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Ministry of Higher Education and Scientific Research
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**EXPLORING THE EFFECTS OF WATCHING AMERICAN TV
SERIES ON VOCABULARY USE IN CLASSROOMS: EFL STUDENTS'
PERCEPTIONS AND TEACHERS' PERSPECTIVES.**

**CASE STUDY: SECOND YEAR EFL STUDENTS AT
CHADLI BENDJEDID UNIVERSITY.**

A research paper submitted in partial fulfillment of the requirements for
the degree of *Master of Arts in TEFL*

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**Academic Year
2018/2019**

Abstract

This study aims at scrutinizing English as a Foreign Language (EFL) students' perception and teachers' perspectives vis-à-vis the effect of watching American TV series on using formal and/or informal vocabulary in classrooms. It was held in Chadli Bendjedid (El Tarf) University tackling 30 participants of second year EFL students and 10 of their teachers at the same university. The study followed a qualitative and a quantitative descriptive method for the sake of collecting reliable data to answer the presented research questions; hence, two questionnaires for both students and teachers were administered. The starting point of this research relied on the hypothesis that Second year EFL students at Chadli Bendjedid University are unaware of formal and informal vocabulary that they use in formal settings especially in classrooms.. The results revealed that many EFL students were affected by watching American TV series in which there was an impact on their awareness about the use of formal and informal vocabulary inside the classroom. The findings, also, showed that most teachers do perceive the impact of American TV series on their students' performance and use of vocabulary in classrooms when it comes to utilize informal words without paying attention to whether they are permitted to be used inside classes or not. Based on these findings, some recommendations were provided to both students and teachers in order to gain more insights about vocabulary use in formal settings.

Keywords: Vocabulary, American TV Series, EFL classroom, informal use, perception.

ملخص

تهدف هذه الدراسة لفحص وعي وإدراك طلبة اللغة الإنجليزية كلغة أجنبية وما إنطباع أساتذتهم على تأثير مشاهدة المسلسلات التليفزيونية على استعمالهم للمفردات اللغوية الرسمية و/أو غير الرسمية داخل القسم. تمت الدراسة بجامعة الشادلي بن جديد (الطارف) متطرفة لعينة مكونة من 30 طالب سنة ثانوية ليسانس بالإضافة إلى 10 من أساتذتهم من نفس الجامعة. من أجل جمع معلومات موثوقة و الإجابة عن التساؤلات المطروحة، اتبع البحث منها وصفا كيميا ونوعيا؛ مدعوما باستطلاعين لكل من الطلبة والأساتذة. نقطة الإنطلاق كانت من فرضية أن مشاهدة المسلسلات التليفزيونية الأمريكية بدون توجيه يمكن أن يسبب تأثيرات خطيرة على الرصيد اللغوي الأكاديمي للطلبة وعلى وعيهم واستعمالهم لهاته المفردات الرسمية و/أو غير الرسمية داخل القسم. تكشف النتائج أن الطلاب تأثروا لمشاهدة هذه البرامج، حيث كان هناك تأثير سلبي على وعيهم حول استعمال إما مصطلحات رسمية أو غير رسمية داخل قاعة الدرس. كما وأوجدت أيضا معارضة الأساتذة وبشدة لاستعمال هذه المسلسلات في تحصيل المفردات اللغوية خاصة وإن لم تكن موجهة ومختارة بعناية.

Dedication

In the name of Allah, the most Gracious, the most Merciful

Praise be to Allah, Lord of the worlds, All my success is only by Allah

I dedicate this humble work to my parents, to the meaning of life and love, tenderness and devotion. To the greatest persons in my life ,whom I owe my deepest gratitude, the ones who believed in me and dedicated their life and health to raise me properly. My heartfelt appreciations go to my dearest friends for never leaving me alone when I needed them most, who have always been by my side in good and bad times. To the ones with whom I share childhood memories, my precious: Islem, Wahid, Hamza, Ali, Bassem, Sabri, Montassir, Djamel, Imad and the list is a bit long... All my apologies and gratitude to the ones whom I forgot to give particular mention here. This work would not have been done without their help and support.

Acknowledgement

All praises to the Almighty Allah for giving me strengths,

patience, and enlightenment in this blessed path of knowledge to complete this work.

Above all, I would particularly like to express my gratitude to my supervisor, Dr. Zouleykha Belabbes, who has been extraordinarily tolerant and supportive by giving constructive feedbacks and warm encouragement. She has been much more than a supervisor to me. Without her guidance and persistent help this thesis would not have seen the light.

A special thanks go to Mrs. Naima Laadaci for the huge support and care, she has been more than a teacher not only for me but for all of those who were and are taught by her. In addition, to a warm heartfelt appreciation to the board of examiners, and to all my teachers during my career here at Chadli Bendjedid University, THANK YOU VERY MUCH you have taught us a lot of things inside and outside the classroom.

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List of Acronyms and Abbreviations

EFL: English as a Foreign Language.

EL: English Language.

LMD: License, Master, Doctorate.

Q : Question.

TV: Television

General Introduction

Introduction

In the last years, the very fast world widely spread of the American TV series made it linked to a huge amount of fields and tendencies in life. The educational major was no exception here, a lot of researches have tried and still trying to target the different skills and aspects of language. And as vocabulary is a part of those aspects, this opened the door for researches to investigate whether these series plays a role in affecting learners' vocabulary or not. The latter has been always one of the most important pieces in language learning path. Harmer (2002) states that: "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed". (P. 13) So many other scholars have acknowledged vocabulary's importance in the process of learning any foreign language. And because students spend most of their time in front of the screen, there ,for sure, will be an effect on their vocabulary luggage and its use in formal or non formal situations. As a consequence, an investigation will be tackled to explore whether TV series have a positive or negative impacts on EFL students use and choice of words.

1. Statement of the problem

Learning vocabulary through American TV series presents a huge challenge for both students and teachers. Education has changed recently, and depending on American TV series to enrich one's vocabulary background can be misleading and with some negative effects.

Students' awareness about the use of formal and informal language will be decreased, and they will find themselves comfortable using informal English in a very formal settings which may cause conflicts or misunderstandings in most cases. Consequently, it is believed that in order to avoid such embarrassing situations, either students decrease their American TV series watching or teachers have to raise their awareness about the formality and informality of the used language grasped from these series.

2. Objectives of the study

This study aims to give a better understanding of how badly American TV series can influence learners' use of vocabulary. It explores students awareness about formal and informal language use in classrooms and also investigates teachers' perspectives about this phenomenon.

3. Research questions

In order to have a reliable data and answers to the problem stated above, the following questions must float on the surface of this research:

1. Do EFL students portray awareness of the effect of watching American TV series on using formal and/or informal vocabulary in classrooms?
2. Do EFL teachers conceive the impact of American TV series on students' vocabulary use in classrooms?

4. Research hypothesis

As a first attempt to answer and whether prove or disprove the above asked questions, it is hypothesized that:

1. Second year EFL students at Chadli Bendjedid University are unaware of formal and informal vocabulary that they use in formal settings especially in classrooms.
2. EFL teachers do notice the impact of American TV series on their students' performance and use of vocabulary in classrooms.

5. Research Design

In the path of solving the above mentioned research questions and to achieve the research purpose, a quantitative and qualitative descriptive method is going to be used in this study. To put this method into practice and to have a reliable gathered data, two questionnaires will be delivered to a sample composed of second year EFL students at Chadli Bendjedid (El Tarf) University and of their teachers at the same university. The participants are 30 students of second year of both genders in addition to ten of their teachers. The students questionnaire is composed of 13 questions whereas the teachers' contains five questions.

6. Organization of the Thesis

This research work is composed of three chapters. Before diving in chapters, there is an introductory phase where the research is being introduced. The first chapter is devoted to the literature review where previous findings about the same theme are going to be stated, followed by a detailed design of the thesis. Then, the next chapter covers a detailed research design, in addition to a practical part where the gathered information will be analysed and interpreted. The last chapters cover the discussion of the results and the recommendations afforded to both students and teachers. In the end, there will be a general concluding phase that sums up the findings of the research. After all of that, citing references and mentioning appendices will be followed.

7. Limitations

Throughout the process of answering the research questions and checking the formulated hypotheses, there has been many obstacles that stood in front of achieving the set goal beyond this research. The first limitation is that there were only 30 students and 10 teachers available who participated in this study and this was because of the last political manifestations and events the country has witnessed in addition to a students' strike that lasted for over a two months period. Concerning teachers who were quite busy and did not go for the interview which made us shift to a questionnaire instead and this explains why there were not many questions in it. Consequently, we know it is not that representative, but in terms of workability and to get the job done in time, it is preferable to work with these limitations.

CHAPTER ONE: LITERATURE REVIEW

Introduction

To begin with the first chapter in the theoretical part of this research, literature for investigating the effects of watching an American TV series on EFL students' use of vocabulary will be reviewed with previous findings on the use of authentic TV series in EFL classrooms and their effects on the use and choices of words and different vocabulary in classrooms and/or different formal settings.

1. Television series

A television series is a set of related contents episodes in a dramatic, exciting way intended to transmit ideas, perspectives, facts, historical events...etc serving as attraction for viewership. Kumar (2017) confirmed the previous definition by saying that: "TV series is a running show with a certain number of related episodes in a season on television, which may appear again, after a certain time period, in a form of seasons with the next level of the story. Generally, the length of an episode is 30 minutes or 1 hours including commercials, and they are of a different types, to satisfy everyone's interests and tendencies. Instances of some TV series' names are Friends (Longest running tv series), Sherlock Holmes, Game of Throne...etc". (p. 51)

2. Types of TV Series

Television series are of a different genres, and each one deals with a different

themes, topics, and address different audiences.

2.1. Action

Horsnell (2015) said that in action series, the protagonist usually takes a risky turn, which leads to desperate and a lot of exciting situations (including explosions, fight scenes, daring escapes, car drifting and adrenaline increasing...etc). Action and Adventure are usually categorized together sometimes even as "action-adventure" because they have much in common, and many stories fall under both genres simultaneously (for instance, the James Bond series can be classified as both).

