



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE EFFECTS OF TV SERIES AS CURRICULAR ACTIVITIES ON SPEAKING
SKILLS OF ENGLISH LANGUAGE LEARNERS

Yasin LENGERLİOĞLU

Master's Thesis

Ankara, (2019)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



HACETTEPE ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE EFFECTS OF TV SERIES AS CURRICULAR ACTIVITIES ON SPEAKING
SKILLS OF ENGLISH LANGUAGE LEARNERS

MÜFREDAT ETKİNLİĞİ OLARAK TELEVİZYON DİZİLERİNİN İNGİLİZCE
ÖĞRENEENLERİN KONUŞMA BECERİLERİ GELİŞİMİ ÜZERİNE ETKİSİ

Yasin LENGERLİOĞLU

Master's Thesis

Ankara, (2019)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis prepared by **Yasin LENGERLİOĞLU** and entitled “The Effects of TV Series on Speaking Skills Development of English Language Learners” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair

Assist. Prof. Dr. Hatice
ERGÜL

Member (Supervisor)

Assist. Prof. Dr. İsmail Fırat
ALTAY

Member

Assist. Prof. Dr. Pelin İRGİN

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 12/07/2019 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching/ Foreign Languages Education** by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

The purpose of this study was to investigate the effects of TV series, as curricular activities, in the target language on the speaking skills development of the students studying at the preparatory school of a state university in Turkey. Therefore, 48 students participating the study were divided into two groups; the control group and the experimental group. While the control group and the experimental group were subjected to the same curriculum carried out by the school, the experimental group additionally watched one 25-minute episode of “How I Met Your Mother” series every week for thirteen weeks. After the learners watched the episodes, they formed groups of 4 or 5, and they had conversations where they expressed their feelings and thoughts about the episode that they had just watched. In the present study, a mixed method research design was used. Quantitative data were collected through two speaking examinations, and qualitative data were collected via interviews with the participants of the treatment group to find out the learners’ perception of the usage of TV series in language learning. The results indicated that the experimental group surpassed the control group with a statistically significant difference in terms of the general speaking scores and interaction scores of the post-test. Furthermore, the interviews carried out with the learners revealed that most of the learners (87,5%) found the TV series very useful in their language learning process. Among all the participants, 70,8% of them explicitly indicated that TV series helped them to improve their speaking skills.

Keywords: television series, authentic materials, audiovisual materials, speaking skills, communicative competence, English language teaching, foreign language learning.

Öz

Bu çalışmanın amacı, televizyon dizilerinin müfredat etkinliği olarak kullanımının Türkiye'de bir devlet üniversitesinin hazırlık okulunda okuyan öğrencilerin konuşma becerileri gelişimi üzerine etkilerini araştırmaktır. Bu nedenle çalışmaya katılan 48 öğrenci iki gruba ayrılarak kontrol grubu ve deney grubu oluşturulmuştur. Kontrol grubu ve deney grubu okul tarafından yürütülen aynı müfredata maruz kalırken, deney grubu ek olarak on üç hafta boyunca her hafta 25'er dakikalık bir "How I Met Your Mother" dizisi bölümü izlemiştir. Öğrenciler bölümleri izledikten sonra, 4 veya 5 kişilik gruplar oluşturmuş ve izledikleri bölüm hakkındaki duygularını ve düşüncelerini ifade ettikleri konuşmalar yapmışlardır. Bu çalışmada karma yöntem araştırma tasarımı kullanılmıştır. Nicel veriler, uygulama sürecinden önce ve sonra yapılan iki konuşma sınavı aracılığıyla toplanmıştır ve nitel veriler, öğrencilerin TV dizilerinin dil öğreniminde kullanımına ilişkin algılarını öğrenmek için deney grubunun katılımcılarıyla yapılan görüşmelerle toplanmıştır. Sonuçlar, son testte genel konuşma puanları açısından istatistiksel olarak anlamlı bir fark olduğunu ve deney grubunun kontrol grubunun önüne geçtiğini göstermiştir. Ayrıca, alt konuşma becerileri sonuçları açısından, "etkileşim" puanlarında deney grubu lehine istatistiksel olarak anlamlı bir fark olduğu ortaya çıkmıştır. Buna ek olarak, öğrencilerle yapılan görüşmeler, öğrencilerin çoğunun (%87,5) TV dizilerini dil öğrenme süreçlerinde çok yararlı bulduğunu ortaya koymuştur. Tüm katılımcıların %70,8'i TV dizilerinin konuşma becerilerini geliştirmelerine yardımcı olduğunu açıkça belirtmiştir. Ayrıca, görüşme sonuçları, öğrencilerin TV dizilerinden kelime bilgisi, telaffuz ve dinleme becerileri, hedef kültür bilinci, motivasyon, günlük yaşam diline maruz kalma ve dilbilgisi bilgisi açılarından da yararlandıklarını göstermiştir.

Anahtar Sözcükler: televizyon dizileri, özgün materyal, görsel-işitsel materyaller, konuşma becerisi, iletişim becerileri, İngiliz dili öğretimi, yabancı dil öğrenimi.

Acknowledgements

I would like to express my very great appreciation to Asst. Prof. Dr. İsmail Fırat ALTAY for his valuable supervision and patient guidance during the planning and development of this research work. I am very thankful to Prof. Dr. İsmail Hakkı MİRİCİ for his enthusiastic encouragement and constructive critiques during the initial stages of the study.

I would also like to thank the director of IZTECH School of Foreign Languages, Sinem BEZİRCİLİOĞLU for her support on this study. My grateful thanks are also extended to my colleagues Serdar ÇİNAR, Emrah GÜMÜŞBOĞA, Emrah DÖNMEZ and İbrahim ÇELİK for their friendship and support.

Finally, my deep and sincere gratitude to my wife Demet Lengerlİođlu and my family for their continuous and unparalleled love, help and support. This journey would not have been possible if not for them.

Table of Contents

Abstract	ii
Öz.....	iii
Acknowledgements	iv
List of Tables	vii
List of Figures.....	ix
Symbols and Abbreviations	x
Chapter 1 Introduction.....	11
Statement of the Problem	12
Aim and Significance of the Study.....	13
Research Questions.....	14
Assumptions	15
Limitations.....	16
Definitions	17
Chapter 2 Literature Review.....	21
Authentic Material	21
Speaking Skills.....	28
The Role of Subtitles.....	37
Relevant Studies	38
Chapter 3 Methodology	42
Settings and Participants	42
Data Collection.....	44
Instruments	45
Data Analysis	49
Chapter 4 Findings	53
Inter-rater Reliability of the Pre-test and Post-test	53
Analyzing the Pre-test and Post-test.....	55

Analyzing the Interviews	61
Chapter 5 Conclusion, Discussion and Suggestions	77
Research Question 1: Do watching American TV series and having group discussion about the watched episodes regularly throughout an academic term have a significant effect on the overall learner performance with regard to oral scores?	77
Research Question 2: What are the students' perceptions related to the adoption of TV series with regard to their speaking skill development process?	81
Summary	84
Overview of the Study	85
Pedagogical Implications	86
Suggestions for Further Research	88
References	89
APPENDIX-A: Voluntary Participation Consent Form	96
APPENDIX-B: Information Form	98
APPENDIX-C: Speaking Exam	99
APPENDIX-D: Speaking Exam Rubric	105
APPENDIX-E: First Pilot Test Results	106
APPENDIX-F: Second Pilot Test Results	107
APPENDIX-G: Pre-Test Results	108
APPENDIX-H: Post-Test Results	109
APPENDIX-I: Assumptions for ANCOVA	110
APPENDIX-J: Ethics Committee Approval	112
APPENDIX-K: Declaration of Ethical Conduct	113
APPENDIX-L: Thesis/Dissertation Originality Report	114
APPENDIX-M: Yayınlanma ve Fikrî Mülkiyet Hakları Beyanı	115

List of Tables

Table 1 <i>Authentic Materials</i>	26
Table 2 <i>Differences Between Spoken and Written Language</i>	29
Table 3 <i>The Dissemination of The Participants in The Control and Experimental Groups</i>	44
Table 4 <i>Item Statistics of the First Pilot Test</i>	47
Table 5 <i>Item Statistics of the Second Pilot Test</i>	48
Table 6 <i>Intraclass Correlation Coefficient of the Second Pilot Speaking Test</i>	48
Table 7 <i>Summary of Data Collection Procedure</i>	50
Table 8 <i>Intraclass Correlation Coefficient of the Pre-Test scores of the Raters for the Control Group</i>	53
Table 9 <i>Intraclass Correlation Coefficient of the Pre-Test scores of the Raters for the Experimental Group</i>	54
Table 10 <i>Intraclass Correlation Coefficient of the Post-Test scores of the Raters for the Control Group</i>	54
Table 11 <i>Intraclass Correlation Coefficient of the Post-Test scores of the Raters for the Experimental Group</i>	55
Table 12 <i>Mean Scores of the Control and Experimental Groups</i>	56
Table 13 <i>Control Group and Experimental Group Overall Scores ANCOVA Results</i>	56
Table 14 <i>Pre-Test Sub-Skills Scores Group Statistics</i>	57
Table 15 <i>Pre-Test Sub-Skills Scores t-Tests</i>	58
Table 16 <i>Pre-Test Sub-Skills Scores t-Tests</i>	58
Table 17 <i>Post-Test Sub-Skills Scores Group Statistics</i>	59
Table 18 <i>Post-Test Sub-Skills Scores t-Tests</i>	60
Table 19 <i>Post-Test Sub-Skills Scores t-Tests</i>	61
Table 20 <i>The General Thoughts of the Participants on the Effects of the TV Series on Foreign Language Development</i>	66
Table 21 <i>Frequency of The Thoughts of the Participants on the Positive Effects of the TV Series on Foreign Language Development</i>	76
Table 22 <i>Tests of Normality</i>	110
Table 23 <i>Tests of Between-Subjects Effects: Homogeneity of Regression</i>	111

Table 24 *Levene's Test of Equality of Error variances: Homogeneity of variance (Homoscedasticity)*..... 111

List of Figures

<i>Figure 1. Subcategories of Communicative Language Ability. Adapted from Language testing in practice: Designing and developing useful language tests (pp. 66-75), by L. F. Bachman & A. S. Palmer, 1996, Oxford University Press.</i>	33
<i>Figure 2. Communicative Competence in CEFR. Adapted from Common European Framework of Reference for Languages: learning, teaching, assessment (pp. 108-130), by Council of Europe, 2001, Cambridge University Press.</i>	35
<i>Figure 3. Comparison of Communicative Language Ability and Communicative Language Competence Models. Adapted from “Defining communicative competence,” by V. Bagarić and J.M. Djigunović, 2007, Metodika, 8(1), p. 102... </i>	36
<i>Figure 4. Outliers.....</i>	110

Symbols and Abbreviations

CEFR: Common European Framework of References for Languages

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

IELTS: The International English Language Testing System

TOEFL: Test of English as a Foreign Language

L1: First/Native Language

L2: Second/Foreign language

Chapter 1

Introduction

Throughout the history, there has been a continuous pursuit of improvement in the quality of foreign language education among teachers, learners and educational institutions. While teachers are in search of approaches to make the education process more efficient and effective, learners also try to find out convenient strategies that will lead them to utmost success in language learning. This search of improvement in language learning has led the educators and learners to discover several potential materials to be used inside and outside of the classroom. Especially, the learners seek new ways to improve their language skills in a fun way as their motivation has a leading role in their learning process. Hereat many educators and language learners turn to movies and TV series as dependable curricular and extracurricular authentic materials (Bahrani & Sim, 2012; Gilmore, 2011; Ismaili, 2013).

TV series, as authentic materials, have gained popularity among educators and learners for the past decades. In fact, when asked, most of the teachers and learners suggest TV series as an aid to mainstream language education for the purpose of improving the skills in the target language in a holistic way. The root of such a common suggestion is undoubtedly motivation (Bacon & Finnemann, 1990; Peacock, 1997; Wang, 2012), and when the learners are fully motivated, their achievement in language learning is guaranteed. Thus, when the learners find the textbooks and homework a bit dull and want a fun way to improve their languages, TV series become their first resort. Furthermore, in addition to their entertainment purpose, TV series in the target language can be considered to be a high-quality comprehensible input source because they are rich in real language. As it is mostly impossible for the EFL learners to be exposed to authentic language in their natural environment, TV series help them to internalize the target language and culture.

Regarding the literature in the area, TV series and movies in the target language, as authentic materials, have gained plenty of attention. Although many studies have been conducted on the effects of TV series on listening (Hayati & Mohmedi, 2011; Huang & Eskey, 1999; Michael & Webb, 2017; Wang, 2014), writing skills (Ghaedsharafi, 2012) and vocabulary acquisition (Kuppens, 2010;

Rodgers, 2013; Wang, 2012), there has been very little research conducted on the effects of TV series on speaking skills development of language learners. Moreover, most of the studies on the effects of TV series on speaking skills are descriptive ones. Hence, this study aims to investigate the effects of TV series on the speaking skills development of the learners. With the purpose of fulfilling this goal, the problem is initially tried to be stated clearly in this chapter. Subsequently, the aim and the significance of the study, research questions, assumptions and limitations are discussed to constitute a background to the current study. Lastly, the definitions of certain frequently used terms are provided prior to the discussion of the related literature.

Statement of the Problem

It is a well-known fact that the comprehension and the production of spoken and written language can be materialized through four skills; reading, writing, listening and speaking (Akram & Malik, 2010). Hence, these four skills are needed to be improved in order to promote language mastery for learners. One way of meeting this need is to stray from the traditionally used materials and to implement authentic materials in language learning and teaching environments (Oguz & Bahar, 2008).

In recent years, the attention towards using videos, movies and TV series in target language has increased among academicians, language teachers and language learners, most likely because of the fact that there has been an increased accessibility of authentic materials (Altay & Unal, 2017). Watching movies and TV series are one of the favorite activities of language learners throughout the language learning process. Even if a student lacks interest in learning a foreign language, TV series or movies can help them to direct their attention to the implementation of the target language in their real lives. The motivational improvement that TV series provide can be linked to people's TV series watching rate. Ergül (2014) states that the activity of watching TV series constitutes a large proportion of people's daily lives, especially in Turkey. Additionally, judging from the researcher's personal experience, most of the language teachers and learners would recommend watching TV series in the target language as one of the best ways to improve one's language skills. When they are asked to give reasons for their argument, they can

barely refer to the literature, especially in speaking skills, because of the scarcity of the conducted research on the subject.

Moreover, TV series, like movies, can be considered as a high-quality comprehensible input source for language learners. In this sense, invaluable research has been conducted about the positive effects of TV series on listening (Hayati & Mohmedi, 2011; Huang & Eskey, 1999; Michael & Webb, 2017; Wang, 2014) and vocabulary acquisition (Kuppens, 2010; Rodgers, 2013; Wang, 2012). Although many studies have been done on the mentioned areas, there has been very little research conducted on the effects of TV series on speaking skills development of language learners. Furthermore, most of these few studies on the effects of TV series on speaking skills are descriptive ones.

All in all, the current study tried to find out the effects of using American TV series as curricular activities on the development of the speaking skills of the language learners. While it maintained this search, it also made an attempt to define the term “speaking skill”. Additionally, it tried to have an insight into the impact of the method used on learners and learning process by analyzing the perceptions of the learners.

Aim and Significance of the Study

It is an undeniable fact that thanks to the development of the technology, accessibility to authentic target language TV series has increased, which in return has augmented the utilization of them in language learning by language learners and teachers. Since it is mostly impossible for the EFL learners to be exposed to authentic English language in their natural environment, TV series help them to get quality comprehensible input. Thus, authentic TV series can be considered a rich source for nonnative speakers of English. Regarding the literature in the area, it may well be argued that the correlation between watching TV series in a foreign language and the development of speaking skills has not been fully investigated. Although there are plenty of studies scrutinizing the effects of watching TV series in the target language on listening (Hayati & Mohmedi, 2011; Huang & Eskey, 1999; Michael & Webb, 2017; Wang, 2014) and vocabulary acquisition (Kuppens, 2010; Rodgers, 2013; Wang, 2012), it is obvious that there is a research gap not only in Turkey but also in the world on this issue. Hence, it is possible that the current study, which

expects to examine the possible effects of watching American TV series and having discussions about watched episodes on the development of Turkish EFL learners' speaking skills, can contribute to the elimination of the abovementioned gap in the literature.

Furthermore, having further insight into the effects of TV series and TV series-based group discussions on the development of EFL learners' speaking skills in target language, the researcher had a chance to shape the implementation of his lessons according to the results of the current study. His colleagues and the school administration, whose students took part in this study, were informed of the results so that they could take them into account in their instructional process. In this respect, the research can be considered as an action research. The results of the current study may also provide valuable information on the utilization of American TV series with the group discussions for institutions that embody adult EFL learners. Moreover, in case EFL learners are informed of the results, they can put the foreign TV series to use during their language learning process. In this way, they can have an academic proof to their applications of watching TV series to improve their speaking skills. Likewise, the results of the study have a potential to provide assistance to stakeholders in materials development.

Research Questions

The current study aims to investigate the effectiveness of TV series, which is regarded as one of the most effective audiovisual sources for language learning, and group discussions based on the TV series with respect to oral exam results along with the possible motivational aids on EFL language learners studying at a preparatory school of a Turkish university. Respecting the research gap in the field, current study targets to answer the following research questions:

1. Do watching American TV series and having group discussion about the watched episodes regularly throughout an academic term have a significant effect on the overall learner performance with regard to oral scores?
 - a. Is there a statistically significant difference between the control group and the experimental group in range scores?

- b. Is there a statistically significant difference between the control group and the experimental group in accuracy scores?
 - c. Is there a statistically significant difference between the control group and the experimental group in fluency scores?
 - d. Is there a statistically significant difference between the control group and the experimental group in interaction scores?
 - e. Is there a statistically significant difference between the control group and the experimental group in coherence scores?
2. What are the students' perceptions related to the adoption of TV series with regard to their speaking skill development process?

Qualitative and quantitative data were collected through interviews and a speaking test in two different sessions and the results were analyzed to answer these research questions. For the purpose of answering the first research question, ANCOVA was put to use to compare the exam results of the control group with the experimental group. With the aim of answering the sub-research questions of the first research question, independent samples t-tests were operated to compare the oral scores of the control group with the experimental group in the sub-skill level. In order to answer the third research question, interviews were carried out so that the attitudes and thoughts of the learners towards engaging in foreign TV series in the course of their learning period can be examined.

Assumptions

Several assumptions were made by the researcher in advance of the study. It was anticipated that the learners would rejoice over watching foreign TV series every week throughout the whole semester, especially considering that most of the young adults love watching them in Turkey. Furthermore, the learners were assumed to look forward to the lessons where they watched the TV series considering such materials can be an efficient way of motivating the learners. Such encouraging material was expected to attract all the learners and make them enthusiastic about the target language and culture.

Moreover, the learners were expected to be familiar with the culture of the target language implicitly. By internalizing the target culture, the learners were

assumed to be familiar with the general expressions of the native speakers, the colloquial language of the target language and idioms used by the characters. Along with the implicit acquisition of the target culture and expressions, the learners were assumed to be interested in the target culture and actively involved in the searching and learning the speaking strategies of the native speakers. The learners were also assumed to attempt to use the newly learned expressions gained via the TV series in their own communicative activities.

Furthermore, it was assumed that the learners would be hesitant to talk about the episodes they watched at the beginning of the process. However, the mentioned assumption was thought to be temporary as the students were expected to get accustomed to the TV series and group discussions. Such initial disinclination was tried to be solved by the guidance of the researcher during the group work activities. The researcher then reduced the amount of the assistance over time assuming the learners would internalize the discussion activities.

Lastly, it was also assumed that the experimental and the control groups had no difference in their English education except for the adoption of the TV series and group discussions related to them since both groups were subject to the same curriculum, used the same coursebooks, and took the same amount of lesson hours weekly (23 hours per week).

Limitations

The purpose of the current study can be handled in two folds: 1) the effects of foreign TV series on the learners' oral exam results, and 2) their attitudes and thoughts towards the usage of such TV series in their foreign language learning period. Since this study focuses on the oral exam results of the students, it should be taken into account that the results of it will not be clearly related to the reading, writing or listening skills. Furthermore, any differences between both groups cannot be attributed merely to the experimental group's process of watching foreign TV series and discussing them since there can be various factors affecting the learners and their relation to the target language outside the classroom, and it is quite difficult for the researcher to overhaul the conditions associated with the outside of the classroom.

