

## **Influence of Korean language on Pakistani youths as passive bilinguals**

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### **Abstract**

With the increase of globalization and increased interaction between different subsets of society, cultural groups and ethnicities, bilingualism and multilingualism are an increasing phenomenon. Especially in Pakistan, where multitudes of ethnic diversity means that children grow up learning at least two to three languages and are active bilinguals/multilinguals. However, immersion and exposure to different cultures due to social media and globalisation means that individuals are also likely to be passive bilinguals. Therefore, this study aims to gauge the influence of Korean language on Pakistani youths as passive bilinguals. The study has employed conversational analysis through narrative analysis to examine the effect of Korean language on Pakistani youths. Responses of participants have been analysed to understand the extent of understanding youths have been able to develop of Korean while passively learning the language. There is room for further research as the effect of globalization and social media on passive language acquisition is as yet unexplored.

**Keywords:** Youth, Passive Bilinguals, Immersion, globalization

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**Introduction**

Language is the ability to comprehend and produce spoken and written words. Language acquisition is the process by which people acquire the ability to comprehend and understand any language. Learning more than one or two languages is termed bilingualism. Bilingualism is the ability to use two languages, but this is not simple and limited to this definition. There are many types of bilingualism such as active bilingualism which means using two languages actively, passive bilingualism which means using mother tongue or first language actively and second language passively, real bilingualism which means using two languages as first language, literate bilingualism which means learning two languages academically, sequential bilingualism which means learning languages sequentially, and simultaneous bilingualism which means acquiring two languages simultaneously as first language. All these types of bilingualism are complex and difficult to address. Bilingualism is affected by many factors such as age, aptitude, native language characteristics, learning and language environment, motivation, and cognitive abilities. Among many other factors, the use of social media affects bilinguals directly or indirectly. Social media include the dramas, movies and other social media platforms.

Passive bilingualism or multilingualism is using the first language actively and second or third language passively which means the person mixes two languages while communicating.

Pakistan is an ethnolinguistically diverse country. People of Pakistan experience bilingualism and multilingualism because of many reasons such as trading, jobs, communication, tourism, excess use of social media, watching dramas and movies of other cultures including Hindi, Korean, Turkish and many more. Social media includes the daily chit chat of youth with their friends and social circle on different social media platforms such as WhatsApp, Facebook, Instagram, and twitter etc. It also includes the dramas, movies as well as cartoons etc. These things have become the part of daily routine so, they directly influence the person's language, actions, behavior, and perception.

**Problem Statement**

Passive bilinguals or multilingual possess the ability to understand one or more languages beyond their native language but may lack fluency in speaking or writing them. There are many factors that affect passive bilingualism and social media is one of the major factors that affect passive bilinguals or multilingual. This research study aims to explore the effects of social media on specific age groups of passive bilinguals or multilingual.

### **Research Objectives**

The objectives of this research study are:

- 1) To explore the effects of Korean language on Pakistani fans as passive bilinguals or multi-linguals.
- 2) To examine the influence of K-Drama on the speech of Pakistani fans.

### **Research Questions**

This research study addresses the following research questions:

- 1) Does listening to Korean language for hours make Pakistani fans passive bilinguals or multi-linguals?
- 2) How does the influence of Korean language show in the speech of Pakistani fans?

### **Significance of the Study**

There are many factors that may affect passive bilingualism or multilingualism. Researchers often focus on age, aptitude, cognitive abilities, and language environment etc. Lesser focus is observed on the use of social media as one of the main factors of bilingualism or multilingualism. So, to fill the gap and to take researchers in the new field of research this study aims to focus on the effects of using social media by specific age group of Pakistan on passive bilingualism or multilingualism. The significance of this research study is to develop understanding of how social media shapes language use.