2.3. Adventure

Again Horsnell (2015) -who tackled and defined the different types of series- have defined adventure genre as: “a mission and faced obstacles for a protagonist or a main character or as many like to call: “a hero” to journeys to epic or distant places to accomplish things and to explore the world and to get to their destinations.” (p.25) It can have many other genre elements included within it, because it is a very open genre. Also, adventure stories usually include unknown and imaginary settings and characters with prized properties or features.

2.4. Drama

Landy (1994) said about a new sort of television series which is drama that it is a genre of TV productions that has a more serious intended style, and characters. Drama is a process of

enactment that appears to be unlearned and indigenous to all human life as it deals with realistic emotional struggles. Moreover, Merriam Webster dictionary (2018, 4145) defined drama as a television production with characteristics (as conflict) of a serious play; broadly: a play, movie, or television production with a serious tone or subject.

2.5. Horror

Horsnell (2015) defined horror genre as: “a story told to deliberately scare or frighten the audience, through suspense, violence or shock. The supernatural variety is occasionally called "dark fantasy", since the laws of nature must be violated in some way, thus qualifying the story as "fantastic". (p.38)

2.6. Romance

Horsnell (2015) again considered romance series as: “emotion-driven stories that are primarily focused on the relationship between the main characters of the story. Beyond the focus on the relationship, the biggest defining characteristic of the romance genre is that a happy ending is always guaranteed. The happy ending does not require the characters to be married and living "happily ever after", simply that the reader feels that there is hope for the future of the romantic relationship.” (p. 26)

2.7. Scientific Fiction

According to (Oxford Advanced English Dictionary, n.d. & Online Merriam Webster Dictionary, 2018) scientific fiction is defined as similar to fantasy, except stories in this genre

use scientific understandings to explain the universe that it takes place in. It generally includes or is centered on the presumed effects or ramifications of computers or machines, robots and cyborgs, travel through space, time or alternate universes, aliens, engineering or other such things.

2.8. Saga

Lambert, Surhone, Timpledon, Susan & Marseken (2010) stated, "The sagas (from Icelandic saga, plural sögur) are stories about ancient Scandinavian and Germanic history, about early Viking voyages, about migration to Iceland, and of feuds between Icelandic families. They tackle the Old Norse culture. The tales are epic of heroic deeds of days long gone, tales of worthy men, who were often Vikings, sometimes Pagan, sometimes Christian. The tales are usually realistic, except legendary sagas, sagas of saints, sagas of bishops and translated or recomposed romances. They are sometimes romanticised and fantastic, but always dealing with human beings one can understand." (168)

3. Vocabulary

A group of words and/or phrases considered as the initial pieces composing any language. Richards (2000) stated that: "vocabulary is one of the most obvious components of language and one of the most things applied linguistics turned their attention to". (70). As it is said in the quotation above, Vocabulary is the core component of language proficiency and provides much of the basis of how well students speak, listen, read and right (Richard and Renandya, 2002, 81)

So, for most of the scholars, vocabulary is one of the main pieces of language if not the most important one and this can be seen when Harmer (2002) said that: “without grammar very little can be conveyed, but without vocabulary nothing will be conveyed.” (p. 13) That is, vocabulary is the main element in language learning.

Moreover, it is understood that vocabulary means a very important piece in language i.e. it is what we need to use to communicate to send a message to explain an opinion and so on from different aspects that need language to give it birth. But as we know, language spoken in the streets is not the same language spoken at home with your parents and not the same used at work with your boss and definitely not the one used with your teachers in schools. What makes language differ from one place to another is its formality and informality and those two factors are affected by a lot of things and our main concern in this study is the effect of watching American TV series on the use of words in classroom (i.e. formal setting)

4. The Effects of TV Watching on Students’ Language

The recent decades have witnessed a huge jump of technological device and a bigger interference in humans’ lives. Mayer and Moreno, (2002) have confirmed that: “learning was facilitated when visual and audio representations co-occurred in a person’s working memory. In order to meaningfully comprehend a text in a multimedia format, students select relevant pictorial and linguistic information, organize the input into coherent visual and verbal mental representations, and construct referential connections between the two.”

Liz Medendorp (2014) explained the use of popular culture references in television programmes is “a way of using a shared cultural reference to convey a larger point” to the audience and she talked about TV Licensing’s TeleScope report that revealed:

Adults in Britain think they watch an average of less than 20 hours of TV a week, or around three hours a day, but official statistics collected by the Broadcasters’ Audience Research Board show the true average in 2010 was more than 30 hours a week, or over four hours a day. One may say that the report has to do with British, but it does reflect the world’s image concerning adults image all over the globe and not only with English speaking countries. Coming back to the report, it seems obvious that this would have some sort of effect on us as an audience with such an immense amount of TV being watched. One of the most profound ways by which television affects us, is through speech. So, how has television influenced the language choices that we make in our day-to-day lives?

Liz Medendorp (2014) has brought eight different effects of TV series on students, some factors have nothing to do with our suggested variables, but they will be mentioned in brief anyway.

Fistly, TV series causes *bad language*. In 2009, the popular reality TV show star and chef Gordon Ramsey swore 243 times in one episode of his show, and had expressed 187 expletives. A poll of more than 800 people in Great Britain found most believed there was more swearing on TV than 10 years ago. Seventy-six percent of those who responded to the Daily Mail’s survey said swearing on TV was having a negative impact on people, while 68 percent felt that bad language ‘led directly’ to the use of foul language. Monika Bednarek,

senior lecturer in Linguistics at the University of Sydney, found that “Thematically, words with religious origin are most frequent, then those that make reference to bodily excretions, sexual activity and a taboo body part. Of course such expressions have often lost their original meaning.” (Molindrop, 2014, para. From 1 to 6)

Secondly and arguably, the most obvious ways by which television has affected the way we speak, is through the use of catchphrases. *Catchphrases* are those repeatedly used well-known words and/or expressions associated with a particular famous figure and have managed to filter into our everyday language. (Molindrop, 2014)

Moreover, you’ll probably agree that *slangs* from television shows, namely American ones, has made its way into the cultural lexicon. The speech in television often perpetuates established slang terms. (Molindrop, 2014)

Additionally, there have been several studies into the educational benefits of watching certain TV shows. In 2010, Dictionary.com selected eight shows that can expand a person’s vocabulary. “The Daily Show with John Stewart” for example, has many guests that talk about complicated topics. “Sesame Street,” of course is part of the list. HBO’s vampire series, “True Blood,” is packed with medical, political, mythological and historical references. The science-fiction series “Fringe” also uses many scientific terms, all of which contribute to the audience expanding their horizons. TV shows such as Countdown obviously contribute to the audience’s education with regard to *intelligence and improved vocabulary and language*. (Molindrop, 2014)

Furthermore, TV has promoted the use of internet based *acronyms* such as LOL and OMG. Oh, and let's all take a second to consider the extremely profound YOLO movement. (Molindrop, 2014)

Last and not least, watching American TV series will have a variety of effects on different aspects rather than vocabulary. Some of these aspects are: accents, speech patterns and dialects, political correctness, and popular culture references. Some of these fields are affected negatively and some positively, but what really matters for this research is the above mentioned elements. (Molindrop, 2014)

On the other hand, Koolstra and Beentjes (1999) made a research and found out that viewers who watch L2 TV programs may have a better comprehension and increased vocabulary learning from television than viewers who watch fewer programs.

Conclusion

This chapter represented the reviewed literature about TV series with their vocabulary, and the effects of the former on the latter in some reports and studies. So the following chapter will explore the use of TV series as an authentic tool to see its effects on words use among EFL students.

CHAPTER TWO: RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction

Any research has a design or better call it a plan, in which how things are going through the whole paper? What method is going to be used? A description of what research tool is used to gather a reliable data for the validity of the research which will be analysed as well in this chapter. So, in this chapter, the used methodology to answer the research questions will be stated in details with a full description of the participants and the settings in which the research has been done. As it is considered as an openintooof the practical part of this research paper, where gathered data from the two questionnaires will be analysed to investigate the effects of watching American TV series on EFL learners use of vocabulary.

1. Research Methodology

In this research, a quantitative, qualitative descriptive research method will be used to see the effects of watching American TV series on second year EFL students' use of vocabulary from students' perceptions and teachers' perspectives. This method will be used to solve the previously mentioned research questions and to whether confirm or disconfirm the suggested hypotheses. As a means to reach the end, there will be two questionnaires as research tools, one is directed to students who are whether exposed to American TV series or not, and the second is addressed to teachers to see their perspectives about the subject matter under investigation.

1.1. Participants

The sample population of this study are students of 2nd year LMD, from the English department at Chadli Ben Djedid (El Tarf) University. This sample is composed of 30 students. Moreover, 10 EFL teachers participate in this study for the sake of gathering their perspectives.

This sample of second year EFL students at Chadli Bendjedid University has been chosen due to their sensitive transitional spot which tells that they are still not fully aware and experienced of the English language they are using as well as not newly exposed to this amount of the daily English language. So, their-in-between position gave them a kind of advantage to be chosen.

1.2. Instruments

The used instruments within this research are two questionnaires. The first is directed to second year EFL students at Chadli Bendjedid (El Tarf) University and the second one is addressed to EFL teachers in the same university. In the first place, the targeted teachers were meant to have an interview instead of a questionnaire and as said in the limitations. However, it was impossible to reach all of them because of their commitments and their unwillingness to have an interview.

The students' questionnaire contains 13 questions related to students' use of vocabulary

inside the classroom. For the teachers' questionnaire, it contains five questions to see their perspectives about the effects of American TV series on students' vocabulary use inside classes.

1.3. Procedure

In what follow is a description of the step-by-step process that this research has been passed through. As this research demands quantitative method in order to gather data via using a questionnaire that is directed to students and another one directed to the teachers. The students' questionnaire has been given to a random sample of Second year EFL group of students at Chadli Bendjdid University. It was just possible to have this class because of the political events and students strikes the country has witnessed over the past two months.