Additionally, the participants of the study were appointed to their classes by the administration of the school of foreign languages before the initiation of the current study, which indicates that the participants were selected through the convenience sampling. The participants were selected because their levels of English were similar to each other, and because accessing to those participants were quite convenient for the researcher. This sampling technique was used because it was fast and affordable for the researcher.

Finally, the results of the study may not be fully generalized to the outside of its specific context as the number of the participants is limited, and as only one genre (comedy) of TV series is employed. Different genres of TV series may result in different outcomes because every genre has different set of language used in it. As such, the comedy genre contains relatively more daily and informal language than most of the other genres. Thus, further studies can be conducted by making use of different genres of TV series in order to clarify the effects of TV series on the speaking skills development of the learners. Also, possible future studies can contribute to the literature to acquire more generalizable results by carrying out a larger scale.

Definitions

Prior to the discussion of the related literature on the topic, it is of the utmost importance to define certain frequently used terms. The definitions given in this section also tries to clarify several concepts mentioned in the current study.

Authentic Materials. In “Longman dictionary of language teaching and applied linguistics”, Richards and Schmidt (2013) defines “authentic materials” as “materials that were not originally developed for pedagogical purposes” (p. 43). However, various definitions of authenticity have emerged right from the beginning in the literature, and the term “authenticity” has been a controversial issue (Guariento & Morley, 2001; Lewkowicz, 2000; Rost, 2013). To have a clear understanding of the definitions of “authenticity” in different aspects, several definitions from the literature have been compiled below.

Widdowson (1990) emphasizes the importance of a learner’s engagement with the text by stating the authenticity is not bound to the text itself and defines the

term “authentic” as “being involved in natural communicative language use in the classroom” (p. 44).

In parallel with Widdowson, Taylor (1994) indicates that the text itself is not sufficient to describe the term “authenticity”, and there is a difference between “genuineness” and “authenticity”. While “genuineness” is about the quality and the characteristics of the text, “authenticity” is about the quality of relationship between the learner and the text. A text can be genuine; however, if it is artificial for a learner in the classroom settings, it cannot be authentic. For example, if students are asked to answer what a man doing in a picture, the question will be artificial and inauthentic as the students can see the picture.

Rost (2013) approaches to “authenticity” in a learner centered level and states that “any source of input and interaction that satisfies the learner’s search for knowledge and allows the learner the ability to control that search is authentic” (p. 165).

Porter and Roberts (1981) define “authenticity” in terms of language and call it “” (p. 37). They also indicate that authentic texts are the texts that are not prepared real language not intended for non-native learners with the intention of language teaching.

Nunan (1989) also describes “authentic material” as “any material which has not been specifically produced for the purposes of language teaching” (p. 54).

Little (1990) addresses authenticity in text basis and defines it as “a text that was created to fulfil some social purpose in the language community in which it was produced” (p. 45).

Guariento and Morley (2001) relates the term “authenticity” to “authentic text” and defines it as a means to “develop student’s skills for the real world” (p. 347).

In the same line, Kilickaya (2004) argues that authentic materials are the opportunities to make the learners engage with real language and “feel that they are learning the real language” (p. 1).

As it can be seen from the brief statements given above, different definitions from different researchers have emerged in years. Thus, it is important to adopt a specific definition for “authentic material” in order not to give rise to any confusion

throughout the present research. To this end, “authentic material” is defined in this study as any real material that has been created for actual speakers of that specific language in order to carry out social purposes. It is also important to add that these kinds of materials can be considered as an opportunity to make the learners engage with the real language.

Audio-visual materials. In Longman Dictionary of Language Teaching and Applied Linguistics (Richards & Schmidt, 2013) audio-visual aid is defined as “an audio or visual device used by a teacher to help learning. For example, pictures, charts, and flashcards are visual aids; radio, records, and tape recorders are auditory aids. Film, television, and video are audio-visual aids” (p. 40). As it can be seen from the definition and examples of the Longman Dictionary of Language Teaching and Applied Linguistics, the audio-visual materials can be defined as the combination of visual and audial aids. If they are selected carefully in language classrooms, the audio-visual materials can help the learners to get motivated and be attracted to the lessons (Secer et al., 2015).

Communicative Competence. While improving speaking skills, it is extremely important for learners to develop their communicative competence (Susanto, 2012). Throughout the history, scholars contributed to the literature with their definitions and classifications of communicative competence. Savignon (2018) indicates that the origin of communicative competence dates to early 1970s. Throughout this period, different events affecting the world, like world wars, also have affected the language education around the world; thus, various theories and methodologies have occurred, such as army method, audio-lingualism, communicative language teaching, etc. Every theory and method have had their own understanding of communication and language development.

Chomsky (1965) was the first one who used the term “competence” in linguistics. Chomsky has approached to the term “competence” in linguistic manners and presented a distinction between “competence” and “performance” by stating that linguistic knowledge (competence) is different from the actual usage of the grammar (performance).

Hymes (1972) challenged Chomsky’s competence, and derived the term “communicative competence” by rejecting the restrictive terminology; competence

and performance. He built upon Chomsky's proposition and indicated that communicative competence is not only the unconscious grammatical knowledge of the speaker but also the ability to use that knowledge in various situations. He pointed out that the speakers and hearers respond to different situations, and they are able to produce and adapt communications related to those specific situations (Foster, 2014).

Canale and Swain (1980) developed Hymes' competence concept and subcategorized the communicative approach into three inter-related competences; *Grammatical competence*, *Sociolinguistic competence* and *Strategic competence*. Bachman (1990), later, developed a more comprehensible model, "Communicative Language Ability". Communicative Language Ability consists of three main areas; language competence, strategic competence and psychophysical competence. Bachman and Palmer (1996), on the other hand, changed the model previously asserted and put forward two major areas; strategic competence and language knowledge.

Finally, CEFR (2001) asserted a more comprehensive concept of communicative competence and divided it into three categories; linguistic competences, sociolinguistic competences, and pragmatic competences. *Linguistic competences* are not only related to knowledge quality and range, but also the way it is organized and stored and its accessibility. *Sociolinguistic competences* refer to the knowledge and its usage in a social context. Lastly, *Pragmatic competences* are mainly related to functionality (communicative usage) and discourse (organization, structuring and arrangement).

Chapter 2

Literature Review

Utilizing the TV series in the target language to improve different skills has been in the agenda of the language teachers and institutions (Bahrani & Sim, 2012; Gilmore, 2011; Ismaili, 2013). The current chapter presents a background for the concept of “authentic material” and its selection process. Later, it provides a background by examining the previous concepts provided in the literature on speaking skills and try to determine a comprehensive definition of communicative competence. Lastly, it presents a review of previously conducted studies investigating the effects of authentic audiovisual materials (TV series, movies, etc.) on the foreign language learners.

Authentic Material

Teaching and learning materials constitute an important proportion of language learning and teaching (Howard & Major, 2004). Materials in Second/Foreign Language Teaching are effective means of applying language teaching/learning theories (Tomlinson, 2001), and teachers and students use a variety of these language materials inside the classroom. Textbooks, videos and pictures are only a small part of the materials used in the classroom that can be mentioned. These materials are mostly designed for the purpose of language teaching and learning. On the other hand, the students, intentionally or unintentionally, are exposed to language materials outside of the classroom such as news articles, videos, TV series, movies, etc. These materials are not mostly designed specifically for utilization in the classroom, but they are created for the speakers of that specific language, which can be called “authentic”. As it can be clearly seen, the diverse range of language materials support the learners and the teachers inside and outside of the classroom.

History of Authenticity. The history of the concept of “authentic material” can be traced back to almost two centuries ago. Henry Sweet, a respected British linguist, was one of the first scholars using authentic materials in their books in the nineteenth century. Throughout the twentieth century, there had been an increase in the emergence of language teaching methods. Most of these methods emphasized carefully structured materials (Gilmore, 2007). For instance, although

Audiolingual method favors native speakers as teachers in classrooms, it lays emphasis on drilling of pre-structured dialogues over and over (Larsen-Freeman & Anderson, 2013; Richards & Rodgers, 2014). As a reaction to these traditional approaches and methods, Chomsky stated that “standard structural theories” were inadequate for language learning (Richards & Rodgers, 2014, p. 83). As a result, new approaches and methods, like Communicative Language Teaching (CLT), has emerged after 1970s.

With the appearance of CLT, authenticity in language materials has gained importance once more. The main goal of CLT is to develop communicative competence. Therefore, the primary means of language education has been shifted from structures and grammar to communicative and functional meanings. As CLT classrooms give importance to survival preparation in real life and real communication, authentic materials have become an inseparable part of the teaching and learning process (Richards, 2005). Based upon the given information it can be deduced that the authenticity in the materials used in language classrooms have increased with the emergence of CLT in the field of language teaching.

Advantages and Disadvantages of Authentic Materials. It is an undeniable fact that authentic materials are very useful in second/foreign language teaching (Gilmore, 2007; Guariento & Morley, 2001; Howard & Major, 2004; Kilickaya, 2004; Richards, 2005; Tomlinson, 2001). They have many advantages before, during and after the teaching and learning process. The advantages of these kinds of materials are presented below:

Authentic materials enable the learners to have fun. As the authentic materials are created for the social purposes (Little, 1990), the learners involve in the language by enjoying the material, which, eventually, make the learner put their hearts to it. It can be indicated that most of the people, in modern world, like surfing online, visiting online forums, reading comments, watching shows or films, listening to music, etc. By interacting with these authentic materials in their social lives, the learners can relate to their own lives with them instead of being exposed to texts that are specifically prepared for pedagogical purposes. They can actually interact with the content that they are interested in (Berardo, 2006).

Authentic materials enable the learners to engage with the real language. Since the speakers and writers do not aim for pedagogical purposes, they use the real language in their speeches and writings (Gilmore, 2007; Porter & Roberts, 1989). The content of the authentic materials does not focus on only one area or form, which means that the learners can be exposed to a diverse language. In this regard, the learners have the opportunity to have a taste of the real language.

Authentic materials provide the learners with comprehensible input. According to Ciccone (1995), authenticity is definitely a fundamental source for comprehensible input, which is in tune with Krashen's "Comprehensible Input Hypothesis". Although Krashen's Language Acquisition Theories are about Second Language Acquisition, they can also be adapted to Foreign Language Acquisition. According to the "Comprehensible Input Hypothesis" learners acquire the language when they understand the message that is transmitted to them. It is also important that the learners need to be exposed to a language that is "a little beyond" where the learners actually are, which is symbolized as $i+1$ in order to improve themselves (Krashen, 1982; 1989). Comprehensible input is considered as an optimal and necessary input that a learner can get (Loschky, 1994). Although the authentic materials can sometimes be beyond the level of the learners, when the authentic materials are picked according to the level of the learners, they can be a perfect source of comprehensible input.

Authentic materials enable the learners to get motivated. The authentic materials arouse both teacher's and students' attention because of the relevance of the materials to the real life. Studies conducted with English as a Foreign Language (EFL) learners have shown that the authentic materials have positive influence on the motivation of the learners (Marzban & Davaji, 2015). Furthermore, Kilickaya (2004) states that through authentic materials, the learners "feel that they are learning the real language" (p. 1). This feeling can have the power to motivate the learners to engage in the learning process. The motivation that is caused by the authentic materials is also in line with the "Affective Filter Hypothesis" that Krashen (1982; 1989) has asserted. Lack of confidence, anxiety and stress can hinder the process of language acquisition. In order to have a successful language acquisition process, there should be an environment where the affective filter is as minimum as possible, which can be provided with the authentic materials.

Authentic materials push the learners to discover the language. As it is mentioned before, the authentic materials do not have pedagogical purposes, which means that they are not focused on a specific form or area. Thus, the learners have a tool that contains various language components, which, consequently, encourage them to “explore, discover, and construct new understandings” (Taylor et al., 2004, p. 122). Ahmed (2017) states that the learners are not dependent on textbooks with the help of authentic materials. By being exposed to authentic materials, the learners have the opportunity to see different forms that they have not seen before, which encourages them to explore, discover and, eventually, construct these forms. Furthermore, the fun part of the authentic materials is that they make them curious about other authentic materials, and they start using these materials in their daily lives.

Authentic materials give an in-depth examination of the target culture. With the usage of the authentic materials in language teaching, the learners do not only get the necessary information but also learn how, where and when to use that information by being exposed to the real cultural context. Moreover, thanks to the cultural information induced from the authentic texts, the learners can be aware of what is really happening around the world (Desitarahmi, 2013). Thus, the learners can be aware of the real target culture by using the authentic materials instead of the materials where every single detail is developed in a pedagogical frame. Furthermore, Brosnan et al. (as cited in Nunan, 2004) indicates that the learners have the opportunity to interact with non-linguistic clues, which are the physical setting, layout, symbols, colors, pictures, etc. by using authentic materials. The learners also find the opportunity to know what they are supposed to do in real life situations by interacting with real cultural contexts.

Authentic materials can be easily accessed by the learners. Internet is a powerful tool that makes people’s lives easier. It also allows them to reach any material they need whenever and wherever they want (Oguz & Bahar, 2008). As it is mentioned before, the learners are highly motivated with and interested in the authentic materials. Moreover, they whip the learners up to discover new language learning possibilities as they have fun. In this respect, the learners can find the authentic materials, which they are interested in, outside the classroom. For example, the learners who like watching television series can have access to these

authentic materials at schools, their homes, or in their cafeterias, and even on the plane when traveling.

The above-mentioned advantages of authentic materials briefly show that these kinds of materials are very beneficial in the EFL/ESL context. However, the authentic materials are not flawless tools that make the language learning or acquisition process the easiest task in the world. The disadvantages of these kinds of materials can be clearly seen below:

Authentic materials may contain difficult structures and irrelevant vocabulary. The feature of not focusing on only specific forms in authentic materials can become a disadvantage just as it can be an advantage in language learning process. The language in authentic materials can be beyond the learners' levels, which can cause an unnecessary distraction for the learners and the teachers (Richards, 2001).

Authentic materials can be de-motivating. According to Guariento and Morley (2001), the optimal learner level to use the authentic materials is post-intermediate level. The learners who are below this level may not catch up with the language used in the authentic materials, which may de-motivate them. However, Kilickaya (2004) states that as long as the learners are supported with pedagogical support, the learners will interact with the authentic materials willingly.

Cultural difference can affect the comprehensibility. The cultural gap between the material and the learners can cause misunderstandings or confusions. A background knowledge of the target culture should be given in order not to experience this disadvantage (Berardo, 2006).

Authentic materials can become outdated. As times goes by, the events in the world constantly change, and the authentic materials can easily become outdated. Hence, the materials can lose their meaningfulness; as a result of this, the learners may not relate their lives with them. Textbooks can be renewed; however, the authentic materials stay the same. Thus, the teachers should look for new materials all the time (Oguz & Bahar, 2008), which leads to another disadvantage;

Authentic materials are demanding. As it is mentioned above, the authentic materials can become outdated. In this sense, the teacher should constantly look for up-to-date materials. Furthermore, the teachers should spend

considerable amount of time to get prepared for the implementation of the authentic materials in classroom activities.

How to Find and Choose. The selection process of the authentic materials in language learning and teaching should be given particular importance in order to dilute the effects of the disadvantages of using authentic materials. The well-known authentic material sources can be stated as TV shows, movies, magazines, newspapers, brochures. However, the sources where a learner or a teacher can find authentic materials are various and can be considered as infinite (Berardo, 2006; Desitarahmi, 2013). Oguz and Bahar (2008) have listed the authentic materials according to their types (Table 1):

Table 1

Authentic Materials

Material Type	Materials
<i>Authentic Listening- Viewing Materials</i>	Radio, TV ads, broadcasts, movies, soap operas, cartoons, TV shows, sit-coms, documentaries, songs, web pages, professionally audio-taped short stories and novels, etc.
<i>Authentic Visual Materials</i>	Paintings, pictures, photographs, postcards, stamps, drawings, posters, signs, picture books, etc.
<i>Authentic Printed Materials</i>	Song lyrics, newspaper articles, brochures, restaurant menus, receipts, written instructions, etc.
<i>Realia (Real Objects) Used in EFL-ESL Classrooms</i>	Masks, dolls, puppets, etc.

Note. Adapted from “The importance of using authentic materials in prospective foreign language teacher training” by A. Oguz, & H. O. Bahar, 2008, *Pakistan Journal of social sciences*, 5(4), 328-336.

The mentioned authentic materials above can mostly be found and gathered abroad or from shops that sell imported goods in an EFL setting. Either they are obtained from those shops or abroad, the prices can be really high, and they can be a burden on the learners' or teachers' budget. Thus, it is important to mention about the internet, which can be considered as a broad source that contains most of the authentic materials in it. As well as its advantage on the accessibility to the authentic materials, the internet can also help the learners and the teachers financially. The videos, songs, books, TV series are cheaper on the internet; moreover, they can be free. All in all, because it has so many advantages for the learners and teachers, the internet can be considered as one of the best sources of authentic materials.

Authenticity Continuum. Brown and Menasche (1993) (as cited in Nunan 2004: 51) state that categorizing the materials as non-authentic and authentic materials is an oversimplification, and the input source can be located on a continuum from “genuinely authentic” to “non-authentic”. Their suggestion is that there are at least five distinct points in this continuum:

a) Genuine: Although the material is created for real-life purposes, it is used in language classrooms for teaching purposes.

b) Altered: The original source has been altered in some ways, such as inclusion of visuals, the addition of glosses, visual rearrangement of the text, etc.

c) Adapted: In order to simplify the genuine text, grammatical structures and vocabulary are changed.

d) Simulated: The text is written by the author for language teaching purposes. However, the author uses the characteristics of genuine texts to make it seem authentic.

e) Minimal / incidental: The text is written by the author for language teaching purposes. The author shows no attempt to make the material look genuine.

As it can be seen, the materials used in language learning can be ranked in terms of authenticity. While determining which material to use, the learners and teachers should be aware of the distinctions between these points.

Speaking Skills

The leading role of English in today's world is as a lingua franca. Most of the speakers of this language are multilinguals, which means that the majority of the English speakers around the world have learned English as a second language. (Kirkpatrick, 2010). As English is used as a means of communication universally, the development of English-speaking skills should be provided for the learners along with the development of the other skills in order to increase the quality of the communication with native and non-native speakers. Speaking is a productive skill that many foreign-language and second-language learners find more difficult than reading, writing and listening (Bailey, 2007). Bailey (2007) gives two reasons why people feel that speaking is the most difficult skill. Firstly, speaking is a spontaneous event, and the interlocutor waits for your utterances. Thus, it is impossible to take one's time and wait too long. Secondly, although it is possible to edit or revise the writings for the readers, it is impossible to do such thing in speaking.

The difference between spoken and written language can be clearly defined to try to understand why the EFL learners have problems in developing their speaking skills. Although written language is only visual, spoken language can be auditory or audiovisual. Spoken language is temporary and the interlocutor receives the speech immediately, while written language is permanent and readers receive it later. In spoken language, rhythm, stress, intonation, body language, mimics and gestures are principal factors for a healthy conversation. As the speaking activity occurs real time, the speaker receives immediate feedback. This real-time occurrence also leads to slips and errors. However, because there is a chance to plan, edit and revise the writings, occurrence rate of slips and errors are lowered. The abovementioned differences can be summarized in Table 2.

Table 2

Differences Between Spoken and Written Language

Spoken Language	Written Language
Auditory or audiovisual	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation) and body language, mimics and gestures	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

Note. Adapted from “*Practical English language teaching: speaking.*” by K. M. Bailey, 2007, Higher Education Press, 48.

Given the difference between spoken and written language, one can clearly see that it is hard to improve speaking skills from textbooks because they do not reflect the real language. Most of the textbooks contain inauthentic audiovisuals, which leads learners to be exposed to inauthentic communication properties such as intonation, body language, mimics, gestures, immediate feedback, etc.

Another one of the main reasons why the speaking skills are found difficult is that the concept of speaking can sometimes be perceived wrong. Although the speaking process can be acknowledged as the utterance of the language through the mouth, it should not be forgotten that speaking does not only comprise monologues or utterances of words that does not have any content integrity. Quite the contrary, it requires knowledge of different areas such as grammar, cultural characteristics social interactions, strategies, etc. Hence, it is important to approach to the term “speaking skills” as a part of communicative competence. This way, speaking can be seen as a tool for human beings to meet their social needs instead of a series of utterances.

Communicative Competence. Susanto (2012) indicates that “developing communicative competence in teaching speaking is viewed very necessary because it will be highly valued in the process of communication” (p.78). In other words, the communicative competence of the learners should be enhanced in order

to provide an effective communication. Throughout the history, scholars contributed to the literature with their definitions and classifications of communicative competence. Thus, exploring their contributions will definitely help us adopt a new understanding of speaking skills.

