with other Korean language learners and share their learning experiences.

The Impact of Indian Youth Identity, Korea’s growing interest in media and language learning has had a profound impact on the identity of Indian youth. Exposure to Korean culture, values and language has fostered a sense of cultural exchange and exploration among young people. While learning the language, Indian youth also adopt some Korean cultural practices, such as eating Korean food, celebrating Korean festivals, wearing Korean clothing and majorly learning the language, this has led to a blend of their identity, which consists of their Indian origin and Korean influences.

Challenges faced by Indian youths in learning Korean; Despite the interest and popularity of Korean media and language learning among Indian youth, they face many challenges. One of the major challenges is the lack of proper Korean language instruction in Indian schools and universities. Many students are forced to rely on private language Institutes, which can be expensive and inaccessible.

Furthermore, language barriers and cultural differences can hinder the learning process, making it difficult for Indian youth to fully immerse themselves in the language.

The impact of Korean media on language learning among Indian youth has significantly altered their cultural identity. Exposure to Korean media fostered interest in language learning and blending of identities. With the growing popularity of Korean culture in India, youth got the affordable ways to learn Korean such as Instagram, KCCI online application and YouTube Korean language learning channels. Furthermore, promoting cultural exchange and understanding between the two countries are helping the Indian youth to gain a deeper understanding of Korean culture and language.

RESEARCH METHODOLOGY

In this chapter of this research work, we further lay the groundwork for our study to adopt a systematic approach to address our research questions and meet our study objectives. The method we choose is important because it sets the stage for our in-depth analysis.

According to Janssen and Warren (2020), the basic research methodology deals with the “how” of conducting research. This is how we strategically structure our studies to ensure that we obtain accurate and reliable results directly related to our research goals, objectives, and concerns. Essentially, it is orientation to collecting, analysing and interpreting quantitative and qualitative data, which is necessary to address our specific research questions or test our hypothesis. In addition, the methodology helps us to focus on defining the scope of our research, taking into account various factors such as research limitations and ethical consideration. Ultimately, it is about how we conduct our studies, ensuring that the results we obtain are valid, ethical and reliable, which our research aims and objectives.

Currently engaging in our research topic ‘Navigating Indian Youth Identity: Impact of Korean Media on Language Learning’, the researcher aim is to investigate how Korean media exposure affects language learning among Indian adolescents form their sense of identity. This exposure is particularly interesting given the rise in popularity of Korean entertainment and cultural content among Indian youth in recent years. To exposure this more widely, the researcher will use mixed methods, combining quantitative research with qualitative interviews. The survey will help to collect the statistical data on the extent of Korean media consumption and language skills among Indian youth. The interviews will then help to explore how these affect their language learning experiences and self-concepts. Through this study, the researcher hope to shed light on the complex interplay among media use, language learning, and cultural identity formation among Indian youth in the context of the growing influence of Korean media the increase in the ultimately finding aim to contribute to a deeper understanding of how global media practices shape youth identity across cultures in a positive attribute.

3.1 Formulation of Problem

The formulation of the problem in this study examines the complex development of Indian youth’s identities in their interactions with Korean media and its potential impact on language learning. The increasing popularity of Korean entertainment including music, drama and shows among Indian youth creates an urgent need to understand the implications of this cultural phenomenon. The study delves into the complexities of this relationship, and its aim is to identifying the factors that mediate the assimilation in relation to Korean cultural factors in the way Indian youth organize themselves. By examining these developments, the study seeks to offer valuable insights into the broader discourse on cultural globalization, youth identity negotiation and language learning in the Indian context.

3.2 STATEMENT OF PURPOSE

The purpose of this research study is to clarify the complex relationship between Indian Youth engagement with Korean media, their adoption of cultural identity, and subsequent impact on language learning. By delving into these overlapping developments, the study seeks to reveal valuable insights into the role of the media in cultural identity formation and its implications for language learning among Indian youth in the 20th century. Finally the study attempts to contribute to a deeper understanding of how cultural exposure through Korean media can influence language learning processes in diverse global contexts.

3.3 AIM

Aim is to describe the development of a research question, aim and objective. Background the first steps of any research study that are developing the research question, aim and objective. Subsequent steps develop from these and they govern the researchers' choice of population, setting, data to be collected and time period for the study. Clear, succinctly posed research questions, aims and objectives are essential if studies are to be successful. Discussion researchers developing their research questions aim and objectives generally experience difficulties. They are often overwhelmed trying to convert what they see as a relevant issue from practice into research. This necessitates engaging with the relevant published literature and knowledgeable people. Formulating a clear aim is crucial as it shapes the research design, determines the data collection methods, and influences the interpretation of findings. It serves as a criterion against which the success or failure of the research can be evaluated. The aim in research methodology represents the overarching objective that drives the research endeavours, providing direction, purpose, and a basis for evaluation.

This study aims to find out how the Indian youth are constructing their cultural identities through their interaction with Korean media on various platforms and how they are adapting the culture while learning the language.

3.4 OBJECTIVE

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. A researcher objective is defined as a clear and concise statement of the specific goals and aims of the research study. It outlines what the researcher intends to accomplish and what they hope to learn or discover through their research. Research objectives are crucial for guiding the research process and ensuring that the study stays focused and on track. Though each research study has its own specific purpose, we may think of research objectives as falling into a number of following broad groupings. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formative research studies). To portray accurately the characteristics of a particular individual, situation or group (studies with this object in view are known as descriptive research studies). To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies). To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis testing research studies).

1. Examine the relationship between exposure to Korean media and language learning among Indian youth aged 15 to 28.

2. Exposure the impact of engagement with Korean media on motivation, proficiency levels, and language expression.
3. Examine the role of media literacy abilities in the success of language learning within the specified age group.
4. Assess the fusion of cultural influencers resulting from extensive reliance on Korean media for cultural navigation.

3.5 RESEARCH QUESTIONS

At the core of systematic research questions and the reason for this is that documenting accurate research results which is linked to asking the right questions. It encapsulates the core inquiry that the study to address, providing clarity, focus, and direction to the research process. Research questions are crafted to explore specific aspects of a topic, prompting investigation, analysis, and interpretation of data. They are designed to be clear, concise, and answerable within the scope of the study. A well formulated research question not only delineates the boundaries of inquiry but also stimulates critical thinking, fosters intellectual curiosity, and enables systematic investigation. It serves as the foundation upon which hypotheses are formulated, methodologies are chosen, and findings are interpreted. Ultimately, research questions play a pivotal role in shaping the research journey, guiding researchers towards the discovery of new knowledge, insights, and understanding within their chosen field of study.

1. What motivates the Indian youth to start learning the Korean language, particularly in the perspective of consuming the Korean media?
2. How the exposure to Korean media does have influenced Indian youth's perceptions of the learning Korean language?
3. In what ways the proficiency in the Korean language affects the identity formations of Indian youth?
4. How do the Indian youth perceive the impact of Korean media on their language learning experience and cultural identity?

3.6 SIGNIFICANCE OF THE RESEARCH

The significance of this study is its potential to reveal valuable insights into the impact of Korean media on language learning among Indian youth. As Korean entertainment and popular culture trends continue to flourish in India, it becomes important to understand how exposure to this media affects language learning. Positive results of this study may indicate that Korean media is an effective and engaging tool for language learners, providing an engaging and interesting environment to enhance their Korean language skills.

Identifying the positive effects of Korean media exposure on language learning could have significant implications for language education policies and practices. It may lead teachers to explore new ways of using popular media resources to facilitate language learning in formal educational settings. Recognizing the role of Korean media in language learning may lead to greater appreciation and integration of cultural diversity in language learning, thus promoting intercultural understanding and exchange among the learner students. Furthermore, the positive result of this study can contribute to cultural ties and enhance intercultural exchange between India and South Korea.

By highlighting the benefits of using Korean media for language learning, this study can encourage greater cooperation and exchange opportunities between the two countries, thus promoting mutual understanding humble themselves and strengthen bilateral relations.

The significance of this study lies not only in improving language learning outcome for Indian youth but also in its potential to enhance cultural exchange and cooperation between Indian and South Korea.

Through this research the researcher aim is to showcase the positive result that could pave the way for new language teaching and learning strategies that harness the power of popular media to engage and motivate students, and ultimately enrich their language and culture in experience is good.

3.7 Quantitative Analysis

Quantitative analysis refers to the systematic process of collecting, organizing, and analysing numerical data to identify patterns, relationships, or trends. It involves the use of statistical techniques and mathematical models to quantify and interpret empirical observations. In quantitative analysis, researchers seek to measure variables and test hypotheses using numerical data obtained through structure methods such as surveys, experiments, or observations.

A hybrid approach combining online surveys through online Google forms will be used to collect detailed information about language learning and media consumption behaviours among Indian youth a complete mouth. The questionnaire, completed on Google Forms, will contain multiple-choice and open ended questions aimed at establishing the need for the study and understanding the participants experiences and behaviour of language learning and the used of Korean media. In examining the impact of Korean media on language learning among Indian youth, this study uses quantitative research methods. Focusing mainly on those audiences who consume Korean media and study the language

In the pan-Indian population as a research universe. This research study aims to understand the audience comfort levels of youth when engaging with the Korean content such as K-pop, K-drama and especially the Korean language on various social media platforms. Quantitative data will be collected and analysed by using of Google Forms, enabling patterns, relationships and significant trends to be identified within specific age groups and geographic areas of India.

Utilizing this approaches, the study aims to provide important empirical contributions to understanding the complexities of language learning and media use among Indian youth, in particular on Korean media influence. Using Google Forms as the primary data collection tool offers many advantages. First, it facilitates effective and efficient data collection by enabling the researcher to reach a wider audience with remote individuals through online distributions.

Second, it promotes diversity by acknowledging individuals who may have difficulties in personal communication. Additionally, the flexibility of the Google Forms makes it easier to share the survey link across the different communication channels, such as WhatsApp, Instagram thus increasing the reach among the target audiences has increased its participations. Overall, this hybrid approach enhanced by the use of Google documents provides breadth and depth to the study of Indian youth behaviour in relation to language learning and use of media which includes a large involvement of youth for the exploration of language.

3.8 HYPOTHESIS

A hypothesis is a specific testable prediction or statement of a relationship between variables. It is built on existing knowledge, theory, or observation, and is a proposed explanation of the phenomenon under investigation.

