

## **INCIDENTAL FOREIGN VOCABULARY ACQUISITION THROUGH BINGE-WATCHING KOREAN DRAMAS**

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### **Abstract**

From reading activities to media consumption, studies about incidental vocabulary acquisition have progressed through the “germination and molding stages and have emerged to a comprehensive development stage” (Tang, 2020). Given that one of the established productive instructional tools that can help in expanding a learner’s language skill is watching subtitled foreign films (Kabooha, 2016), the researchers investigated the relationship between binge-watching Korean Drama Series and the incidental vocabulary acquisition of tertiary level learners in the Polytechnic University of the Philippines. The researchers used a non-experimental correlational approach to measure the degree of relationship that exists between the two variables. The results show that the respondents are considered 'moderately knowledgeable' on the specific Korean words and phrases on the survey questionnaire based on the weighted mean response of their Korean Vocabulary Depth. Hence, there is a significant relationship between binge-watching habits of the respondents and their Basic Korean Vocabulary Knowledge Depth. The researchers also concluded that as the binge-watching habits increase, the Basic Korean Vocabulary Knowledge Depth also increases.

**Keywords:** *K-Drama, incidental vocabulary acquisition, subtitles*

### **INTRODUCTION**

Vocabulary acquisition has been a neglected area of language learning for most scholars, given that it was only in the second half of the twentieth century that the focus of studies regarding language acquisition shifted from grammar to vocabulary (Tang, 2020).

Majority of children’s vocabulary in their native language are established to be acquired incidentally rather than intentionally (Nagy et al., 1985). Similar to first language, vocabulary in second language can be acquired incidentally as well. Initial research concerning incidental vocabulary acquisition focused mostly on the effects of reading tasks (see e.g. Saragi et al., 1978; Parry, 1991; Wesche & Paribakht, 1997; Vidal, 2003), while more recent research are focused on incidental vocabulary acquisition through other input such as listening (van Zeeland & Schmitt, 2013), digital gaming (Reynolds, 2014), and watching TV Programs

(Kuppens, 2010; Peters & Webb, 2018). As the numbers of studies that assert potential benefits of acquiring foreign vocabularies through audio-visual inputs increase, the demand for subtitled foreign films and television series are growing as well. Korean Dramas (K-Dramas) in particular, which are now available for streaming through different online platforms such as Netflix, Viu, and YouTube, are one of the most prominent subtitled media content in the present. As such, binge-watching K-Dramas, or the successive watching of numerous K-Drama episodes in one sitting became a rising trend. Moreover, Flayelle et al. (2020) assert that even though binge-watching has a variety of definitions given by different scholars, it is still a poorly defined concept since there is no general agreement on its operationalization and measurement.

Despite Korean's classification of being 'exceptionally difficult for English speakers' (Foreign Service Institute, 2020), a lot of people, including Filipinos, who have Filipino and English as their official national languages, grew interested in learning the language due to the impact of Hallyu around the world. Ever since K-Drama's first recognition in the Philippine mainstream media in 2003 (Igno & Cenidoza, 2016), its influence towards Filipinos has undoubtedly grown much stronger than before (Villanueva, 2017).

K-Dramas may be an appropriate multi-modal resource in acquiring a foreign language. It is also appropriate for learners of all levels since it presents both the verbal and graphic information of the foreign language (Bisson, et al., 2013). This, along with its utilization of interlingual subtitling, its subtitles became a means of content accessibility and an aid to language acquisition. Thus, it is no surprise that Filipinos can understand and use simple Korean words and phrases, such as "annyeonghaseyo" (hello), "saranghae" (i love you), "oppa" (brother), and others (Tangpos, 2018). This phenomenon demonstrates Filipinos' exposure to the Korean language as a foreign language.