Chomsky's competence. Chomsky (1965) was the first one who used the term "competence" in linguistics. He states that competence is the speaker-hearer's knowledge of his/her language. He argues that the linguistic knowledge, which is defined as competence, is different from the actual usage of the grammar for the purpose of communication. He calls this usage of the grammar in concrete situations "performance". Furthermore, he points out that the "performance" does not always reflect the "competence" or the linguistic knowledge as there are deviations from the rules, false starts, hesitations, and so on in a natural speech. Thus, it can be stated that Chomsky (1965) has approached to the term "competence" in linguistic manners and presented a distinction between "competence" and "performance". Also, Chomsky (1965) limited his competence concept to only grammar, which led succeeding scholars to build up new competences.

Hymes' communicative competence. As a challenger to Chomsky's (1965) restriction of the competence to grammar, Hymes (1972) states that competence is "the most general term for the capabilities of a person" (p. 282) and argues that the usage of the terminology consisted of "competence" and "performance" is insufficient. With his coinage of the term "communicative competence", he points out that the speakers and hearers are responsive to different situations, and capable of producing and adapting communications related to those specific situations (Foster, 2014). By declaring that communicative competence is not only the unconscious grammatical knowledge of the speaker but also the ability to use that knowledge in various situations, he brings a sociolinguistic perspective to this controversial issue (Bagarić & Djigunović, 2007).

Canale and Swain's communicative approach. Canale and Swain (1980) build upon Hymes' competence concept and subcategorize the communicative approach into three inter-related competences; *Grammatical competence*, *Sociolinguistic competence* and *Strategic competence*. They emphasize that none of the mentioned competences are more crucial than the others for a successful communication.

a) *Grammatical competence* includes the knowledge of rules of syntax, semantics, morphology, and phonology and of lexical items. Grammatical competence is crucial for the learners to be accurate in their utterances.

b) *Sociolinguistic competence* splits up into two sections; rules of discourse and sociocultural rules of use. These rules are crucial in order to interpret the social meanings of utterances. Rules of discourse can be considered as the combination of coherence (i.e. meaningful connection of ideas) and cohesion (i.e. grammatical connection of ideas). These rules differ from grammatical competence and sociocultural rules and can be considered as the combination of communicative functions and utterances. Sociocultural rules of use, on the other hand, is about the appropriateness of the communicative functions within a specific sociocultural context. The center of interest of sociocultural rules of use is the appropriateness of communicative functions and propositions considering contextual factors like settings, participant roles, topic, etc. For example, it would be inappropriate for students to use slang while speaking to their teacher.

c) *Strategic competence* refers to the strategies that are used in case of a breakdown during a communication to continue the conversation. It can be verbal or non-verbal and can derive from the other competences: grammatical competence and sociolinguistic competence. For example, if a person cannot remember the grammatical forms, and tries to paraphrase them to be comprehensible, it means that this strategic competence is related to grammatical competence. The strategies to ask a stranger where to find the city center are related to sociolinguistic competence.

Canale (1983), later, made use of some components of *sociolinguistic competence* and formed another competence: discourse competence. According to him, discourse competence is the mastery of the ability to combine the different genres of written or spoken text and grammatical structures. Cohesion, grammatical correction, and coherence, meaningfulness, are the main factors in order to bring about text unity. Sharing the same topic with the conversation and being grammatically accurate does not mean that a sentence complies with discourse competence. Thus, discourse competence filters out the compatible sentences regardless of their sociolinguistic convenience or grammatical accuracy.

Bachman's Language competence. Communicative competence was converted into a more comprehensive model and called "Communicative Language Ability" by Bachman (1990). Communicative Language Ability consists of three main areas; language competence, strategic competence and psychophysical competence. Bachman and Palmer (1996), on the other hand, changes the model previously asserted and put forward two major areas; strategic competence and language knowledge.

Language knowledge is divided into two classes: "organizational knowledge" and "pragmatic knowledge". Organizational knowledge, which consists of grammatical knowledge and textual knowledge, refers to the knowledge used for creating formally accurate language, and producing, organizing and comprehending grammatically appropriate utterances both in spoken and written interaction. Pragmatic knowledge, which consists of functional knowledge and sociolinguistic knowledge, leads language users to produce and interpret spoken or written communication by creating a relationship between texts and the meaning of the texts, the intentions of the users, and settings.

Strategic Competence is approached as a set of metacognitive strategies or components that makes it possible to have management over language use and other cognitive activities. Strategic competence can be accomplished by having goal setting (deciding what to do), assessment (making an overall assessment on what one needs and evaluating their performance), and planning (determining how to use one's competences and knowledge)

Although these categories may seem to distinguish the components of language competence as if they are independent and separate, Bachman (1990) and Bachman and Palmer (1996) indicates that all of these components are constantly in interaction with each other.

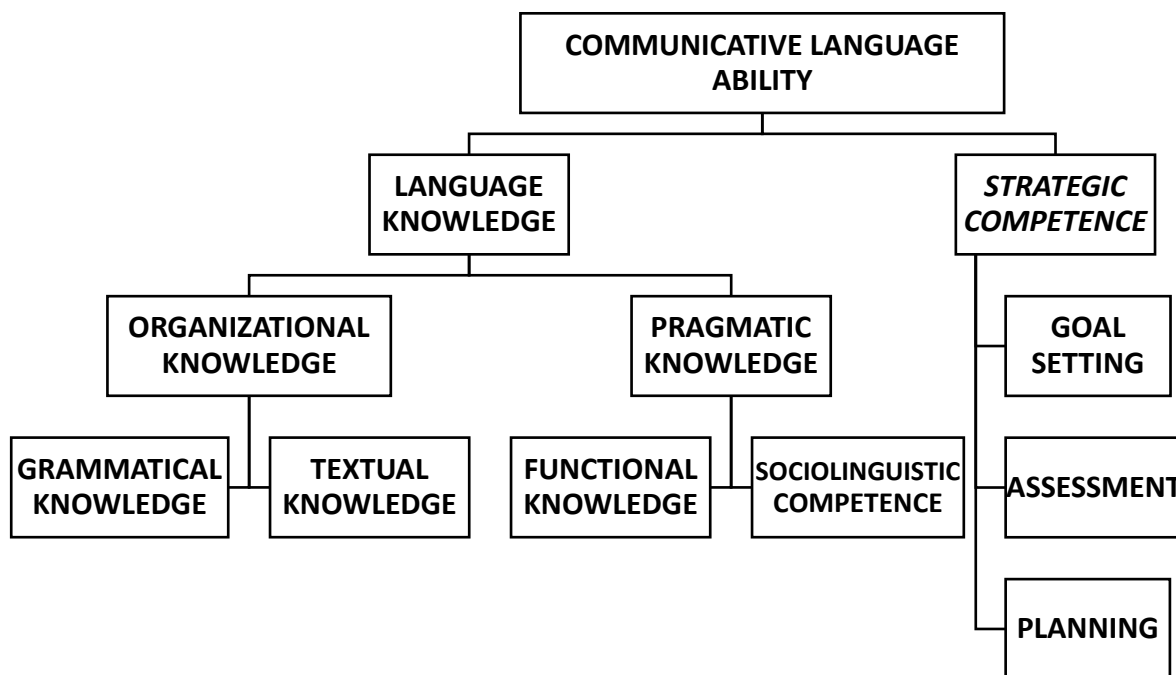


Figure 1. Subcategories of Communicative Language Ability. Adapted from *Language testing in practice: Designing and developing useful language tests* (pp. 66-75), by L. F. Bachman & A. S. Palmer, 1996, Oxford University Press.

Communicative Competence in CEFR. The final design that is going to be discussed in this paper is the communicative language competence, which is for teaching, learning and assessment in language, in CEFR (2001). The previous scholars tried to explain communicative competence, and, consequently, different definitions and classifications of it has emerged. CEFR can be seen as one of the comprehensive sources including the previous studies and building up new and comprehensive definitions and classifications of communicative competence. Communicative language competence consists of three components: linguistic competence, sociolinguistic competence and pragmatic competence. Previously, it was seen that the linguists and scholars divided the communicative competence in a way that the knowledge and the ability to use it go down to separate categories. However, in CEFR, the components are defined as “knowledge and skills and know how”, which means that each component describes the knowledge and how to use that knowledge.

Linguistic competences are not only related to knowledge quality and range, but also the way it is organized and stored and its accessibility. The individual may express the knowledge immediately and consciously or may not. Accessibility and organization may differ from person to person depending on the individual's inherent varieties, cultural characteristics, the place where his or her learning occurred, etc. Linguistic competences consist of six competences (CEFR, 2001): "lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence, orthoepic competence" (p. 109) It is crucial to recognize these five competences in order to understand "Linguistic competences" completely.

Sociolinguistic competences refer to the knowledge and its usage in a social context. Social interaction norms between genders, classes, generations, social groups of a community can be included to sociolinguistic competence. The individual may or may not be aware of this competence. The concepts that are related to sociolinguistic competences are; "linguistic markers of social relations; politeness conventions, expressions of folk-wisdom, register differences, and dialect and accent" (CEFR, 2001, p. 118).

Pragmatic competences are mainly related to functionality (communicative usage) and discourse (organization, structuring and arrangement). Hence, they can be divided into two sections; "discourse competence and functional competence" (CEFR, 2001, p. 123).

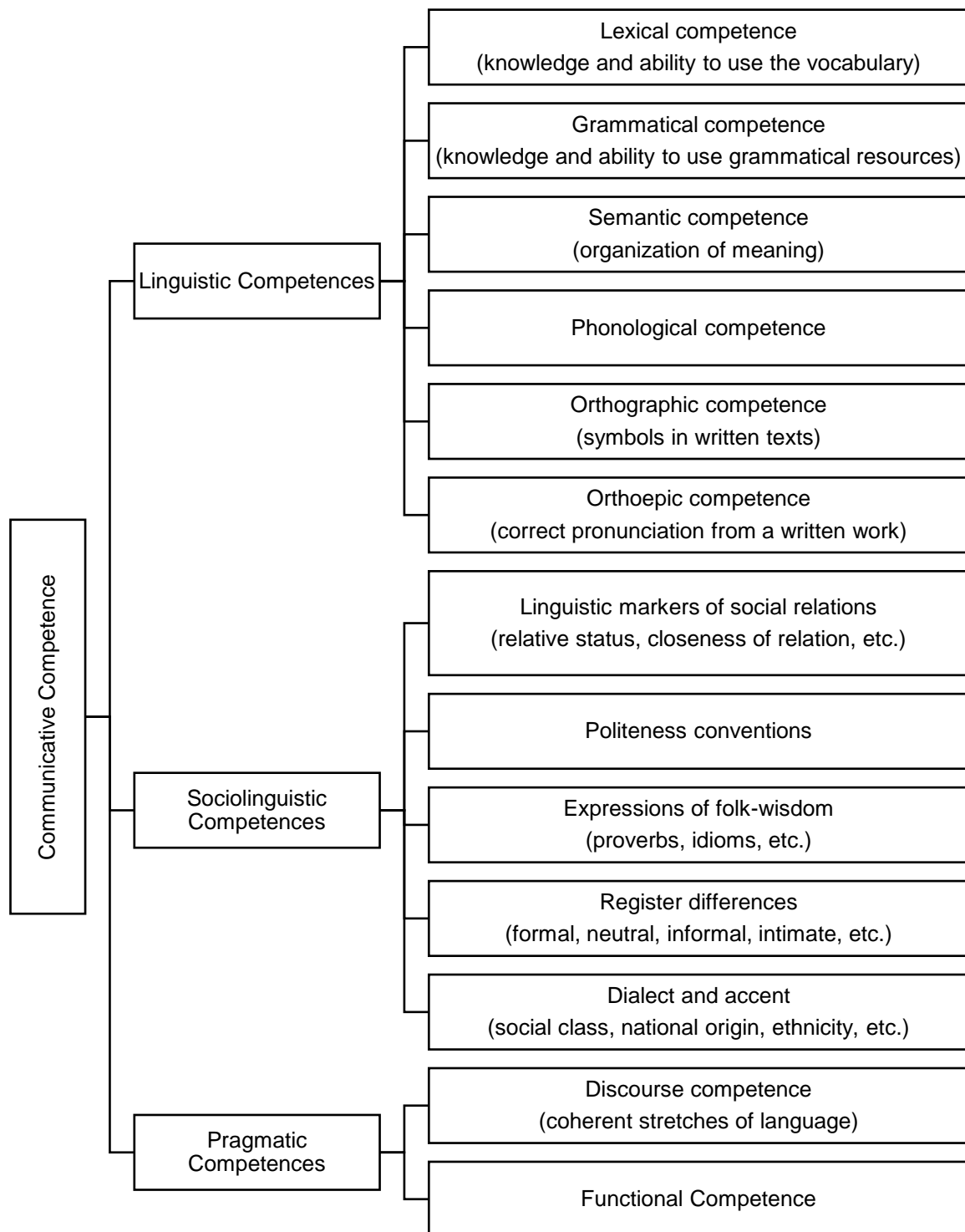


Figure 2. Communicative Competence in CEFR. Adapted from *Common European Framework of Reference for Languages: learning, teaching, assessment* (pp. 108-130), by Council of Europe, 2001, Cambridge University Press.

When the "communicative language ability" taxonomy of Bachman and Palmer (1996) and the "communicative language competence" of CEFR (2001) are compared, it can be clearly seen that they have differences as well as similarities. Different from Bachman and Palmer (1996), CEFR (2001) divides communicative language competence into three categories. These three categories (language competence, pragmatic competence and sociolinguistic competence) correspond to the subcategories of language knowledge of Bachman and Palmer (1996). Thus, it can be stated that CEFR (2001) excludes strategic competence from its competences. Instead, it conceives strategies in a broader sense (Bagarić & Djigunović, 2007). It defines strategies not only as a means of overcoming a lack in language knowledge, but also as a hinge between the competences and communicative activities (reception, production, interaction and mediation). The comparison between these two models can be seen in Figure 3.

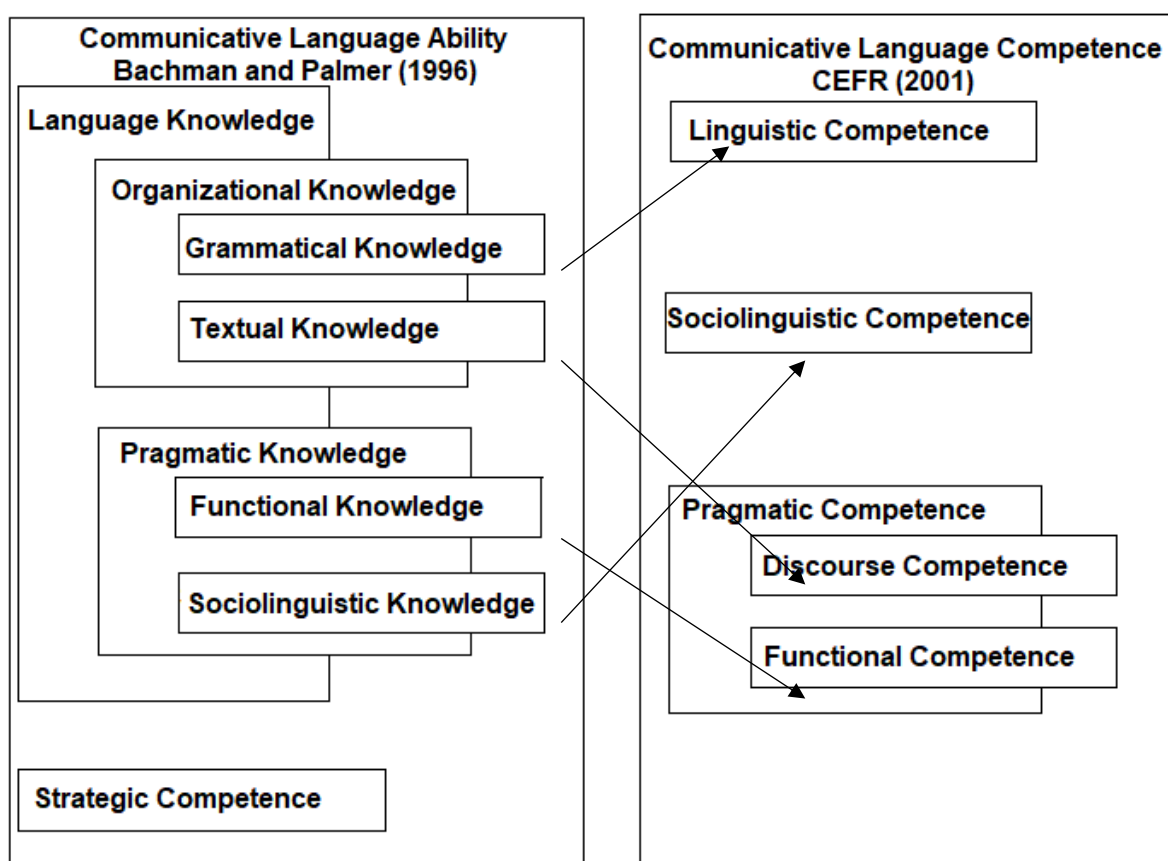


Figure 3. Comparison of Communicative Language Ability and Communicative Language Competence Models. Adapted from "Defining communicative competence," by V. Bagarić and J.M. Djigunović, 2007, *Metodika*, 8(1), p. 102.

All in all, it is apparent that various types of definitions of "communicative competence" have been put forward throughout the literature. Despite the various definitions, it can be stated that most of the scholars are in agreement that communicative competence consists of not only the knowledge but also the ability to use that knowledge. CEFR (2001) seems to have compiled and analyzed the previous definitions, and to have suggested a new set of definitions which can be considered as a more comprehensive one. Hence, throughout this study, the "Communicative Language Competence" of CEFR (2001) is acquired as a guiding light. Although "mediation" is out of the coverage of this study, the other three main communicative activity types (reception, production and interaction), which require the users to effectively manage their competences and strategies, were adopted during the treatment and assessment processes.

The Role of Subtitles

Thanks to the recent advances in technology, most of the language learners and teachers have more opportunities to access to authentic materials in target language. With the increased usage of authentic audiovisual materials, there is controversy among the teachers and learners about whether to use subtitles or not. Moreover, if the subtitles are decided to be used, another controversy emerges; whether to use native-language subtitles or target-language subtitles. The benefits and drawbacks of these 3 methods -watching without subtitles, watching with native-language subtitles and watching with target-language subtitles- should be known by the teachers and learners so as to implement the movies and TV series in their language teaching or learning process.

Several studies have been conducted on the effects of subtitles and captions, and most of them found out that the subtitles and the captions used in videos, movies and TV series had a positive impact on the learners' vocabulary and content comprehension (Ebrahimi & Bazae, 2016; Ozgen, 2008; Rokni & Ataee, 2014; Winke, Gass & Sydorenko, 2010). Apart from these studies, Rokni and Ataee (2014) investigated the effects of subtitles on EFL learners' oral performance. In the study, a total of 38 students were divided into two categories. Although the participants of both two groups watched a movie in 20 sessions, one group watched it with subtitles while the other group watched it without subtitles. After the intervention, the

participants were subjected to a post speaking exam. The results revealed that the group whose participants watched the movie with subtitles outperformed the other group in the oral exam.

As it can be clearly seen, using subtitles in language learning and teaching process has a positive impact on the learners in listening and speaking. The previously conducted research discovered that using the subtitles in the target language has a lot more advantages than using the subtitles in the learners' native language in terms of listening comprehension and vocabulary acquisition (Atac & Koprulu, 2018; Frumuselua, Maeyer, Donche & Plana, 2015; Hosogoshi, 2016; Hayati & Mohmedi, 2011; Shamsaddini, Ghanbari & Nematizadeh, 2014; Wang, 2014). Among these studies, Atac and Koprulu (2018) applied a questionnaire on 68 English Language Teaching prospective teachers to investigate their attitudes towards English movies and subtitle preferences. The study indicated that the students believed that they took advantage of watching English movies. Alongside the positive effects of the movies on their listening skills, the students clearly stated that using English subtitles had contributed a lot to their speaking skills.

Based on the previously done research, it can be clearly argued that subtitles in the target language have undeniable benefits on language learners, especially in terms of listening skills improvement and vocabulary acquisition. Although there are not enough studies carried out on the search of the effects of such subtitles on speaking skills development, a few studies (Atac & Koprulu, 2018; Rokni & Ataee, 2014) showed their possible potentials. In this sense, the TV series used in this study were displayed with the subtitles in the target language.