### **Literature Review**

Language is essential to human life. It is employed for interaction, mental expression, and dialogue. Effective communication has been a major factor in creating a healthy society. Expression of identity, cultural preservation, and social cohesion depend on language. Multilingualism or bilingualism refers to the ability of an individual, community, or society to speak, communicate, and understand more than one language (multiple languages). Individualism multilingualism refers to the individual ability to learn or speak more than one language. Personality The capacity to study or speak many languages is known as multilingualism. Countries or cultures with several official languages or a high level of linguistic variety are said to be societally multi-lingual. For instance, India has several official languages, such as Hindi, English, Tamil, Bengali, and so on, while Belgium has three official languages: Dutch, French, and German.

Highlighting the social elements, Pearson. (2007) emphasizes and explores the factors that influence childhood bilingualism in the United States and looks at several aspects that affect a youngster's access to and learning two languages. Though attitudes and linguistic status certainly

matter, the results show that the amount of input has the biggest impact on whether or not a minority language will be given. Linguistic status, literacy availability, family language usage, and community support including education all have an impact on early bilingualism.

Moreover, analyzing the factor that affects bilingualism research shows the role of social networks in endangered language maintenance and revitalization in Island. The results of this study demonstrate that conversational exposure is a major factor in Guernesiais fluency for both learners and native speakers. However, the language is gradually vanishing since many original speakers are growing older and have few others with whom to communicate. It becomes more difficult to maintain when there are unfavorable opinions about the language, economic shifts, and population migration (Sallabank, 2010).

Similarly discovering the variables influencing multilingual Singaporean children, the research demonstrates that community and home have an impact on identifying the vocabulary of ethnic or heritage languages in Singaporean children. The findings indicate that maintaining an ethnic or heritage language requires home support when schooling is through a societally dominant language (Dixon et al., 2012).

By examining the potential effect of several variables on the unique variation of the neurophysiological systems the research shows that bilingualism enhances cognitive development and demonstrates that learning multiple languages influences thinking processes. Factors such as the age of language acquisition, frequency of language use, and linguistic characteristics affect the brain's processes of verbal information (Kruchinina et al., 2012).

Likewise, Rai et al., (2016) analyzed the effects of social media on behavioral, habitual, and communicative changes in children. The research finding indicates that Children have become much more interested in cartoons over many years. This has become a problem because they have become violent and addictive. Watching cartoon programs had a significant effect on the behavior of children. Changes were negative and positive both. The majority of the children behave that they watch performing on the television screen and follow them in their everyday lives.

Highlighting the factors that affect bilingualism Poramathikul et al., (2020) aim to discover the influences of using social media on English speaking skills. The result from the research shows the perception of bilinguals and multilingual who perceived that they could speak English more fluently than accurately. The finding shows that the participants consider themselves competent users of English. From this study, it has

been found that bilingual and multilingual speakers often use social media for educational purposes.

Moreover, Seo, (2021) investigates parental language ideologies and the underlying social and familial factors affecting the construction of attitudes toward bilingual parenting and how the parents' ideologies affected the formation of family language policy and home language practices. The results of the study show the interconnectedness of the parents' beliefs with the status of the English language in Korean society and the role of family capital in supporting English language use at home. Several factors affecting bilingual parenting were such as parents' language proficiency, available learning resources, parents' consistency in parenting, and use of English as the medium of communication at home.

Additionally, examining variables that influence bilingualism, Yatim, (2022) identifies the main facets of linguistic attitudes among Malaysian teacher candidates. Investigations show five very similar dimensions, students' attitudes; parents' encouragement; students' general integrative view towards the language; and students' anxiety, and nervousness in learning the language. The study also looked at these five characteristics related to other variables that were such as parental educational background, gender, age, ethnicity, and home language, as well as college and religious membership.

### **Research gap**

Existing studies have largely focused on factors such as age, attitude, environment, culture, etc. that affect bilingualism or multilingualism worldwide. No research has previously been done in Pakistan to analyze the “Effects of Social Media on Bilingualism and Multilingualism in Pakistan”. This study aims to gauge the effect social media entertainment has on passive bilingualism/multilingualism

### **Research Methodology**

#### **Research Design**

This study employs Conversational Analysis through Narrative analysis to analyze if Pakistani youth is able to comprehend and use of Korean words in their daily lives due to watching K-Dramas on daily basis.