Theories guide the research process by providing clear guidelines for data collection, analysis, and interpretation. They are important elements of empirical research because they allow researchers to

systematically evaluate and test the possibility of the proposed explanations. Depending on the research design, hypotheses can be either directional (indicating the direction of the relationship) or scalar indicating the presence of a relationship independent of the direction of the relationship).

H1. Exposure to Korean media is significantly associated with Indian youth motivation to learn Korean, increasing the interest that Korean media consumers will acquire language skills.

H2. Indian youth who consume Korean media regularly exhibit greater cultural contact in Korea, leading to greater interest in learning Korean compared to those with less exposure to Korean media.

H3. Korean language proficiency among Indian youth has a positive effect on their self-concept and sense of belonging to both Indian and Korean cultures.

H0. (Null Hypothesis) Among Indian youth, there is no link between exposure to Korean media and language learning.

3.9 DATA SAMPLING

For this research, researcher did the pan India survey via targeting youth in age group of 15 to 29 years; researcher selected a sample size of 100 respondents. This large sample was chosen to ensure a diverse representation of Indian youth from different age group, communities, background and states, enabling us to gain a comprehensive understanding of their experiences with Korean media and language learning in India.

The World Health Organization (WHO) defines ‘adolescents’ or young as individual between the ages of 10 and 17. The researcher selected individuals between the ages of 18 and 24 in order to obtain reliable and transparent data. Most of the respondents in the age group are active on social media and can be a reliable source of data for analysis, which is another reason for selecting this age group for all age groups of the largest users of social media by the recent studies are found to be between the ages of 15 and 24, which has now made up 160,800,000 users in all over India.

The term “youth” as defined by the United Nations refers to individuals between the ages of 15 and 24, however, for the purposes of our analysis, researcher expanded the age range to 29 years to include individuals who typically transition from Youth towards adulthood. This age range encompasses a pivotal stage in life where individuals often undergo significant personal, social, and educational developments, making it an ideal demographic to explore the impact of Korean media on language learning. By including respondents within this age range, the researcher aim is to capture a diverse range of perspectives and experiences among Indian youth, enriching the depth and breadth of our research findings. In this study on the Impact of Korean media on language learning among Indian youths the researcher has used a ‘Snowball Sampling’ approach to recruit participants from diverse regions across India. Snowball sampling involves selecting initial participants who then refer other potential participants, creating a referral chain that gradually expands the sample size.

This approach is particularly suitable for unique or hard to reach demographic such as young Indians interested in studying Korean language by the consumption of Korean media, as it uses existing social networks and networks to identify them for qualified participants. Using a Snowball sampling, the study ensures a broad geographical reach and identifies the different positions of Indian youth, capturing a range of perspectives and experiences related to Korean language learning and Korean media consumption.

3.10 LIMITATION

Several limitations are encountered in researching the effects of Korean media on language learning among Indian youth, each providing insight into this complex relationship between consuming the Korean content and language learning.

Socioeconomic differences: Research does not fully capture the experiences of Indian youth from different socioeconomic backgrounds. Factors such as high-speed internet speeds or limited access to language learning materials may affect the extent to which individuals interact with Korean media and their ability to pursue language learning opportunities.

1. Language Barriers: the level of language proficiency among participants may vary, affecting their understanding of Korean media content and the effectiveness of language.
2. learning strategies. More sophisticated individuals may have difficulties in fully engaging with the Korean media or expressing opinions during interviews and Google Forms, which may bias the findings.
3. Geographic Limitations: Studies focusing on Indian youth may overlook local variations in media use and language learning opportunities. Factors such as urbanization, access to educational resources, and exposure to cultural diversity may affect individual experiences and perceptions different locations of India.
4. Sample bias: Recruitment and sample characteristics may introduce biases that limit the generalizability of the findings. For example, individuals who are more interested in Korean culture or language may be overrepresented, while those who are less familiar with it may be more interested or underrepresented, affecting the representativeness of the study population.

3.11 DELIMITATION

In examining the impact of Korean media on language learning among Indian youth, some delimitation refines the focus of the study and also acknowledges its limitation.

1. Age Group: By focusing primarily on young people of age group 18 to 28, this research may overlook the views and experiences of older generations. While reducing the age range provides a deeper understanding of youth culture, the applicability of the findings to broader age estimates in the Indian population is also limited.
2. Virtual Network: The study could specifically examine Korean media consumption and language learning practices in online forums, such as streaming services, social media, and fan communities. While these forums are important in shaping contemporary youth culture, online interactions traditional media consumption play a role in language learning and identity formation that may not have been adequately explored.
3. Scope of media theories: The study may adopt a specific subset of media theories, such as augmentation theory or identity theory, to examine the effect of Korean media on language learning among Indian youth and in the young women and men. Although these theories provide valuable frameworks for understanding media effects, their application may neglect other relevant theoretical considerations or ignore the content of personal experiences and interpretations on small scale.

3.12 TOOLS OF DATA COLLECTION

Once the research problem is defined and the research hypotheses framework is chalked out, the work of data collection begins. While deciding on the method of data collection for the study, the researcher

should keep in mind about two types of data primary and secondary data which are newly collected and is therefore original in character. Secondary information, however is that which has already been collected by someone else and has already gone through an audit process. The researcher had to decide what kind of data to use (and collect) for the study and accordingly researcher had to choose one or the other method of data collection. The methods of primary and secondary data collection differ in that they are primarily concerned with the collection of primary data, while for secondary data the nature of the data collection task is simply collected, that automatically explained the various method of data collection, with the advantages and disadvantages.

COLLECTION OF DATA THROUGH QUESTIONNAIRE

The method which has been used by this study for the data collection is frequently employed, particularly for extensive inquiries, and is utilized by private individuals, researchers, private and governmental organizations. This approach entails the distribution of a questionnaire to individuals via mail, and other social networking platforms, accompanied by instructions to complete and return it. A questionnaire comprises a series of questions arranged in a specific order on one or more forms. Respondents receive the questionnaire via mail and other social networking platforms, and are instructed to read and respond to the questions provide the designated space, respondents are expected to answer the questions independently.

Mailing and sending on other social media platforms the questionnaires to respondents is a widely adopted approach for economic and commercial surveys, offering several advantages:

1. It acquires minimal costs, even when the target population is large and geographically dispersed.
2. It eliminates interviewer bias, as respondents provide answers in their own words.
3. Respondents have ample time to deliberate and provide thoughtful responses.
4. Even individuals who are challenging to approach can be easily contacted through this method.
5. The utilization of large sample size enhances the credibility of the results.

The researcher has chosen the survey method as the primary approach for data collection in this study. As per the definition provided by (Definition of Survey, n.d.), a survey entails the study of opinions, behaviour, and other pertinent aspects through the querying of individuals. In its fundamental form, a survey-based research methodology is employed to glean insights or opinions from a designated group of individuals, aiming to extrapolate behaviours or characteristics representative of a broader population. The researcher intends to employ Google Forms as the principal tool for data collections, targeting a sample size of 100 respondents. And the researcher has acquired the 100 responses through the Google Forms platform. The demographic profile of the respondents indicated an age range of 15-29 years, which aligns with the classification of 'Youth as per the National Youth Policy of 2022, issued by the Government of India'

This choice of data collection method offer several advantages of the researcher throughout the process. Firstly, Google Forms facilitates efficient and effective data collection by enabling the researcher to reach target respondents, even in remote regions. Secondly, Google Forms promote inclusivity by accommodating individuals who may encounter difficulties in participating in in-person discussion. Additionally, the researcher finds it convenient to disseminate the URL of the form across various communication platforms and social media platforms such as Instagram, Whatsapp, Kakotalks and Facebook

3.7 Theoretical Concept

Identity creation is a complicated process in the globalised world of today, particularly for young people who are frequently exposed to various cultural influences. The development of Indian youth's identities has also been impacted by the surge in popularity of the Korean wave, or Hallyu and its effects on international media. Pop culture from South Korea, which includes music, TV dramas, and films, is well known worldwide. In India, the Korean wave is extremely popular, and more and more individuals are referring to themselves as "desi K-poopers". In this study, the researcher has used some theories which is helpful for the clarification of the research and gave the opportunity to understand it clearly; there are some theories which are applicable in this research work, one of the theories that can be applied to explain this phenomenon is the '**Cultivation Theory**' which was developed by Researcher 'George Gerbner', this theory mainly suggest that the media consumption shapes and individual's beliefs, perceptions, and attitudes towards the world. In the context of Indian youth, the exposure to Korean media has cultivated a deep interest in Korean culture, leading to an increase in the number of students enrolling in Korean language classes. These students are driven to learn the language, not only to understand Korean media in a better way but also to immerse themselves in the culture and gain a more comprehensive understanding of the language and culture.

The second theory which is applicable to this research is '**Social Identity**' Theory that will help to explain the impact of Korean media on Indian Youth Identity, the theory was developed by 'Henri Tajfe', this theory classify that an individual's self-concept is influenced by their membership in social groups. In the case of Indian youth, exposure to Korean media has led to the development of subculture within Indian society. This subculture not only identifies itself as 'desi K-poppers' but also adopts elements of Korean culture, including language, fashion and food, this population of Korean culture has resulted in a blurring of boundaries between the Indian and Korean identities among Indian youth.

Furthermore, the '**Social Learning Theory**' is also be applied to understand the impact of Korean media on Indian youth language learning, this theory was developed by 'Albert Bandura', this theory suggest that individuals learn new behaviours by observing and imitating others. In the context of Indian youth, exposure to Korean media has provided them with a platform to observe and imitate the Korean language used in Korean shows and music. Moreover, the use of subtitles in Korean media has made it easier for Indian youth to pick up phrases and vocabulary, leading to a natural progression towards learning the Korean language.

Another theory that is the major one which helps to understand the culture adaption is the '**Acculturation Theory**', developed by 'John Berry', this theory explains how individuals adapt and integrate aspects of a new culture into their own culture. In the case of Indian youth, the exposure of Korean media has led to the adoption of certain Korean cultural practices, such as language learning. As a result these individuals have developed a bicultural or hybrid identity, combining aspects of both Indian and Korean cultures which in turn have influenced their language learning preferences.

These theories have created a relation between the understanding of Korean media and Korean Language, and also increased cultural exchange, especially among young people. As a result, many young Indians are learning Korean to better recognize and appreciate Korean media.