Relevant Studies

To date, several studies dealing with the effects of authentic audiovisual materials in EFL/ESL classrooms have been conducted. The authentic videos used in these studies mostly consist of movies, news and documentaries. One of those conducted studies (Bahrani & Sim, 2012) involved 60 low level ESL learners who were divided into three groups randomly. The first group watched news videos from different television channels, the second group watched cartoons, and the third group watched movies for 10 weeks. A sample IELTS test was used before and after the treatment as pre- and post-test. The post-test results showed that the first

group who watched news during this period failed to show any improvement in their language proficiency. However, the other two groups resulted in language proficiency improvement. Especially, the second group who watched cartoons displayed a more significant improvement than the third group who watched movies. Hence, the study clearly shows that the low-level language learners gained a lot in terms of language improvement from cartoons and movies.

Another study (Ghaedsharafi & Bagheri, 2012) investigated the effect of documentary videos on learners' writing skills. The participants, who were 45 advanced English learners, were selected randomly and separated into three groups. The first group watched three different documentary videos. The second group, on the other hand, was given the scripts of the same documentaries. Moreover, the third group listened to the audio recordings of the same documentaries. The participants were asked to write about the topics of the documentaries before and after the treatment. The writing papers of the participants were scored by raters with the help of IELTS writing criteria, and the results were used as pre-test and post-test results. According to the post-test results, it was clear that the first group who watched the videos outperformed the other two groups, which demonstrates the importance of authentic audiovisual materials in language learning.

Another study (Kuppens, 2010) dealing with the authentic audiovisuals investigated the correlation between the language improvement of 374 students from primary schools and their exposure to media in target language. The usage of the students of the media was determined by utilizing a survey. In order to test the students' language proficiency a test containing vocabulary, translation, and grammar questions was used. The results revealed that there was a significant correlation between the exposure to English subtitled TV programs and the English proficiency level of the primary school students.

Authentic videos make a major contribution to not only language learners' listening skills, reading skills, writing skills, and vocabulary development, but also their speaking skills. One of the studies (Chapple & Curtis, 2000) compromised 31 students who watched and actively used authentic movies in their speaking, listening, writing, and vocabulary focused classes. After the treatment period, all of the students were asked to fill in a 4-point Likert type questionnaire to rate

themselves. The results revealed that the highest rated area in the questionnaire was the confidence of the students in expressing themselves in English. Moreover, the improvement of listening and speaking skills followed the confidence improvement of the students respectively.

Furthermore, by making use of news videos from CNN, Mekheimer (2011) aimed to measure the improvement gains of 64 students in reading, listening, writing and oral skills. The students were divided into two groups: control and experimental groups. Both of the groups had the same syllabus except for the fact that the experimental group watched the news in their lessons additionally. Different examinations were utilized per skills for pre-test and post-test. The speaking exam, to be precise, had a video description part, which was tape recorded for further grading. The criteria for the assessment of the students' speeches included language, content, presentation skills, confidence and time management. The results showed that the experimental group who watched the news in their lessons surpassed the control group in every skill measured.

The study by Ismaili (2013) offered to shed light on the impact of authentic videos on speaking skills by making use of movies. 60 university students participated in the study in either the control or the experimental group. While the experimental group was instructed with the help of a movie based on a novel, the control group took part in the classroom activities by simply reading the novel for three months. Although both of the groups had pre- and post-reading questions, the experimental group had while-reading questions. The results indicated that the experimental group scored much better than the control group. The study also revealed certain essential points of view of the instructors: "After watching the movie, they were more motivated to read the simplified reader. They also were keener to participate in group discussions. They were able to discuss and analyze the characters and had a clearer picture of the events" (p. 128).

Whilst a small number of studies has been conducted on the effects of the authentic videos on different language skills, previously published research on the effect of TV series are even scarcer. Of the studies that have been carried out, the one conducted by Weyers (1999) included 37 students who were taking Spanish classes. While the control group followed the curriculum of the institution without any alteration, the experimental group watched two episodes of a Mexican TV series

a week in addition to the same curriculum throughout one semester. In order to measure the students' improvement in oral skills, picture description activities were adopted. The results pointed out that the experimental group who watched the TV series was more confident than the control group. According to the scores of the students, it can also be stated that the experimental group managed to give more detailed descriptions than the control group.

Despite not being completely related to speaking skill development, it can be asserted that the study of Erdemir (2014) sheds light on the effects of TV series. The study involved 66 upper-intermediate learners studying at a Turkish university with the intent of discovering the effects of TV series on formulaic language acquisition of the learners. While the control group took formulaic language training traditionally, the experimental group took the same curriculum with the difference of existence of the episodes of the TV series selected during the lessons. Discourse Completion Tests (DCTs) were used as pre-test and post-test. DCTs were pen-and-paper based examinations and included formulaic language in it. The treatment process took 3 weeks to complete. 2 weeks after the post-test, another DCT was conducted as a follow-up test to measure the long-term effects of the TV series. The results presented that the formulaic language development of the experimental group was much higher than of the control group.

All in all, in spite of the scantiness of conducted research on the effects of TV series, the studies carried out to date pointed out the fact that TV series have an undeniable importance in EFL and ESL contexts. Although, to some extent, the crucial role of the TV series on motivation, vocabulary, reading, writing and listening skills has been proven by the aforementioned studies, the significance of the effects of TV series on speaking skills has remained an issue that has not been supported enough scientifically. Hence, the current study makes a major contribution to the literature to fill in the indicated gap.

Chapter 3

Methodology

This section is dedicated to the methodical framework of the present study. The setting where the data were gathered, the participants who contributed the study, the data collection process, and the instruments which were used during this process are explained. Furthermore, as both qualitative and quantitative research methods have been used in the current study, which makes it a mixed method, the data analysis process involving both of the research methods are presented in this chapter. The research questions of the current study are respecified below:

1. Do watching American TV series and having group discussion about the watched episodes regularly throughout an academic term have a significant effect on the overall learner performance with regard to oral scores?
 - a. Is there a statistically significant difference between the control group and the experimental group in range scores?
 - b. Is there a statistically significant difference between the control group and the experimental group in accuracy scores?
 - c. Is there a statistically significant difference between the control group and the experimental group in fluency scores?
 - d. Is there a statistically significant difference between the control group and the experimental group in interaction scores?
 - e. Is there a statistically significant difference between the control group and the experimental group in coherence scores?
2. What are the students' perceptions related to the adoption of TV series with regard to their speaking skill development process?

Settings and Participants

The current study was conducted in Izmir Institute of Technology School of Foreign Languages. This setting was particularly convenient as it was the institution where the researcher worked. The mission of the institution is to help its students to obtain necessary ability and knowledge of a foreign language so that they can meet their needs in their lives. Before they started the lessons, the students took a

proficiency examination at the beginning of the academic year, and they are placed into appropriate levels. The examination contained reading, listening, writing, grammar and vocabulary.

The institution offered different hours of education to different levels. A1 levels had twenty-eight hours, A2 levels had twenty-three and B1 levels had twenty hours of English. There were three types of lessons based on different language skills: main course, listening and speaking, reading and writing. Different instructors were assigned for different language skills, and each skill course had different course books. Internet, speakers, projectors and computers were all available in all classrooms. The students and the instructors made use of videos like Ted talks, and textbook audio recordings throughout the year.

Six monthly examinations were conducted in an academic year. Five of them consisted of language use, reading comprehension, listening comprehension and writing parts. The fifth monthly examination tested the students' speaking skills. Apart from the monthly examinations, 10 quizzes, consisting of language use, vocabulary, reading comprehension and listening comprehension parts, were applied in an academic year. The students were also assessed through their Writing Portfolios, in which the students kept their works for writing courses, presentations and classroom performance grade, which is based on attendance, homework assignment completion, in-class participation, etc. The students scoring at least 60 were qualified to enter the final examination. Also, they needed to score at least 60 in order to move on to their departments.

The participants of this study from Izmir Institute of Technology School of Foreign Languages were A2 level students from Molecular Biology, Chemistry, Mathematics, Physics, Computer Engineering, Bioengineering, Civil Engineering, Chemical Engineering, Environmental Engineering, Food Engineering, Mechanical Engineering and Architecture departments. The participants were selected through convenience sampling. Two random different A2 classes were chosen for the control and experimental groups. The students had started to A2 level at the beginning of the academic year. Then, they finished A2 level at the end of the first semester and they started to take B1 level lessons in the second term. Moreover, the students in the same level were randomly placed in random classes, which also means that the students in control and experimental groups were placed randomly.

The researcher waited for the beginning of the second term as the students were expected to progress to adequate levels for the experiment. Although normally different instructors were supposed to be assigned to different lessons and different classrooms, the researcher delivered the lectures to both the control and experimental groups in order to eliminate the inequality factor caused because of having different teachers. There were 56 students at the beginning; however, 8 of them had to be excluded because of their absenteeism in the experiment practice. In the end there were 48 students (21 female, 27 male) participating in the study. Table 3 summarizes the details given above.

Table 3

The Dissemination of The Participants in The Control and Experimental Groups

	Control Group	Experimental Group	Total
Female	10	11	21
Male	14	13	27
Total	24	24	48

Data Collection

In the current study, the data were collected both quantitatively and qualitatively. The quantitative part of the study is quasi-experimental and involves pilot test results, pre-test results and post-test results. The qualitative part of the study includes semi-structured interviews with the participants after the treatment.

After the consent of Hacettepe University Ethics Boards and Commissions was taken, the learners were informed inclusively about the procedure they would go through and the objectives of the research. It was also declared that their personal information would be kept confidential before, during and after the research. Furthermore, it was stated that none of the procedures in the research would affect the learners' grades in order to prevent any influence on the results of the study. After the exposition of the study, all the learners' consent and necessary information was obtained through "Voluntary Participation Consent Forms" and "Information Forms" (See Appendix A and B), which include the abovementioned information about the study.

Before the initiation of the experiment, a small group of learners were subjected to a pilot speaking test prepared by the researcher. The components and the results of the applied test were analyzed by several instructors, and afterwards the test was fine-tuned according to this analysis. Before the treatment, the speaking test was applied as a pre-test. After it was made sure that there was no statistically significant difference between the two groups in the pre-test results, the treatment phase of the experiment was executed. The learners watched one episode of “How I Met Your Mother” series every week for thirteen weeks. Each episode took approximately 25 minutes to watch.

After the learners watched the episodes, they formed groups of 4 or 5, and they had a conversation where they expressed their feelings and thoughts about the episode that they had just watched. Later, the learners and the teacher listened to the recordings, and together they discussed the ways to improve their speaking skills. The same speaking test of the pre-test was used in the post-test phase after the treatment phase was over. The pre-test and post-test were recorded on video. The learners in experimental group and the learners in control group were graded by two different pairs of assessors.

After the post-test, the learners in the experimental group were interviewed and asked to talk about their perceptions of watching TV series and its relation to their speaking skill development. The interviews were in a face-to-face format with the learners. Each participant was interviewed alone, and the interviews were audio recorded.

Instruments

In the current study, a speaking test (See Appendix C) was employed before and after the treatment procedure for the purpose of measuring the learners’ performance in spoken interaction and spoken production. As the students did not take a speaking test in their proficiency test, they needed to take one so as to be categorized as equally proficient groups. The speaking test was prepared by the researcher by extracting the key components of the speaking test of the institution and the high-stake speaking tests. The test was devised with the purpose of assessing the spoken production and spoken interaction of the learners in English.

In order to carry out this goal, the test consisted of 3 parts; General Questions, Particular Topics and Discussion.

General Questions section of the test serves as a warm-up part to lower the learners' stress level. Therefore, the questions asked in this part were about the learners' personal lives and general thoughts about their surroundings. The second section, *Particular Topics*, serves the purpose of assessing the spoken production skills of the learners. That is why there is no pair interaction in this part. The learners were simply given a topic and asked to talk about it for about three minutes. Cue cards containing sub-topics were also given to the learners in case they needed help if they got stuck in finding thoughts to talk in the related topic. The last section, *Discussion*, aimed to assess the spoken interaction skills of the learners. In order to carry out this goal, each pair of the students were given a topic and asked to discuss that specific topic for about four to five minutes.

The scoring was carried out through a rubric (See Appendix D) adapted from the level and skills descriptors of "Common European framework of reference for languages: Learning, teaching, assessment". The rubric consists of 5 sub-skills, Range, Accuracy, Fluency, Interaction and Coherence. Each of the sub-skills were to be scored out of 4 points, which made the maximum score of the speaking test 20 points.

In order to get learners' perception of watching TV series to improve speaking skills, the learners were simply asked to talk about their feelings and thoughts about the process. Thus, there were no questions confected beforehand.

Development Process of the Speaking Test. The development process of the speaking test for the study comprises five successive steps; Writing Test Questions, First Editing, First Pilot Test, Second Editing, Second Pilot Test.

Writing Test Questions. After analyzing the speaking test of the institution and the high stake speaking tests, such as IELTS speaking test and TOEFL iBT speaking test, the researcher wrote test questions and formed the first draft of the speaking test.

First Editing. After the preparation of the first draft of the test, five English Instructors who had experiences in foreign language teaching of at least five years

were asked to give feedback on the test. The format and the items of the test were fine-tuned according to the feedback taken.

First Pilot Test. A group consisting of 22 A2 level learners volunteered to take part in the pilot test. The same instructors took part in the pilot studies and the pre- and post- tests as raters.

Second Editing. The difficulty of the test items was adjusted after the consideration of the feedback given by the raters. Some of the problematic words and sentence structures were also changed after the students' reactions and performance during the test were considered.

Second Pilot Test. After all of the steps to develop the speaking test were concluded, a second pilot test was conducted on 24 A2 level learners with the final speaking test in order to measure the reliability of the test.

Pilot Speaking Tests. As it was mentioned above, two pilot tests were conducted before the initiation of the pre-test, treatment, and post-test procedure. The participants of the both pilot tests were selected from the learners studying at the same school of foreign languages of the same state university. A group consisting of twenty-two A2 level learners (12 females and 10 males) were selected for the first pilot test (Appendix E). It was conducted in order to fine-tune the speaking test items. Table 4 shows the details related to the first pilot test:

Table 4

Item Statistics of the First Pilot Test

	Mean	Std. Deviation	N
Rater1	15,3636	2,17224	22
Rater2	15,7727	2,04548	22

After the first pilot test, some of the problematic words and sentence structures were changed. Later, a group consisting of twenty-four A2 level learners (13 females and 11 males) were selected for the second pilot test. The second pilot test was conducted after the speaking test was put into its final form, and it was conducted to check the inter-rater reliability of the test (Appendix F). The participants

for the pilot speaking tests were selected through convenience sampling just like the participants of the main study. Table 5 shows the details related to the first pilot test:

Table 5

Item Statistics of the Second Pilot Test

	Mean	Std. Deviation	N
Rater1	14,2083	2,23566	24
Rater2	14,4167	2,01983	24

Reliability of the Speaking Test. IBM "Statistical Package for Social Sciences" (SPSS) 24 was used to conduct the reliability analysis for the final (second) pilot test. In order to check the reliability of the test, inter-rater reliability analysis was conducted as the speaking test was performance-based. The test scores given by the two raters were used as the data for the analysis.

Table 6

Intraclass Correlation Coefficient of the Second Pilot Speaking Test

	Intraclass Correlation ^b	%95 Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.699 ^a	.420	.858	5.529	23	23	.000
Average Measures	.823 ^c	.591	.923	5.529	23	23	.000

Table 6 shows that there is a high degree of reliability between rater 1 and rater 2 in the pilot speaking test. The average measure ICC was .823 with a 95% confidence interval from .591 to .923 ($F(23,23) = 5.529, p < .001$).

Validity of the Speaking Test. The validity of the speaking test has been ensured by content validity. Although there are plenty of definitions of content validity in the literature, Haynes (1995) states that content validity is "the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose" (p. 238). According to

Guler (2013), the validity of a test can be ensured by consulting professionals of the target subject. Hence, so as to inspect if the speaking test was valid, five professionals, who were English instructors having at least five years of experience were asked to analyze the test items. The test format and items were fine-tuned with their feedback. After their approval about the content was received, the final form of the speaking test was established.

Data Analysis

In order to conduct the statistical analyses, IBM "Statistical Package for Social Sciences" (SPSS) 24 was used in this study. Firstly, so as to be sure about the reliability of the test, inter-rater reliability analysis was conducted as the speaking test was performance-based. The pre-test and post-test scores given by the interviewers for both of the groups were used as the data of the inter-rater reliability analysis. Koo and Li (2016) argues that if the raters are selected randomly from a larger population of characteristically similar raters, two-way random-effects model of Intraclass Correlation Coefficients is the ideal way to measure the inter-rater reliability.

The research questions and the analyses to be used for them are depicted in Table 7.

Table 7

Summary of Data Collection Procedure

Research Question Number	Research Question	Qualitative/ Quantitative	Analysis	Participant Number	Participants
1	Do watching American TV series and having group discussion about the watched episodes regularly throughout an academic term have a significant effect on the overall learner performance with regard to oral scores?	Quantitative	ANCOVA	48	Preparatory School Students
1.a	Is there a statistically significant difference between the control group and the experimental group in range scores?	Quantitative	Independent Samples t-Test	48	Preparatory School Students
1.b	Is there a statistically significant difference between the control group and the experimental group in accuracy scores?	Quantitative	Independent Samples t-Test	48	Preparatory School Students
1.c	Is there a statistically significant difference between the control group and the experimental group in fluency scores?	Quantitative	Independent Samples t-Test	48	Preparatory School Students

1.d	Is there a statistically significant difference between the control group and the experimental group in interaction scores?	Quantitative	Independent Samples t-Test	48	Preparatory School Students
1.e	Is there a statistically significant difference between the control group and the experimental group in coherence scores?	Quantitative	Independent Samples t-Test	48	Preparatory School Students
2	What are the students' perceptions related to the adoption of TV series with regard to their speaking skill development process?	Qualitative	Thematic Analysis	48	Preparatory School Students

Analysis of Covariance (ANCOVA) was utilized as the main tool to detect if there was a significant effect of watching TV series as curricular activities on speaking skills. Reducing the error variance and eliminating systematic bias are the main reasons to use ANCOVA in a pretest-posttest design. Thus, it can be argued that ANCOVA provides statistically more powerful and precise results (Dimitrov, 2003; Keselman et al., 1998). However, some assumptions were to be examined before the adoption of ANCOVA. Some assumptions (Rutherford, 2001) were addressed in order ANCOVA results to be assumed dependable: Normality, outliers, homogeneity of regression slopes and Homoscedasticity (Homogeneity of variance). To test the normality of the scores Shapiro-Wilk test was put to use. After making sure of having a normal set of data, the other assumptions were checked to determine if the data met the requirements of ANCOVA.

Once ANCOVA results were analyzed and it was found that there was a statistical difference between the two groups in post-test, a question emerged: "Which sub-skills were affected by the process of watching TV series?" With the aim

of answering this question, firstly, Levene's Test for Equality of Variances was conducted on the pre-test scores of the groups for each sub-skill (Range, Accuracy, Fluency, Interaction and Coherence) to make sure that both groups had the same baseline. After the results showed that there was no significant difference between the two groups in pre-test scores of sub-skills, Independent Samples t-Test was conducted on the post-test scores of the groups for each sub-skill.

In order to conduct the analysis of the interviews, a descriptive analysis was used. The data collected via the interviews were organized and analyzed through Thematic Analysis. Braun and Clarke (2019) argues that Thematic Analysis is eligible for complex and challenging qualitative data because it enables the researchers to organize the data by finding connections and placing them in patterns. Before the analysis of the data, the participants were assigned numbers (P1, P2, P3, etc.) to make the process clear. Afterwards, the thoughts of the participants were put into four categories; "TV series are beneficial", "TV series have negative effects", "TV series are ineffective", "TV series are not adequate." Then, the thoughts of the participants about the positive effects of watching TV series were categorized according to their answers.

Chapter 4 Findings

This section provides the results of the analyses conducted in accordance with the research questions. Initially, the results of the analyses carried out to find out the inter-rater reliability of the pre-test and post-test are presented. Afterwards, the results of ANCOVA on the overall oral scores of the experimental and control groups are provided, followed by the results of independent samples t-test results comparing the subskill (range, accuracy, fluency, interaction and coherence) scores of the two groups. Lastly, the general thoughts and positive feedback given by the learners are analyzed and categorized.

Inter-rater Reliability of the Pre-test and Post-test

The pre-test and post-test scores (See Appendix G and H) given by four raters were used in order to analyze the inter-rater reliability of the pre-speaking and post-speaking tests for both groups. Two-way random-effects model of Intraclass Correlation Coefficients was used to measure the inter-rater reliability of the tests. Table 8 presents the inter-rater reliability test results of the pre-test scores given by the raters to the control group. When table 8 is scrutinized, it can be clearly stated that there is a high degree of reliability between rater 1 and rater 2 in the pre-test results of the control group. The average measure ICC was .867 with a 95% confidence interval from .654 to .945 ($F(23,23) = 9.036, p < .001$).