Thus, the students' questionnaire was firstly distributed and before letting them answer it, we tried to explain the main concept of the questionnaire questions. Meanwhile, the EFL teachers' questionnaire was distributed.

2. Students' questionnaire description

The students' questionnaire is composed of 13 questions divided into three groups, a group concerning personal information and another concerning information about their English level and the third last one is about series effects testing. For the first group, it contains the first question. For the second one, includes the second and the third question. While the rest of the remaining questions form the last group with questions related to series

effects on students use of vocabulary.

3. Students' Questionnaire Analysis

❖ Q1.1: Gender ?

To begin with, the demographic question shows that the feminine gender is the dominant one and this can be seen in most of the faculties and fields not only in the targeted case study.

In which there are a 30 students composed of 23 females and 7 males.

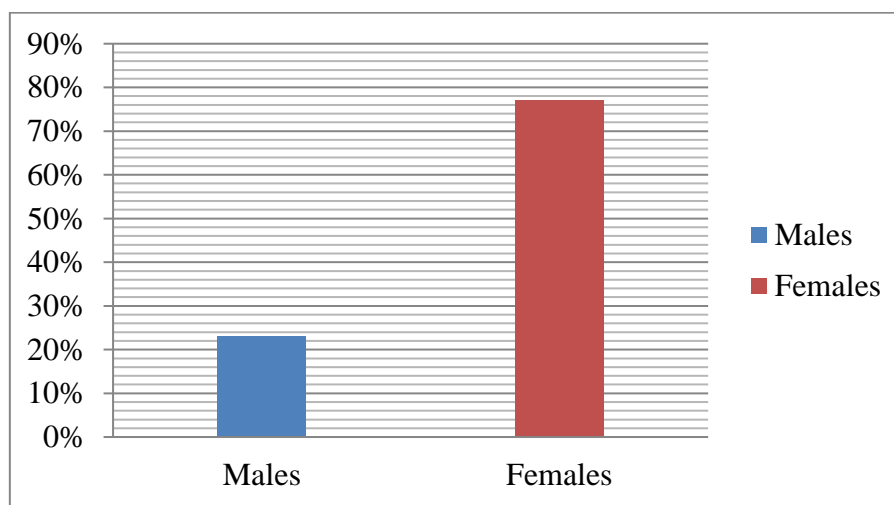


Figure 01: Gender

❖ Q2.1: How is your level of English?

For the second question, we have asked students to tell us about their level in the English language. This question will be needed later on to be related with questions related to awareness about using vocabulary and whether it has to do with English level or no. The results here are varied: in which 40% are good, 33% are satisfying, then 20% are excellent and finally only 7% are poor in English. The results were as follow:



Figure 02: Students level of English

❖ Q2.2: What English activities you practice outside the classroom?

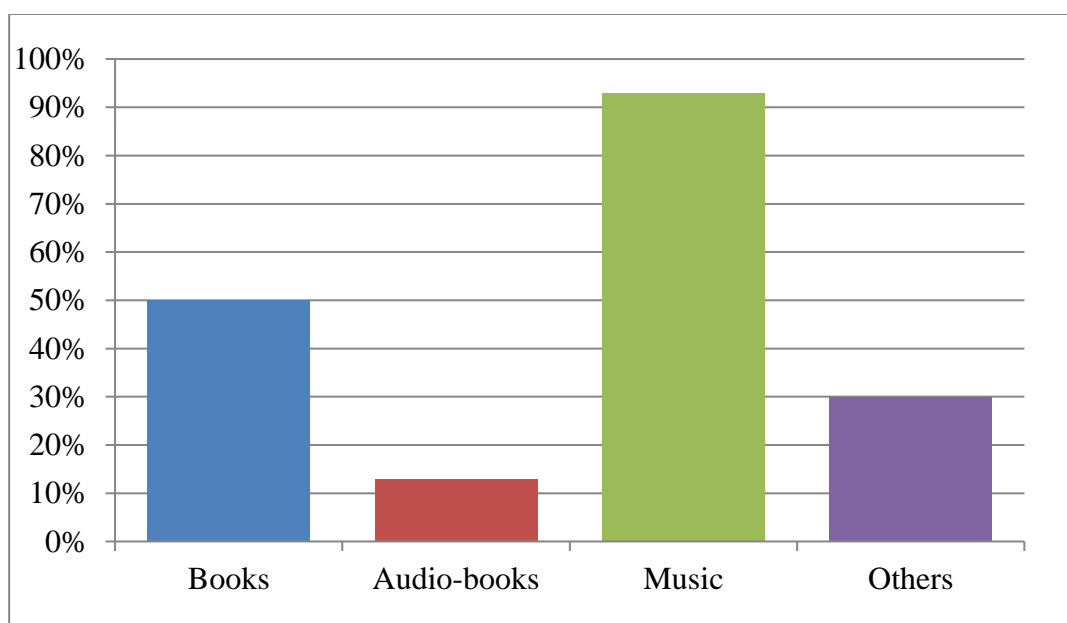


Figure 03: The other activities practiced by the participants outside the classroom

In this question tackled the other activities students do outside the classroom to stay in touch with the English language. 15 went for reading books, 4 went for listening to audiobooks, and 28 went for listening to music. Again, there were multiple ticking here and this explains the increased number of students as in the forth

question. For others column, they filled the gaps adding some activities like: Chatting with English speakers, watching online videos, and debating in English between each other outside the classroom. The next figure will better clarify the image:

❖ Q3.1: How do you often watch American TV Series?

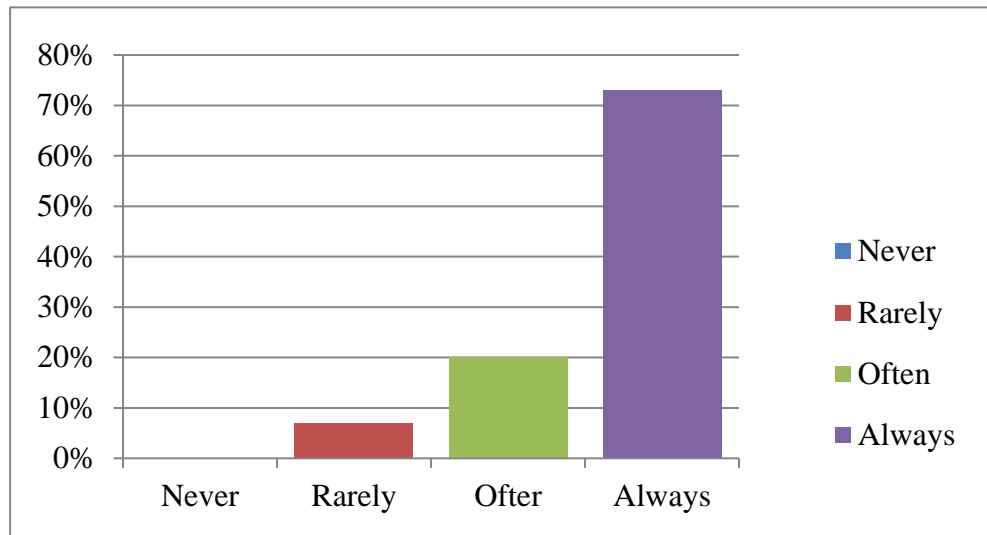


Figure 04: The frequency of American TV series watching

The third question investigates the frequency of the participants watching of American TV series. This question is the key to the rest of the analysis in which it shows if the amount of hours in front of these series can affect the students' vocabulary or no. Seventy-three per cent of the participants ,which is the majority, always watch these series. Actually this was expected because their field of studying demands a continuous contact with the English language to stay in contact with the vocabulary they have learnt and to always be in that English atmosphere where they will not forget their stock of words as if they are practising and improving their listening, pronunciation, and even speaking. For the rest of frequencies,

20% often watch those TV shows, seven per cent rarely do while 0% never watched a single episode of any given American TV series.

❖ Q3.2: What kind of series you watch ?

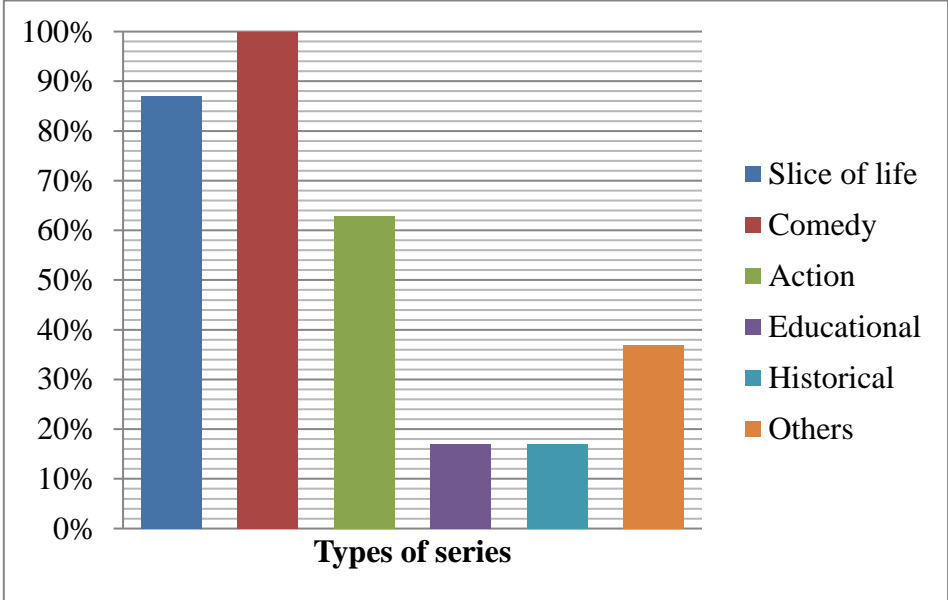


Figure 05: The types of series that the participants watch

The figure above reveal the type of series watched by the participants. The kind of series that tackles sociological matters, or events that can be seen in humans’ daily life is called slice of life. Eighty-seven percent of the responders have ticked it. One hundred percent watch comedian TV shows, sixty-three percent watches action ones, seventeen per cent do watch educational TV shows which is a very low number compared to other non-serious television programs. There was a gap to be filled in case there were other types they watch, thirty-six percent have filled it. It was noticed that their answers were pretty much similar. They have added: horror, real talks TV shows, saga and animated series.