Identity Formation: Identity can be agreed as a dynamics and on-going process of developing a sense of self and relating to the world. As individuals go through diverse stages of development, their personalities continue to evolve and adapt to changing social, cultural and personal influences (Schwartz & Montgomery, 2018) For young Indians, rapid globalisation, penetration of mass media and influx of

foreign news has managed to a fusion of traditional Indian culture with contemporary global culture. This changed traditional cultural norms and practices in young people's identity.

Language Learning: Language acquisition is essential to the formation of identity since language allows people to communicate and express themselves to one another. India's linguistic diversity contributes to its multilingual youth. However, with the increasing popularity of Korean media, led the young Indian have taken interest in learning Korean. According to a report by the Korean Culture Centre India (2021), the number of Indian students enrolled in Korean language courses has increase dramatically in recent years and thus it is evident that about Korean affairs information has had a significant impact on Indian youth language learning programs.

important to understand how communication and technology change the current era of globalization affects the distribution of culture in the world.

With increased cultural and economic exchanges between India and South Korea, the demand for Korean language among Indian youth has increased. Online forums of Korean language, Institutes and Cultural centres plays an important role in helping students learn the language and understand the rich Korean culture. The growing popularity of Korean in India is a testament to the growing ties between countries between the two and is likely to continue in coming years as well.

DATA ANALYSIS

This chapter presents data collected through a survey conducted by the researchers among individuals between the ages of 15 and 28 years. The research universe in Pan India region and the aim of this chapter is to delve into insights from respondents through a Google forms and semi-structured interviews, which were distributed to the target population in order to they will have feedbacks on their understanding of youth comforts levels.

In analysing the data for the thesis 'Navigating Indian Youth's Identity: The Impact of Korean Media on Language Learning', the method that has been used by the researcher is essential to ensure that the rich insight and diverse perspective of participants are fully understood and appreciated. The target audiences for the study include individuals between the ages of 15 to 28 who represent the 'youth' demographic in India. The sample size of this study is 100 via online Google form survey and 10 semi-structure interviews based to ensure that different perspective is collected on the topic.

Through a thematic analysis process, the qualitative data collected from the semi-structured interviews and focus group discussion will be meticulously examined to identify recurring themes, patterns and connections within participant's narratives. By immersing ourselves in the lived experiences and personal stories shared by Indian youth, the researcher aim to uncover the complex interplay between engagement with Korean media, language learning practices, and cultural identity formation. Additionally, quantitative data from the survey based components of the study will be analysed using statistical techniques to quantify patterns and trends in media consumption habits, language learning among Indian youth,. Through a holistic approach that integrates both quantitative and qualitative findings, the researcher seek to provide a nuanced understanding of how Indian youth navigate their linguistic and cultural identities in the context of their engagement with Korean media, ultimately contributing to the discourse on global youth culture and language education.

An important factor is that will support the data collection in a variety of ways including encouraging the researchers actual interaction it gives a unique advantage to this research but also Google form as a means of supporting data are collected effectively by allowing the distributor (researcher) to contact

target respondents in remote areas diversity is encouraged, which has problems with individual integration. The researcher can also easily spread form links through various communication channels such as Instagram, Whatsapp, and Facebook.

4.2 Data Analysis and observations.

4.2.1. Gender of Respondents

Options	No. Of respondents
Male	12
Female	88
Other	0
Grand Total	100

Table 4.2.2 Gender of the Respondents

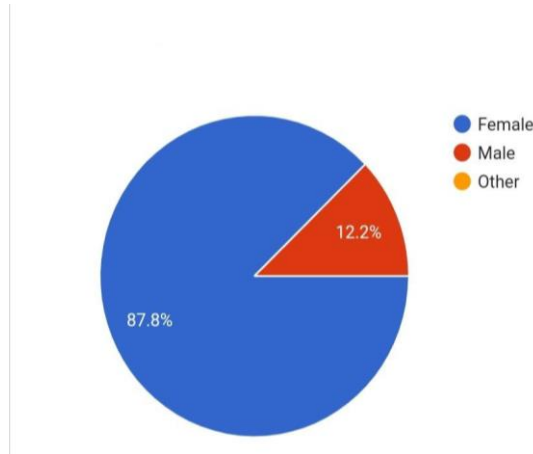


Figure 29 Gender Distribution

According to data of the gender distribution of the respondents, it reveals interesting trends in the demographics of the respondents with the most of the respondents being female 87.8% of the total sample. Similarly, 12.2% of the sample consisted of male respondents. One thing to note is that there were no respondents who identified as transgender. The large number of female respondents indicates that females participate more in this research because they are more interested in Korean content rather than male respondents. On the other hand, male participants constituted a slight minority of the sample. However, their participation were significant because it indicate they have a large presence in the study population. Gender balance was used in this study to ensure an exploration of the perspectives and experiences of social media and language culture learning among female and male participants.

The above gender distribution in this study was based on participant’s availability and convenience. Thus, while the stated percentages do not necessarily reflect the true gender distribution of the youth population in the Indian region, the data obtained provide valuable insights into the perceptions and behaviours of female and all male interviewed in the context of this study.

4.2.2. Age of Respondents

Options	No. Of respondents
15-18	11
19-20	13
21-25	64

26-28	7
above 28	7
Grand Total	100

Table 4.2.1 Age of the Respondents

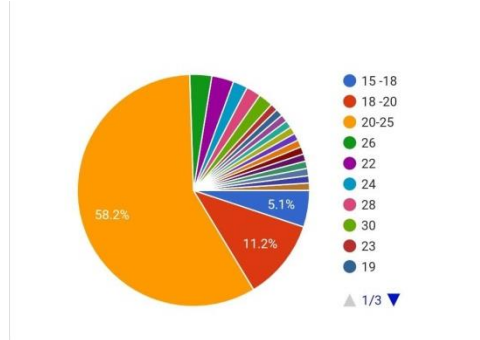


Figure 30 Age of respondents

The interpretation of the age distribution of respondents reflects a much broader demographic pattern in the study population. Respondents aged 15 and 18 years each comprised a relatively small proportion of the sample at 5.1% and 1.5%, respectively, indicating a relatively low proportion of the age group above 28 years, 11.2% of the individual in the survey aged 18 to 20 years, furthermore, 58% are aged 20 and 25 year which the numerous age group, respectively, indicating a fair representation of individuals in these age groups.

The above classification emphasizes the presence of young people and, again highlights and draws attention emphasize gaining deeper insights from individuals who are actively engaged with social media and politics there are many opportunities to engage individuals on an online platforms.

4.2.3 Profession of Respondents

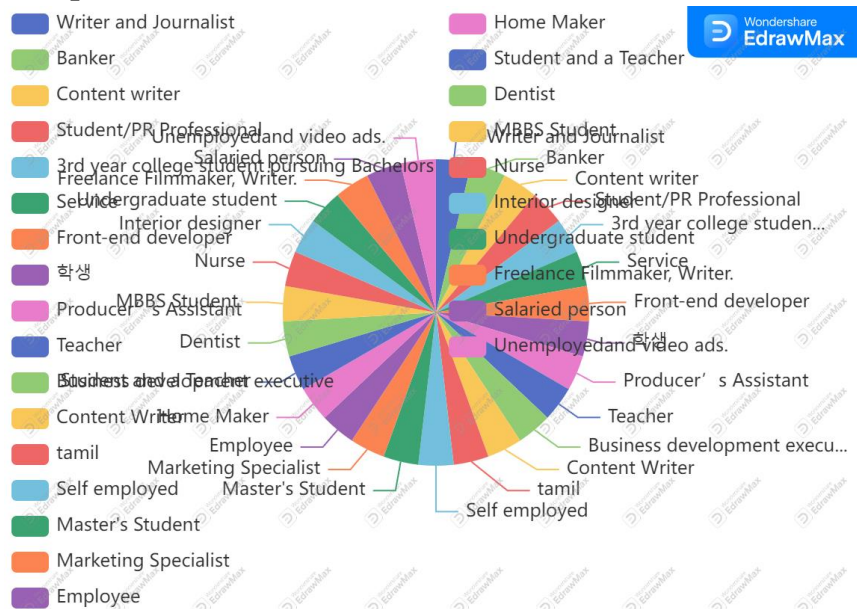


Figure 31 Profession of respondents

The occupations collected by the Google form reflect a variety of professions, reflecting the diversity of source and interest of respondents. Job listing include role such as content writer, journalist, assistant producer, tutor and freelancer, highlighting the presence of individuals from the creative and media industries, additionally professional in finance and banking, representing senior management with

functions such as banking and business development. Participants of individuals from corporate sectors are identified. Professions such as middle students, graduate students involvement indicate in learning the diversity, while role such as nurse, physician, and event planner emphasizes the involvement of professional from health care, which illustrate the diversity of skills and knowledge provided by the respondent overall Indian.

Overall, the given analysis of the above data reflects a rich variety of industries, providing valuable insight into the multi-faceted nature of the respondent community and the broad spectrum of industries involved in the survey.