From reading activities to media consumption, studies about incidental vocabulary acquisition have progressed through the "germination and molding stages, and have emerged to a comprehensive development stage" (Tang, 2020, p.5). Studies that show utilization of Korean Dramas as an aid in language acquisition are mostly about acquisition of the English language as a foreign language for Korean natives, while the use of K-Dramas as an aid for non-native speakers like Filipinos in acquiring Korean vocabulary are not sufficiently explored. If incidental vocabulary learning through binge-watching Korean Dramas has a potential of fuelling Korean vocabulary expansion, then studies that provide evidence of its occurrence are needed. To further investigate whether there is a relationship between binge-watching K-Dramas and incidental vocabulary language acquisition, this study aims to test the assumed Korean vocabulary knowledge depth of the students of Bachelor of Arts in English Language Studies in Polytechnic University of the Philippines. Specifically, it aims to answer these questions:

1. What are the binge-watching habits of the respondents in terms of the following?
  - a. Years of watching K-Dramas
  - b. Number of K-Dramas watched
  - c. Number of hours spent binge-watching

2. What is the respondents' basic Korean vocabulary knowledge depth according to Vocabulary Knowledge Scale (VKS)?
  - a. Per Korean word
  - b. Per participant
  - c. Overall
3. Is there a significant relationship between the binge-watching habits of the respondents and their basic Korean vocabulary knowledge depth?
4. What implications for teaching basic Korean vocabulary to beginners can be drawn from the respondents' binge-watching habits and vocabulary knowledge depth?

## **LITERATURE REVIEW**

In Frederic Bartlett's "Remembering: A Study in Experimental and Social Psychology" (1992), he introduced the Schema theory where he suggests that the schemata, or the building blocks of cognition, are utilized by the human mind to organize, retrieve, and encode chunks of important information accumulated over time. On the other hand, Selinker, along with Weinreich (1953), assumed that there is a latent psychological structure in the brain that only activates on attempts to learn a second language. Larry Selinker proposed the Interlanguage Theory in 1972 which states that the Interlanguage (IL) is a linguistic system used by second and foreign-language learners who are in the process of learning a target language (TL). It is referred to as a separate linguistic system based on the observable output which results from a learner's attempted production of a TL norm.

Through binge-watching English-subtitled Korean dramas, schemata of the Korean language, terms, and culture are continuously established in individuals, thus helping in the development of their TL's vocabulary knowledge depth. Once the act of acquiring a second language is processed by the human mind, the latent structure in the brain activates as well. These theories, along with their mechanisms, assume the inevitable incidental acquisition of Korean vocabularies in the process of binge-watching English-subtitled K-Dramas.

### **Incidental Vocabulary Acquisition**

Incidental vocabulary acquisition is defined as the acquisition of a word without the intention of obtaining the term in memory (Hulstijn, 2013). The phenomenon of incidentally acquiring vocabulary has been diachronically studied by scholars from different approaches; and based on the multiple studies that were carried out, frequency of word exposure (frequency of recurrence or repetition), regardless of the approach, is consistently one of the significant factors in incidentally acquiring (see studies of Vanderplank, 2016; Teng, 2016; Pavia et al., 2019; Rahul & Ponniah 2020; Wang, 2020). Schmitt (2010) claimed that while frequency highly influences vocabulary knowledge, engagement is still the key and that 'vocabulary' includes both individual words and phrases, rather than independent words alone. Similarly, Rahul and Ponniah (2020) maintained that simply being exposed to words does not entirely aid the process—the individual's interest and prior knowledge (schema, for instance) complements it as well. Despite the number of studies that claim the value of repetition in vocabulary acquisition,

there is still no unified number of needed word exposure frequency to guarantee successful lexical acquisition.

The notion of incidental language acquisition or learning is not necessarily more effective than intentional learning nor is intentional learning more effective than incidental acquisition or learning because either one can be an initial process of acquiring a target language (Hulstijn, 2013). However, it is merely important, no matter what platform was used by the learner to acquire a target language (TL), is to consider an ethically right attitude (Dewaele, 2008), healthy linguistic environment (Liu & Huang, 2011), and an appropriate conversation to successfully produce a language learner.

### **Incidental Vocabulary Acquisition through Watching Subtitled Shows**

Language learning has turned out to be more possible by instigating multimedia with verbal information and full visual context, such as subtitles (Harji et al., 2010). Multiple empirical studies show promising results that subtitled foreign films bring forward incidental foreign language learning (Kuppens, 2010). The study of Lekkaï (2014) manifested the incidental acquisition of vocabulary in their foreign language, Italian, by watching television programs with subtitles while the findings of Almeida (2014) findings proved that subtitling helps the students to improve their mastery of the acquired foreign language from deriving words and meanings to pronouncing the words correctly and constructing sentences. In the study of Kabooha (2016), watching foreign films is established to be productive instructional tools that can help in expanding a learner's language skills while Birulés-Muntané et al., (2016) repeatedly claimed in their study that watching subtitled films and series subtly benefits learning a second language.