#### **Population of the Study**

The population of the study is Pakistani youth, which according to the definition of the United Nations ranges from the age of 15 to 24.

#### **Sample**

The students of BS English from Federal Urdu University Arts Science

and Technology (FUUAST) are the sample for this study.

### Data Collection

The data has been collected through floating questionnaires and conducting interviews from BS English students of FUUAST.

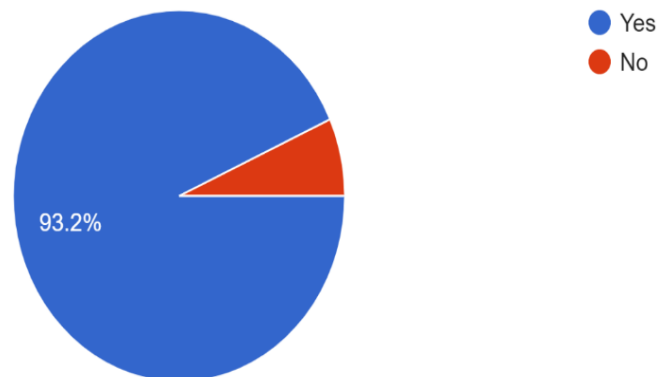
### Data Analysis Procedure

The study employs deductive approach while analyzing data through narrative analysis.

The first part of the question employed the use of 10 Korean words that are commonly used in Korean dramas. To ensure that participants understood the words used, a video clip was attached so they could hear the words if the Romanised English spelling was hard to understand. The purpose of this part was to determine the acquisition of Korean words and what kind of words youths are acquiring. The participants were asked about the following list of words and simply had to indicate “yes” or “no”, in accordance with their passive knowledge of Korean.

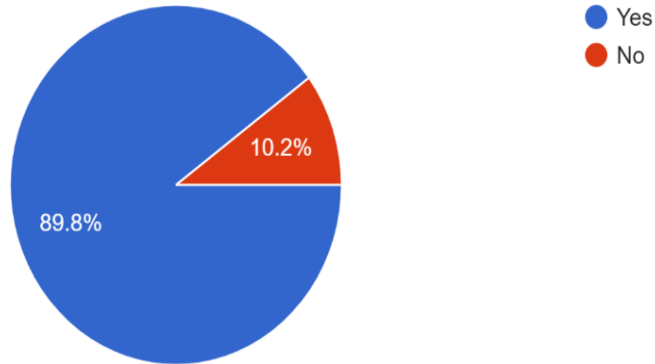
#### 1) **Yeppenda** (pretty)

A large majority of participants understood the word pretty (used for both living and non-living things.) It is often seen being used to compliment people. 93.2% of participants answered “yes” while 6.8% answered “no”.



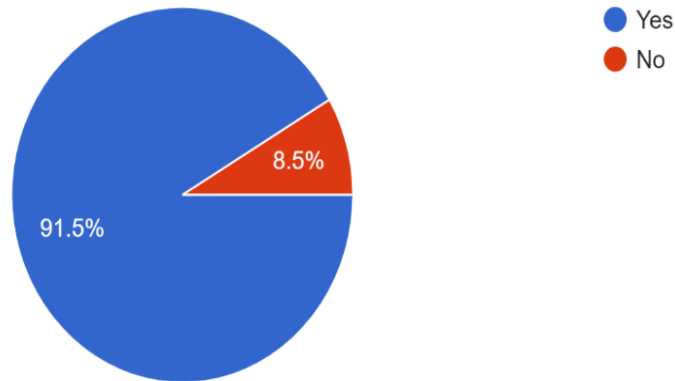
**2) Bogoshipeo** (to miss someone/something)

A large majority of the participants understood the Korean expression used for missing someone or something. 89.8% participants knew the expression while only 10.2% indicated not knowing it.