4.2.4 First Regional Language and Language Known

Options	No. Of respondents
English	16
Hindi	17
Assamese	3
Konkani	6
Marathi	14
Methili	3
Rajasthani	6
Telugu	4
Malayalam	5
Bengali	4
Gujrati	2
Odia	2
Tamil	5
Grand Total	100

Table 4.2.4. First Language known

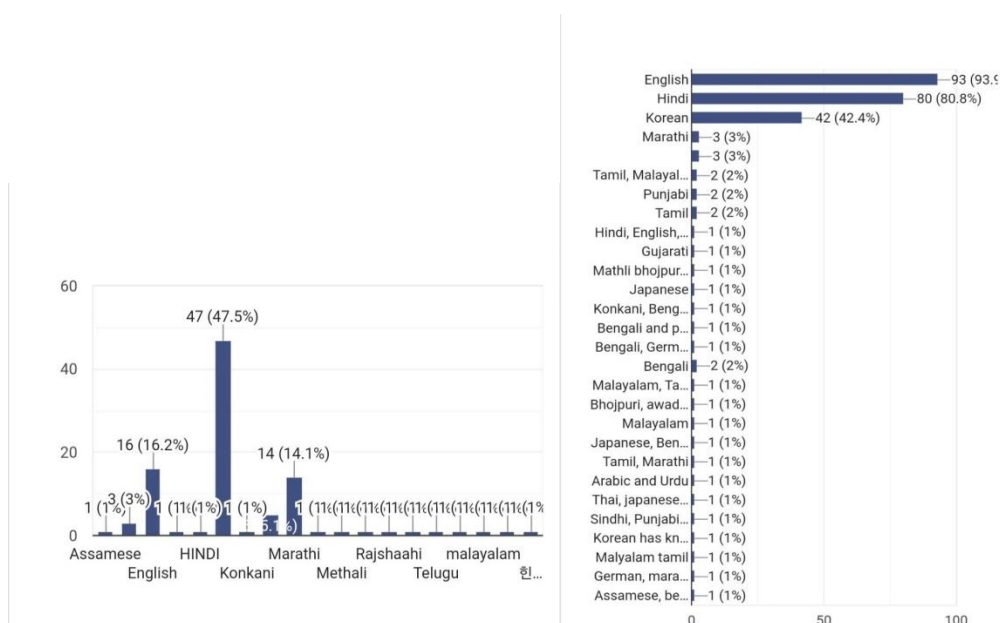


Figure 32 First language and Language known

When conducting a study on Korean language learning, it is important to collect data on the regional languages spoken by the participants. The study of Korean language learning can be further enhanced by understanding the regional language skills of the participant. This knowledge enables researcher to adapt language learning material, curriculum and instructional strategies to better meet learner’s diverse language needs. Furthermore it provides insight into the potential challenges or benefits that students from a particular language background may face in acquiring Korean language proficiency. By considering local languages, researcher will developed inclusive and effective strategies to help language learner master in Korean. Data analysis, the process of finding, storing, transforming and modelling data to discover useful information, is popular across language communities according to the data collected from google form responses; English language comes out as a common language for data analysis, in which 16 respondents indicate proficiency. Hindi closely follows with 17 respondents, showcasing a strong presence in the field. Other language like Marathi, Tamil, and Malayalam are also widely spoken, with 14, 5, and 5 respondents respectively. Besides, Assamese, Maithili, Rajasthani, Telugu, Bengali, Gujrati and Oriya also contribute to the linguistic diversity of data analysis techniques in different languages revealed, and emphasize its universal application and importance in modern life.

4.2.5 State of Residence

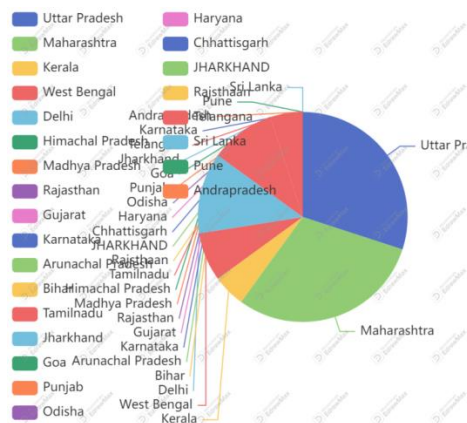


Figure 33 Distribution of different state residence

Analysis of the Google form data set reveals different distributions of respondents across countries and regions. Uttar Pradesh and Maharashtra stand out as the highest participant states, with 12 respondents each, indicating high participation from these areas with states like Delhi with 5 respondents, Tamil Nadu with 4 respondents and West Bengal with 3 respondents, which are separate but distinctly present in the data set, will be shown in addition graph, various other states also contributed to the dataset, although fewer respondents were interviewed. These include Kerala 2, Telangana 2, Himachal Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Karnataka, Arunachal Pradesh, Bihar, Jharkhand, Goa, Punjab, Odisha, Haryana, Chhattisgarh, Sri Lanka, in which each one of are from different- states all over India. The data highlight the considerable geographic spread of the respondents, shown samples drawn from different part of Indian and further afield, such as Sri Lanka. This diversity adds to the richness of the data set and provides a deeper understanding of the perspectives and insights gathered through Google Form responses. Such bases in different state and regions enrich the analysis and allow researchers to draw more nuanced conclusions from the data collected.

4.2.6 Have you ever tried to learn the Korean language due to exposure to Korean media?

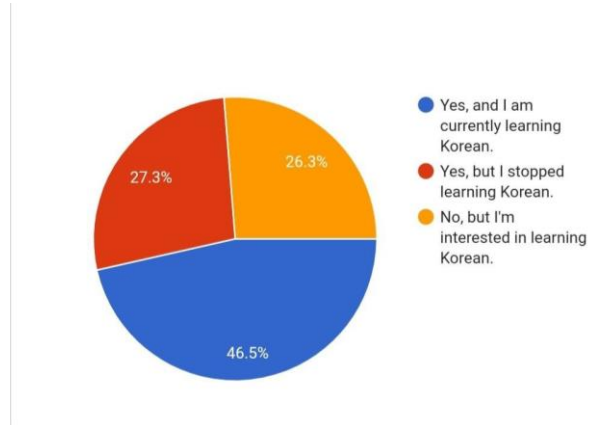


Figure 34 Exposure of Korean media

Regarding the motivation for learning Korean through exposure to Korean media, was analysed carefully focusing on the interest of the respondents, the main objective was to analyse that the respondents may currently be engaged in learning Korean language through exposure to Korean media on intend to do so in the future.

A common positive trend emerged upon analysis of the responses, indicating that a large proportion of respondents are indeed learning Korean language by exposure to Korean media. In particular, the survey showed that 46% of the respondents currently participate in Korean language course and attribute their interest t exposure to Korean media.

In addition, a significant proportion of the respondents, 27.3%, had previously taught Korean but had stopped or taken a break from their learning. The insight discovered from the study is growing interest among the respondents to learn Korean language from the exposure to Korean media in India. And the significant respondents are also there who are interested in learning the language while consuming the Korean media the total number of new learners who were interested are 26.3%. This finding highlights the influence and popularity of Korean media on language learning preferences of Indian respondents. Overall, in this study the researcher found that, supporting the hypothesis that a large number of respondents do learn the Korean language due to the prevalence of Korean media influence this finding not only confirms the theory but is illuminating come to language learning preferences influenced by global media development.

4.2.7. What specific aspects of Korean media initially sparked your interest in learning the Korean language? Options a. Compelling storyline of K-dramas, b. Catchy music and performance in K-pop, c. Fascination with Korean fashion and beauty trends, d. Cultural references and customs depicted in Korean media.

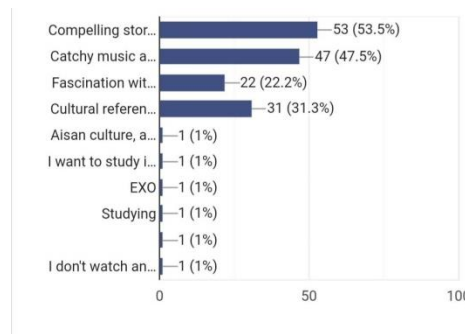


Figure 35 What interest in Korean Language

Analysis of responses to the question about specific aspects of Korean media that initially sparked interest in learning Korean language reveals several key insights. First, K-drama and K-pop clearly play an important role in motivating respondents in their Korean language learning journey, and 53.5% of the respondents mentioned a catchy K-drama story ideas and catchy K-drama music is described as a major source of inspiration. Furthermore, a significant proportion of respondents, about 47.5%, expressed interest in Korean fashion, cultural events, and customs, indicating that they appreciate Korean culture more than just entertainment. Further, a significant number of respondents about, 22.2% of who expressed the desire to study in Korea as a motivation for learning Korean, emphasized the practical benefits of learning associated with it emphasize the linguistics. Specifically mentioned of K-pop groups such as EXO and the desire to conduct future studies in Korea, the other highlight was the influence of Korean media and culture in shaping the respondents language learning motivation.

Overall, the researcher found in this study that highlights the multifaceted nature of Korean media interests, with elements such as storytelling, music, fashion, and cultural dimensions that overlap contribute to the respondents experience including interest and motivation for language learning efforts. The finding highlights the significant impact of Korean media on global audiences and its role in promoting intercultural communication and language learning.

4.2.8. How do you perceive the impact of Korean media on Indian youth identity?

a. Positive influence, b. No significant influence, c. Unsure.

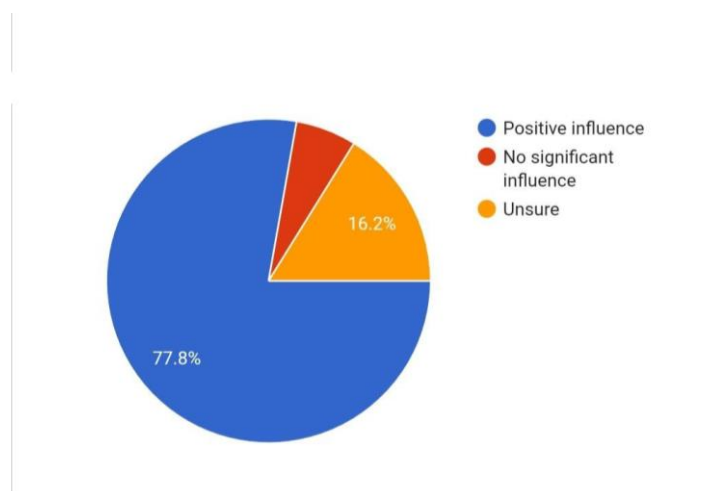


Figure 36 Impact of Korean media identity

Analysis of responses to the question on Korean media’s perceptions of Indian youth’s identity revealed predominantly positive attitude among the respondents. A significantly majority, with 77.8% of respondents believing that Korean media has a positive impact on the identity of Indian youth. This suggests that the cultural, social and aesthetic contribution of Korean media in shaping the identity of Indian youth has been widely acknowledged on the contrary, a minority of the respondents about 16%, expressed the view that Korean media has little influence on the identity of Indian youth. Furthermore, a minority of respondents, 6% expressed scepticism about the impact of Korean media on the identity, reflecting some ambivalence or ambiguity on topic the appearance of the overall, the survey shows that a large proportion of Indian youth views Korean media as having a positive impact on their identity formation.

Overall, the researcher highlights in this study that the importance of Korean cultural factors in shaping the cultural environment and identity of Indian youth, fostering cross-cultural understanding and facilitating global cultural exchange.