Table 8

Intraclass Correlation Coefficient of the Pre-Test scores of the Raters for the Control Group

	Intraclass Correlation ^b	%95 Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.766 ^a	.486	.896	9.036	23	23	.000
Average Measures	.867 ^c	.654	.945	9.036	23	23	.000

Table 9 presents the inter-rater reliability test results of the pre-test scores given by the raters to the experimental group. Table 9 shows that there is a high degree of reliability between rater 1 and rater 2 in pre-test results of the experimental group. The average measure ICC was .904 with a 95% confidence interval from .780 to .958 ($F(23,23) = 10.367, p < .001$).

Table 9

Intraclass Correlation Coefficient of the Pre-Test scores of the Raters for the Experimental Group

	Intraclass Correlation ^b	%95 Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.824 ^a	.639	.919	10.367	23	23	.000
Average Measures	.904 ^c	.780	.958	10.367	23	23	.000

Table 10 presents the inter-rater reliability test results of the post-test scores given by the raters to the control group. Table 10 indicates that there is a high degree of reliability between rater 1 and rater 2 in the post-test results of the control group. The average measure ICC was .824 with a 95% confidence interval from .548 to .927 ($F(23,23) = 6.826, p < .001$).

Table 10

Intraclass Correlation Coefficient of the Post-Test scores of the Raters for the Control Group

	Intraclass Correlation ^b	%95 Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.700 ^a	.378	.864	6.826	23	23	.000
Average Measures	.824 ^c	.548	.927	6.826	23	23	.000

Table 11 presents the inter-rater reliability test results of the post-test scores given by the raters to the experimental group. Table 11 indicates that there is a high

degree of reliability between rater 1 and rater 2 in the post-test results of the experimental group. The average measure ICC was .865 with a 95% confidence interval from .691 to .942 ($F(23, 23) = 7.858, p < .001$).

Table 11

Intraclass Correlation Coefficient of the Post-Test scores of the Raters for the Experimental Group

	Intraclass Correlation ^b	%95 Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.763 ^a	.528	.890	7.858	23	23	.000
Average Measures	.865 ^c	.691	.942	7.858	23	23	.000

As a result, the conclusion which can be drawn by looking at these statistical outputs will be that between the two instructors for both groups, there is a high inter-rater reliability in the pre-test and post-test.

Analyzing the Pre-test and Post-test

In order to reduce the error variance and eliminate systematic bias, ANCOVA was used on the pre-test and post-test results as the analysis technique. A one-way between-groups analysis of covariance has been conducted to find out the effectiveness of the intervention, watching TV series and having group discussions about the watched episodes. The independent variable was the group type (control group and experimental group), and the dependent variable included the scores of the test conducted after the completion of the intervention. Furthermore, the pre-intervention scores of the participants were used as the covariate of the analysis.

Table 12 shows the mean scores of the control and experimental groups of the post-test. When the Descriptive Statistics are examined, it can be clearly seen that, for the pre-test results, the mean scores for the control group ($M = 11.72, n = 24$) and the experimental group ($M = 11.70, n = 24$) are quite similar with a slight difference in favor of control group. However, for the post-test results, the mean

score for the experimental group ($M = 15.26$, $n = 24$) is higher than the control group ($M = 14.12$, $n = 24$) with the mean difference of 1.14.

Table 12

Mean Scores of the Control and Experimental Groups

	Group	Mean	Std. Deviation	N
Pre-Test	Control	11.7292	2.51940	24
	Treatment	11.7083	2.62892	24
Post-Test	Control	14.1250	2.63855	24
	Treatment	15.2604	2.22080	24

As there are assumptions to be met to use ANCOVA; normality, outliers, homogeneity of regression slopes and homogeneity of variance (Homoscedasticity), initial checks have been conducted to make it certain that none of these assumptions were violated (See Appendix I). The analysis of covariance (ANCOVA) results are given in Table 13. After adjusting for pre-test scores, there was a statistically significant difference between the two groups on post-test scores, $F(1, 45) = 6.7$, $p = .01$, partial eta squared = .13. Partial eta square for the Pretest can be observed as .61, which means that there was a strong relationship between the pre-test and post-test scores.

Table 13

Control Group and Experimental Group Overall Scores ANCOVA Results

Tests of Between-Subject Effects						
Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	182.791 ^a	2	91.396	38.713	.000	.632
Intercept	76.717	1	76.717	32.495	.000	.419
Pretest	167.321	1	167.321	70.873	.000	.612
Group	15.893	1	15.893	6.732	.013	.130
Error	106.239	45	2.361			
Total	10651.062	48				
Corrected Total	289.030	47				

Analyzing the Sub-skills. After it was apparent that watching TV series as curricular activities had a significant effect on the development of speaking skills of EFL learners, a question emerged: “Which sub-skills were affected by the process of watching TV series and group discussions?” A procedure containing two steps has been followed. Firstly, Levene’s Test for Equality of Variances was conducted on the pre-test results of the learners so as to determine if the learners had similar starting points in sub-skills before the treatment. After it was made sure that the learners’ pre-test scores for each sub-skill are homogenous, an Independent Samples t-Test was conducted on the pre- and post-test sub-skill scores.

The group statistics for each sub-skill in the pre-test are given in Table 14. It can be clearly seen that there are 24 participants in each group and there is no missing data, which indicates that all the participants are taken into account in this analysis. The mean scores and the standard deviation of the pre-test sub-skill scores can also be seen in the mentioned table.

Table 14
Pre-Test Sub-Skills Scores Group Statistics

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-range	Control	24	2,5625	,66451	,13564
	Treatment	24	2,6158	,55683	,11366
Pre-accuracy	Control	24	2,3750	,55658	,11361
	Treatment	24	2,4375	,49040	,10010
Pre-fluency	Control	24	2,1667	,52475	,10711
	Treatment	24	2,1771	,63194	,12899
Pre-interaction	Control	24	2,3333	,52475	,10711
	Treatment	24	2,2604	,58736	,11990
Pre-coherence	Control	24	2,2917	,52990	,10817
	Treatment	24	2,2188	,62255	,12708

Table 15 and Table 16 shows the result of the independent samples t-test on pre-test sub-skill scores. According to the results, for the range scores in the first exam, there was no significant difference between the experimental group (M=2.62, SD=.56) and the control group (M=2.56 SD=.66); $t(46) = -.3, p=.764$. For the accuracy scores in the first exam, there was no significant difference between the experimental group (M=2.44, SD=.49) and the control group (M=2.37 SD=.56);

t(46)= -.41, p=.682. For the fluency scores in the first exam, there was no significant difference between the experimental group (M=2.18, SD=.63) and the control group (M=2.17 SD=.52); t(46)= -.06, p=.951. For the interaction scores in the first exam, there was no significant difference between the experimental group (M=2.26, SD=.59) and the control group (M=2.33 SD=.52); t(46)= -.45, p=.652. For the coherence scores in the first exam, there was no significant difference between the experimental group (M=2.22, SD=.62) and the control group (M=2.29 SD=.53); t(46)= -.44, p=.664.

Table 15

Pre-Test Sub-Skills Scores t-Tests

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Pre-range	1,847	,181	-,301	46	,764
Pre-accuracy	,390	,535	-,413	46	,682
Pre-fluency	,524	,473	-,062	46	,951
Pre-interaction	,000	1,000	,454	46	,652
Pre-coherence	,020	,890	,437	46	,664

Table 16

Pre-Test Sub-Skills Scores t-Tests

		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Pre-range	Equal variances assumed	-,05333	,17697	-,40955	,30289
Pre-accuracy	Equal variances assumed	-,06250	,15142	-,36729	,24229
Pre-fluency	Equal variances assumed	-,01042	,16767	-,34792	,32708
Pre-interaction	Equal variances assumed	,07292	,16077	-,25070	,39654
Pre-coherence	Equal variances assumed	,07292	,16688	-,26299	,40883

Since the pre-test results for each sub-skill has been found equal, it can be assumed that the learners had equal initial points before the treatment. An Independent Samples t-Test was conducted on the post-test sub-skill scores. The group statistics for each sub-skill in the post-test are given in Table 17. It can be clearly seen that there are 24 participants in each group and there is no missing data, which indicates that all the participants are included in this analysis. The mean scores and the standard deviation of the pre-test sub-skill scores can also be seen in the mentioned table.

Table 17

Post-Test Sub-Skills Scores Group Statistics

	Group	Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Post-range	Control	24	3,0417	,56945	,11624
	Treatment	24	3,1771	,51330	,10478
Post-accuracy	Control	24	2,5833	,60193	,12287
	Treatment	24	2,8854	,48330	,09865
Post-fluency	Control	24	2,8125	,67264	,13730
	Treatment	24	2,9167	,52990	,10817
Post-interaction	Control	24	2,8542	,58009	,11841
	Treatment	24	3,2292	,45990	,09388
Post-coherence	Control	24	2,8333	,52475	,10711
	Treatment	24	3,0521	,51594	,10532

Table 18 and Table 19 shows the result of the independent samples t-test on post-test sub-skill scores. The results indicate that, for the range scores of the post-test, there was no significant difference between the experimental group (M=3.18, SD=.51) and the control group (M=3.04 SD=.57); $t(46) = -.86, p = .391$. For the fluency scores of the post-test, there was no significant difference between the experimental group (M=2.92, SD=.53) and the control group (M=2.81 SD=.67); $t(46) = -.6, p = .554$. For the coherence scores of the post-test, there was no significant difference between the experimental group (M=3.05, SD=.52) and the control group (M=2.83 SD=.52); $t(46) = -1.46, p = .152$.

On the other hand, for the accuracy scores of the post-test, there was a nearly significant difference (at the $\alpha = 0.05$ level) between the experimental group (M=2.89, SD=.48) and the control group (M=2.58 SD=.60); $t(46) = -1.9, p = .061$. Furthermore, for the interaction scores of the post-test, there was a significant difference between the experimental group (M=3.23, SD=.46) and the control group (M=2.85 SD=.58); $t(46) = -2.48, p = .017$.

Table 18

Post-Test Sub-Skills Scores t-Tests

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Post-range	0,98	,756	-,865	46	,391
Post-accuracy	1,048	,311	-1,917	46	,061
Post-fluency	2,783	,102	-,596	46	,554
Post-interaction	1,262	,267	-2,482	46	,017
Post-coherence	,285	,596	-1,456	46	,152

Table 19

Post-Test Sub-Skills Scores t-Tests

		Mean	Std. Error	95% Confidence Interval of the Difference	
		Difference	Difference	Lower	Upper
Post-range	Equal variances assumed	-,13542	,15649	-,45042	,17958
Post-accuracy	Equal variances assumed	-,30208	,15757	-,61926	,01509
Post-fluency	Equal variances assumed	-,10417	,17479	-,45600	,24767
Post-interaction	Equal variances assumed	,37500	,15111	-,67916	,07084
Post-coherence	Equal variances assumed	,21875	,15022	-,52112	,08362

Analyzing the Interviews

In order to search for the opinions of the learners on watching foreign TV series and its effects on the development of the speaking skills, the participants were interviewed by the researcher. Semi-structured interviews were made use of in the study. Thus, there were no prearranged questions. Firstly, an analysis was conducted in a broad sense, and whether the participants liked the idea of watching TV series or not was examined. After that, the aspects of the TV series which are thought as beneficial by the participant were analyzed. The general thoughts of the participants about the effects of the TV series are as follows:

“TV series have lots of advantages in learning a foreign language.” (P1)

“Foreign TV series have a big effect on learning a language. I believe we have mastered our English while watching How I Met Your Mother.” (P2)

“I think foreign TV series are beneficial because you don’t have to go abroad. The native speakers come to you and you see their conversations... However, there are also bad sides of learning their culture.” (P3)

“They are beneficial for us.” (P4)

“I think we have improved our English by watching them...However, it is not enough.” (P5)

- "It was really good to watch them with subtitles." (P6)*
- "I think foreign TV series mostly affects our language in a good way." (P7)*
- "There are beneficial and harmful aspects of TV series." (P8)*
- "I think they have helped me to improve my language." (P9)*
- "I don't like watching English films or TV series. When I try to watch them, I get bored." (P10)*
- "TV series are very useful to improve English." (P11)*
- "There are several benefits of watching TV series in English." (P12)*
- "I think they can help me in my foreign language... There are also bad effects." (P13)*
- "There are lots of benefits of TV series." (P14)*
- "As you know there is "visual intelligence". I think it is the most effective in learning. In this sense, TV series are really good... However, TV series are not enough alone." (P15)*
- "I don't think TV series help me to improve my English." (P16)*
- "Watching TV series affected my English in a good way. My favorite character is Ted. Ted is so cute and silly." (P17)*
- "I think they improve our English, especially our speaking and pronunciation." (P18)*
- "TV series help you to improve your memory because you need to remember what happened in the previous episodes." (P19)*
- "I think English subtitles are very good." (P20)*
- "I don't know how, but I can say that I was better at speaking after watching the episodes." (P21)*
- "I think content is more important than language. If the content of TV series is good, then you can learn things about life." (P22)*
- "They have some benefits." (P23)*

“In my opinion, TV series are the best option if you want to learn a foreign language.” (P24)

When the general thoughts of the participants were considered, most of them thought that watching foreign TV series helped them to improve their language in different aspects. Twenty-one of the participants (87,5%) agreed on the idea that TV series are beneficial in language learning process.

On the other hand, three of the participants (12,5%) thought that watching TV series have harmful effects on people. The concerns of the participants about the harmful effects of the TV series are as follows:

“However, there are also bad sides of learning their culture. In our culture, family life is really important. In How I Met Your Mother, Barney has lots of girlfriends. People may not be comfortable with this situation.” (P3)

“As for their harmful aspects, there are lots of contractions. For example, ‘going to’ transforms into ‘gonna’ and ‘give me’ becomes ‘gimme’. Sometimes it’s hard to understand them. Also, watching them with Turkish subtitles is not so helpful because some of the translators translate the sentences badly. I believe watching with English subtitles is better, like what we did.” (P8)

“However, there are also bad effects. They may show people bad behaviors that they mustn’t do in public or in their life. TV series can normalize things which are not seen good by our people. Maybe older people won’t like some of them, but we are young, and we don’t mind it.” (P13)

As it can be seen among these three participants, two of them were concerned about the cultural differences between the audience and the characters in the TV series. Interestingly enough, the participants are mostly concerned about the other members of their society. One of the participants especially specified that the elders of the society might be affected poorly by the cultural differences even though they did not mind it because they were young. Moreover, one of the participants argued that the contractions made by the native speakers could be problematic in understanding. They also specified that watching the TV series with L1 subtitles were not helpful at all.

Three of the participants (12,5%) thought that watching TV series is ineffective in foreign language development. The thoughts of these participants are as follows:

“I don’t like watching English films or TV series. When I try to watch them, I get bored. The lifestyles, opinions and values in foreign TV series are different from ours. That’s why I don’t like them. Maybe it is because of my laziness. Because, I see watching TV series in English as an obligation. Maybe, one day, if I am interested in watching them, they can help me in grammar, vocabulary, and understanding how English is used by natives.” (P10)

“I don’t think TV series help me to improve my English. Maybe they have just helped me to improve my pronunciation. Other than that, I haven’t improved myself with TV series. You can only have a good time with TV series. With How I Met Your Mother, I have really enjoyed and laughed. But it is not a big deal. I need to say that TV series are not as effective as comic books and songs in my life.” (P16)

“I think content is more important than language. If the content of TV series is good, then you can learn things about life. How I Met Your Mother is just funny. It doesn’t teach you anything about life. That’s why it won’t help me in my language because I am not interested in it.” (P22)

Participant 10 indicates that s/he is not interested in watching TV series. This lack of interest in foreign TV series affected her/him in the sense that s/he thought that s/he couldn’t acquire much from the TV series in terms of foreign language development. Although Participant 16 was interested in the TV series and found them “funny”, s/he did not think that they were beneficial in her/his language education life.

Two of the participants (8,3%) thought that watching TV series, alone, is not adequate in foreign language development. The thoughts of these participants are as follows:

“However, it is not enough. I believe we should go abroad to improve ourselves more. But, of course, watching the TV series helps us to form a basis. We learn the fundamentals of the daily life language and culture. This way, I believe we can do better in a foreign country.” (P5)

“However, TV series are not enough alone. I wouldn’t have understood them if I hadn’t known English. So, you have to have the fundamentals if you want to improve yourself by watching TV series.” (P15)

As it can be seen, Participant 5 stated that TV series only give the fundamentals of the daily life language and culture of the targeted language. Thus, s/he believed that watching TV series is a good start for language development before going abroad. Participant 15, on the other hand, reflected a new remark and argued that without knowing the fundamentals of a language it would be impossible for her/him to understand the TV series. That’s why she believed that before starting to watch the TV series, a person should know the basics of the target language.

Table 20 gives a summary of the general thoughts of the participants on the effects of the TV series on foreign language development.

Table 20

The General Thoughts of the Participants on the Effects of the TV Series on Foreign Language Development.

Learner Thoughts	TV series are beneficial	TV series have negative effects	TV series are ineffective	TV series are not adequate alone
Participants				
1	1			
2	1			
3	1	1		
4	1			
5	1			1
6	1			
7	1			
8	1	1		
9	1			
10			1	
11	1			
12	1			
13	1	1		
14	1			
15	1			1
16			1	
17	1			
18	1			
19	1			
20	1			
21	1			
22			1	
23	1			
24	1			
Total	21	3	3	2
%	87,5	12,5	12,5	8,3

As it is apparent, most of the participants thought that watching foreign TV series is beneficial in foreign language development, it is important to understand the specific aspects which are thought by the participants to be affected by the TV series. Out of twenty-four learners, seventeen learners (70,8%) explicitly stated that TV series helped them to improve their speaking skills. The thoughts of the participants about the improvement of the speaking skills with the help of the TV series are as follows:

“TV series have lots of advantages in learning a foreign language. I think the most important benefit of them is that they can help you to improve your speaking and pronunciation... We also learn how to use those words in different environments

and situations. For example, Barney used different words in his jokes. I want to tell those jokes when I speak with my friends.” (P1)

“Foreign TV series have a big effect on learning a language. I believe we have mastered our English while watching How I Met Your Mother... Also, when you watch TV series, you get used to the sounds and it helps you to make your own sentences in time.” (P2)

“I think foreign TV series are beneficial because you don’t have to go abroad. The native speakers come to you and you see their conversations. You can improve your speaking by watching how they speak.” (P3)

“...They are beneficial for us... Listening to native speakers will eventually build up our speaking. I believe that one of the best ways to improve your English is to watch TV series.” (P4)

“I said to myself during the group discussions “Yes, I can talk like that. Why not?” I think these are very nice things.” (P6)

“I think watching foreign TV series mostly affects our language in a good way... This way, we can improve our pronunciation and learn sentence structures. Actually, this affects our speaking skills.” (P7)

“I think they have helped me to improve my language... It is really enjoyable to watch them while improving yourself. I believe my speaking skills have also improved. I can talk to my friends in English more easily during the classes. Now I am more comfortable and fluent while talking.” (P9)

“TV series are very useful to improve English... Also, if we go abroad I think we will communicate with people easily because we can see how people talk in TV series. They help us a lot.” (P11)

“There are several benefits of watching TV series in English. While watching them we can listen to daily communication. It can teach you how to speak.” (P12)

“Even if I didn’t know their (new words) exact meanings, I could understand them. I think this can help me to use those words in my sentences.” (P13)

“There are lots of benefits of TV series... You can talk English like a native speaker.” (P14)

“...you can understand what people are talking about. This is actually very helpful because we may need this when we go abroad and start talking with other people.” (P15)

“Anyways, while I was watching the series, I realized that I could understand what they were talking about. This encouraged me to learn and speak in English. I will continue watching TV series. I love them.” (P17)

“I think they improve our English, especially our speaking and pronunciation. If you are not confident enough with your English level subtitles are really good for you... As you understand what they are talking in the series, you become eager to talk in English. After we watched three or four episodes, I realized that I was more comfortable to talk with my partners in the classroom.” (P18)

“TV series help you to improve your memory because you need to remember what happened in the previous episodes... Actually, when we talked after watching the episodes, I was very shy to talk, and I couldn't remember anything. However, in other weeks, I got really motivated. I was paying attention to every second of the episode so that I could tell them to my friends. The talking was really good.” (P19)