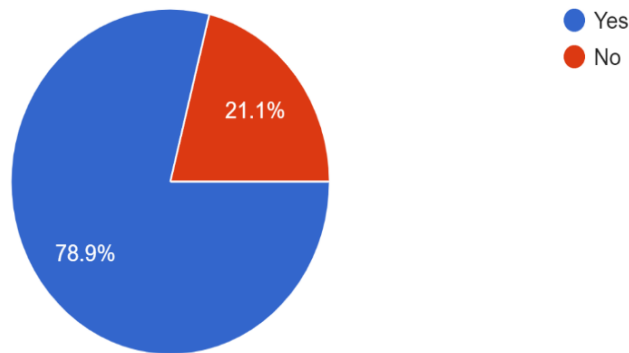
**3) Wae** (why)

A large majority of the participants understood the word used as the equivalent of the English question of “Why”. Unlike English, the word does not appear at the beginning of questions, it is usually used alone to urge on an explanation out of a speaker/ask them to elaborate. Participants familiar with the term made up 91.5% of the responses while only 8.5% were unaware of the meaning of this word.



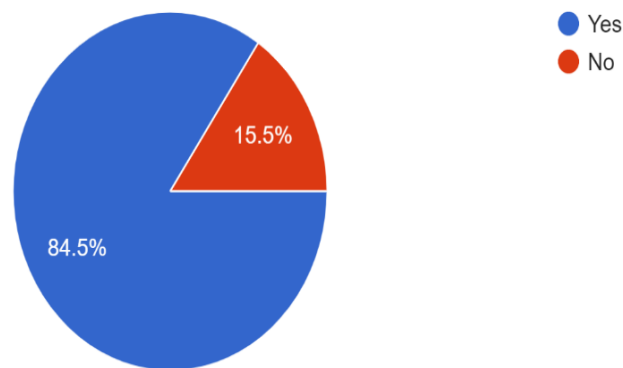
**4) Jegeulla** (do you want to die?)

A large majority of the participants were aware of the meaning of the expression “do you want to die?” The expression required some contextual understanding as it is not a serious threat of death, and usually used between friends in response to jokes or pranks. 78.9% participants indicated understanding of the expression while 21.9% did not comprehend it.



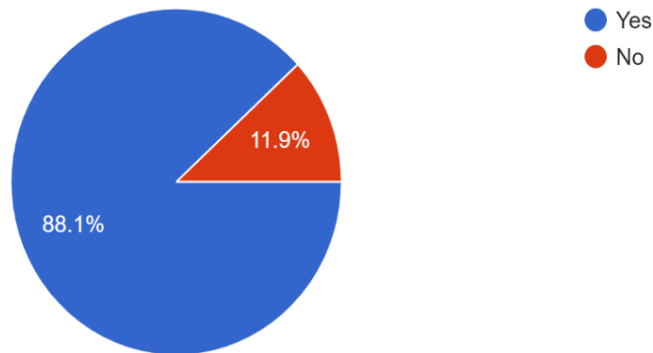
**5) Aigo** (oh dear)

A large majority of the participants were able to comprehend the Korean exclamation meaning oh! /oh dear! /oh my god! This expression also requires some basic contextual understanding as it is a common exclamation but is not always used in every context. Usually it can be seen utilised in more light-hearted scenarios in dramas. Participant who understood the term were 84.5% while 15.5% did not know it.



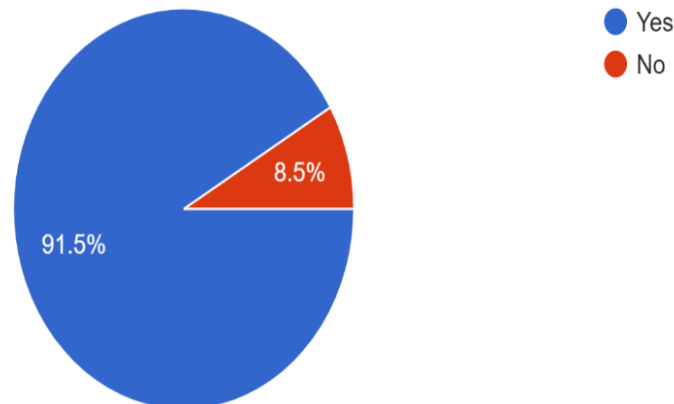
**6) Gwaenchana** (it's okay/I'm fine)

A large majority of the participants were able to grasp the meaning of the expression used for indicating that someone/something is fine. There's some contextual understanding involved with the expression as it is used to say both, "I am fine" and "a situation is alright". Participants familiar with the term made up 88.1% of responses while 11.9% were unfamiliar with it.