❖ Q3.3: How do you pick the series you watch? According to interests? Or randomly?

For this question, the choice of series is more according to interests, in which only 23% of the participants watch random TV series while the rest of the 77% watch according to their interests.

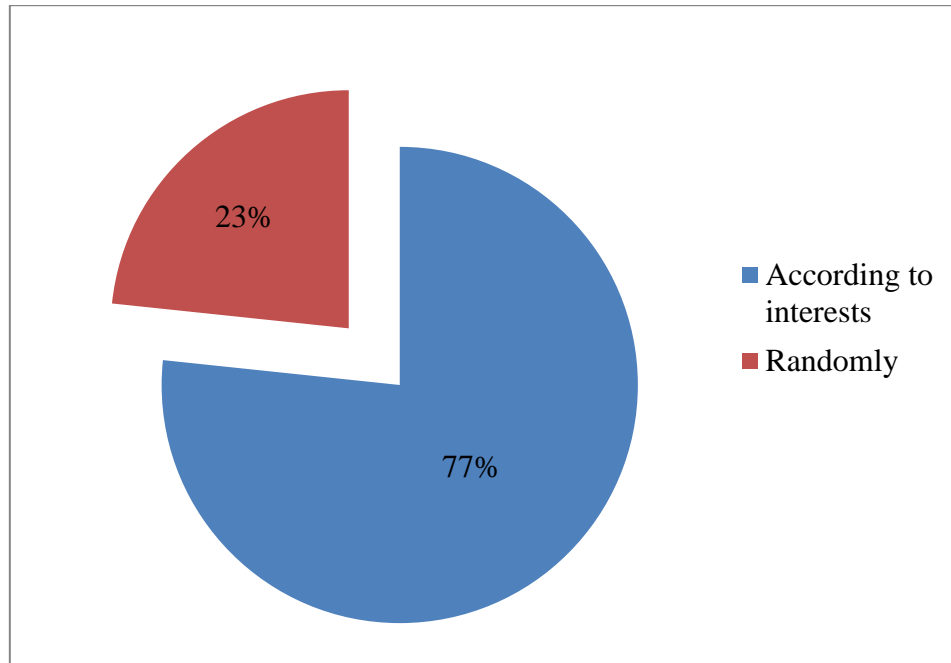


Figure 06: According to interests or randomly?

❖ Q3.4: Do you think American TV series can help enriching your vocabulary?

In here, there was an unexpected result. In which, the whole 100% sample of 30 students went to say that TV series can help in upgrading their vocabulary

For the justification of this question, the compass of students' answers was that they better learn with visual aids and they are learning while being entertained, because most of them said that they try to understand new words through the context or body language and when it is not possible to be decoded through those techniques, they check the dictionary and this is considered as an effort, in fact it is a huge effort. And because the majority watch according to their interests and not just randomly, they are finding it joyful and entertaining

while learning with less boredom, because we all know how hard the process of learning through books for the majority of students. And for sure, there are still who enjoys reading books to learn any given language or concept.

❖ Q3.5: What are the other aspects of language you see those series improve?

Then, an investigation about students' opinions about the other aspects that might be improved by watching American TV series

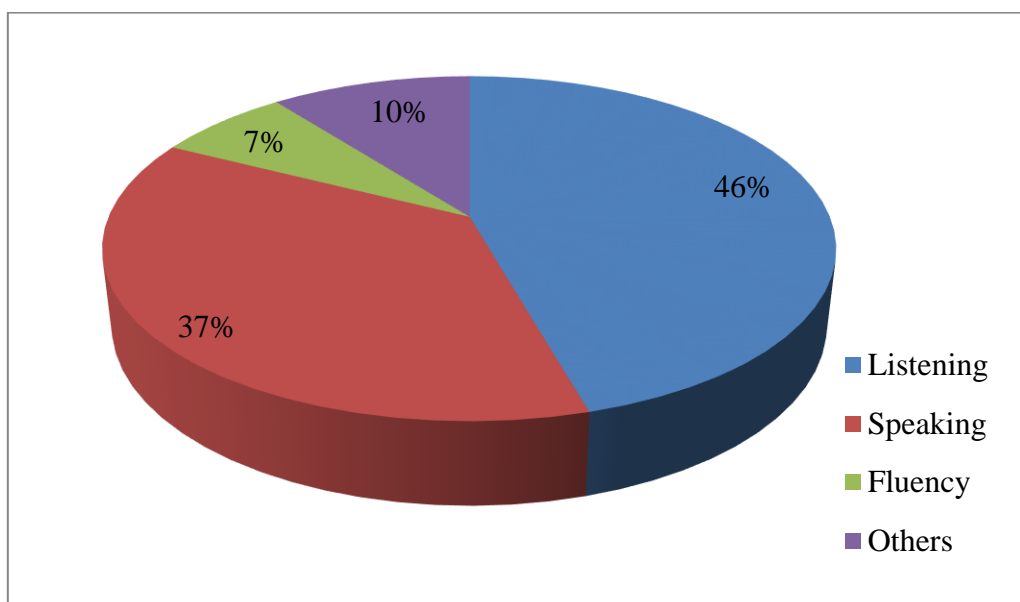


Figure 07: The other aspects students think they are improved by watching American TV series.

Forty-six per cent of the participants thinks American TV series helps them to develop their listening skills, while 37% have said that it , in a way or another, improves speaking. Seven per cent believe that it can affect their fluency. The last remaining 10% added some aspects but they were not as much as expected. For example, some mentioned body language, and some added the accordance between spoken and body one. Others stated self-confidence while trying to imitate their favourite characters attitudes and behaviours. While a lot of them left it with no answer.

❖ Q3.6: Do you watch these series with subtitles or no?

Fifty-seven per cent of the responders watch these series without subtitles, and the remaining forty-three watch them with their native language subtitles.

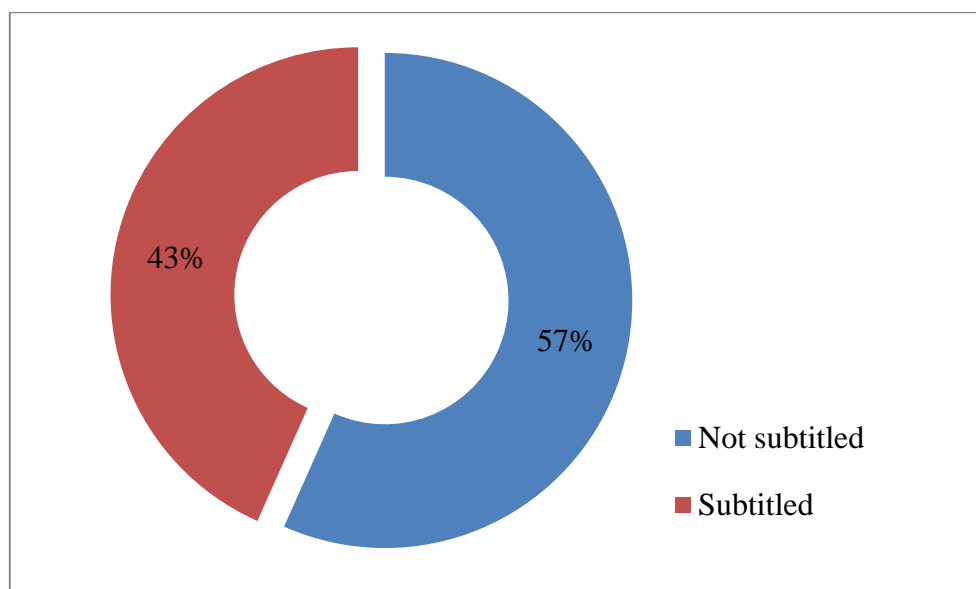


Figure 08: The rate of those who watches with subtitles or without them

For those who watch without subtitles, they have other methods to understand newly introduced words in the series. Learning new L2 words using L1 is sometimes misleading, When they justified the other methods to understand new words, forty-seven of them replay the scenes when they do not hear a word properly or were disturbed by something so that they did not grasp that word. Thirty-three participants use the dictionary and fifty-seven try to understand it through the context. No student added methods.

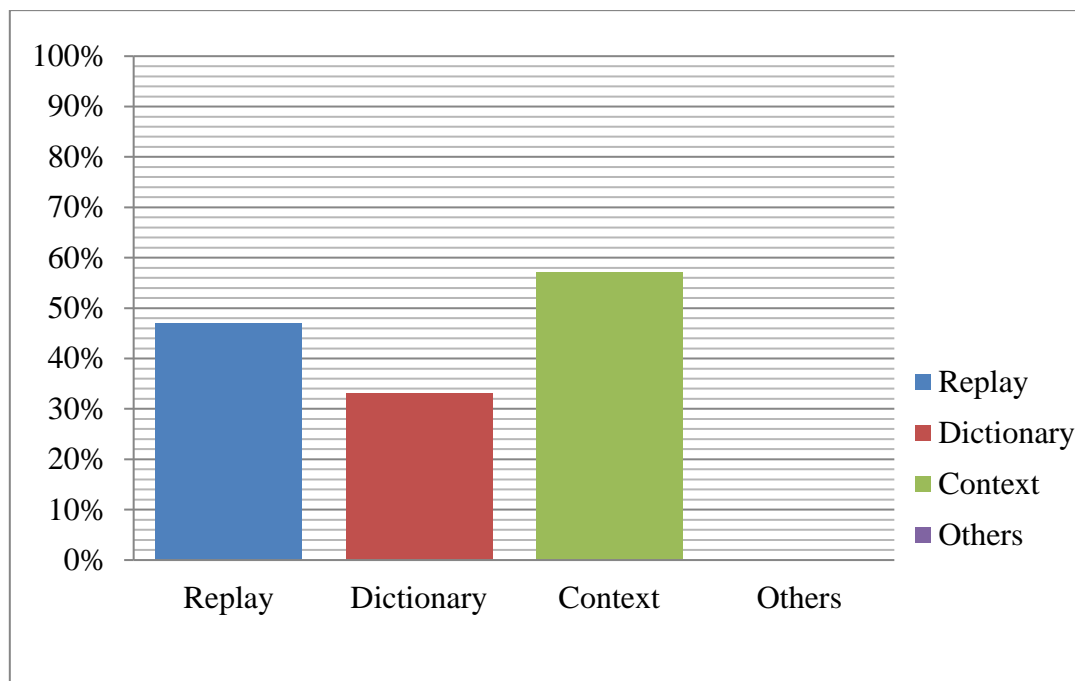


Figure 9: The used ways to understand newly introduced words for those who watch with no subtitles

❖ Q3.7: Pick up the expression that you usually use more between those !