Chapman (2017) cited that subtitles are not acknowledged by some critics for the reason that it requires effort; 'reading rather than just watching a film' as they call it. The critics also claimed that subtitles tend to interrupt the focus and the narrative flow of a film and there is a danger of making the students lazy or text dependent. Nevertheless, most of these uncertainties can be quite efficiently stopped. Effort can be subjugated with repeated exposure that may lead to familiarity. Reading subtitles has been described as an emancipation of processing capacity. It allows a more profound consideration of the language used. Certainly, with effective teaching and well-developed activities, there is little validation for the assumption that subtitles force the students to be too text dependent or lazy.

### **K-Drama as a Language Learning Aid**

More than a learning experience supplemented by texts, visual, and audio cues, Korean dramas' content carries the authentic aspects of not just the Korean language, but the Korean culture as well since these dramas are tailored primarily for Korean natives. Context is given with the language in K-Dramas; hence learning the language through it offers features that cannot be acquired through use of instructional books alone such as accent, conversational tidbits, and commonly used slangs. Natural language exposure and frequent watching allows the acquisition of proper intonation and pronunciation, along with the proper association of emotions with words.

Since K-Dramas are widely available with subtitles and the Korean vocabulary uses the same wordings every now and then, the habit of attentive listening will aid language learners to acquire bits and pieces of the language. The key is practicing the learned words repeatedly (Korean Explorer Language School, 2018). However, as FluentU Korean Language and Culture Blog (2017) admitted, learning the language through K-Drama is not without its disadvantages. The act of watching can easily override the act of learning, and this may give opportunity to the learner to give up on being an “active listener” and instead just read the subtitle as is. It emphasizes that the motive in watching is an important factor as well. In addition, since vocabularies of foreign languages are unique and cannot be perfectly translated, “convenient translations” can be a cause of inaccurate translations and/or subtitles.

### **Dimensions of Vocabulary Knowledge**

Wesche and Paribakht (1996) stated that a large body of studies on L2 vocabulary acquisition has focused on assessments of vocabulary size, or 'breadth' measures, rather than estimates of 'depth,' which is defined according to the degree of knowledge on particular words or levels of such knowledge (p. 13) . To further elucidate, the term "breadth" relates to linear and simplistic elements of vocabulary knowledge, whereas "depth" refers not just to word meanings but also to semantic connections, collocations, and syntactic patterning (Bardakçı, 2016). From the same study, Bardakçı also explained that studies that test the vocabulary knowledge breadth and depth using measures heavily focused on the receptive aspects of the L2 vocabulary.

### **METHOD**

In this study, the researchers utilized a quantitative non-experimental correlational approach to test the null hypothesis which is, there is no significant relationship between the binge-watching habits of the respondents and their basic Korean vocabulary knowledge depth. The quantitative approach is found to be the most appropriate method for this study since it is generally suited for larger sample size, as is the case in this research. Conversely, a correlational approach is selected to measure the degree of relationship that exists between two variables which are binge-watching and language acquisition.

The participants of the study are the students that are currently enrolled in Bachelor of Arts in English Language Studies under College of Arts and Letters in Polytechnic University of the Philippines, Sta. Mesa Campus. Out of 624 students of the population, 257 were chosen as the sample through Homogenous Sampling and Convenience Sampling technique. The sample size was determined using the Slovin's test.

A survey is used to collect the data, that is, a two-part instrument. The first part focused on the demographic profile of the respondents while the later focused on the respondents' Korean vocabulary knowledge. Before distributing the survey, the research instrument was further improved and validated with the help of a statistician, a reading specialist, and a language specialist. The researchers also

conducted a pilot testing to see if there were overlooked loopholes in the questionnaire and the procedure of gathering the data itself.

With considerations to both the researchers and the participant's safety, along with the quarantine restrictions imposed by the government to fight COVID-19 (Official Gazette of the Republic of the Philippines, 2021), the researchers gathered the data online through SogoSurvey. As soon as the needed number of respondents were reached, the researchers encoded the collected responses and classified the respondents based on their demographic profile, binge-watching hours, and their basic Korean vocabulary depth. The vocabulary depth of the respondents were assessed based on the VKS Scoring Categories established by Paribakht and Wesche (1996, p. 181). In checking whether they have provided a correct synonym or translation, the researchers utilized the Oxford Advanced Learner's English-Korean Dictionary and a reliable translator app called Naver Papago. On the other hand, the checking and scoring of the sentences provided by the participants were handled by two of the researchers who have A1 level classification in the Korean language. A1 or beginner level students have the capability to understand and utilize common everyday Korean expressions and very basic Korean sentences (Globibo Language School, n.d.) After encoding, the raw data was sent to the statistician for the statistical treatment and interpretation of the data.