4.2.9. How has exposure to Korean media influenced your perception of Korean language as a learner? a. Perceived language difficulty based on media consumption, b. Intrigued by unique linguistic features heard in Korean media, c. Motivated to learn Korean phrases or expressions encountered in media content, d. unsure.

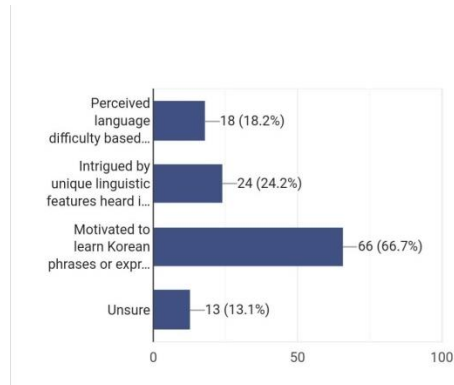


Figure 37 Exposure of Korean media influenced

Examining the responses to the question about the impact of Korean media exposure provides valuable insights into student’s perceptions of Korean language on the impact of media consumption on language learning experiences. A notable finding is that a majority of 66.7% of the respondents said that learning Korean words or phrases encountered in media materials is a stimulating feeling, this means that Korean content exposure to traditional materials is a powerful motivator for language learners, keeping them interested and actively engaged in the language. In addition, about 24.2% of the respondents expressed interest in hearing unique linguistic features in Korean media, highlighting the role of media consumption in Korean language speech emphasizing the development of interest and appreciation of different aspects of information, the next is a small but still significant proportion of respondents, accounting for 18.2%, reported perceiving language difficulties based on their media consumption experiences which means although Korean media exposure can be stimulates for language learning, difficulties related to language comprehension and skills can also be evident, finally a minority of respondents representing 13% expressed doubts about the impact of exposure to Korean media on their perceptions as a learner of Korean, suggesting the importance of the is further considered or explored.

An overall analysis of this question the researcher highlights some several effects of Korean media exposure on language learner’s attitudes towards Korea. While it is major sourced of motivation and curiosity for many people, it can also cause difficulties in language comprehension. Skills in the proficiency findings highlight the complex interplay of media consumption and language learning experiences and focus the ways in which individuals engage with and discover Korean through media content a emphasize the involvement.

4.2.10. Have you encountered any challenges or difficulties while learning the Korean language? a. Pronunciation difficulties, b. Complex grammar structure, c. Limited access to quality learning resources, d. Cultural differences affecting language comprehension, other.

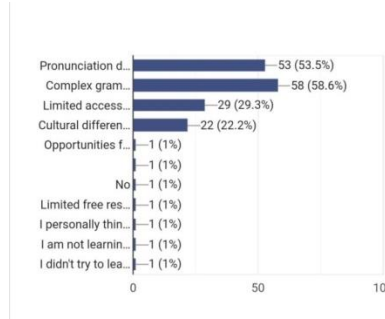


Figure 38 Challenges in language learning

Reflecting on the responses to the question about the difficulties or challenges they faced while learning Korean, it is clear that students face various obstacles in their languages learning practices. These challenges, while formidable highlight the complexity of mastering a new language and highlight areas where additional support or resources may be useful. Significant respondents representing 53.8% struggled with the Korean words pronunciation. Understanding the nuances of Korean pronunciation can indeed be a challenge, especially for students whose native language may be different. Similarly a significant proportion of respondents about 58.6%, describe complex grammar system as difficult, Korean grammar with its unique grammar and syntactic rules can provide a strong learning curve for students who have studied language structure.

In addition, a significant number of respondents, including 29.3%, expressed frustration with the lack of quality learning materials, this throw a light on the importance of having readily available and reliable instructional material to support learners in their language learning journey. Moreover, cultural differences affecting language comprehension (22.2%) and limited opportunities for language learning in India (1%) have been mentioned as challenges emphasizing the interaction between language and culture and the importance of the use of participatory language learning experiences is emphasized. It should also be noted that some respondents expressed personal issues, such as how they found Korean language beautiful but difficult (1%) and some are concerns about the free learning resources materials. Overall, the responses reflect a variety of challenges faced by Korean language learners, ranging from pronunciation difficulties to lack of quality resources.

Overall, the researcher found that these challenges requires a multi-pronged approach, including access to learning materials opportunities for cultural immersion and support for mastery of complex grammar systems despite these obstacles, student’s perseverance and dedication are evident emphasizing their determination to overcome challenges and achieve proficiency in Korean language.

4.2.11. How you gain the interest in the Korean language? a. Influence of Korean media, b. Personal interest in Korean culture, c. Travel or study plan in Korea, d. other

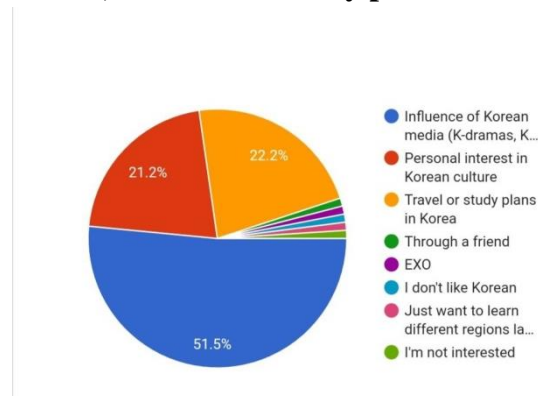


Figure 39 Interest in Korean language

Examining responses to the question of how individuals became interested in Korean provides insight into the different motivations and influences that shape the language learning journeys. Each interviewee’s journey is unique and shaped by their own experiences, interest and connections. Over half 51.5% Korean media interests including K-drama and K-pop played an important role in stimulating interest in Korean. This cultural export is not entertainment just a smile, they serve as gateways into the rich fabric of Korean language and culture encouraging student’s to explore linguistic research in depth. Similarly a significant proportion of respondents 21.2% mentioned a personal interest in Korean culture as their primary motivation. Whether it’s a love of Korean food, traditions, or history, their curiosity and appreciation for Korean culture is a driving force behind their efforts to learn the language. for other 21.2%, the possibility of travel or study programs in Korea is a motivation for learning the language. Whether exploring the bustling streets of Seoul or participating in the academic excellence of Korean universities, their desire to channel language skills through these experiences fuels their desire to learn the language. in addition, personal contacts, such as friendship 1% or interest in specific K-pop group such as EXO 1% also played a role in making some respondents interested in Korean. These personal contacts build a power a interpersonal communication and culture have emphasis markers in organizing language learning tours. Furthermore a small but notable group of respondents (1%) from diverse backgrounds expressed a broad interest in language learning, expressing a global perspective and a passion for languages.

Overall, the researcher found that this answers provide a good overview of the many different motivations for learning Korean. Whether driven by the magnetic appeal of the Korean media, a deep-rooted interest in Korean culture or practical travel study programs, every student’s journey is one of passion curiosity and entertainment it is full of ideas.

4.2.12. TOPIK LEVEL (Full-form Test of Proficiency of Korean Language) a. LV1, b. LV2, c. LV3, d. LV4, e. LV5, f. LV6, g. NA

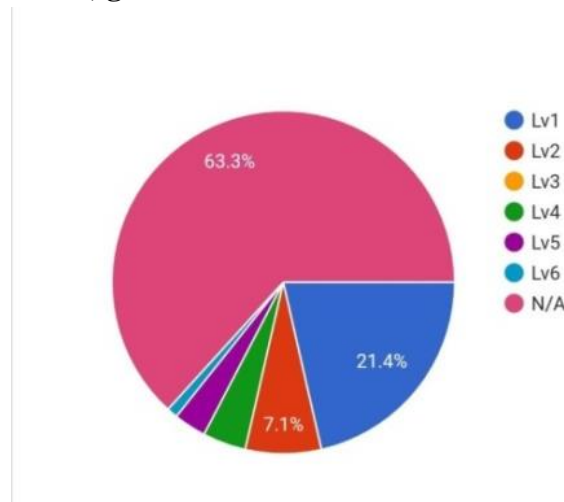


Figure 40 TOPIK level (TEST OF PROFICIENCY IN KOREAN)

Examining the responses to TOPIK (Test of Proficiency in Korean language) levels provides valuable insight into the distribution of proficiency levels among Korean language learners. Each level represents a milestone in the students study, reflecting their commitment and progress towards language proficiency. The majority of respondents, 63%, indicate that they had not given the TOPIK official exam of language proficiency test yet as they have started learning the language or they do not wish to give the exam they are just learning the language to understand the dramas and songs or still building the basic speaking, writing and listening skills, that is why they are unable to give the answers. Among those who took the TOPIK test, level 1 emerges as the most common proficiency level with 21% meeting this millstones. This shows that students have basics understanding of the basics of Korean language, which present a solid stating point for students. Moving up the skills ladder Level 2 follows with 7% of respondents showing progress beyond basic skill to more intermediate language, Level 4 & 5 were reched by 4.2% and 3.3%, respectively, indicating increased fluency and level of comprehension. At the advanced end of the spectrum, Level 3 & level 6, 2.1& and 1% of respondents achieve, respectively and demonstrate adequate proficiency and knowledge of the Korean language.

Overall, the researcher observed that these responses reflect the diversity of skills among Korean language learners, most of them are still in the process of skills development and test preparation. While many begins their journey wanting to reach a higher level of proficiency in Korean language. Other has made great strides in mastering the language and earing TOPIK (Test of Proficiency in Korean) level result as a testament to their dedication and commitment.

4.2.13. Did you encounter any specific language related challenges or barriers while consuming Korean media that motivated you to start learning the language? if yes, please describe in two lines. a. Difficulty understanding dialogues without subtitles, b. Desire to grasp cultural nuances conveyed through language, c. Frustration with inaccurate translations or subtitle, d. other.