For the tenth question, students have faced an amount of expressions, some are formal and some are informal and they were asked to chose which one they mostly use and answers were like the following table:

	Informal	Formal		Informal	Formal
1	28	2	16	0	30
2	30	0	17	30	0
3	29	1	18	30	0
4	30	0	19	30	11
5	10	20	20	30	0
6	21	9	21	30	2
7	15	15	22	30	5
8	30	0	23	30	0
9	30	0	24	30	6
10	27	3	25	30	0
11	19	24	26	30	0
12	19	11	27	30	0
13	30	0	28	30	21
14	27	3	29	25	19
15	30	0	30	18	15

Table 01: Participants' most used words from the suggested list

As it is very clear in the above table, there is a dominance of informal words and expressions use. A total operation was done to see the whole percentages of each group words, the formal list got 18.6% and the informal right list got 89.7% which is a scary number of used vocabulary inside the classroom but let's wait to the next questions that will demonstrate whether they are aware of their informality or no. The following figure shows a better view of this question's results:

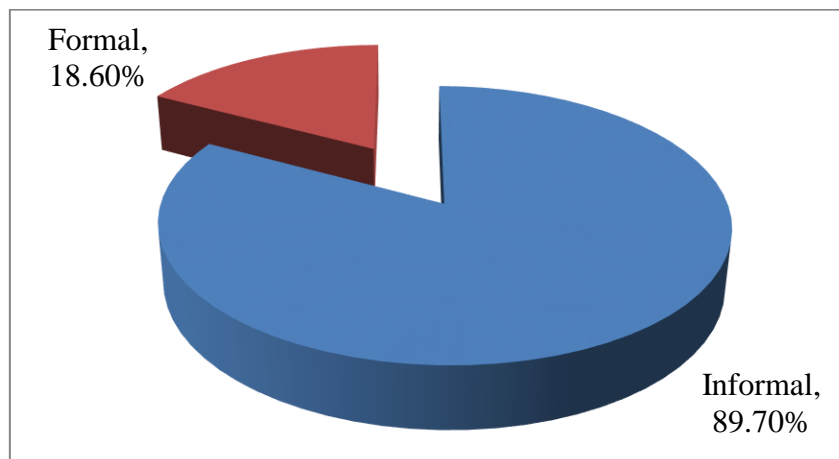


Figure 10: The total percentages of the students' choices of formal and informal words

❖ Q3.8: Do you use the words and expressions of the left-side list inside the classroom?

Seventy-six per cent of the students claimed that they use the chosen words and expressions inside the classroom, while the 23% remaining ones do not use them. When reading the justifications, some went to say that this is English why wouldn't we use them, others said that they find themselves comfortable using these words, speaking fluently and easily. One of the answers that was not really repeated, the responder claimed that these expressions are short and saves both effort, space and time why bothering themselves saying "I would like to remind you that" while they can just simply say "don't forget", or "I am looking forward to meet you next time", while "see you next time" consumes less effort and time.

For the other 23% students, they have said that the left side list of words is not academic and cannot be said in such a setting (referring to classrooms) and when we went back to their previous answers on questions 3 and 5 we found out that they watch more educational series and they read books which explains their awareness about the vocabulary they use.

❖ Q3.9: Do you use fillers like ummm, hummm... when you speak in classroom?

For the twelfth questions, 16 students uses fillers like humm or ummm inside the classroom while the remaining 14 does not when talking and this chart shows a clearer image:

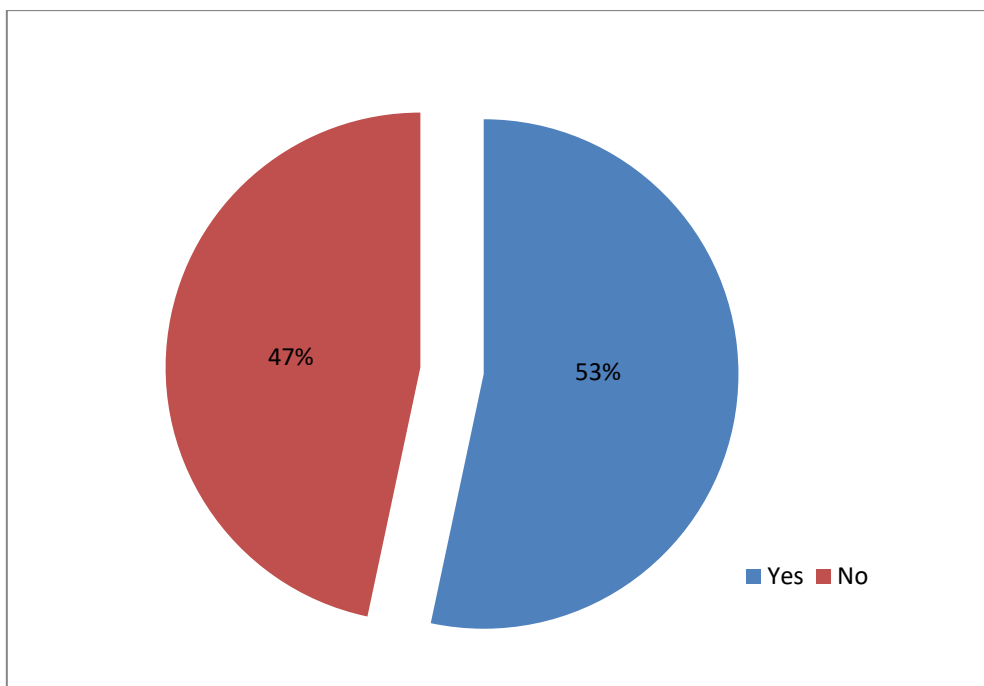


Figure 11: The use of fillers inside the classroom

Sometimes, students use those fillers when they are out of words, so they just hide behind them. But this does not eliminate the idea that they get affected by native Americans as we all know these fillers are widely spread in America and in their series as well. Hence, more of such expressions would take place during formal speeches and conversations when they should not be used.

❖ Q3.10: Do you want to involve series in the educational system

For the last question, 93% of the students demand involving American TV series in educational systems, and all their justifications targeted points like: they are fun and less boring, unusual and entertaining, making the native atmosphere available for them since it is not possible to bring a real native speaker. So, series are the best alternative. While the remaining 7% , who said no to mixing things, justified their answers by saying that

entertainment and education should not be mixed and these are attention shifters that leads to time wasting.

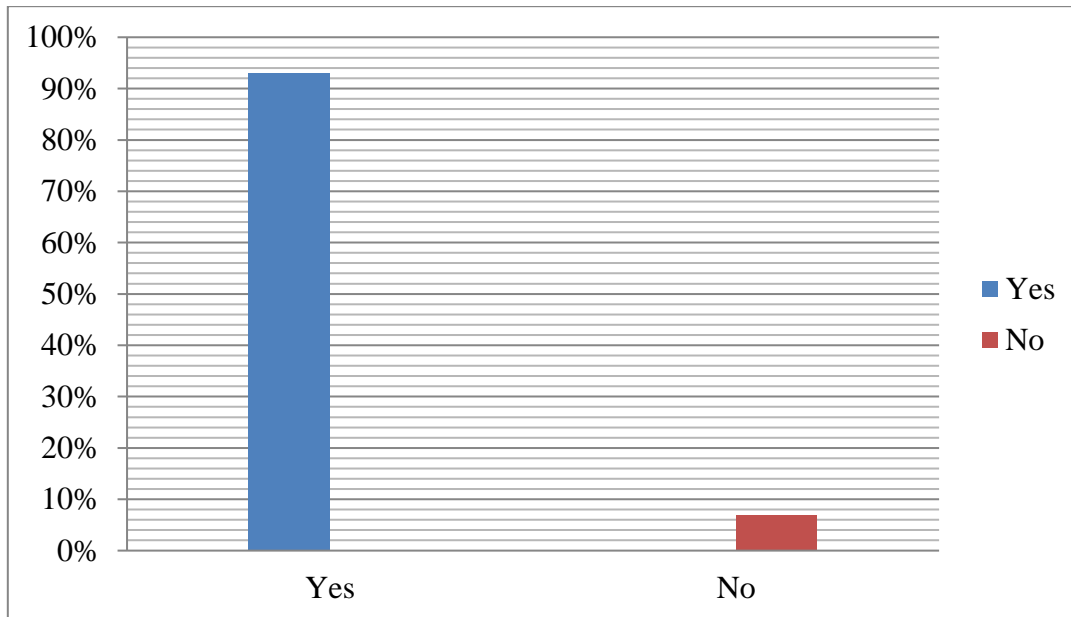


Figure 12: Involving American TV series in education or no?

From the questions 11 and 13, we understand that students are not aware of these words informality. Their use of the left side list of words and the high rate of demands to equipped classes with such tools show a scary fact that these series have a serious impact on students' vocabulary decreasing their awareness of the formality and informality of words.