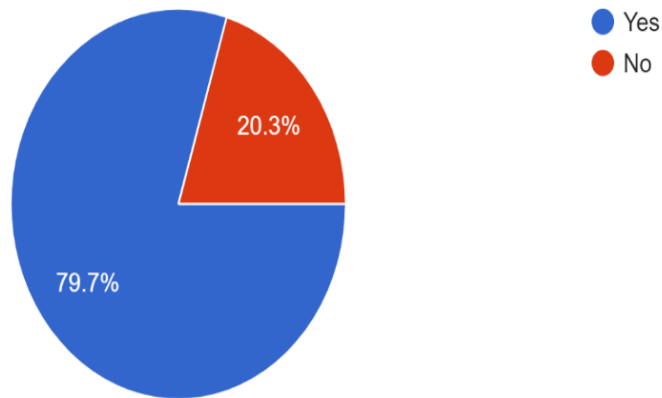
**7) Gajima** (don't go)

A large majority of participants were familiar with the Korean word meaning don't go. The word is often used in its conjugated forms as well as Korean verbs become different in formal and informal usage. Participants who knew the word made up 91.5% of responses while 8.5% did not know the word.



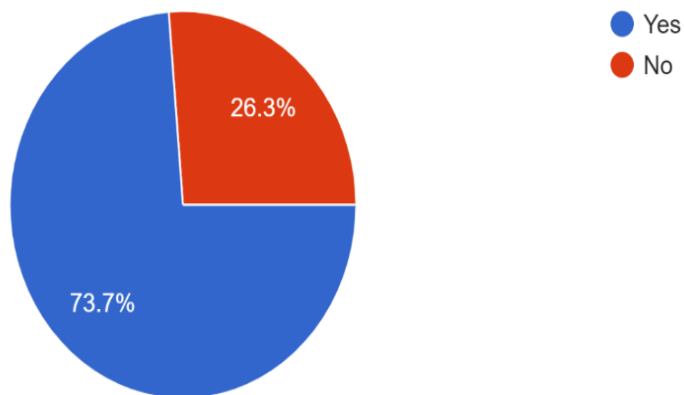
**8) Hwaiting** (fighting)

A large majority of the participants comprehended the meaning of the word fighting. This word involves contextual and lexical understanding as it is used in Korean to cheer up oneself or encourage someone to keep working hard/keep on trying. Participants who understood the word were 79.9% while 20.3% did not understand it.



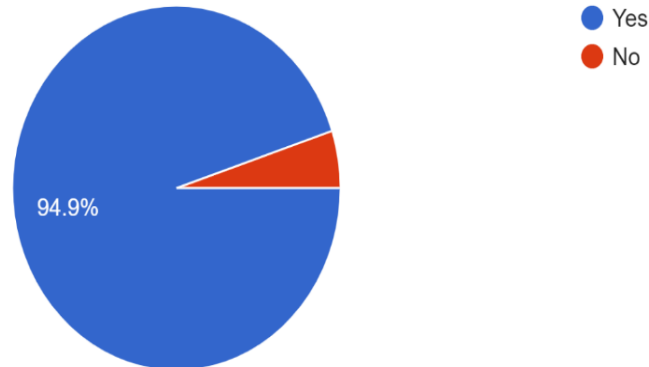
**9) Kol** (deal)

A large majority of participants understood the word deal (used for agreeing to something in informal settings). The word requires contextual understanding as Kol in itself means honey, but is used in Korean to indicate agreement to a deal (for example a sibling offering to trade chores and the other responding with kol). In terms of familiarity with the word, 73.7% of participants answered “yes” while 26.3% answered “no”.