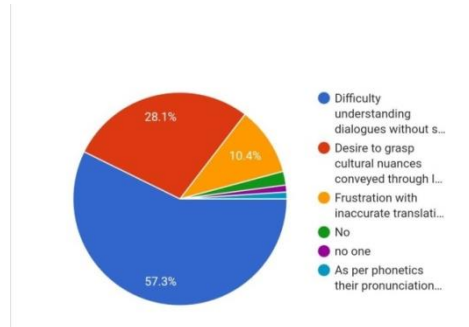


Figure 41 challenges faced while learning the language

Examining responses to the question of specific language related challenges when consuming Korean media revealed a variety of motivations for individuals to embark on their Korean language learning excursion. For the majority of respondents 57.3%, difficulty understanding conversations without subtitles emerged as a key challenge. This struggle highlights the linguistic challenges of Korean media consumption, motivating students to learn the language to enhance their comprehension skills and freely enjoy media content put on subtitles. Furthermore, a substantial number 28.1% expressed a desire to identify cultural nuances expressed through language as stimuli. Beyond just understanding the language, students absorb the deeper cultural insights of Korean media, motivating them to explore language learning further to gain a greater understanding of Korean culture in addition, 10.4% of respondents cited frustration with incorrect definition or subtitle. This distinction emphasizes the importance of linguistic accuracy in media and serves as an incentive for students to overcome misinterpretation and seek a deeper understanding of language.

Finally a significant minority of respondents 3% mentioned difficulties in pronouncing Korean words due to phonetic differences. These highlights the phonological challenges that students face when switching to a particular pronunciation which motivates them to refine their language skills through learning at last the responses give the result of a wide range of individual's motivations that motivates individuals to begin learning Korean.

Overall, the researcher found that from overcoming comprehension barriers to delving into cultural nuances to refining pronunciation skills, each challenge while consuming Korean media is a powerful incentive for students to travel from their language learning motivated by a desire for deeper linguistic understanding.

4.2.14. How do you believe learning the Korean language enhances your overall enjoyment and appreciation of Korean media content? a. Allows for deeper comprehension of dialogues nuances and wordplay, b. Facilitates appreciation of cultural references and humour, c. Enables direct engagement with original content without relying on translations, d. Others.

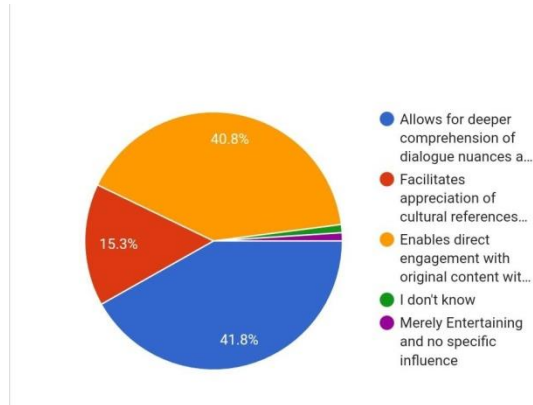


Figure 42 how language helps to watch Korean content

Examining responses on the belief that learning Korean for enjoyment and appreciation of Korean media content provides insight into the perceived value of language proficiency. For many respondents 41.8%, learning Korean enables them to better understand conversational nuances and wordplay, thereby enriching their media experience through information minor and complex issues removed from conversation furthermore, a large proportion 40.8% expressed that language proficiency allows direct engagement with original content, eliminates reliance on interpretation and provide an authentic and personalized experience he is involved in it. For some respondents 15.3% learning Korean allows them to appreciate the cultural content and humor embedded in media content, and to hear Korean culture and wisdom breed.

Overall, the researcher found that the responses highlight the impact of language learning adjustment on Korean media interest and appreciation, allowing for deeper understanding cultural immersion and independence enter directly into original text.

4.2.15. How do you primarily consume Korean media content? How do you primarily consume Korean media content? a. Streaming Platforms (Netflix, Viki), b. Social media (Youtube, Tiktok), c. Television channels.

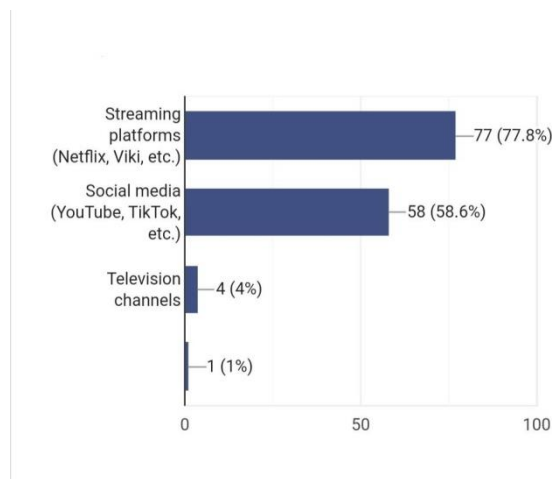


Figure 43 primary Korean media consumers

The varied responses on how respondents consume mainstream Korean media content reflect trends in media consumption. A significant majority 77.8% mainly use Korean media content through streaming services such as Netflix and Viki, highlighting the increasing popularity of online series and other programs and they can be obtained. In addition, a second large proportion 58.6% have participated in Korean media through social media channels such as YouTube and TikTok, including the increasing influence of social media on media consumption habits. In contrast a smaller percentage of Koreans 4% rely on traditional channels for new content, reflecting the shift to digital channels in contemporary media overall, the responses highlight the dominance of online media and social media.

Overall, the researcher got to know that the responses highlight the dominance of online media and social media channels in Korean media content, and highlight how media consumption emphasizing that the nature of use is changing in the digital age.

4.2.16. How does the portrayal of language learning experiences in Korean media influence your own language learning journey and motivation? a. Inspires determination to overcome language learning challenges, b. Provides relatable portrayals of language learner’s struggles and success, c. Sets unrealistic expectation for language learning progress, d. other.

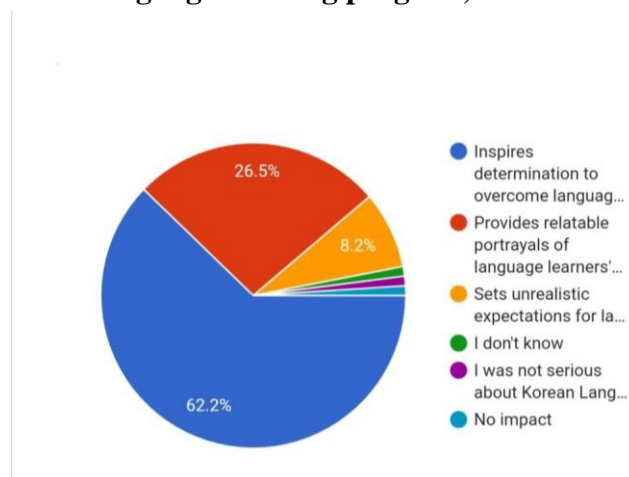


Figure 44 how Korean media influence the language

Examining responses to how language learning experiences portrayed in Korean media affects respondents own language learning practices and motivations provide valuable insights into the influence of media representation on individual preferences. For most respondents 61%, language learning experiences presented in Korean media inspire determination to overcome challenges, are reflective, and compelling encourage students to maintain their language learning efforts furthermore, a proportion of respondents 26.5% appreciate relevant images of language learners struggles and successes shown in Korean media, and find encouragement and validation in seeing their experiences that it appears on screen, the small percentage of respondents 11% expressed concern about the ability of Korean media set unrealistic expectations for language learning achievement these respondents value language learning an exaggerated representation of progress as unattainable, and may affect their motivation or confidence in their language learning practice, at last the responses highlight the dual role of Korean media in both motivating and potentially influencing language learning intentions.

Overall the researcher found that while there are many people who find inspiration and encouragement in media representations, other may approach these images with a critical lens, intending to balance the pressures and expectations realistic in their language learn diligently.

4.2.17. Have you ever participated in language exchange programs or communities related to Korean language learning? a. Yes currently participating, b. yes in the past, c. no but interested.

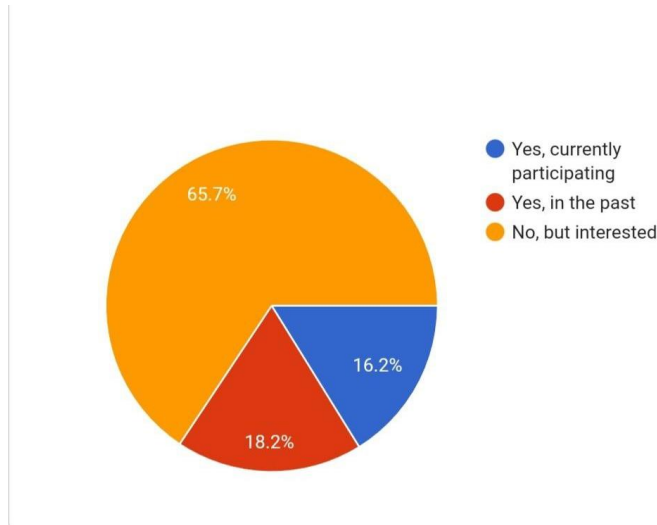


Figure 45 participation in language program

Exploring responses about participation in language exchange programs or communities related to learning Korean sheds light on individual participation in communal learning spaces. A significant percentage at 16.2% now participates in such programs, indicating active participation in language exchange programmes. In addition, a substantial proportion of 18.2% have previously participated in language exchange programs, indicating prior participations in collaborative learning experiences however, with a participation rate of 65.7%, the majority express interest in participating in language exchange programs or communities in the future, indicating potential for greater participation and collaboration within the Korean language learning community.

Overall, the researcher examined that all these responses reflect a range of roles in language exchange process, with many reflecting current or past involvement and a significant proportion expressing interest in and occurring in future participation emphasizing the value and enjoyment of a collaborative learning environment.

4.2.18. How do you think learning the Korean language contributes to global cultural exchange and diversity? a. Enables direct communication with Korean speaker, b. Provides deeper insights into Korean traditions and customs, c. Facilitates appreciation of Korean literature, poetry, and music, d. unsure.

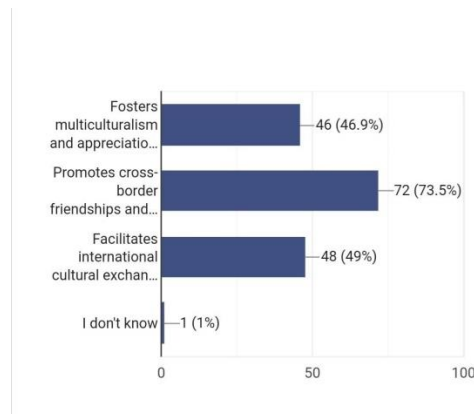


Figure 46 how language contribute global diversity culture

Exploring responses to how learning Korean contributes to global cultural changes sheds light on the perceived value of language proficiency. For a significant number of respondents 46.9%, learning Korean language enables them to communicate directly with Korean, emphasizing the importance of language as a toll for enhancing communication and understanding in cultural diversity emphasis. Furthermore, the majority 73.5% believe that learning Korean provides a deeper insight into Korean traditions and customs, emphasizing the role of language in facilitating cultural understanding and appreciation. Moreover, nearly half of respondents 49% see learning Korean as a facilitator of appreciation of Korean language, poetry, and music, pointing to its roles in cultural exchange and diversity promoted through artistic expression. Overall, the responses highlight the transformative impact of learning Korean in promoting cultural exchange, fostering communication, and enhancing global diversity through Korean culture, traditions, and art emphasis on enhancing disclosure.