## **FINDINGS AND DISCUSSION**

### **Demographic Profile of the Respondents**

Table 1.1 shows the respondents' profile on how many months or years they have been watching K-Dramas. This result can be interconnected with Schema Theory's proposition that the human mind uses schemata to organize, retrieve, and encode chunks of important information accumulated over time (Bartlett, 1932). Given that most of the respondents have spent more than 7 years watching Korean Dramas, the accumulated schemata of the Korean words increase over time throughout the years, allowing the respondents to recall and encode the vocabularies even without undergoing formal language training. Even if some of the respondents' length of exposure to K-Drama is only 1-5 months, the time spent watching remains vital since they were still exposed to the target language through binge-watching, and this still disturbs the brain and activates the latent psychological structure (Selinker, 1972).

On the other hand, table 1.2 shows respondents' profiles based on the number of K-Dramas they have watched. These results may also be due to Korean dramas' way of showcasing the authentic Korean culture and language (FluentU, 2017) and its colorful use of vocabulary, idioms, and authentic dialogues (Korean Language Guide, 2017) which makes the audience more engaged and fascinated by these dramas. In line with the results presented, Rahul and Ponniah (2020) agreed that frequency is an integral part of growth in all domains of cognition and behavior, particularly language. Similar to the number of subtitled K-Dramas watched, the higher the frequency of exposure the higher the chance of encountering words which will later result in the development of the incidental vocabulary development.

Table 1.3 shows the respondents' profiles according to their binge-watching hours. The results provided were supported by the study of Pittman and Sheehan

(2015) which suggested that college students spend more time binge-watching in order to escape from reality, to help them in their social interaction, because of its easy accessibility, and because of its advertising. Similar to the number of K-Dramas and years spent in watching Korean Dramas, the number of hours spent binge-watching in day also prompts the development of an individual's schemata (Bartlett, 1932) and activates the latent psychological structure (Selinker, 1972). The more hours they are exposed to the Korean language, the more strengthened the respondents' accumulated building blocks of cognition over time, as well as the more their latent psychological structure is disturbed, the higher chance of acquiring Korean vocabularies.

**Table 1.1.** Demographic Profile of the Respondents  
According to their Months/Years of Watching K-Drama

<b>Months/Years of Watching</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 Months	25	9.7 %
6- 12 Months	15	5.8 %
1- 3 Years	64	24.9 %
4- 6 Years	75	29.2 %
7 Years or Above	78	30.4 %
Total	257	100 %

**Table 1.2.** Demographic Profile of the Respondents  
According to their Number of K-Dramas Watched

<b>Number of K-Dramas Watched</b>	<b>Frequency</b>	<b>Percentage</b>
1- 3 K-Dramas	21	8.17 %
4- 6 K-Dramas	30	11.67 %
7- 9 K-Dramas	22	8.56 %
10 K-Dramas or More	184	71.6 %
Total	257	100 %

Table 2.1 shows the assessment of the respondents' vocabulary depth according to the Vocabulary Knowledge Scale (VKS). Based on the results, the respondents are either moderately knowledgeable or slightly knowledgeable on each of the Korean words and phrases given on the questionnaire. The Weighted Mean Response reflects the overall demonstration of the respondents' knowledge on the target words and shows that they are moderately knowledgeable on the basic Korean vocabulary words and phrases.

The results under the moderately knowledgeable words concur with the list of Korean phrases and terms compiled by Bergania (2019) and Sta. Maria (2020) that they claim to be familiar with people who watch K-Drama. The same lists are the primary sources of the utilized words in the questionnaire; hence the cognizance of the respondents of the words provide evidence in their assertion. As the weighted mean response shows that the participants in general are moderately knowledgeable

on the specific Korean words, this proves Tangpos' (2018) claim that through Korean Dramas, Filipinos are able to use and understand simple Korean words such as Oppa, Unni, and Annyeonghaseyo.