“Maybe you will not realize that you have seen them (new words) in the TV series, but you learn them subconsciously, and use them when you speak. I have realized this when we were talking in groups. I don't know how, but I can say that I was better at speaking after watching the episodes.” (P21)

“They have some benefits... In the TV series, while people are talking, we can catch some new words. That will help us when we communicate.” (P23)

The learners have also stated various other benefits of TV series aside from their positive effects on speaking skills development. Out of twenty-four learners, nine learners (37,5%) argued that TV series helped them to improve their listening skills. The thoughts of the participants about the improvement of the listening skills with the help of the TV series are as follows:

“I believe we have mastered our English while watching How I Met Your Mother. My listening skills have improved. I can understand the daily life conversations better now. I believe if I go abroad I won't have much difficulty in understanding the native speakers.” (P2)

Also, if we watch them with subtitles, they will improve our listening skills. Listening to native speakers will eventually build up our speaking.” (P4)

“It was really good to watch them with subtitles. I don’t think that I would have understood the characters without the subtitles. I think my vocabulary and listening skills has improved thanks to them. As I understood the conversations in the series, I got encouraged.” (P6)

“I think watching foreign TV series mostly affects our language in a good way. Listening is actually important... I normally watch TV series with Turkish subtitles but watching them with English subtitles is better. It has more advantages.” (P7)

“Also, I have improved my listening skills. Now I can understand the conversations better. It is really enjoyable to watch them while improving yourself.” (P9)

TV series also help you to improve your listening skills. The more you watch, the more you understand.” (P14)

“...While I was watching the series, I realized that I could understand what they were talking about.” (P17)

“I think English subtitles are very good. I can practice my listening with them.” (P20)

“They also improve your listening skills. If you don’t know the language very well, you should watch them with subtitles.” (P24)

Out of twenty-four learners, three learners (12,5%) asserted that TV series helped them to improve their grammar knowledge. Most of these learners especially stated that watching TV series helped them to learn new structures in the target language and consolidate the previously known grammatical structures. The thoughts of the participants about the improvement of the grammar knowledge with the help of the TV series are as follows:

“When you watch TV series with subtitles, you can see sentence structures and you can learn some patterns of talking.” (P2)

“This way, we can improve our pronunciation and learn sentence structures.” (P7)

“I think you can learn new structures, too. Maybe you will not realize that you have seen them in the TV series, but you learn them subconsciously, and use them when you speak.” (P21)

Out of twenty-four learners, eleven learners (45,8%) asserted that TV series helped them to improve their pronunciation. Especially, most of the learners pointed out the importance of hearing the native speakers and authentic occurrences in pronunciation improvement. The thoughts of the participants about the improvement of the pronunciation with the help of the TV series are as follows:

“I think the most important benefit of them is that they can help you to improve your speaking and pronunciation. Sometimes I have difficulty in pronouncing a word that I know. However, watching TV series helped me to solve this problem.” (P1)

“I have improved my pronunciation thanks to them.” (P5)

“Listening is actually important. This way, we can improve our pronunciation and learn sentence structures.” (P7)

“I think we can improve our pronunciation because some of the words are hard to pronounce, such as “congratulations”, “accessory” and “enthusiastic”. I believe I have improved my pronunciation with How I Met Your Mother. (P8)

“We can improve our pronunciation too. It is very important to learn pronunciation from native speakers.” (P11)

“You can improve your pronunciation, too. You can talk English like a native speaker.” (P14)

“Also, we can learn how to pronounce correctly.” (P15)

“I think they improve our English, especially our speaking and pronunciation.” (P18)

“TV series are very effective in improving pronunciation skills. You can hear words with emphasis and in different accents.” (P21)

“Pronunciation is another benefit of them. While we are watching, we hear the communication of the native speakers. We don’t realize but our minds work on them. We learn how a word is pronounced without even realizing.” (P23)

“When you watch those series in their original language, you can hear the pronunciation of the words.” (P24)

Out of twenty-four learners, thirteen learners (54,2%) asserted that TV series helped them to improve their vocabulary. Most of the learners expressed their appreciation to the usage of phrases, proverbs and new words uttered by the native speakers in genuine environments. The thoughts of the participants about the improvement of the vocabulary with the help of the TV series are as follows:

“Also, people in the TV series do not completely use the language we see in our lessons. Their daily life language is different from our classroom language. That’s why TV series help us to learn words that native people use in their daily lives. We also learn how to use those words in different environments and situations. For example, Barney used different words in his jokes. I want to tell those jokes when I speak with my friends.” (P1)

“We learn various phrases, proverbs, and words. When you try to learn a new language by yourself you cannot find proverbs easily. If you watch these TV Series, you will learn proverbs and various phrases easily.” (P4)

“I have learned new adjectives, nouns, phrases, and so on.” (P5)

“I think my vocabulary and listening skills has improved thanks to them.” (P6)

“I think they have helped me to improve my language. When I was watching I was trying to understand the unfamiliar words. When I understood them, I said to myself ‘I got it’.” (P9)

“TV series are very useful to improve English. They help us to improve our vocabulary. As the characters speak, we can check and learn what the words mean.” (P11)

“In TV series there are words that you don’t know. Because of this you can improve your vocabulary.” (P12)

“After I watched the series some of the phrases and words became very familiar. Even if I didn’t know their exact meanings, I could understand them. I think this can help me to use those words in my sentences.” (P13)

“There are lots of benefits of TV series. You can learn several words and phrases by watching series. Learning new words can be easier if you watch TV

series. Also, you can find out the meaning of unknown words from gestures and facial expressions of actors/actresses. (P14)

“As you know there is “visual intelligence”. I think it is the most effective in learning. In this sense, TV series are really good. Even though you don’t know the meaning of some of the words, you can understand what people are talking about.” (P15)

“They also contain phrases from daily language. You cannot find all these phrases in books or on the internet.” (P21)

“They have some benefits. A person can learn lots of words by watching foreign TV series. In the TV series, while people are talking, we can catch some new words. That will help us when we communicate.” (P23)

“And also, you can memorize some words and you can check their meanings later... If you don’t know the language very well, you should watch them with subtitles. In that way, you can also learn the meanings of the proverbs and phrases.” (P24)

Out of twenty-four learners, six learners (25%) indicated that TV series helped them to be exposed to daily life language. The learners specifically stressed the importance of being exposed to genuine daily life conversations and its cognitive effects on them. The thoughts of the participants about being exposed to daily life language with the help of the TV series are as follows:

“Also, people in the TV series do not completely use the language we see in our lessons. Their daily life language is different from our classroom language. That’s why TV series help us to learn words that native people use in their daily lives.” (P1)

“I can understand the daily life conversations better now. I believe if I go abroad, I won’t have much difficulty in understanding the native speakers.” (P2)

“We also learn about their culture; traditions, daily language and idioms.” (P7)

“While watching them we can listen to daily communication. It can teach you how to speak. The people in the TV series do not talk slowly. That’s why it can help us in real life.” (P12)

“They also contain phrases from daily language. You cannot find all these phrases in books or on the internet.” (P21)

“While we are watching, we hear the communication of the native speakers. We don’t realize but our minds work on them.” (P23)

Out of twenty-four learners, eight learners (33,3%) indicated that TV series helped them to learn the target culture. Some of the learners also indicated that the gained cultural awareness could be used effectively in their future lives because they wanted to go abroad. The thoughts of the participants about learning the target culture with the help of the TV series are as follows:

“Other than that, we also learn about their culture. For example, you can see how they react in different situations. Also, we learn about their cuisine, clothing or national days.” (P2)

“Also, we can learn their culture. For example, if I travel to United States, their conversations won’t be unfamiliar to me because I have learned their culture. It will help me.” (P3)

“They are beneficial for us. Initially, we can learn about different people from different places. They open up new worlds for us. They teach us their culture.” (P4)

“I have also seen their culture.” (P5)

“We also learn about their culture; traditions, daily language and idioms.” (P7)

“I have also learned about their culture” (P8)

“Also, I can discover other countries’ cultures. In How I Met Your Mother, I have realized that their culture is not so different than ours. Of course, there are some differences, but they are not so important. I can empathize with the characters over there.” (P20)

“Culture is also important. When we understand their culture, we feel closer to them. So, it makes us more willing.” (P23)

Out of twenty-four learners, seven learners (29,2%) stated that TV series motivated them in the process of improvement. Specifically, the fun part of the TV series seems to attract the learners most. The thoughts of the participants about the motivation aspect of the TV series are as follows:

“I believe that one of the best ways to improve your English is to watch TV series. Who doesn't like watching them? They help you to improve your English while you are having fun.” (P4)

“As I understood the conversations in the series, I got encouraged. That meant a lot to me. I said to myself during the group discussions “Yes, I can talk like that. Why not?” I think these are very nice things.” (P6)

“It is really enjoyable to watch them while improving yourself. I believe my speaking skills have also improved. I can talk to my friends in English more easily during the classes. Now I am more comfortable and fluent while talking.” (P9)

“... I realized that I could understand what they were talking about. This encouraged me to learn and speak in English. I will continue watching TV series. I love them.” (P17)

“Also, How I Met Your Mother is a sitcom. They are easier to understand than the movies. As you understand what they are talking in the series, you become eager to talk in English. After we watched three or four episodes, I realized that I was more comfortable to talk with my partners in the classroom.” (P18)

“Actually, when we talked after watching the episodes, I was very shy to talk, and I couldn't remember anything. However, in other weeks, I got really motivated. I was paying attention to every second of the episode so that I could tell them to my friends. The talking was really good. I learned some words from the TV series, and I used them when we talked in groups.” (P19)

“When we understand their culture, we feel closer to them. So, it makes us more willing.” (P23)

All in all, without doubt most of the learners (87,5%) found TV series useful in the process of improving their English as a foreign language. 70,8% of these learners explicitly indicated that TV series helped them to improve their speaking skills. Moreover, according to them, the second most affected aspect of their language improvement was their vocabulary. 54,2% of the learners were in a state of agreement that TV series improved their vocabulary. Other than that, 45,8% of the learners indicated that they improved their pronunciation thanks to TV series. As stated by the 37,5%, 33,3%, 29,2%, 25% and 12,5% of the learners, the other useful aspects of watching foreign TV series were the improvement of the listening

skills, learning the target culture, getting motivated, being exposed to daily life language and improvement of grammar knowledge, respectively. Table 21 gives a summary of the thoughts of the participants on the positive effects of the TV series on foreign language development.

Table 21

Frequency of The Thoughts of the Participants on the Positive Effects of the TV Series on Foreign Language Development.

Learner Thoughts	Improving speaking	Improving listening	Improving grammar	Improving pronunciation	Improving vocabulary	Being exposed to daily life language	Learning the target culture	Motivating the learner
Participants								
1	1			1	1	1		
2	1	1	1			1	1	
3	1						1	
4	1	1			1		1	1
5				1	1		1	
6	1	1			1			1
7	1	1	1	1		1	1	
8				1			1	
9	1	1			1			1
10								
11	1			1	1			
12	1				1	1		
13	1				1			
14	1	1		1	1			
15	1			1	1			
16								
17	1	1						1
18	1			1				1
19	1							1
20		1					1	
21	1		1	1	1	1		
22								
23	1			1	1	1	1	1
24		1		1	1			
Total	17	9	3	11	13	6	8	7
%	70,8	37,5	12,5	45,8	54,2	25	33,3	29,2

Chapter 5

Conclusion, Discussion and Suggestions

With the guidance of the pre-determined research questions, the discussion of the findings was made in this chapter. Then, a brief overview of the study covering its objectives, process and results was given, which is followed by pedagogical implications of the findings. Lastly, in order to shed light on the issue, suggestions were made on further areas of study.

Research Question 1: Do watching American TV series and having group discussion about the watched episodes regularly throughout an academic term have a significant effect on the overall learner performance with regard to oral scores?

In order to find an answer to this research question, the control group and the experimental group were subjected to a pre-intervention speaking exam, a 13-week-long intervention, and a post-intervention speaking exam. Prior to the execution of necessary tests on post-test results, initial checks were conducted to make it certain that none of the assumptions (normality, outliers, homogeneity of regression slopes and homogeneity of variance) were violated. Furthermore, it was made sure that both the groups had similar prior knowledge before the experiment by analyzing the pre-test scores of the control group ($M = 11.72$, $n = 24$) and the treatment group ($M = 11.70$, $n = 24$).

After making sure that both groups have similar baseline in terms of speaking skills, the post-test results were analyzed in accordance with the pre-test results. The results of ANCOVA showed that there was a statistically significant difference between the control and experimental groups at the $\alpha=0.05$ level ($p= .01$). Here, the descriptive statistics of the pre-test and post-test results for the two groups must be scrutinized. In pre-test results, the mean scores for the control group ($M = 11.72$, $n = 24$) and the experimental group ($M = 11.70$, $n = 24$) are quite similar with a slight difference in favor of control group. This indicates that the two groups had the same baseline prior to the treatment process. However, in post-test results, the mean score for the experimental group ($M = 15.26$, $n = 24$) is higher than the control group ($M = 14.12$, $n = 24$) with the mean difference of 1.14.

Thus, it can be clearly seen that although the two groups started the term with similar exam results, the experimental group, whose participants watched American TV series and involved in group discussions about the watched episodes, in the target language surpassed the other group with a statistically significant difference in the speaking exam. This clearly indicates that despite the fact that both groups improved in speaking skills throughout the term, watching TV series and discussing them had a distinguishable effect on the participants of the treatment group.

In brief, the speaking exam results predicated that the learners who additionally watched TV series in the target language and had group discussions during the 13-week education term performed better than the participants of the control group, who followed the regular curriculum. Hence, it can be deduced from the results that TV series are helpful reinforcement materials as curricular activities for the overall speaking skills of the learners, which can be stated to be in line with the previously conducted studies which came to the conclusion that authentic audiovisual materials were beneficial for the learners in the process of speaking skill development (Chapple & Curtis, 2000; Erdemir, 2014; Ismaili, 2013; Mekheimer, 2011; Weyers, 1999;).

Sub-Research Questions of Research Question 1. After it was made clear that the learners who were exposed to TV series in the target language and had group discussions about the watched episodes for a term had a greater improvement in speaking on the whole, a key concern emerged in regard to the improvement of the speaking related sub-skills. In this sense, the sub-research questions can be listed as follows:

- a. Is there a statistically significant difference between the control group and the experimental group in range scores?
- b. Is there a statistically significant difference between the control group and the experimental group in accuracy scores?
- c. Is there a statistically significant difference between the control group and the experimental group in fluency scores?
- d. Is there a statistically significant difference between the control group and the experimental group in interaction scores?

- e. Is there a statistically significant difference between the control group and the experimental group in coherence scores?

The scores of the five sub-skills given by the raters in the speaking test before the treatment were analyzed via independent samples t-test in order to make sure that the participants of the two groups had similar starting points with regard to the skills related to speaking. The results showed that there were no significant differences between the control group and the treatment group at the $\alpha=0.05$ level in range ($p= .764$), accuracy ($p= .682$), fluency ($p= .951$), interaction ($p= .652$), and coherence ($p= .664$). This clearly reveals that both groups had equal initial points before the treatment in terms of the sub-skills.

To find out the effects of watching TV series as curricular activities on the speaking sub-skills, an independent samples t-test was conducted on the post-test sub-skill scores. The results demonstrated that there were no significant differences between the experimental group and the control group who followed the regular curriculum in the range scores ($p= .391$), the fluency scores ($p= .554$), and the coherence scores ($p= .152$).

On the other hand, at the $\alpha=0.05$ level, the accuracy results of the post-test showed a nearly significant difference between the control group ($M= 2.58$ $SD= .60$) and the experimental group ($M= 2.89$, $SD= .48$); $p= .061$. Furthermore, the interaction results of the post-test revealed a statistically significant difference between the control group ($M= 2.81$, $SD= .67$) and the experimental group ($M= 3.23$, $SD= .46$); $p= .017$. Thus, it can be stated that although the range, fluency and coherence scores of the learners were not affected statistically, the interaction and accuracy scores of the learners were affected statistically by the TV series and group discussions.

What the results bring forward is that although watching TV series in the target language and discussing the episodes affected the overall speaking scores of the participants, the results cannot be attributed to the all five sub-skills. However, there is a statistically significant difference between the treatment group and the control group in interaction scores. Interaction skills are related to initiating, maintaining, developing and concluding an interaction along with taking turns during an interaction. Thus, it can be clearly stated that the participants of the experimental

group surpassed the control group in these areas. The current result is in line with the previously carried out studies (Ismaili, 2013; Mekheimer, 2011; Weyers, 1999). Among these studies, Weyers (1999) tried to investigate the effects of authentic Spanish TV series on communicative competence of the learners. For that purpose, 37 Spanish learners were divided into an experimental group and a control group. The two groups were subjected to the same curriculum. However, the experimental group additionally watched an authentic Spanish TV series. It was indicated that the participants who watched TV series in the study were more confident than the other group and maintained the conversation with more detailed descriptions.

Moreover, by making use of authentic news videos from CNN, Mekheimer (2011) aimed to measure the improvement gains of 64 students in reading, listening, writing and oral skills. The students were divided into control and experimental groups and both of the groups had the same syllabus except for the fact that the experimental group watched the authentic news in their lessons additionally. Different examinations were utilized per skills for pre-test and post-test. The speaking exam, to be precise, had a video description part, which was tape recorded for further grading. The criteria for the assessment of the students' speeches included language, content, presentation skills, confidence and time management. The results revealed that the experimental group who watched the news in their lessons surpassed the control group in every skill measured.

Furthermore, Ismaili (2013) tried to investigate the effects of authentic videos on communicative competence of the learners by making use of movies. 60 intermediate and pre-intermediate university students were divided into experimental and control groups. Both of the groups followed the same curriculum, and additional to the curriculum, both of the two groups' participants read the same novel. The only difference between the groups was that the experimental group additionally watched a movie based on the mentioned novel. After the treatment phase, the learners were subjected to a quiz including speaking, vocabulary and writing activities. The results revealed that the experimental group surpassed the control group in the quiz. It was specifically reported that with the help of authentic videos, the learners had more tendency to affiliate themselves with the groups in group discussions with a clearer flow of the events. Ismaili (2013) specifically stated

that “They were keener to participate in group discussions. They were able to discuss and analyze the characters and had a clearer picture of the events” (p. 128).

All in all, the abovementioned studies clearly show that the authentic audiovisual materials used in the classrooms are effective in the development of language learners’ speaking skills. Thus, it can be stated that the results of the current study are in line with the previously conducted research. Especially, the results of the studies conducted by Weyers (1999) and Ismaili (2013) clearly give an adequate indication of the effects of the TV series on the interaction skills of the learners.

Research Question 2: What are the students’ perceptions related to the adoption of TV series with regard to their speaking skill development process?

After the completion of the 13-week treatment phase, interviews were carried out with the learners in order to find out their thoughts about using TV series in classes. Because the main aim was to find out the learners’ thoughts, there were no specific questions and the learners were asked to share their opinions about their experiences. With the aim of analyzing the perceptions of the participants of the adoption of TV series in language training process, the interview transcriptions were handled qualitatively.

When the overall thoughts of the learners about the TV series are considered, 21 out of 24 (87,5%) students indicated that they were of the opinion that watching TV series was beneficial in language learning. On the other hand, two of the participants (8,3%) stated that although watching TV series was helpful, it was not enough to improve language skills alone. While one of these two participants argued that watching TV series would form the basis for the language learner by delivering the daily life and the culture of the people using the target language, the other one believed that s/he couldn’t have understood anything if s/he hadn’t known anything in English. Hence, it can be induced that watching TV series might not be so effective by itself. Having prior knowledge about the target language and supporting the TV series with explicit language training can boost the effectiveness of them.

Three of the participants (12,5%) believed that watching TV series was ineffective in language development. However, presumably, the thought of

ineffectiveness came from personal choices because one of them indicated that s/he was not interested in TV series and the target culture at all. Furthermore, another one stated that s/he did not find the genre of the TV series that they watched useful because there were no seriousness or life lesson in it. The last participant indicated that TV series were not useful for her/him when they were compared to comic books and songs. When all three comments considered, it can be argued that the learners need to be motivated so that they can be interested in the target culture and open to the idea that the TV series can be fun and educational at the same time.

Three of the participants (12,5%) specified that TV series had also harmful effects along with the beneficial ones. Two of them were concerned about the possible negative impacts of the culture difference on the other members of the society. Especially, one of them stated that even though they did not mind it as they were young, the elders of the society might be affected poorly by the cultural differences. The other participant stated that the contractions in the language used in the TV series made it hard to understand, and they got frustrated because of them. It can be inferred that some of the learners fear that the newly learned culture may have adverse effects on their own culture. This can be overcome by having a proper training where the aspects of the culture of the target language are given without giving rise to loss of the learners' own cultural aspects.