4.2.19. How do you believe learning the Korean language enhances cultural understanding and appreciation? a. Enables direct communication with Korean speakers, b. Provides deeper insights into Korean traditions and customs, c. Facilitates appreciation of Korean literature, poetry, and music, d. Promotes empathy and cross-cultural understanding, e. Unsure.

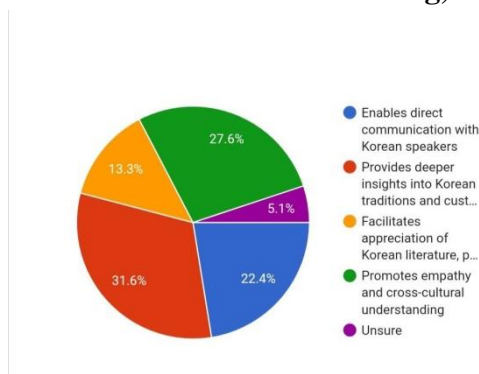


Figure 47 how language enhance cultural understanding

Exploring the responses to how learning Korean enhance cultural understanding and appreciation provide valuable insight into the perceived value of language proficiency. For some respondents 22.4%, learning Korean enables them to communicate directly with Korean, improve interpersonal relationships and facilitates cultural exchange. A large proportion of them 31.6% believe that learning Korean provides a deeper insight into Korean traditions and customs, enhances cultural understanding, and fosters an appreciation of Korean culture, a significant percentage 13.6% find that learning Korean makes it easier to appreciate through artistic expression. Furthermore, for many respondents 27.6%, learning Korean promotes empathy and multicultural understanding, highlighting the transformative power of language in bridging cultural divides mouth, and it gives respect to each other.

Overall the researcher observes that in many ways that the learning Korean language will enhance the cultural understanding and appreciation, from interpersonal communication to artistic appreciation to developing empathy and cultural understanding in a better way.

4.2.20. Have you ever travelled to Korea or participated in Korean cultural events in India? a. Travelled to Korea, b. Participated events in India.

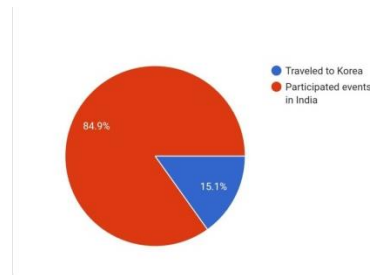


Figure 48 travel to Korea or participate Korean event in India

Examining the responses to travel to Korea or attending the Korean cultural events in India provides insight into individual’s experiences of Korean culture and their participants in cultural events. A small percentage 15.1% travelled to Korea, indicating direct exposure to Korean culture through first-hand experience in the country. In contrast, the majority 84.9% participated in Korean cultural events in India, highlighting the accessibility and popularity of such events among the local community. Overall, the research examined that all the responses reflects a range of experiences related to Korean culture, from travel experiences to active participation in cultural events, and highlight a widespread interest and engagement with Korean culture among them emphasis on respondents in India.

4.2.21. How often do you consume Korean media content? (eg. K-drama, K-pop, variety shows, etc.) a. Daily, b. Weekly, c. Monthly, d. Rarely

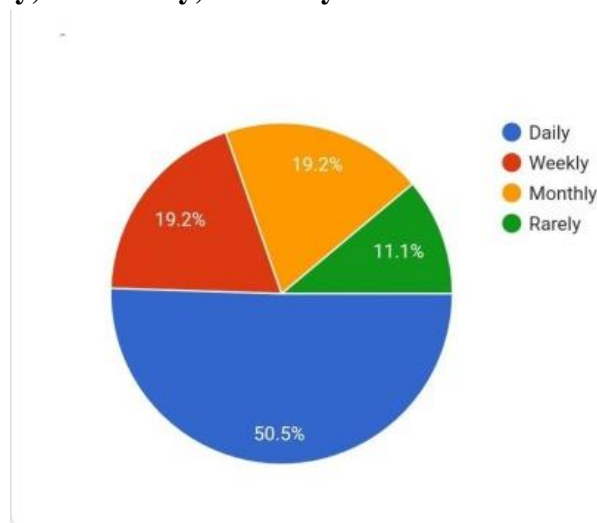


Figure 49 how often consume Korean media content

Analysis of responses to the frequently of consumption of Korean media content provides insights into the consumption habits of individuals. A minority of them 11.1% consume Korean media content on a daily basis, indicating frequent exposure to Korean cultural products. Another proportion 19.2% consumes Korean media content on a weekly or monthly basis, inducting a regular interest in Korean media and cultural offerings. However, the majority 50.5% rarely watched Korean media content, the responses reflects patterns of media consumption, with a large proportion showing occasional interest in Korean media content, while others participate regularly, reflecting different interest and level of engagement with Korean culture among respondents.

4.2.22. Do you think incorporating Korean language courses in Indian educational institutions would be beneficial? a. yes, highly beneficial, b. somewhat beneficial, c. not sure.

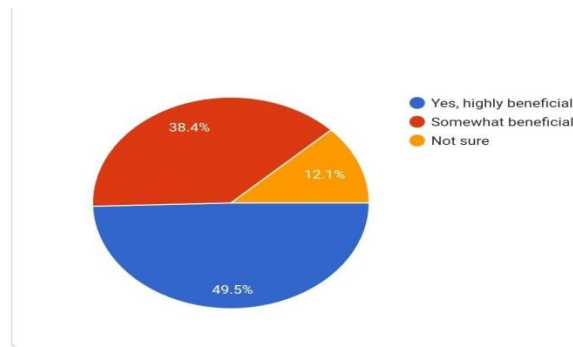


Figure 50 Indian institutional is beneficial for language

Examining responses on the potential benefits of integrating Korean language courses in Indian educational institutional provides valuable insights into the respondent’s attitudes towards language learning. A significant majority 49.5% believe that integrating Korean language courses would be more beneficial, indicating strong support for expanding language learning strategies to include Korean language, the second half 38.4% considered the inclusion of Korean language classes to be somewhat useful, highlighting the perceived value of language courses offered however, a smack percentage 12.1% remained unsure about the potential benefits, indicating the need for further research and discussion on the topic. Overall, researcher found that all the responses reflect positive attitudes towards the potential benefits of introducing Korean language courses in Indian educational institutions, with many recognizing the value of multilingualism and interculturalism in today’s world which is in communication.

4.2.23. Do you think exposure to Korean media affects the cultural values and norms of Indian youth? If so how? Write 2 to 3 lines.

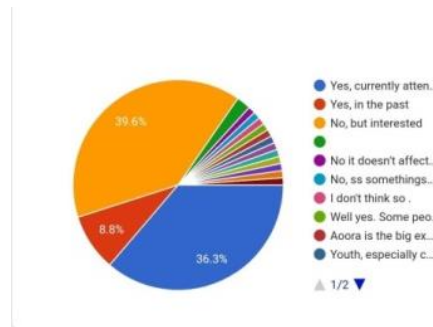


Figure 51 media effect cultural norms and values

Examining responses on whether Korean media exposure affects Indian youth cultural norms and values revealed different perspectives on the cultural impact of media consumption personality. A large amount of respondents believe that Korean media exposure does affect Indian cultural values, some highlights positive aspects of values such as respect for elders and women among them emphasize but other express concerns about negative influences, such as obsessive assimilation of Korean culture ignoring the norms and values of Indian culture, some respondents highlighted the role of globalization in shaping the identity of younger generation, nothing the influence of foreign cultures on how Indian youth hold themselves and society.

Overall, the researcher observed that all the responses highlight the strong connection between media exposure and its impact on Indian cultural norms and values, with opinions coming from positive compliments to concerns about cultural declines and identity.

4.2.24. Do you follow Korean language learning resources or tutorials online or offline?

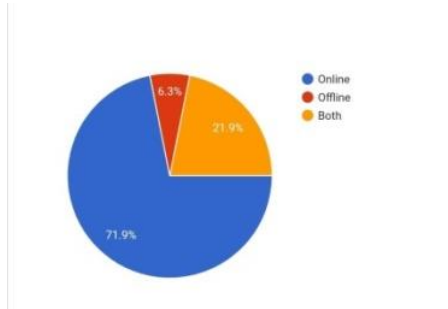


Figure 52 language learning platform

Examining responses to whether individuals pursue Korean language learning materials or course online, offline or both methods gave the preferences of respondents for courses. Most are interested in online resources 71.9%, reflecting the ease and accessibility of digital methods of language learning, and then a separate section emphasizes a hybrid approach to language learning, also using the internet and offline resources 6.3%.

Overall, the researcher found that all the responses illustrate the different ways individuals pursue their Korean language learning course emphasizing the importance of flexibility in language learning.

4.2.25. In what ways do you think proficiency in Korean language skills can benefits your professional development or career prospects? a. Opening up job opportunities in Korean companies or organization, b. Facilitating international business negotiations and collaborations, c. Enhancing resume/CV positions requiring Korean language proficiency.

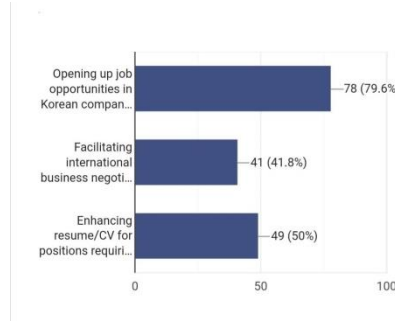


Figure 53 how Korean language proficiency is beneficial for career perspective

Examining responses on the values of having Korean language proficiency for professional development or career prospects revealed different perspectives on the benefits of language proficiency in the workplace. The majority 79% believe that Korean language proficiency can open career opportunities in Korean companies or organizations emphasizing the value of language proficiency in gaining employment opportunities in the Korean industry. Furthermore, the rest 41.8% think Korean language proficiency as a factor in facilitating international business communication and cooperation, emphasizing the role language proficiency in fostering communication and relationships in global business environments in the emphasis, additionally half 50% of the respondents consider Korean language proficiency if it enhances their resume/CV for positions that require fluency in Korean, and see a competitive edge language skills can be provided in professional roles.