4. Teachers' questionnaire description

As mentioned previously in this chapter, we have divided a questionnaire to 10 teachers and as said before, it was one of the limitations that we could not be able to do an interview with them because of their commitments and the crowded schedule they have, so a shift to a questionnaire was the only way out.

The teachers questionnaire has no categories or groups for questions, they are all related

Together for the sake of investigating their perspectives and remarks about the effects of watching American TV series on their second year EFL students at Chadli Bendjedid University (El Tarf)

5. Teachers' questionnaire analysis:

- ❖ Q1: Are there any effects, you have noticed inside the classroom, of watching American Series on students?

Forty percent of teachers have replied that series can affect students language rhyming and intonation. As a 60% have pointed the accent, thirty percent have noticed that students try to imitate their favourite characters gestures and facial expressions, while 70% others believe that the effect of series on body language. Sixty percent think that American TV series can boost self-confidence. For the other section, where they are free to express themselves, 30% of the responders have added vocabulary and inappropriate words use.

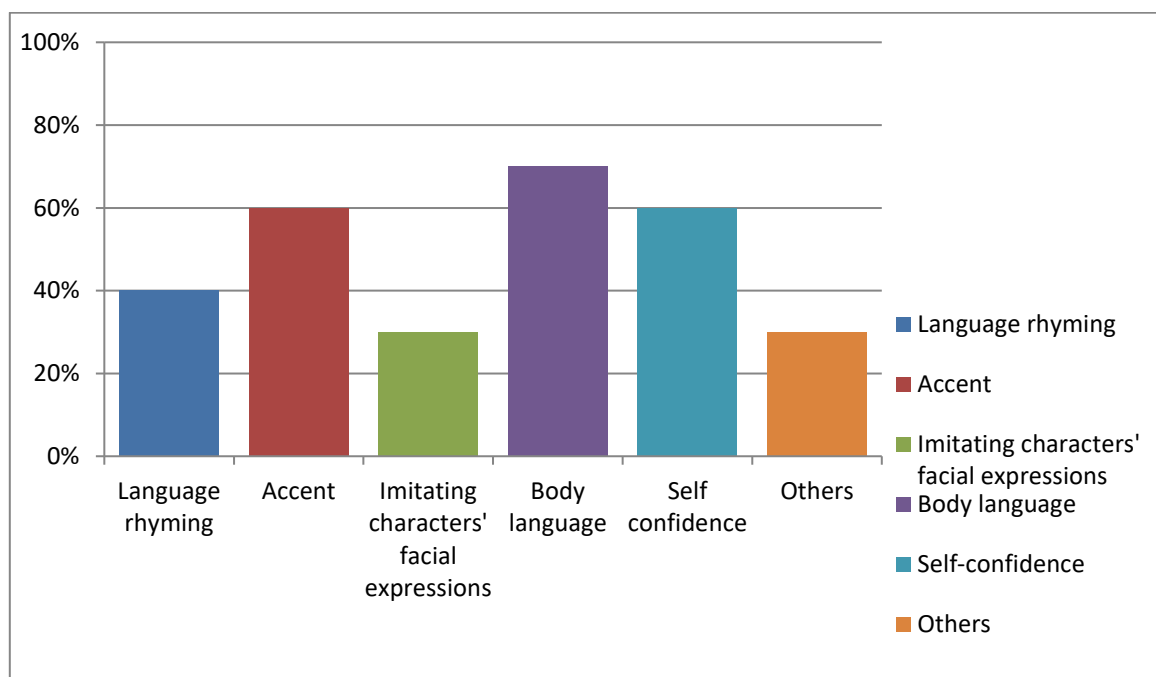


Figure 13: The aspects that are affected by American TV series according to teachers.

❖ S02: Do you think that watching American TV series has an effect on students' use of formal and informal vocabulary?

In this question, One hundred percent of the participants think TV series have effects on students' use of vocabulary

The second part of this question investigates how many times students use these words inside the classroom. Sixty percent have claimed that students always use them and other thirty percent said that they often do that while only 10% have said that they rarely do.

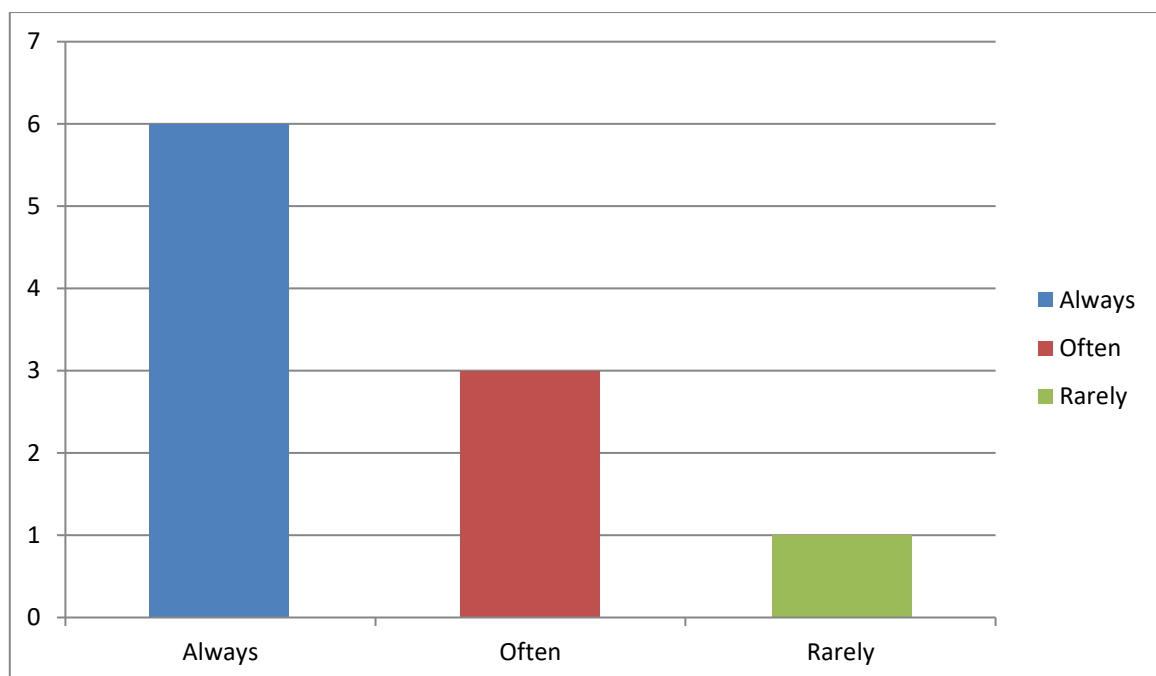


Figure 14: The frequency of informal words use inside the classroom from the teachers' perspective

❖ Q03: Do you allow them to use these words?

Fifty percent allow students to use such vocabulary inside the classroom, while the other 50% do not allow such things.

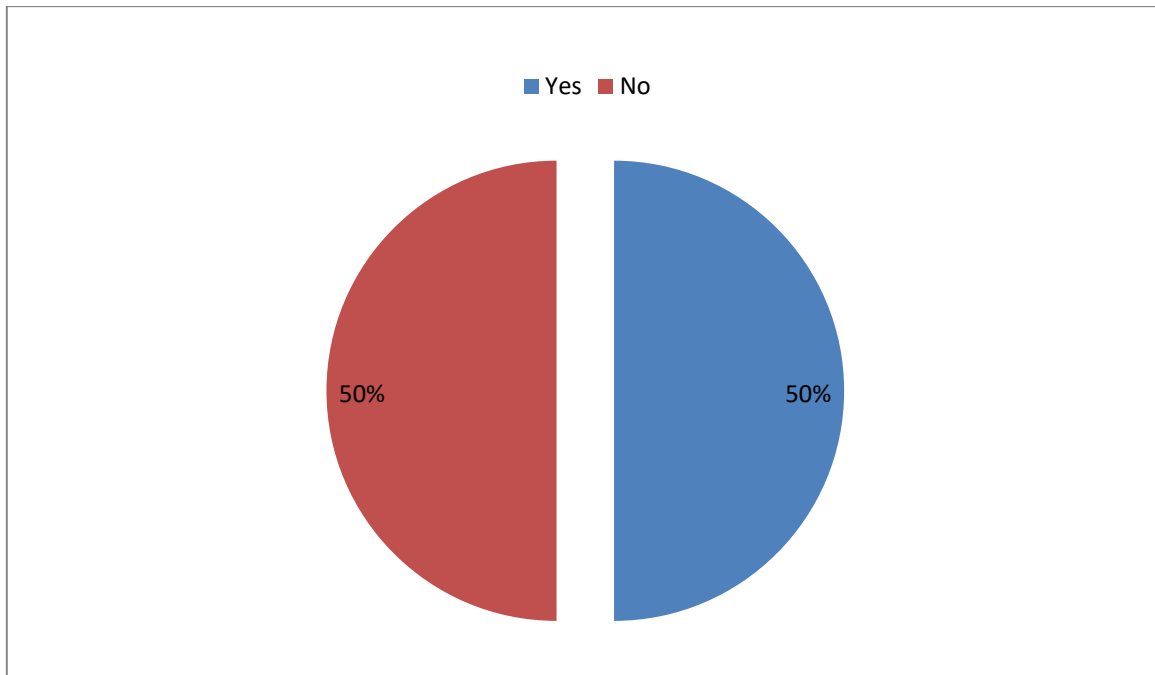


Figure 15: Teachers allowing the use of informal vocabulary or no?