Table 2.2 shows the distribution of the 257 respondents in accordance with their highest score count in the Vocabulary Knowledge Scale (VKS). It is important to emphasize that most of the provided sentences by the respondents do not involve any complicated structure and are composed of simple vocabularies, primarily a combination of two or three individual phrases. For instance, "Nan jinjja joahae." (I really like you), "Neo eodiya? Nan neomu baegopa" (Where are you? I am really hungry), "Neon yeppuda!" (You are pretty!). Therefore, basing on the respondents' demographic profile on Tables 1.1, 1.2, and 1.3, which exhibits their exposure to the language through Korean Dramas, and their highest scores count in VKS as reflected on Table 2.2, it could indicate that despite long exposures and its exhibit of authentic language features (FluentU, 2017), Korean remains a difficult foreign language to acquire (De Benedittis, 2016; Foreign Service Institute, 2020).

As previously mentioned, the respondents' vocabulary knowledge depth is moderately knowledgeable, which means they can understand and provide an accurate meaning or synonym to the provided Korean words and phrases.

**Table 1.3.** Demographic Profile of the Respondents  
According to their Binge-Watching Hours of the Respondents

<b>Binge-Watching Hours</b>	<b>Frequency</b>	<b>Percentage</b>
1- 2 Hours	47	18.3 %
3- 4 Hours	80	31.1 %
5- 6 Hours	69	26.8 %
7 Hours or More	61	23.7 %
Total	257	100%

### **Basic Korean Vocabulary Depth**

**Table 2.1.** Korean Vocabulary Depth of the Respondents

<b>Korean Words</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>
Annyeonghaseyo (안녕하세요)	3.27	0.767	Moderately Knowledgeable
Daebak (대박)	2.92	0.806	Moderately Knowledgeable
Jinja? (진짜)	2.98	0.763	Moderately Knowledgeable
Baegopa (배고파)	2.59	1.092	Slightly Knowledgeable
Waegurae? (왜 그래)	2.52	0.974	Slightly Knowledgeable
Kamsahamnida (감사합니다)	3.14	0.592	Moderately Knowledgeable
Jaljayo (잘 자요)	2.52	0.940	Slightly Knowledgeable
Yeppuda (예쁘다)	2.97	0.826	Moderately Knowledgeable
Gwiyeowo (귀여워)	2.65	1.008	Moderately Knowledgeable
Saranghae (사랑해)	3.28	0.746	Moderately Knowledgeable



Johahae (좋아해)	2.65	1.016	Moderately Knowledgeable
Mianhae (미안해)	3.06	0.707	Moderately Knowledgeable
Chogiyo (저기요)	2.49	0.871	Slightly Knowledgeable
Yeoboseyo? (여보세요)	2.94	0.682	Moderately Knowledgeable
Hajima (하지마)	2.74	0.813	Moderately Knowledgeable
Jamkkanman (잠깐만)	2.57	0.921	Slightly Knowledgeable
Appa (아빠)	3.07	0.571	Moderately Knowledgeable
Bogoshipeo (보고싶어)	2.83	0.847	Moderately Knowledgeable
Noona (누나)	2.94	0.732	Moderately Knowledgeable
Jebal (제발)	2.82	0.813	Moderately Knowledgeable
Mworago? (뭐라고)	2.46	0.852	Slightly Knowledgeable
Ne (네)	2.98	0.696	Moderately Knowledgeable
Eomma (엄마)	3.07	0.636	Moderately Knowledgeable
Eotteokhae? (어떡해)	2.70	0.816	Moderately Knowledgeable
Oppa (오빠)	2.96	0.487	Moderately Knowledgeable
Geojitmal (거짓말)	2.10	0.909	Slightly Knowledgeable
Andwae (안돼)	2.51	0.766	Slightly Knowledgeable
Aniyo (아니요)	2.82	0.645	Moderately Knowledgeable
Sunbaenim (선배님)	2.60	0.765	Slightly Knowledgeable
Saeng-Il Chukhae	2.66	0.749	Moderately Knowledgeable
<b>Weighted Mean Response</b>	<b>2.79</b>	<b>0.591</b>	<b>Moderately Knowledgeable</b>