Overall, the researcher examined that all the responses highlight the ways in which Korean language proficiency can contribute to professional development and career advancement, from finding jobs opportunities in Korean companies to creating connections by developing and fostering relationship in International business environment.

4.2.26. Do you perceive any social or cultural benefits associated with learning the Korean language within the context of consuming Korean media? If yes, please explain. Write only 2 to 3 lines.

The above question was the first open-ended question which was asked to the respondent in the survey gathers an in-depth insight into their understanding of social or cultural benefits with learning language while consuming the Korean media. Examining the all responses to the benefits of Korean media exposure provides a comprehensive understanding of its effects on individual's cultural awareness, language learning, and overall behaviour the researcher explained all the responses into some important main subtopics of 100 responses:

Cultural understanding, many respondents express that exposure to Korean media offers valuable insights into Korean society, culture, and traditions. They note that through the use of mass media, they gain a better understanding of Korean heritage, traditional stories, and artistic expression. Some emphasize the importance of language in understanding the culture, insisting that learning the language will dramatically enhance their knowledge of Korean culture.

Language learning, many respondents says that exposure to Korean media supports language learning helping them to understand the words, phrases of the language. They find that watching Korean programs or listening to Korean music has a positive impact on their language comprehension and overall learning experiences.

Social and Cultural Benefits, respondents see the social and cultural benefits of learning Korean and consuming Korean media. They believe that learning the language allows them to connect with Korean speaking people around the world and foster multiculturalism. In addition, they note that understanding Korean media helps breaks stereotypes and foster an appreciation of Korean traditional and social values.

Career and personal growth, some respondents emphasize career opportunities and personal growth associated with learning Korean. They believe that acquiring Korean language proficiency can open doors for job opportunities in Korean companies, facilitate international business dealings, and recreate positions that require proficiency in the Korean language greater than.

Intercultural overlap, respondents note the exchange of cultural values between Korea and India, highlighting how Korean media exposure affects both countries emphasize. Example of cultural exchange and exchange between the two countries are observed, creating rich relations and increasingly cultural appreciations.

Overall, through the examine of the all respondent's the researcher came to the conclusion and showed that the impact of various aspects from Korean media exposure, from language learning and cultural understanding to employment opportunities and interpersonal relationships. They emphasizes the importance of cultural exchange emphasises the importance and transformative power of the media in forming opinions and strengthening global citizens.

4.2.27. Reflect on your language journey influenced by Korean media consumption, how do you envision the future impact of your language proficiency on your relationship with Korean culture and media? Write two or three line to explain.

Examining the responses of the respondents on question of the future impact of language proficiency influenced by Korean media use provides valuable insights into the aspirations, expectations, and motivations associated with individual language learning journey.

Many respondents express optimism about the future benefits of developing their language skills in Korean. They anticipate increased communication and communication during a trip to Korea, and envision a more comfortable and enriching experience where they can go through daily activities and better interact with the local culture. Moreover, some respondents see wider opportunities, such as studying or working in Korea, facilitated by their language skills. They believe that gaining proficiency in Korean will open doors to new experiences, career possibilities and opportunities for personal growth. There's recognition of the transformative potential of language learning in promoting intercultural understanding and global connections. Respondents see language skills as a gateway to making friends, finding jobs opportunities, and participating in cultural exchange programs, both in Korean and internationally. Learning Korean is viewed not only as a personal asset but also a way to contribute to the development of Korean relations with other countries.

Although some respondents acknowledge challenges in their language learning journey, such as limited resources or initial difficulties, they remain optimistic about the potential benefits of language proficiency learning Korean is seen as a means to deepen cultural understanding, personal growth, and career advancement. The desire to communicate effectively, immerse oneself in Korean culture, and develop meaningful relationships underscores the lasting impact of language learning on an individual's life. Overall, after viewing the responses of all the respondents the researcher found that the language tourism influenced by Korean media consumption is characterized by enthusiasm, determination, and a sense of possibility. The researcher look forward to a future in which language skills open the doors to new experiences, connections, and opportunities, to foster a deeper knowledge and appreciation of Korean culture and media, and enrich their lives in the process.

CONCLUSION AND RECOMMENDATIONS

The current data will provide the useful data analysis after reviewing all the responses in of the questions on the Google form, the researcher found several key findings and conclusions were drawn regarding the impact of Korean media consumption on language learning, cultural understanding and appreciation so the fair and transparent conclusion will get by the researcher.

It has been clear that Korean media, including K-drama, K-pop, and shows, play an important role in motivating individuals to learn Korean and develop a greater appreciation for Korean culture in respondents cite exposure to Korean media as a major motivation for language learning which demonstrate a willingness to engage more with the Indian youth community between 15 and 29 year age.

The linguistic competence is seen as a gateway to cultural understanding and intercultural communication. Learning Korean is viewed not only as an opportunity to communicate directly with Korean speakers but also to gain insight into Korean traditions, customs, and social aspects respondents expect language skills to enables them interact with Korean culture in an authentic and meaningful way.

The respondents are more aware of the impact of language learning on personal and professional development. Knowledge of the Korean language is seen as useful for obtaining employment opportunities, participating in cultural exchange programs, and strengthening bilateral relations between Korea and other countries including India started learning Korean is viewed as a means of learning personal development, globalization, and intercultural understanding.

All the respondents also acknowledges the challenges which they have faced during their language learning journey, such as limited resources, difficult pronunciation and the need for access to readily available learning materials. Despite these challenges, interviewees remain optimistic about the transformative potential of Korean language skills in improving their lives and fostering deeper understanding and connections with the enrich Korean culture, Korean language and the most important the Korean media from which all these started, media played a vital role in youth behaviour and consuming the Korean content then starting learning the language as per their interest.

At last the overall conclusion of data analysis of all the respondents the researcher found that the data analysis reveals a significant impact of Korean media consumption on Korean language learning, cultural understanding, and appreciation. Respondents express as strong desire to learn the Korean language, and the motivation behind this was their love towards the Korean culture and Korean media. As language proficiency increases, individuals expect to develop deeper connections with the Korean culture, which fosters their cross cultural understanding and their contributions to global cultural exchange and diversity of the Korean media.

The study successfully accomplished this objective and yielded three hypotheses suggesting a significant relationship between Korean language media and Indian youth including both males and females. The first hypothesis is that exposure to Korean media is significantly associated with Indian youth motivation to learn Korean, leading to increased interest and language skills. The finding supports that hypothesis on the basis of multiple respondents answered of a positive relationship between exposure to Korean media and motivation to learn the language. Indian youth consumers of Korean media express high interest in learning Korean, indicating the influential role of media consumption in shaping language learning motivation.

The second hypothesis suggested that Indian youth who consume Korean media regularly exhibit greater cultural contact in Korea, fostering increased interest in learning Korean compared to those with less exposure to Korean media. The research findings confirms this hypothesis, revealing that frequent consumption of Korean media correlates with greater cultural engagement and interest in Korean language learning among Indian youth. This underscore the significant impact of media consumption on cultural exchange and language learning.

Finally, a third hypothesis is proposed that the Korean language proficiency of Indian youth positively influences their self-concepts and sense of belongings to both Indian and Korean cultures. The findings of the study support this view, suggesting that proficiency in Korean language enhances Indian youth sense of identity and belonging to Indian Korean culture language skills act as a bridge between cultures, facilitating intercultural understanding and fostering relationships and identify among Indian youth.

The overall conclusion, the study provides strong evidence of the multidimensional relationship between Korean media exposure, language learning motivation, cultural participation, and identity formation in between young Indian. The findings highlights the transformative role of media use in the formation of cultural identity and language skills, and highlight the importance of intercultural exchange and language instruction highlighting the globalized modern world.

Recommendations for Future Research:

Based on the research findings of “Navigating Indian Youths Identity: Impact of Korean media on language learning”, several recommendations can be suggested for future research to further explore and expand this identifies themes and insights.

The future research efforts could delve into the subtle ways in which Korean media exposure affects Indian youth’s cultural identities and mind-sets. This can explore individual experiences and perspectives in depth through qualitative studies such as in-depth interviews or focus groups, by capturing the lived experiences of Indian youth interacting with Korean media, researchers can gain a more comprehensive understanding of cultural influences and identity communication process in language learning.

There is a need for longitudinal studies to assess the long term effects of exposure to Korean media on language learning outcomes among Indian youth. Tracking language proficiency development over time and examining factors that will contribute to sustained language learning engagement can provide valuable insights into the effectiveness of media based language learning approaches. Additionally, longitudinal research can shed light on how language learning influences cultural attitudes and behaviours among Indian youth over the period of time.

The future research could explore the role of educational institutions in incorporating Korean language courses and cultural studies into their curriculum. Investigating the motivations, challenges, and outcomes of such initiatives can inform educational policies and practices aimed at promoting intercultural understanding and language diversity in formal learning settings. Comparative studies across different educational contexts can help identify best practices for integrating Korean language and culture into diverse educational system.

Moreover, these is a need for the research that examines the intersectionality id identity factors, such as gender, socio economics status, and regional backgrounds, in shaping Indian youths engagement with Korean media and language learning. by considering these intersecting dimensions of identity, researchers can better understand how diverse groups of Indian youth navigate their cultural identities in relation to their consumption of Korean media and participation in language learning actives. Lastly, future research could explore the implications of the globalized of Korean popular culture for broader socio-cultural dynamics in India and beyond. This could be involved examining the influence of Korean media on lifestyle choices, consumer behaviours, and social norms among Indian youth, as well as it impact on Intra-Asian cultural exchanges and transnational flows of popular Korean culture.

In conclusion the researcher came across that, the future research endeavours in the field of Navigating Indian Youth Identity: Impact of Korean Media on Language learning should aim to deepen our understanding of the complex interplay between media consumption, cultural identity, and language learning among Indian youth. By addressing these research recommendations, future researchers can contribute to advancing knowledge in this emerging interdisciplinary field and informing policies and practices aimed at promoting intercultural dialogue and linguistic diversity in contemporary society.

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