When asking those who gave students the green light to use these words, to what extent you allow such acts, 40% often do that and 60% rarely do:

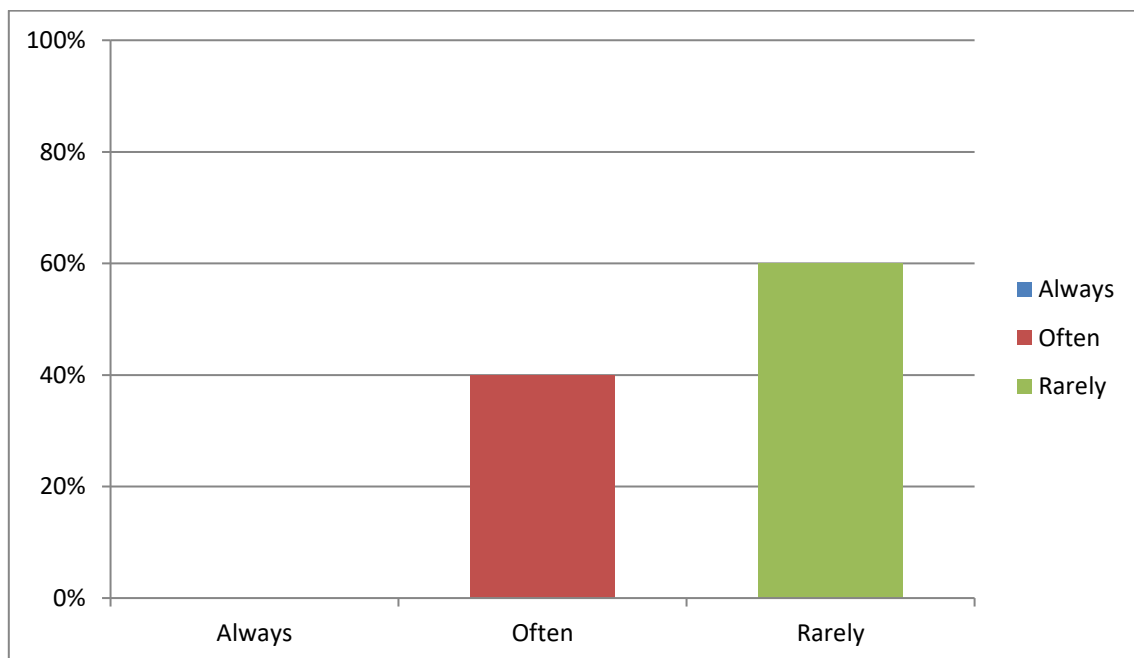


Figure 16: To what extent students are allowed to use informal words inside the classroom

When they justified their answers, those who allow the use of these words were talking about interruption. So, interrupting the students every time to tell them that this must not be

used in this setting is not a wise thing to do and it leads to some bad impacts. As they will lose their motives to talk freely, or they will be afraid to talk because they already know that they will be corrected each time. Others reported that they do not mind such vocabulary inside their classroom as long as they are respectful, they might judge them in written productions but in speaking it is less criticized.

For teachers who do not allow this, they have justified their perspective that if they allow them they will use such language everywhere and they will think it is the formal academic language which later on could lead to catastrophes in settings where only formal English is needed

❖ Q04: Do you think they are aware of these words' use?

Eighty percent of the responders have declared that their students are not aware of these words informality especially while the other remaining 20% have said their students are aware about informal language taken from American TV series.

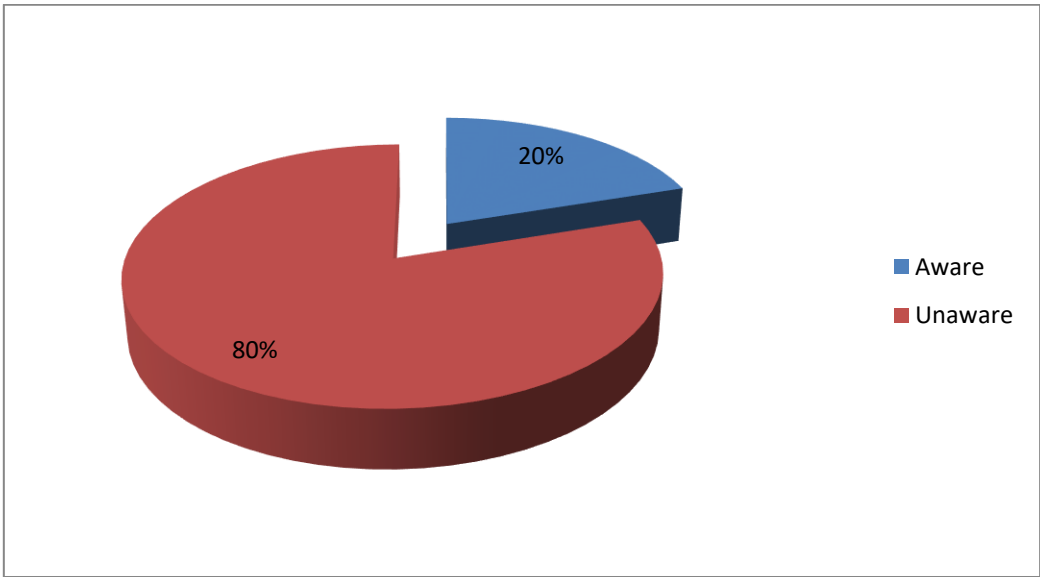


Figure 17: Teachers' perspectives about the awareness or unawareness of students about informal vocabulary

❖ Q05: Do you recommend using these series as means in improving English?

For the last question, we have asked teachers if they recommend involving these series in the educational systems or not, eighty percent of the participants have refused this idea because recommending TV series could have more serious impacts rather than good effects. For the 20% remained responders, who agreed on recommending American TV series for students, claimed that this can be done if it is well guided. In other words, students need to be guided and particular educational targeted series need to be provided.

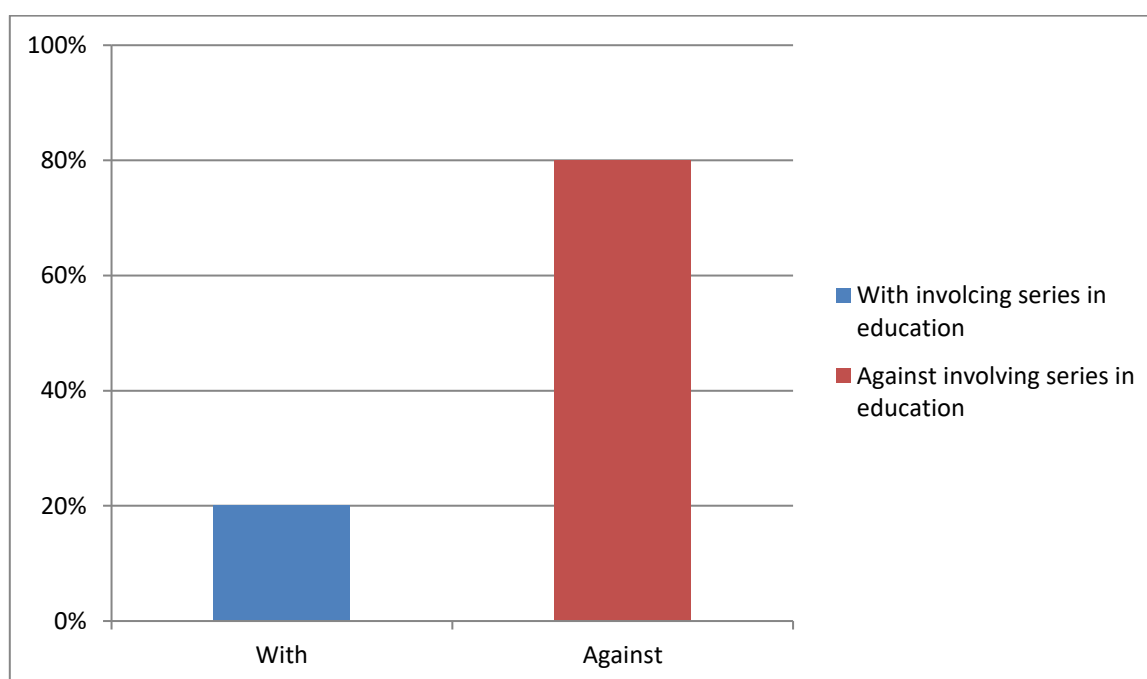


Figure 18: Teachers' perspectives about including American TV series in studies or no

Conclusion

This chapter covered some theoretical and practical parts where a detailed design of the research took a place and where also both students' and teachers' questionnaires were analysed and data was interpreted via figures and tables to give it a clearer image on the sought result that were already suggested previously in the hypotheses.

CHAPTER THREE: RESULTS

DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter, on the one hand, will have a full detailed discussion of the findings in relation with the suggested hypotheses. On the other hand, some recommendations will be stated for a better avail when watching American TV series for both students and for teachers to guide them.

3.1. Results Discussion

The aim of this research was to explore second year EFL students' perception and teachers' perspectives about the effects of watching American TV series on students' use of formal or informal vocabulary in classrooms.

To begin with, from the analysis of students' questionnaire, the researcher divided the results obtained from students' responses into two groups in which answers of those who have a good and high level in English will be taken away from those who have lower levels. Then, the group of students who read books or listen to audio books as activities outside the classroom will be separated from the group of those who listen to music or spend much time online chatting.

So, the results can be interpreted in the following way: (1) students with higher levels

of English who read books and watch less TV series and make efforts to understand the newly introduced vocabulary they face when watching are more aware about the informality of words and they are very careful when choosing their vocabulary in formal settings. That process was made by checking their answers on questions (3.7) and (3.8). It can be seen that they have ticked less words from the left side list, and when asking whether they use these words inside the classroom their answers were pretty much convincing and satisfying; (2) Students with lower levels, spending more time in watching subtitled series, and chatting or listening to music, in which they are the majority (...%), have demonstrated that they are unaware of the vocabulary they use whether it is formal or informal. The idea is that the more you watch whatever the more you are affected and the unaware you will become. Moreover, another separation was done. By separating those who watch educational shows from those who watch just-for-fun shows, it is revealed that less informal words are selected by those who watch educational TV shows and more selection of informal words is reported from those who watch just to have fun and chill. At this point, it is clearly noticed that the first formulated hypothesis is confirmed.

All in all, EFL students with a less amount of watching funny TV shows who depend on other L2 techniques in understanding non-subtitled series are more aware of the vocabulary they use in formal contexts than students with lower levels who just chill, listen to music, chat and devote many hours in front of TV.