**Table 2.2** Distribution of Respondents According to Their Highest Score Count in VKS

<b>Score and Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1 - The word is not familiar at all.	14	5.45%
2 - The word is familiar but its meaning is not known.	20	7.78%
3 - A correct synonym translation is given.	211	82.10%
4 - The word is used with semantic appropriateness in a sentence.	0	0%
5 - The word is used with semantic appropriateness and grammatical accuracy in a sentence.	12	4.67%
<b>TOTAL</b>	<b>257</b>	<b>100%</b>
<b>Overall Weighted Mean</b>	<b>2.79</b>	<b>Moderately Knowledgeable</b>

This demonstrates Hastrup and Henriksen's (2000) claim that receptive vocabularies are more developed. Table 2.3 shows the combined and summarized data from tables 2.1 and 2.2. The ranking of the Korean words shown at the table signifies which words the respondents claimed to know. In order, the top ten words are: Saranghae, Annyeonghaseyo, Kamsahamnida, Eomma and Appa (tie on rank

4.5), Mianhae, Jinjja, and Ne (tie on rank 7.5), Yeppuda, and Oppa. Therefore, based on the ranks, this data provides evidence which words are more frequently encountered when watching Korean Dramas, making it more likely to be incidentally acquired (Teng, 2016; Pavia et. al., 2018; Wang, 2020).

Among those who have lower levels of foreign language skill, given that the respondents are considered ‘beginners’ in acquiring the language. It also parallels Fan (2000), Laufer (1998), and Webb’s (2008) (as cited in Bardakçı, 2016) observations that receptive vocabulary outnumbers an individual’s productive vocabulary, and there is a wide gap between a learner’s L2 productive and receptive vocabulary since 211 of the respondents can give a correct meaning/translation of the word (receptive vocabulary) and had three (3) as their highest score count in VKS, while only 12 respondents were able to employ the words in a sentence (productive vocabulary) thus having five (5) as their highest score count.

With the demonstrated knowledge of the respondents on the Korean words and phrases, the results provide a clear manifestation of both Interlanguage Theory by Larry Selinker (1972) and Schema Theory by Frederick Bartlett (1932). Even without learning the terms formally, the respondents have acquired the vocabulary due to the presence of the latent psychological structure in the brain that was activated in the act of binge-watching K-Drama. Similarly, being moderately knowledgeable on the Korean words demonstrates that the respondents have stored their schemata accumulated over time that develop their basic Korean vocabulary knowledge depth.

### **Relationship of the Binge-Watching Habits of the Respondents and their Basic Korean Vocabulary Knowledge Depth**

Table 3.1 shows the relationship between the respondents’ months or years of watching K-Dramas and their Basic Korean Vocabulary Knowledge Depth. To know the relationship of the Binge-Watching Habits and Basic Korean Vocabulary Knowledge Depth, the Pearson’s Correlation Coefficient formula was utilized in this table and for the following two tables. With this, the p-value 0.000 was obtained. Since the p-value is less than 0.05, the correlation is statistically significant (at the 5% level) suggesting the rejection of the null hypothesis.

**Table 2.3** Overall Korean Vocabulary Depth of the Respondents

<b>Korean Words</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>Rank</b>	<b>Verbal Interpretation</b>
Annyeong-haseyo	2	7	205	6	37	3.27	2	Moderately Knowledgeable
Daebak	12	38	185	2	20	2.92	13	Moderately Knowledgeable
Jinjja?	9	29	198	0	21	2.98	7.5	Moderately Knowledgeable
Baegopa	46	64	122	0	25	2.59	23	Slightly Knowledgeable
Waegurae?	41	73	127	0	16	2.52	25	Slightly Knowledgeable