**10) Annyeong** (hello)

A large majority of the participants were able to grasp the meaning of the informal hello. It is one of the words used with the highest frequency in dramas and entertainment. Most participants understood the meaning of the word, with 94.9% responding in the affirmative and only 5.1% responding negatively.



**Analysis:**

As shown in the figures above, most participants were aware of the Korean words presented to them. In this part of the questionnaire, participants were not asked to actively recall and provide a word list by themselves. Instead, a list was made and presented to them to cover both recognition and recall memory. Consequently, it showed both, the understanding of the participants of Korean words and their passive learning. This was especially true for words that required cultural or lexical understanding (such as Kol or Hwaiting) as they do not translate directly to English, and neither are they used in the same way as their English equivalents. Hence, it can be concluded that since the participants show understanding and comprehension of contextual words and expressions, they are passively acquiring both Korean language, its grammar and context. Grammar and context have been specified because Korean does not follow the same Subject-Verb-Object pattern as English and word usage is often very contextual.

1) The effects of Korean dramas on Pakistani fans as passive bilinguals/multilinguals

It was observed in the data that none of the participants had actively tried to learn Korean, emphasising the fact that all their learning of language and culture is as passive learners. A large majority of participants admitted to watching Korean dramas due to their content (51%) and culture (27%), with only 16.2% were fans of the dramas because of

language. 2.7% participants admitted to choosing Korean dramas as entertainment due to aesthetic appeal and only 2.7% responded that they did not watch K-Dramas because they were not interested.

The data above verified the basis for this research as all learning on the part of the participants was passive. In addition, a majority of the participants acknowledged that they are influenced by K-Dramas (63.2%), with 26.3% said that they were “maybe” influenced. Only 10.5% of participants responded that they were not influenced by watching K-Dramas.

As shown by the data in the first part of the questionnaire, participants were able to understand Korean words and expressions in relation to the context they were being used in, with responses averaging out at 86.6% for all 10 words presented to the participants. Thus, this high level of learning both language and culture clearly shows that K-Dramas are rendering Pakistani fans as passive bilinguals/multilinguals.

1) Influence of Korean language on the speech of Pakistani fans  
Participants were first asked whether they were influenced in terms of language or behaviour from watching K-Dramas; responses largely tended towards both (45.7%), with only 17.1 stating that only their language was influenced while 37.1% chose behaviour. To further understand the effects on language, the daily speech of the participants were observed through interviews. Almost half of them were observed using Korean exclamations in their communication. Words such as “sarangae”, “aigo” and “aish” had been adopted by them in their speech.

In addition, participants admitted to using even more Korean words with their friends, which tended towards affectionate terms (chingu/friend) or silly words (Babo/stupid) and regular ‘yes/no’ types of words and expressions. Participants also spoke of other words they had picked up while watching K-dramas which were varied and usually not the same for many participants, once again showing the influence of passive bilingualism/multilingualism. Different levels of enthusiasm were observed from participants about using Korean words in their speech with one participant shared that “I love to use the word 'uri', which means mine” while others were of the attitude that “I've learnt different Korean words but I seldom use them in my daily life because others don't get what I say”. A small number of also expressed that they don't use Korean words in their day to day life, they know and understand many words from the language.

### **Conclusion**

The findings highlight the extent of Korean language Pakistani youths have learnt as passive learners. They have not only learnt words and phrases but also learnt their usage and context. The day to day life of these

youths does not require the use of Korean in any capacity, but some individuals are using the words and phrases they have learnt with their friends. Other have expressed a reluctance to using words of an entirely foreign language in their daily conversations, but they still have the capability to understand them. This shows that the effect of passive bilingualism/multilingualism is significant and it is an area of research that should be explored further as the youths of today are exposed to more varied cultures/ethnicities and their languages.

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