The perspectives obtained from the teachers' questionnaire demonstrate that aspects

like accent, self confidence, accordance between body and spoken language, gestures and intonations, in addition to vocabulary use whether formal or informal can be boosted from watching American TV series. It is understood that not only negativities pops up, there are some positive effects of watching these series on students' vocabulary. It can be seen that some teachers do not interrupt their students' use of such informal words while others do. The huge amount of interruption is for sure not good and it will cause psychological problems for students, fear of speaking, fear of committing mistakes...etc but they must not be totally free; there are some words that a teacher cannot just skip, they have to stop their students, correct them, and raise their awareness about those words. Accordingly, the majority of teachers (...%) reported that during classroom, they clearly catch from their students use of specific vocabularies that watching American TV series has a great impact on students' use of vocabulary which is demonstrated in their unawareness of formal and informal words. Here, the second put forward hypothesis is also validated.

Concerning the idea of implementing TV series in the curriculum, most teachers refused the idea and considered it as time wasting in addition to the huge impacts of these TV series that they could have on their students which are more than positive effects. However, a minority of teachers who agreed on involving these series in education have put a condition which is guidance as mentioned before otherwise it would be a destructive process rather than a constructive one.

3.2. Recommendations

From the obtained results of this study, we give the following recommendations that may help both students and teachers when it comes to exploit American TV series:

3.2.1. Recommendations for Teachers

- ❖ Teachers must suggest good TV shows that helps their students to enrich their vocabulary and be a better version of themselves. Guidance is a key element here for the success of the process.
- ❖ Teachers must lower the gaze when their students commit such mistake as long as respect is kept, there is no need to stop them each time, and break their speech down.
- ❖ Teachers must bear in mind that a classroom is still a community and has a variety of mentalities and psychological cases inside, so they must be careful and well trained about the way they correct students and when and where to do that.

3.2.2. Recommendations for Students

- ❖ Students have to put more educational series in their watching lists and not only waste time on funny non-sense ones that must be decreased.
- ❖ Students have to depend more on themselves on enriching their vocabulary and on increasing their awareness about the language they use through reading books

and keeping in touch with academic contexts.

- ❖ Students have to put in mind that when their teachers correct them, they are not trying to break them down, or to make fun of them in front of their classmates.

However, these corrections are for their own sake and benefit to learn true English.

- ❖ Students must decrease watching subtitled series, because learning L2 through L1 is not always a good choice.

Conclusion

By the end of this chapter, a devoted discussion of the findings was done, followed by a set of recommendations for both students and teachers to well benefit from watching American TV series.

General Conclusion

The present study scouts about the effects of watching American TV series on vocabulary use in EFL classrooms. It seeks to verify the suggested hypotheses on second year EFL students' perceptions and EFL teachers' perspectives toward the issue at Chadli Bendjedid University.

The study followed a quantitative descriptive method in analysing the data gathered from the administered questionnaires for both EFL students and teachers at the above mentioned university during the academic year 2018/2019.

The obtained results from the gathered data give clear image about watching American TV series. It is demonstrated that EFL students have negative vocabulary outcomes concerning their awareness about formal and informal use of vocabulary inside the classroom. In addition, the findings showed that teachers are against that American TV series involving in enriching EL vocabulary or in learning in general. While a minority reported that students need guidance to extract what is only good for their sake and by following some instructions that will fulfil their objectives.

When seeing students', who are more aware of the matter, questionnaires, we can see that their amount of watching these series is fewer than the other group of students. Moreover, their external activities are embodied in reading, listening to audiobooks which is a better way to enrich vocabulary. Compared to the opposite group of students, who depend on subtitles

and sit most of their times in front of TV, the gap is very huge between the two groups. And it is understood that everything is related to each other, the more you watch, with subtitles, wasting time on chat and music, with no contact with books nor academic stuff, the unaware you ,will become and vice versa.

. This study was limited to second year EFL students at Chadli Bendjedid University, and it would be more practical to explore this subject area with larger population and to broaden it to see the effects of books and series or movies working together to provide and prepare a rich quality of students, not wealthy with rich but rich with knowledge.

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Appendix A

Students Questionnaire

Dear Students,

This questionnaire aims to investigate about how American TV series affects EFL learners use of vocabulary. It is designed to have to have authentic and reliable data. For this reason, you are kindly requested to answer the following questions by ticking the appropriate box(es) and fill the gaps when needed.

Your answers are really important for the validity of my research

Questions :

1. Personal Information

1.1. Gender ? Male Female

2. English level questions

2.1. How is your English level ?

Poor Satisfactory Good Excellent

2.2. What English activities you practice outside the classroom?

Reading books Listening to audiobooks Listening to music Others

If you have other activities, would you please mention them!?

.....
.....
.....

3. TV series related questions

3.1. How do you often watch American TV Series ?

Never Rarely Often Always

3.2. What kind of series you watch ?

Slice of life Comedy Action Historical Others

If you watch other types, would you please state them below!?

.....
.....
.....

3.3. How do you pick the series you watch ?

According to interests Randomly

3.4. Do you think American TV series can help enriching your vocabulary?

Yes No

Why ?

.....
.....
.....

3.5. What are the other aspects of language you see those series improve?

Fluency Speaking Listening Others

If there are others, please mention them!

.....
.....
.....

3.6. Do you watch these series subtitled?

Yes No

If No ! What do you do when you do not grasp or understand a word ?

You replay Use dictionary Try to understand through the context

Other methods

If there are other methods, would you please write them down !?

.....

.....
.....

3.7. Pick up the expression that you usually use more between those !

- | | | | |
|----------------------|--------------------------|------------------------------------|--------------------------|
| What's up? | <input type="checkbox"/> | How do you do? | <input type="checkbox"/> |
| To ask for help | <input type="checkbox"/> | To request assistance | <input type="checkbox"/> |
| Speak to.... | <input type="checkbox"/> | Address.... | <input type="checkbox"/> |
| I am angry about... | <input type="checkbox"/> | I am dissatisfied with... | <input type="checkbox"/> |
| Keep in touch | <input type="checkbox"/> | Stay in contact | <input type="checkbox"/> |
| Blow up | <input type="checkbox"/> | Explode | <input type="checkbox"/> |
| Break down | <input type="checkbox"/> | Collapse | <input type="checkbox"/> |
| Childish | <input type="checkbox"/> | Infantile | <input type="checkbox"/> |
| Stubborn | <input type="checkbox"/> | Obstinate | <input type="checkbox"/> |
| Make up for | <input type="checkbox"/> | Compensate | <input type="checkbox"/> |
| Pick up | <input type="checkbox"/> | Collect | <input type="checkbox"/> |
| Piss off | <input type="checkbox"/> | Annoy | <input type="checkbox"/> |
| Can I help you ? | <input type="checkbox"/> | Please state your business ! | <input type="checkbox"/> |
| Cheap | <input type="checkbox"/> | Inexpensive | <input type="checkbox"/> |
| He is freaking out | <input type="checkbox"/> | He is distressed | <input type="checkbox"/> |
| He's a hottie | <input type="checkbox"/> | He is an attractive man | <input type="checkbox"/> |
| I'm broke | <input type="checkbox"/> | I'm short on funds | <input type="checkbox"/> |
| That sucks. | <input type="checkbox"/> | That's very unfortunate. | <input type="checkbox"/> |
| Nice to meet you | <input type="checkbox"/> | It is a pleasure to meet you | <input type="checkbox"/> |
| As soon as you can | <input type="checkbox"/> | At your earliest convenience | <input type="checkbox"/> |
| Worried about you | <input type="checkbox"/> | Concerned about you | <input type="checkbox"/> |
| Say hello to... | <input type="checkbox"/> | Give my regards to... | <input type="checkbox"/> |
| Don't forget that... | <input type="checkbox"/> | I would like to remind you that... | <input type="checkbox"/> |

This shows that...	<input type="checkbox"/>	This demonstrates...	<input type="checkbox"/>
See you next time	<input type="checkbox"/>	I am looking forward to meet you next time	<input type="checkbox"/>
Yo! Pass the pease this way	<input type="checkbox"/>	Would you be so kind as you pass the pease!	<input type="checkbox"/>
Can I join your game?	<input type="checkbox"/>	May I participate in your competition	<input type="checkbox"/>
Your soup is yummy	<input type="checkbox"/>	This soup is divine	<input type="checkbox"/>
I'm done with my homework tonight	<input type="checkbox"/>	I have completed my homework this evening	<input type="checkbox"/>
No, I can't go to your party.	<input type="checkbox"/>	Unfortunately I will not be able to attend your celebration	<input type="checkbox"/>

3.8. Do you use the words and expressions of the right-side list inside the classroom ?

Yes No

Justify?

.....

.....

.....

3.9. Do you use fillers like ummm, hummm... when you speak in classroom?

Yes No

3.10. Do you want to involve series in the educational system ?

Yes No

Why ?

.....

.....

.....

Thank you very much for your time and collaboration

Appendix B:

TEACHERS' QUESTIONNAIRE

Dear Teachers,

This questionnaire aims to investigate how American TV series affects EFL learners use of vocabulary from teachers' perspectives. It is designed to have authentic and reliable data. For this reason, you are kindly requested to answer the following questions by ticking the appropriate box(es) and fill the gaps when needed.

Your answers are really important for the validity of my research.

Questions:

1. Are there any effects, you have noticed inside the classroom, of watching American Series on students?

Language rhyming Accent Imitating characters' facial expressions

Body language Self confidence Others

If there are any others, would you please state them down here!

.....

.....

.....

2. Do you think that watching American TV series has an effect on students use of formal and informal vocabulary?

Yes No

If yes, to what extent they are using informal words grasped from these series?

Always Often Rarely

3. Do you allow them to use these words?

Yes No

If yes, to what extent you do that

Always

Often

Rarely

Justify

.....

.....

.....

4. Do you think they are aware of these words' use?

Yes

No

5. Do you recommend using these series as means in improving English?

Yes

No

Justify

.....

.....

.....

Thank you very much for your time and collaboration