Kamsaham-nida	1	5	228	2	21	3.14	3	Moderately Knowledgeable
Jaljayo	32	92	116	1	16	2.52	26	Slightly Knowledgeable
Yeppuda	11	35	184	4	23	2.97	9	Moderately Knowledgeable
Gwiyeowo	40	51	143	4	19	2.65	20.5	Moderately Knowledgeable
Saranghae	1	4	212	2	38	3.28	1	Moderately Knowledgeable
Johahae	37	61	133	6	20	2.65	20.5	Moderately Knowledgeable
Mianhae	8	13	212	4	20	3.06	6	Moderately Knowledgeable
Chogiyo	26	10 5	111	3	12	2.49	28	Slightly Knowledgeable
Yeoboseyo?	6	35	200	1	15	2.94	11.5	Moderately Knowledgeable
Hajima	12	75	152	3	15	2.74	17	Moderately Knowledgeable
Jamkkanman	42	51	151	2	11	2.57	24	Slightly Knowledgeable
Appa	2	11	226	2	16	3.07	4.5	Moderately Knowledgeable
Bogoshipeo	13	58	165	1	20	2.83	14	Moderately Knowledgeable
Noona	7	38	194	0	18	2.94	11.5	Moderately Knowledgeable
Jebal	19	39	182	2	15	2.82	15.5	Moderately Knowledgeable
Mworago?	36	83	129	1	8	2.46	29	Slightly Knowledgeable
Ne	7	27	205	1	17	2.98	7.5	Moderately Knowledgeable
Eomma	5	9	224	0	19	3.07	4.5	Moderately Knowledgeable
Eotteokhae?	19	66	159	0	13	2.70	18	Moderately Knowledgeable
Oppa	1	24	223	1	8	2.96	10	Moderately Knowledgeable
Geojitmal	73	99	78	0	7	2.10	30	Slightly Knowledgeable
Andwae	25	87	139	0	6	2.51	27	Slightly Knowledgeable
Aniyo	18	22	211	1	5	2.82	15.5	Moderately Knowledgeable
Sunbaenim	23	71	156	0	7	2.60	22	Slightly Knowledgeable
Saeng-II Chukhahae	25	49	177	0	6	2.66	19	Moderately Knowledgeable
<b>Overall Weighted Mean</b>						<b>2.79</b>	<b>Moderately Knowledgeable</b>	

Therefore, there is a significant relationship between the respondents' months or years of watching K-Dramas and their Basic Korean Vocabulary Knowledge Depth. In addition, the correlation coefficient of the respondents' months or years of watching K-Dramas and their Basic Korean Vocabulary Knowledge Depth is 0.406, which is a positive. This means that as the months or years of watching K-Dramas increases, the Basic Korean Vocabulary Knowledge Depth also increases. Lastly, the computed r indicates that the strength of the correlation is moderate.

Since there is a significant relationship between the respondents' number of months and years of watching K-Dramas and their basic Korean vocabulary depth, the result further proved Schema and Interlanguage Theories' connection to the present study.

Bartlett's Schema Theory was significant in proving that long-term memories are not permanent or unchanging but are continually modified as schemata evolve with experience. Therefore, terms that are often unfamiliar and foreign to the brain eventually became familiar through binge-watching K-Drama in such a way that these terms have been stored already in the schemata accumulated over time. On the other hand, considering that the findings indicate that as the months or years of watching K-Dramas increases, the basic Korean vocabulary depth also increases, it signifies that the information on Korean words obtained from years of watching K-Dramas are processed according to how it fits into the respondents' activated latent psychological structure in Larry Selinker's (1972) Interlanguage Theory, thus allowing it to actively build schemata and acquire them in light of many years of exposure to the language.

Table 3.2 shows the relationship between the respondents' number of K-Dramas watched and their Basic Korean Vocabulary Knowledge Depth. In this correlation, the obtained p-value was 0.000 was smaller than 0.05. This signifies that correlation is statistically significant (at the 5% level). Therefore, there is a significant relationship between the respondents' number of K-Dramas watched and their Basic Korean Vocabulary Knowledge Depth. On the other hand, the correlation coefficient for respondents' number of K-Dramas watched and their Basic Korean Vocabulary Knowledge Depth is 0.492. The value is positive which entails that as the number of K-Dramas watched increases, the Korean Vocabulary Knowledge Depth also increases. Concerning the strength of the correlation, 0.492 can be said to be moderate.

**Table 3.1** Relationship of the Respondents' Months or Years of Watching K-Dramas and their Basic Korean Vocabulary Knowledge Depth

Source of Relationship	Computed R	p-value	Decision	Interpretation
Months or Years of Watching K-Dramas and Korean Vocabulary Knowledge Depth	0.406	0.000	Null Hypothesis Rejected	There is a significant relationship

**Table 3.2** Relationship of the Respondents' Number of K-Dramas Watched and their Basic Korean Vocabulary Knowledge Depth

Source of Relationship	Computed R	p-value	Decision	Interpretation
Number of K-Dramas Watched and Korean Vocabulary Knowledge Depth	0.406	0.000	Null Hypothesis Rejected	There is a significant relationship

The relationship between the respondents' number of K-Dramas watched and their Basic Korean Vocabulary Knowledge Depth is in parallel with the suggestion of Pavia et al. (2018) wherein they claimed that learners must be exposed to substantial numbers of input with frequent exposure to vocabulary words for significant learning to occur. This accessibility of the respondents to Korean Drama series have allowed them to encode and retrieve information needed to acquire the Korean word, for instance its pronunciation and tone, thus the organization of their schemata.