As it is apparent, most of the participants argued that watching TV series had positive effects on them; therefore, the specific aspects which are believed by the learners to be affected by the TV series were examined. According to the interviews, 17 out of 24 (70,8%) learners reported that watching TV series had beneficial impacts on the speaking skills development. Most of these learners indicated that TV series improved their pronunciation skills because they could see the real pronunciation of the words and expressions from the native speakers. Some of the learners indicated that the jokes in the TV series were useful for them because they couldn't wait to tell the same jokes to their friends. It was also stated by the learners that they could see a lot of examples of the target language, which made them relate themselves to the daily language.

Moreover, according to the interviews carried out with the learners, watching TV series motivated them to learn the language and encourage them to speak more

because the learners could see that talking in that language was not an unachievable goal as the native speakers set a good example for them. Some of the learners asserted that watching TV series improved their fluency and vocabulary because they could see the related vocabulary and expressions in meaningful contexts repeatedly. Furthermore, some of the learners stated that they could learn the culture of the target language which could help them to get accustomed to the living in the countries they could possibly go in the future.

Furthermore, out of 24 learners, 13 learners (54,2 %) specified that TV series helped them to improve their vocabulary because they mostly could see different words and phrases in different real contexts. 11 out of 24 (45,8%) indicated specifically that TV series enhanced their pronunciation. Learners 9 out of 24 (37,5 %) learners argued that TV series helped them to improve their listening skills. Most of these learners indicated that watching the TV series with English subtitles helped them to enhance their understanding the target language gradually. 8 out of 24 learners (33,3%) stated that TV series improved their knowledge about the target culture including their cuisine, clothing and the differences between the two cultures. Out of 24 learners, 3 learners (12,5%) believed that TV series improved their grammar knowledge as they could see new structures and the structures in the classes.

In brief, most of the learners (87,5%) asserted that TV series were useful in general. Among all the participants, 70,8% of them explicitly indicated that TV series helped them to improve their speaking skills. Also, 45,8% of the learners indicated that their pronunciation skills were improved during the followed process. The learners' perceptions on the effects of the TV series, as authentic materials, on the speaking skills are in line with the quantitative results of the current study and the previously conducted studies (Ismaili, 2013; Mekheimer, 2011; Weyers, 1999). Furthermore, 37,5% of the learners stated that their listening skills showed a drastic development thanks to watching TV series. The thoughts of the learners on the effects of TV series on listening comprehension are in line with the previously conducted studies in the literature (Hayati & Mohmedi, 2011; Huang & Eskey, 1999; Wang, 2014).

Moreover, as put forward by the 54,2% of the learners, another useful aspect of watching foreign TV series was the improvement of vocabulary. The thoughts of the learners on the effects of TV series, which are authentic audio-visual materials, on vocabulary acquisition are in line with the previously conducted research in the literature (Huang & Eskey, 1999; Kuppens, 2010; Rodgers, 2013; Wang, 2012). Among these studies, Kuppens (2010) tried to investigate the effects of television programs on incidental vocabulary acquisition. In the study, 374 primary school students were subjected to a survey to find out the frequency of media usage. Later, the participants were subjected to an exam, which included a vocabulary section, translation activities and a grammar part. The results showed that the participants who had a higher frequency of being exposed to media did better in the exams.

In another study, Rodgers (2013) investigated the effects of television on incidental vocabulary acquisition. To that end, 260 university students, who were in either the experimental group or the control group, were subjected to the same pre-test and post-test. The only difference between these two groups was that while the control group followed the conventional classes, the experimental group watched TV series additionally. The results indicated that watching TV series had an impact on the learners' vocabulary acquisition. Also, Wang (2012) tried to investigate 28 EFL adult learners' perceptions on watching American TV series and vocabulary acquisition. For this aim, the learners were exposed to three different TV series, and later were subjected to a questionnaire. The results indicated that most of the learners slightly agreed (29%) and agreed (64%) that watching the TV series helped them to improve their vocabulary. Thus, it can be stated that the results of the current study are in favor of watching TV series for language development in various competences, which can be concluded as in line with the previously conducted research in the literature.

Summary

The current research aimed to inspect the effects of TV series as curricular activities in the target language in an intensive English class on the learners' overall speaking skills, sub-speaking skills, and observations and beliefs about the concept of watching TV series for language learning. Based on the results of the quantitative and qualitative data analyses carried out in this study, the inclusion of TV series and

group discussions in the language learning process was wholesome not only for the learners' speaking skills but also their enthusiasm about language learning. It was indicated that the learners improved their overall speaking skills. Furthermore, when the sub-skills were scrutinized, although there were no clear differences between the groups in range, accuracy, fluency, and coherence, it was apparent that the learners' interaction skills improved, which suggests that the learners advanced their initiation and maintenance of the interaction with interlocutors thanks to the TV series-based activities carried out in the lessons. Moreover, the TV series helped the learners to get close to the language emotionally. Hence, there is no doubt that TV series in the target language was beneficial for the learners.

Overview of the Study

A person who wants to be a well-rounded communicator must master each of the four skills, i.e., listening, reading, writing and listening (Akram & Malik, 2010). Thus, it has an utmost importance to find new and effective ways to support the learners and the teachers in the process of learning and teaching foreign languages. One way of meeting this need is to motivate the learners by straying from the tedious strategies and implementing authentic materials in language learning and teaching environments (Oguz & Bahar, 2008).

Thanks to the advances in technology, the access to the internet and new applications providing videos, movies and TV series has increased lately, which, in return, enabled learners to be exposed to authentic materials in their daily lives. Furthermore, TV series are one of the favorite activities of the people all around the world, which makes them a focal point in the fields of second and foreign language education. Moreover, several learners and teachers of foreign languages mostly recommend watching TV series in the target language for the improvement of a person's language skills comprehensively. However, there is a scarcity of studies to backup these recommendations, especially the ones indicating that they improve the speaking skills.

It is for the reasons mentioned above that the current study has aimed to investigate not only the effects of TV series as curricular activities in the target language on the learners' speaking skills but also the learners' thoughts about the implementation of the TV series in language learning process. For that reason, 48

students who were divided into two groups evenly were subjected to speaking exams at the beginning and at the end of the term. The only difference between the groups was that the experimental group had additional activities of watching and discussing the episodes of an American TV series for 13 weeks. The results of the exams indicated that the group who watched the TV series in the target language and discussed the episodes of the TV series performed better in the speaking exam. According to the analysis of the learners' responses in the interviews, it was clear that the learners had enjoyed and taken advantage of watching the TV series in their learning process.

Pedagogical Implications

Teaching and learning materials form a significant proportion of language teaching and learning (Howard & Major, 2004; Tomlinson, 2001). That's why the process of selecting materials to support the language teaching and learning process should get sufficient importance. To that end, the current study provides important pedagogical implications, which can appeal to learners, educators, researchers, school administrators, and material designers.

The current study has shown that implementing TV series and group discussions to the formal language education helped the learners with speaking skills development. Furthermore, the learners have stated that they feel more encouraged to interact with the language by taking advantage of such effective materials. According to Secer et al. (2015), when the audiovisual materials are selected appropriately, they can help the learners to get motivated and be attracted to the language, which is in line with the learners' thoughts in this study. Thus, it is suggested that the learners watch TV series to support their language learning process. When a suitable genre selected, TV series can help the learners have a strong relationship with the characters because, unlike movies and separate videos, they enable the audiences to embody their learnings by building up fully developed characters over successive episodes. Hence, the characters in the TV series become more like friends in time, which means that reaching to the native speakers of the target language and getting the most out of them are made easier thanks to TV series.

Moreover, language learners do not only see the characters in TV series, but they become aware of the environment of the speakers of that language. Desitarahmi (2013) argues that the learners can be aware of what is really happening around the world thanks to the cultural information induced from the authentic texts. Thus, experiencing and acquiring the target language can be accomplished partially without traveling to related countries, which gives the learners the desire to learn more about the target language. Also, Brosnan et al. (as cited in Nunan, 2004) states that authentic materials provide learners the opportunity to interact with non-linguistic clues, which are the physical setting, layout, symbols, colors, pictures, etc. All things considered, TV series take an important place among the authentic materials as they present invaluable facilities to language learners integrally.

Not only the learners but also foreign language educators should take advantage of TV series and group discussions in their teaching process. Teachers and administrations can include TV series in their lessons and curriculum by combining them with a variety of activities such as discussions, which have been made use of in the present study. In this sense, educators should be aware of the effectiveness of the authentic materials, including TV series. Although some of the educators can be aware of the effectiveness of the TV series in the target language as curricular activities, they have few sources to back this belief up. That's why the present study can help them to promote their beliefs and attitudes towards TV series.

Lastly, material designers should consider including TV series and group discussions in their course book materials because learners and teachers are aware that traditionally used videos, which are created with specific pedagogical topics in mind, are not inclusive enough to maintain a sustainable learning environment when compared to authentic materials. Thus, the learners may not want to employ those materials in their language learning process as they don't feel genuine enough to interact with. On the other hand, according to Marzban and Davaji (2015), authentic materials have a positive impact on the learners' motivation to learn the target language. Accordingly, the learners will not only internalize the content in the materials thanks to the motivational effects of TV series, but they will also get access to enriched contents throughout their learning process.

Suggestions for Further Research

The limitations of the current study can form a basis for the ideas that can be utilized by further research. Firstly, the present study was a small scale one, and larger scale studies can be carried out with regard to the sample size. In this sense, the sample size can be enlarged by including more university students to the research to investigate the effects of TV series as curricular activities in higher education, or, as an alternative, further research can include participants from different stages so that the effects of TV series and group discussions can be seen fully on different types of learners. In addition, the participants in this research were selected by convenience sampling because of the proximity and the accessibility of them to the researcher. Thus, a study which involves participants selected through sheer random sampling may help the researchers to get more generalizable results.

Furthermore, although the present study focused on the effects of TV series and group discussions on speaking skills development of the learners, the participants of the study argued that watching TV series also helped them to improve their listening skills along with their vocabulary and grammar knowledge. A follow-up study targeting their effects on reading, writing and listening skills can be conducted. Thus, the impacts of watching TV series in the target language on different skills can be compared and the overall effects of them can be fully presented. Additionally, though the learners indicated that TV series affected them positively in terms of motivation in speaking, the qualitative data can be supported with the help of a follow-up study collecting quantitative data in the same issue.

Lastly, the genre of the selected TV series used in this study was comedy as their language and content are close to the daily lives of the learners. However, the effects of the other genres on the language learners are unknown. Thus, a study close to the present one can be carried out with different genres to have a better insight into the effects of the TV series as curricular activities on language learners.

References

- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181-202. sss
- Akram, A., & Malik, A. (2010). Integration of language learning skills in second language acquisition. *International Journal of Arts and Sciences*, 3(14), 231-240.
- Altay, I. F., & Unal, D. C. (2017). An investigation of foreign language courses with and without video technology. *International Journal of Curriculum and Instruction*, 9(2), 49-69.
- Atac, B. A., & Koprulu, S. G. (2018). The role of subtitle in foreign language teaching. *International Online Journal of Education and Teaching*, 5(3), 525-533.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. New York, NY: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- Bacon, S. M., & Finnemann, M. D. (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *The Modern Language Journal*, 74(4), 459-473.
- Bagarić, V., & Djigunović, J. M. (2007). Defining communicative competence. *Metodika*, 8(1), 94-103.
- Bahrani, T., & Sim, T. S. (2012). Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement. *Turkish Online Journal of Educational Technology-TOJET*, 11(4), 56-64.
- Bailey, K. M. (2007). Speaking. In Nunan, D. (Ed.), *Practical English language teaching* (pp. 47-67). Singapore: McGraw-Hill Education.
- Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), 60-69.

- Braun, V., & Clarke, V. (2019). Thematic analysis. In Liamputtong, P. (Ed.), *Handbook of Research Methods in Health Social Sciences* (pp. 843-860). Springer.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R. W. (Eds.), *Language and Communication* (pp. 2-27). London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1, 1-47.
- Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, 28(3), 419-433.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Ciccione, A. A. (1995). Teaching with authentic video: theory and practice. In Eckman, F.R., Highland, D., Lee, P. W., Mileham, J., & Weber, R. R. (Eds.), *Second language acquisition theory and pedagogy* (pp. 203-215). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.
- Council of Europe (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge, UK: Cambridge University Press.
- Desitarahmi, R. (2013). *Using authentic materials to improve reading comprehension of grade eight students of SMP 15 Yogyakarta* (Doctoral dissertation). Retrieved from Lumbung Pustaka Yogyakarta State University Database. (Accession no. 07202244120).
- Dimitrov, D. M., & Rumrill Jr, P. D. (2003). Pretest-posttest designs and measurement of change. *Work*, 20(2), 159-165.
- Ebrahimi, Y., & Bazaee, P. (2016). The effect of watching English movies with standard subtitles on EFL learners' content and vocabulary comprehension. *Journal of Applied Linguistics and Language Research*, 3(5), 284-295.
- Erdemir, F. B. (2014). The effects of watching American TV series on tertiary level EFL learners' use of formulaic language. (Master's thesis). Retrieved from Council of Higher Education Thesis Center Database. (Accession No. 363119)

- Ergul, H. (2014). The social organisation of watching television: a conversation analytic investigation of assessments in TV audience interaction. (Doctoral dissertation). Retrieved from Newcastle University Theses Database.
- Foster, S. H. (2014). *The communicative competence of young children: a modular approach*. New York, NY: Routledge.
- Frumuselu, A. D., De Maeyer, S., Donche, V., & Plana, M. D. M. G. C. (2015). Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles. *Linguistics and Education, 32*, 107-117.
- Ghaedsharafi, M., & Bagheri, M. S. (2012). Effects of audiovisual, audio, and visual presentations on EFL learners' writing skill. *International Journal of English Linguistics, 2*(2), 113.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching, 40*(02), 97-118.
- Gilmore, A. (2011). "I prefer not text": Developing Japanese learners' communicative competence with authentic materials. *Language Learning, 61*(3), 786-819.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT journal, 55*(4), 347-353.
- Guler, N. (2013). *Eğitimde ölçme ve değerlendirme*. Ankara: Pegem Akademi.
- Hayati, A., & Mohmedi, F. (2011). The effect of films with and without subtitles on listening comprehension of EFL learners. *British Journal of Educational Technology, 42*(1), 181-192.
- Haynes, S. N., Richard, D., & Kubany, E. S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment, 7*(3), 238-247.
- Hosogoshi, K. (2016). Effects of captions and subtitles on the listening process: Insights from EFL Learners' Listening Strategies. *JALT CALL Journal, 12*(3), 153-178.

- Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal*, 12(10), 50-58.
- Huang, H. C., & Eskey, D. E. (1999). The effects of closed-captioned television on the listening comprehension of intermediate English as a second language (ESL) students. *Journal of Educational Technology Systems*, 28(1), 75-96.
- Hymes, Dell H. (1972). On communicative competence. In Pride, J. B. & Holmes, J. (Eds.), *Sociolinguistics: selected readings* (pp. 269–293). Harmondsworth: Penguin.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom—A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
- Keselman, H. J., Huberty, C. J., Lix, L. M., Olejnik, S., Cribbie, R. A., Donahue, B., ... & Levin, J. R. (1998). Statistical practices of educational researchers: An analysis of their ANOVA, MANOVA, and ANCOVA analyses. *Review of Educational Research*, 68(3), 350-386.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, 10(7), 1-6.
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model*. Aberdeen, Hong Kong: Hong Kong University Press.
- Koo, T. K., & Li, M. Y. (2016). A guideline of selecting and reporting intraclass correlation coefficients for reliability research. *Journal of Chiropractic Medicine*, 15(2), 155-163.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon Press.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, 73(4), 440-464.
- Kuppens, A. H. (2010). Incidental foreign language acquisition from media exposure. *Learning, Media and Technology*, 35(1), 65-85.

- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching* (3rd ed.). Oxford, UK: Oxford University Press.
- Lewkowicz, J. A. (2000). Authenticity in language testing: some outstanding questions. *Language testing*, 17(1), 43-64.
- Little, D. (1990). Autonomy in language learning. In Gathercole, I. (ed.), *Autonomy in language learning* (pp. 7-15). London, UK: Centre for Information on Language Teaching and Research.
- Loschky, L. (1994). Comprehensible input and second language acquisition. *Studies in Second Language Acquisition*, 16(03), 303-323.
- Marzban, A., & Davaji, S. (2015). The effect of authentic texts on motivation and reading comprehension of EFL students at intermediate level of proficiency. *Theory and Practice in Language Studies*, 5(1), 85.
- Mekheimer, M. A. A. G. (2011). The impact of using videos on whole language learning in EFL context. *Arab World English Journal*, 2(2), 5-39.
- Michael, P. H., & Webb, S. (2017). The effects of captions on EFL learners' comprehension of English-language television programs. *Calico Journal*, 34(1), 20.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge, UK: Cambridge University Press.
- Nunan, D. (2004). *Task-Based language teaching*. Cambridge, UK: Cambridge University Press
- Oguz, A., & Bahar, H. O. (2008). The importance of using authentic materials in prospective foreign language teacher training. *Pakistan Journal of Social Sciences*, 5(4), 328-336.
- Ozgen, M. (2008). *The use of authentic captioned video as listening comprehension material in English language teaching* (Doctoral dissertation). Retrieved from Selçuk University Digital Archive Systems (Accession no. 218777).
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.

- Porter, D., & Roberts, J. (1981). Authentic listening activities¹. *ELT journal*, 36(1), 37-47.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667220
- Richards, J. C. (2005). *Communicative language teaching today*. New York, NY: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge, UK: Cambridge University Press.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. New York, NY: Routledge.
- Rodgers, M. P. (2013). *English language learning through viewing television: An investigation of comprehension, incidental vocabulary acquisition, lexical coverage, attitudes, and captions* (Doctoral dissertation). Retrieved from //viewer.waireto.victoria.ac.nz/client/viewer/IE166235/rep/REP166263/FL166264?dps_dvs=1563704144344~214
- Rokni, S. J. A., & Ataee, A. J. (2014). Movies in EFL classrooms: With or without subtitles. *The Dawn Journal*, 3(1), 715-726.
- Rokni, S. J. A., & Ataee, A. J. (2014). The effect of movie subtitles on EFL learners' oral performance. *International Journal of English Language, Literature and Humanities*, 1(5), 201-215.
- Rost, M. (2013). *Teaching and researching: Listening*. London: Routledge, <https://doi.org/10.4324/9781315833705>
- Rutherford, A. (2001). *Introducing ANOVA and ANCOVA: a GLM approach*. London, UK: Sage Publications.
- Savignon, S. J. (2018). Communicative competence. *The TESOL encyclopedia of English language teaching*, 1-7.
- Secer, S. Y., Sahin, M., & Alci, B. (2015). Investigating the effect of audio visual materials as warm-up activity in Aviation English courses on students' motivation and participation at high school level. *Procedia-Social and Behavioral Sciences*, 199, 120-128.

- Shamsaddini, M. R., Ghanbari, B., & Nematizadeh, S. (2014). The effect of watching movies with and without subtitles on Iranian EFL learners' listening comprehension. *Modern Journal of Language Teaching Methods*, 4(2), 168-177.
- Susanto, J. (2012). Communicative competence in teaching speaking. *Journal of English and Arabic Language Teaching*, 3(1), 69-86.
- Taylor, D. (1994). Inauthentic authenticity or authentic inauthenticity. *TESL-EJ*, 1(2), 1-11.
- Taylor, L. M., Casto, D. J., & Walls, R. T. (2004). Tools, time, and strategies for integrating technology across the curriculum. *Journal of Constructivist Psychology*, 17(2), 121-136.
- Tomlinson, B (2001). Materials development. In Carter, R. & Nunan, D. (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.66-72). Cambridge, UK: Cambridge University Press.
- Wang, Y. C. (2012). Learning L2 Vocabulary with American TV Drama" From the Learner's Perspective". *English Language Teaching*, 5(8), 217-225.
- Wang, Y. (2014). *The effects of L1/L2 subtitled American TV series on Chinese ELF students' listening comprehension*. (Master's thesis). Retrieved from Michigan State University Digital Repository Collections.
- Weyers, J. R. (1999). The effect of authentic video on communicative competence. *The Modern Language Journal*, 83(3), 339-349.
- Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford, UK: Oxford University Press.
- Winke, P., Gass, S., & Syodorenko, T. (2010). The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, 14(1), 65-86.

APPENDIX-A: Voluntary Participation Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, "Televizyon Dizilerinin İngilizce Öğrenenlerin Konuşma Becerilerindeki Gelişimine Etkileri" başlıklı bir Yüksek Lisans araştırma çalışmasıdır. Çalışma, Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında Yasin LENGERLİOĞLU tarafından yürütülmekte ve sonuçları ile televizyon dizilerinin konuşma becerileri gelişimi üzerinde etkilerine ışık tutulacaktır.

- Bu çalışma için Hacettepe Üniversitesi Etik Komisyon izni alınmıştır.
- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda iki grup belirlenecek ve bu gruplardan birindeki öğrencilere üniversitenin ders programındaki konuşma dersleri değiştirilmeden verilecektir. Diğer gruba ise ek olarak her hafta ilgili televizyon dizisi bölümleri gösterilecektir. Bahsi geçen uygulamalar yaklaşık 1 yarıyıl sürecektir ve bu süreçten önce ve sonra konuşma sınavı uygulanacaktır. Konuşma sınavlarında ses kayıtları alınarak sizden veriler toplanacaktır. Uygulama bitiminde sizden yazılı görüşleriniz istenecektir.
- Araştırmada katılımcıların isimleri tamamen gizli tutulacaktır.
- Araştırmada veri toplama aracı olarak ses kaydına tabi tutulmak üzere bir konuşma sınavı ve katılımcılar tarafından değerlendirme yazıları kullanılacaktır. Bu araçlar araştırmacının kendisi tarafından geliştirilmiştir. Röportajlarda yapılandırılmamış sorular sorulacak ve katılımcıların verdikleri cevaplara göre doğaçlama olarak devam edecektir. Aynı şekilde, konuşma sınavlarında yapılandırılmamış sorular sorulacaktır. Derslerde uygulanan konulara göre değişiklik gösterecek sorular katılımcıların hem konuşma etkileşimine hem de konuşma üretimine yönelik olacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya telefon ya da e-posta ile ulaşarak yöneltebilirsiniz.

- **Arařtırmacı:**

Adı, soyadı: Yasın LENGERLİOĐLU

Adres: Hacettepe Üni. Beytepe Kampüsü Eđitim Fak. B Blok Yabancı

Diller Eđitimi Bölümü Kat:3 Çankaya/ANKARA

Tel. 0553 458 3231

e-posta: y.lengerlioglu@gmail.com

İmza:

Bu çalıřmaya tamamen kendi rızamla, istediđim takdirde çalıřmadan ayrılabileceđimi bilerek verdiđim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kiřiye veriniz.)

- **Tarih:**

- **Katılımcı:**

Adı, soyadı:

Adres:

Tel:

İmza:

APPENDIX-B: Information Form

BİLGİ FORMU

1. Cinsiyetiniz:

Kadın Erkek

2. Yaşınız:

12-17
 18-24
 25-34
 35-44
 45 ve üstü

3. Ana diliniz:

.....

4. Okuduğunuz Bölüm

.....

APPENDIX-C: Speaking Exam

SPEAKING EXAM

PART 1 – General questions

The examiner will explain the outline of the speaking exam and ask general questions about the examinee. One of the below topics will be asked each examinee.

- Where are you from?
 - What type of place is it?
 - What was it like growing up there?
 - Has it changed much since you were a child?

- Where do you live?
 - What kind of a place is it?
 - Do you like living there?

- What are you studying?
 - Why did you choose that particular course?
 - What job would you like when you have completed all your studies?

- What type of activities do you like to do in your free time?
 - How long have you been interested in these activities?
 - Do you like to do these activities alone or with other people? (Why)?

- How many people are there in your family?
 - Do you all live in the same house? (Why/why not)?
 - What things do you like doing together?
 - Who is your favorite family member?

PART 2 – Particular Topic

The examiner will ask each examinee one of the topics below. Cue cards will be given to each examinee.

- Tell me about your best friend.

You can tell:

- When and how you met
- How often you see this friend
- What kind of personality your friend has
- What s/he looks like

- Tell me about a well-known person that has an influence on you

You can tell:

- Who s/he is
- If she is alive or dead
- What his/her job is
- Why s/he has affected you

- Tell me about a childhood memory of yours

You can tell:

- What it is
- When it happened
- Who were you with
- How it affected you in your life

- Tell me a happy event in your life

You can tell:

- What it is
- When it happened
- Who were you with
- How it affected you in your life

- Tell me about a teacher you like

You can tell:

- Who s/he is
- What s/he looks like
- What her/his major is
- Why you like her/him

- Describe a time when you achieved something

You can say:

- What it was
- How you achieved it
- How you felt
- How it affected your life

- Describe something that's important to you

You can tell:

- What it is
- Who gave it to you
- Why that is special to you

- Would you ever give it to someone else
- Tell me about your favorite touristic place

You can tell:

- Where it is
- How it is like
- Why you like there

- Tell me about your dream job

You can tell:

- What the job is
- What qualifications you need to have that job
- Why you want that job

- Describe your favorite movie

You can tell:

- What it is
- Who the characters are
- What its plot is
- Why you like it

- Describe your favorite TV series

You can tell:

- What it is
- Who the characters are
- What its plot is
- Why you like it

- Describe your favorite book

You can tell:

- What it is
- Who the characters are
- What its plot is
- Why you like it

- Describe the best present you have received

You can tell:

- Who gave it to you
- When you received it
- Why you like it

- Describe your favorite animal

You can tell:

- Why you like it
- What you need to take care of it?
- Where you saw it

- Describe an interesting city you know and like

You can tell:

- Where it is
- How you went there
- What you did there?
- Why you like it

- Describe your favorite photograph

You can tell:

- Where the photo was taken?
- Who took the photo
- What can be seen from the photo?
- Why it is the favorite photograph for you

PART 3 – Discussion

Two examinees will discuss about one of the given topics below.

- Does money mean happiness?
- Does technology affect us positively or negatively?
- Is internet a good thing for people?
- Do you think television is beneficial for people?
- Which one is more important: talent or hard working?
- Should students wear uniforms?
- Can telling lies be acceptable?
- Should we always tell the truth?
- What makes you an adult?
- Which one is more important: beauty or knowledge?
- Which one is more important to live a happy life: love or money?
- Is "the student life" best time in a person's life?
- Is it important to learn a new language?
- A woman's place is in the home. Do you agree with it?

APPENDIX-D: Speaking Exam Rubric

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
4	Has a sufficient range of language and vocabulary to give and exchange views on familiar and general topics without noticeable searching for words	Shows a good degree of control of simple grammatical structures and attempts some complex grammatical structures. Does not make errors leading to misunderstandings.	Can keep going comprehensibly even though giving short pauses for grammatical and lexical planning	Can mostly initiate, maintain, take turns and develop the interaction. Negotiates towards an outcome with very little support	Can link a series of shorter, discrete simple and some complex elements into a connected, linear sequence of points
3	Uses a sufficient range of language and vocabulary when talking about familiar topics with some hesitation and circumlocutions	Shows a good degree of control of simple grammatical structures	Can keep going comprehensibly even though giving longer pauses for grammatical and lexical planning	Can mostly initiate, maintain and close simple interaction. Keeps the interaction going with very little prompting and support	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points to some extent
2	Uses a limited range of appropriate grammatical structures and vocabulary with memorized phrases, groups of a few words and formulae when talking about familiar topics	Uses some simple structures correctly, but still systematically makes basic mistakes.	Keeps the speech intelligible as a whole though the pauses for grammatical and lexical planning hinders comprehensibility time to time	Answers questions and responds to simple questions. Keeps the interaction going with prompting and support.	Can link mostly relevant shorter elements with some irrelevant ones with simple connectors like “and, but” and “because”
1	Produces very basic sentence forms and vocabulary	Shows only limited control of a few simple grammatical structures and sentence patterns	Produces very short, isolated, mainly prepackaged utterances. The pauses hinder the comprehensibility	Having problems in keeping the interaction going though enough prompting and support. Communication is totally dependent on repetition, rephrasing and repair.	Most of the short elements in the linear sequence are irrelevant

APPENDIX-E: First Pilot Test Results

ID	Rater 1	Rater 2
1	11	13
2	13	15
3	18	18
4	18	18
5	11	10
6	19	18
7	14	15
8	15	18
9	14	14
10	15	16
11	15	16
12	17	17
13	16	16
14	16	16
15	16	17
16	19	16
17	15	19
18	17	17
19	15	15
20	16	15
21	14	14
22	14	14

APPENDIX-F: Second Pilot Test Results

ID	Rater 1	Rater 2
1	15	14
2	11	10
3	15	16
4	18	16
5	15	16
6	13.5	13
7	13	16
8	14	13
9	13.5	14
10	12	12
11	15	17
12	14	16
13	9.5	11
14	10	12
15	15.5	17
16	13.5	14
17	15	15
18	13	17
19	14.5	13
20	14	13
21	18.5	17
22	18	16
23	14.5	14
24	16	14

APPENDIX-G: Pre-Test Results

ID	Group	Overall	Range	Accuracy	Fluency	Interaction	Coherence
1	Control	9,50	2,00	2,00	1,50	2,00	2,00
2	Control	14,50	3,00	3,00	2,50	3,00	3,00
3	Control	10,00	2,00	2,00	2,00	2,00	2,00
4	Control	13,00	3,00	3,00	2,50	2,00	2,50
5	Control	11,00	2,50	2,50	2,00	2,00	2,00
6	Control	11,50	3,00	2,50	2,00	2,00	2,00
7	Control	11,00	3,00	2,00	2,00	2,00	2,00
8	Control	7,00	1,00	1,50	1,00	2,00	1,50
9	Control	17,00	4,00	3,00	3,00	3,50	3,50
10	Control	16,50	3,50	3,00	3,00	3,50	3,50
11	Control	10,50	2,00	2,00	2,00	2,50	2,00
12	Control	13,00	3,00	3,00	2,50	2,50	2,00
13	Control	12,00	3,00	2,50	2,50	2,00	2,00
14	Control	10,00	2,00	2,00	2,00	2,00	2,00
15	Control	8,50	2,00	1,00	2,00	1,50	2,00
16	Control	9,50	2,00	2,00	1,50	2,00	2,00
17	Control	14,00	3,00	3,00	2,50	3,00	2,50
18	Control	15,00	3,00	3,00	3,00	3,00	3,00
19	Control	10,00	2,00	2,00	2,00	2,00	2,00
20	Control	14,50	3,00	3,00	3,00	2,50	3,00
21	Control	11,50	2,50	2,50	2,00	2,50	2,00
22	Control	12,00	3,00	2,50	2,00	2,50	2,00
23	Control	10,50	2,00	2,00	2,00	2,00	2,50
24	Control	9,50	2,00	2,00	1,50	2,00	2,00
25	Experimental	12,50	3,00	2,25	2,25	3,00	2,00
26	Experimental	12,00	2,50	3,00	2,25	2,25	2,00
27	Experimental	13,00	2,78	2,75	2,50	2,50	2,50
28	Experimental	18,00	3,75	3,25	3,75	3,50	3,75
29	Experimental	16,00	3,75	3,25	2,75	3,00	3,25
30	Experimental	8,50	2,00	2,00	1,75	1,75	1,00
31	Experimental	13,50	2,75	3,00	2,75	2,50	2,50
32	Experimental	13,00	3,00	3,00	2,25	2,25	2,50
33	Experimental	11,00	2,75	2,00	2,00	2,25	2,00
34	Experimental	11,50	2,75	2,50	2,00	2,00	2,25
35	Experimental	11,50	2,75	2,25	2,00	2,25	2,25
36	Experimental	10,50	2,00	2,00	2,00	2,25	2,25
37	Experimental	11,00	2,50	2,50	2,00	2,00	2,00
38	Experimental	9,00	2,00	1,75	1,25	2,00	2,00
39	Experimental	11,50	2,75	2,50	2,00	2,25	2,00
40	Experimental	7,00	1,50	2,00	1,50	1,00	1,00
41	Experimental	9,00	2,00	2,00	1,50	1,50	2,00
42	Experimental	13,50	2,75	2,75	3,00	3,00	2,00
43	Experimental	11,50	2,50	2,00	2,50	2,00	2,50
44	Experimental	14,50	3,00	3,00	2,75	2,75	3,00
45	Experimental	7,50	1,75	1,75	1,25	1,25	1,50
46	Experimental	12,00	3,00	2,50	2,50	2,00	2,00
47	Experimental	14,50	3,00	2,75	2,75	3,00	3,00
48	Experimental	9,00	2,25	1,75	1,00	2,00	2,00

APPENDIX-H: Post-Test Results

ID	Group	Overall	Range	Accuracy	Fluency	Interaction	Coherence
1	Control	10,50	2,50	2,00	2,00	2,00	2,00
2	Control	17,50	4,00	3,50	3,50	3,00	3,50
3	Control	11,00	3,00	2,00	2,00	2,00	2,00
4	Control	11,00	2,50	2,00	2,00	2,00	2,50
5	Control	14,50	3,00	2,50	2,50	3,50	3,00
6	Control	13,00	3,00	2,00	2,50	3,00	2,50
7	Control	14,50	2,50	3,00	3,00	3,00	3,00
8	Control	9,00	2,00	1,50	1,50	2,00	2,00
9	Control	20,00	4,00	4,00	4,00	4,00	4,00
10	Control	18,00	3,50	3,50	4,00	3,50	3,50
11	Control	14,00	3,50	2,50	2,50	3,00	2,50
12	Control	16,50	3,00	3,00	3,50	3,50	3,50
13	Control	13,50	3,00	2,00	2,50	3,00	3,00
14	Control	14,00	3,00	2,00	3,00	3,00	3,00
15	Control	10,50	2,00	2,50	2,00	2,00	2,00
16	Control	13,00	2,50	2,50	2,50	2,50	3,00
17	Control	17,00	4,00	3,00	3,50	3,50	3,00
18	Control	15,50	3,50	3,00	3,00	3,00	3,00
19	Control	12,00	2,50	2,50	2,50	2,00	2,50
20	Control	15,00	3,00	3,00	3,00	3,00	3,00
21	Control	14,00	3,00	2,00	3,50	3,00	2,50
22	Control	14,50	3,50	2,50	2,50	3,00	3,00
23	Control	15,00	3,50	2,50	3,00	3,00	3,00
24	Control	15,50	3,00	3,00	3,50	3,00	3,00
25	Experimental	14,50	3,00	2,50	3,00	3,00	3,00
26	Experimental	16,00	3,00	3,25	3,00	3,75	3,00
27	Experimental	17,25	4,00	3,25	3,00	3,25	3,75
28	Experimental	20,00	4,00	4,00	4,00	4,00	4,00
29	Experimental	19,50	4,00	3,75	3,75	4,00	4,00
30	Experimental	12,00	3,00	2,50	2,00	2,25	2,25
31	Experimental	17,50	3,50	3,25	3,75	3,50	3,50
32	Experimental	16,00	3,25	3,00	2,75	4,00	3,00
33	Experimental	14,50	3,25	2,75	2,50	3,00	3,00
34	Experimental	14,00	3,00	2,50	3,00	3,00	2,50
35	Experimental	14,50	3,00	2,50	3,00	3,00	3,00
36	Experimental	14,00	3,00	2,75	2,25	3,00	3,00
37	Experimental	17,00	3,75	3,25	3,25	3,75	3,00
38	Experimental	15,50	3,25	3,25	2,75	3,25	3,00
39	Experimental	13,00	2,50	2,50	2,50	3,25	2,25
40	Experimental	15,00	3,00	2,75	3,25	3,00	3,00
41	Experimental	15,50	3,00	2,50	3,00	3,75	3,25
42	Experimental	17,00	3,75	3,25	3,25	3,00	3,75
43	Experimental	15,00	3,00	3,00	3,00	3,00	3,00
44	Experimental	16,00	3,50	3,00	3,25	3,25	3,00
45	Experimental	10,50	2,00	1,75	2,00	2,50	2,25
46	Experimental	14,00	2,50	2,50	2,75	3,25	3,00
47	Experimental	16,00	3,50	3,00	3,00	3,00	3,50
48	Experimental	12,00	2,50	2,50	2,00	2,75	2,25

APPENDIX-I: Assumptions for ANCOVA

Table 22

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Posttest	Control	,106	24	,200*	,982	24	,924
	Treatment	,120	24	,200*	,976	24	,817

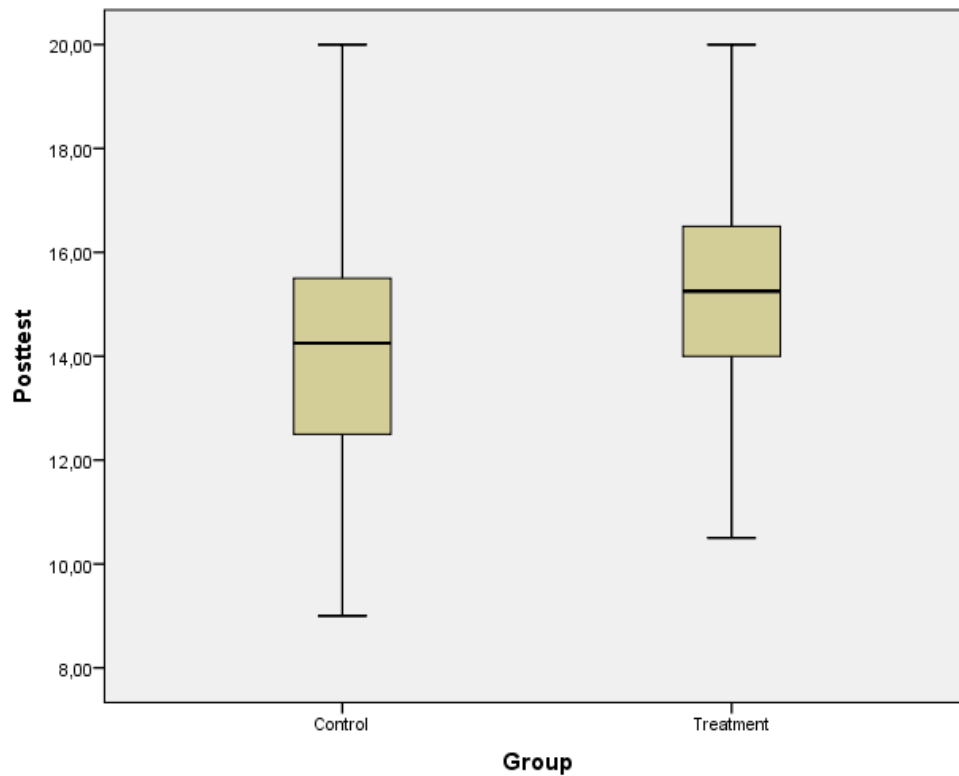


Figure 4. Outliers

Table 23

Tests of Between-Subjects Effects: Homogeneity of Regression

Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	185,620 ^a	3	61,873	26,327	,000	,642
Intercept	75,335	1	75,335	32,054	,000	,421
Group	6,160	1	6,160	2,621	,113	,056
Pretest	168,873	1	168,873	71,854	,000	,620
Group * Pretest	2,829	1	2,829	1,204	,279	,027
Error	103,410	44	2,350			
Total	10651,062	48				
Corrected Total	289,030	47				

a. R Squared = ,642 (Adjusted R Squared = ,618)

Table 24

Levene's Test of Equality of Error variances: Homogeneity of variance (Homoscedasticity)

Dependent Variable: Posttest			
F	df1	df2	Sig.
,292	1	46	,592

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Design: Intercept + Pretest + Group

APPENDIX-J: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433 - 3396

16 Kasım 2016

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 18.10.2016 tarih ve 2443 sayılı yazımız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Yasin Lengerlioğlu**'nun **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü "**Televizyon Dizilerinin İngilizce Öğrenenlerin Konuşma Becerilerindeki Gelişimine Etkileri**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **01 Kasım 2016** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-K: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

26/07/2019



Yasin LENGERLİOĞLU

APPENDIX-L: Thesis Originality Report

22/07/2019

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To the Department of Foreign Language Education

Thesis Title: An Investigation into the Relationship between Mindset and Foreign Language Anxiety

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
22/07/2019	120	135,686	12.07.2019	18%	1142475853

Filtering options applied:

1. Bibliography excluded
2. Quotes excluded
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last name: Yasin LENGERLİOĞLU

Student No.: N14223002

Department: Foreign Language Education

Program: English Language Teaching

Status: Masters Ph.D. Integrated Ph.D.

Signature



ADVISOR APPROVAL



APPROVED
Asst. Prof. Dr. İsmail Firat Altay

APPENDIX-M: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

26 /07/2019



Yasin LENGERLİOĞLU

"*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*"

- (1) *Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*
- (2) *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*
- (3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