Table 3.3 shows the relationship of the respondents' number of hours spent binge-watching and their Basic Korean Vocabulary Knowledge Depth. In this table, the p-value 0.000 was less than 0.05 and suggests that the correlation is statistically significant at the 5% level. Therefore, there is a significant relationship between the respondents' number of hours spent binge-watching and their Basic Korean Vocabulary Knowledge Depth. While for the correlation coefficient, the value was 0.249—a positive. In other words, as the number of hours spent binge-watching increases, the Basic Korean Vocabulary Knowledge Depth also increases. On the other hand, the strength of the correlation is 0.249 and is considered to be weak.

This result affirms the claim of Vanderplank (2016) that those who have a higher frequency of watching subtitled shows have a better vocabulary compared to those who have a medium and low frequency only.

Finally, the weak correlation strength of the two variables can still be connected to Bartlett's Schema Theory (1932) and Selinker's Interlanguage Theory (1972). In the process of interlanguage it is inevitable that the native language will still manifest in the process of learning the second language, the manifestation of the native language is through the considered errors in the attempts of translating the meaning and synonyms of the terms. In terms of the schemata, if the respondents kept encountering the same vocabularies under the same context and usage, it is likely that there would naturally be no progress in the development of their Korean vocabulary depth, unless more and new information regarding the use of the words are introduced to them.

### **Implications of the Respondents' Binge-Watching Habits and Vocabulary Knowledge Depth to the Teaching of the Basic Korean Vocabulary to Beginners**

More than pure entertainment, Korean dramas also bear the culture of Korea. This substantiates Koyfman's (2021) assertion that apart from entertainment, films also offer

**Table 3.3** Relationship of the Respondents' Number of Hours Spent Binge-Watching and their Basic Korean Vocabulary Knowledge Depth

Source of Relationship	Computed R	p-value	Decision	Interpretation
Number of Hours Spent Binge-Watching and Korean Vocabulary Knowledge Depth	0.249	0.000	Null Hypothesis Rejected	There is a significant relationship

information and cultural education which can be essential in developing individuals' comprehension of a language.

The result of this study also provides evidence that Korean Dramas can be a supplemental material for learning languages in formal learning environment but more specifically for independent language learners, especially if in need of exposure to the authentic aspects of the language, which was attested in the study of Allado and Bachiller (2016) as well. K-Dramas provide a natural learning environment without instructional design elements such as a teacher, a curriculum and a learning objective or a systematic learning environment; it is compatible with the constructivist approach and social learning approaches. However, while incidental language acquisition or vocabulary acquisition may take place due to texts on subtitled K-drama that gives these language learners an opportunity to enhance their reading skills and reading comprehension, since it is important to emphasize that incidental learning comes from high frequency words when watching, as suggested by the paper of Birulés-Muntané and Soto-Faraco (2016) and evidenced by the study of Vanderplank (2016).

The implications both show the significance of the existing theories of Frederic Bartlett and Larry Selinker. Through long exposure to K-Dramas, important chunks of information were stored that was vital to the respondents' development of their vocabulary knowledge depth. Furthermore, through exposure to K-Dramas it allows the brain to be exposed to the target language thus allowing it to activate the latent psychological structure (Selinker, 1972) that is responsible for the demonstrated knowledge of the respondents on the given Korean words and phrases.

## CONCLUSION

It is evident that the majority of the respondents have already binge-watched more than 10 K-Dramas in a span of 7 years with an exposure of 3 to 4 hours in a day with a close gap with respondents who spend 5 to 6 hours on watching. Subsequently, the respondents are considered 'moderately knowledgeable' on the specific Korean words and phrases on the survey questionnaire based on the weighted mean response of their Korean Vocabulary Depth. Hence, there is a significant relationship between binge-watching habits of the respondents and their Basic Korean Vocabulary Knowledge Depth. The researchers also concluded that as the binge-watching habits increase, the Basic Korean Vocabulary Knowledge Depth

also increases. Lastly, materials such as Korean Dramas can be a supplemental material in teaching the Korean language or acquiring Korean vocabularies, pronunciation, and tone, which is more convenient compared to text-book learning.

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