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**EFL Teachers' and Learners' Perceptions about The effects of English TV Series on EFL Learner' Conversational Competence: The Case of Third Year Students at Mohamed Boudiaf, M'sila University**

**Thesis Dissertation submitted to the Department of English in Partial fulfillment of the Requirement for the Degree of Master in Linguistics**

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## Declaration

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

جامعة محمد بوضياف بالمسيلة  
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قسم: اللغة الإنجليزية

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مذكرة ماستر  
EFL Teachers & Students perception about the effects of English  
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أصح بشرفي أنني ألتم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

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الجمهورية الجزائرية الديمقراطية الشعبية  
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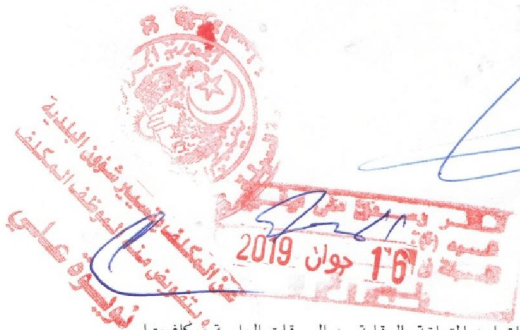
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## **Dedications**

*To our parents, for whom the hearts beat. May Allah reward them for being the reason for us to keep forward.*

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*In every conceivable way, without Allah none of this would ever be accomplished, for that we thank Allah, the almighty, for his help, assistance and all his gifts.*

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## **Abstract**

In recent years, watching English TV series becomes a wide spread phenomenon around the world. This kind of entertaining products took a place in most people's life especially EFL students. In this paper we report on research that explores and investigates the EFL teachers' and students' perception about the influence of the English TV series on the conversational competence of EFL learners. It aims also to find new strategies to shape the use of these TV series as teaching tool in EFL classrooms. For that concern, questionnaires were conducted for both EFL teachers and learners. For teachers, the questionnaire was conducted to investigate their perceptions about how far technology can penetrate EFL classrooms and learners mindset. As far as students, the questionnaire aims at exploring how students perceive the idea of how much likely movies and TV series can affect their conversational competence. The results revealed that teachers have a good perception about the conversational competence. In contrast, they have also a misperception about how to use TV series and movies as an authentic material inside classrooms. Meanwhile, students genuinely lack knowledge about conversational competence and they ignore the TV series influence on their conversational competence. This paper provides new insights on how to use English TV series as appropriate length authentic teaching tool inside M'sila University EFL classrooms.

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## **List of Abbreviations**

**EFL:** English Foreign Language

**TV:** Television

**CC:** Conversational Competence

**CW:** the Crimson White Television Network

**MTV:** Music Television

**NASA:** National Aeronautics and Space Administration

**ISS:** International Space Station

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## General Introduction

### Introduction

There has been growing interest in watching English TV series around the world; it becomes a part of our lives and culture, even the way we learn. The conversational competence of EFL learners also has been affected by this kind of entertaining products.

So far, few studies have examined the way EFL learners perceive language through English series. In a study of classrooms where popular movies were used as a teaching tool, Tsur (2014) reported that psychologists at Washington University in St. Louis tested whether students learned more by reading books or watching popular movies.

«When the psychologists tested all the students a week later, the verdict for classroom movies was one thumb up, they stated that teaching using movies may be the best way to improve learning styles, especially when it comes to remembering key facts and figures.»(As cited in Crockett, 2018).

Although considerable studies have been devoted to study the influence of videos and movies on learner's language skills, Ashour (2014), Sommer (2001), Kusumarasyati (2004), Luo(2004). However less attention has been paid to the EFL teachers and students perception about this phenomenon.

It is however necessary first to have a full comprehension on how EFL teachers' and learners' in the University of Mohamed Boudiaf perceive the effects of English TV series. They may have unambiguous perception when it comes to incorporate videos like English TV series in the curriculum even with the intent of diversity in authentic material use. Even though many surveys, conducted by language educators and scholars, have revealed that films in video format can become an integral part of the curriculum, because movies provide exposures to the real language used in authentic settings and the culture in which the foreign language is spoken.

For that concern, the aim of this paper is to investigate the EFL teachers and students perception about the influence of English TV series on EFL learners' conversational competence in M'sila University and to suggest new strategies to use this kind of series as an authentic material inside EFL classroom.

## **1. Statement of the problem**

EFL teachers use media in order to incorporate creative teaching methods in EFL courses, these audio-visual contain basics, strategies, and norms of communicative competence. By watching multi-media technology like English TV programs and other visual material a researchable problem emerge. That is the influence of English TV series on EFL learners' conversational competence and so is Learners' awareness of these effects; what both EFL teachers and students think about the possibility of English TV series affecting the EFL learners' conversational competence. Also learners, for their most conscious, acknowledge the knowledge and conversations' norms accompanied with the scenes and its effects on their own. That is the influence of English TV series on EFL learners' conversational competence; for that matter a background piloting was conducted to understand what EFL Teachers and Students think about the impact of English TV series on EFL learners' conversational competence. It is believed that this piloting was very much helpful to warrant questions to emerge and to spot light lots of points, ideas, and essential matters in our research; therefore, EFL teachers and learner should, in a way, have full comprehension and raise their awareness about the outcome of such contact and such influence these English TV series have on EFL Learners' conversational competence.

## **2. Research Question**

More specifically, the following questions need to be addressed:

- How can English TV series affect the conversational competence of EFL learners?
- What are EFL Teacher and learners' perceptions about the influence of English TV series on EFL learners' conversational competence?

## **3. Aims of the study**

The main aim of the present investigation is to get full comprehension of the influence of English TV series on the conversational competence of English Foreign Language (EFL) learners and so is both EFL teachers' and students' perception about the matter.

In addition, the research aims at finding the strategies that can shape the influence of television series in a way that it would be transferred into a good tool to enhance, improve and develop learners' conversational competence.

Since all the participants were Mohamed Boudiaf's University' students, we hope through the results of this work to provide English language teachers of M'sila's university with useful information of how to teach conversational skills in EFL classrooms in addition of what they know.

For many years now, learning English has become one of the main purposes of not only learners but also businessmen, traders, politician, sports managers and other people in different professions that is regarding the wide spread of English language use. Lots of unavoidable cultural contacts come in result of the use of modern technology in EFL classrooms that provides learners with practical ways to obtain English language skills.

#### **4. Significance of the Research**

The project has an undeniable potential to have great significance for both EFL teachers and students. Despite the fact that many researchers have dealt with the English TV series, movies and videos in general in regard language skills. No doubts that there is very few which have dealt with the effects of these English TV series on EFL learners' conversational competence in ways as it is covered in this research.

The significance of this research is impeccable not only to enlighten us and other futuristic researchers by a perspective of how teachers in addition to learners perceive the effects of the English TV series on the language skills, but also about how possibly it can be used as an authentic tool of teaching or\and learning, but also a fundamentally entertaining methods that is highly accepted by learners to learn much of natives culture, expressions and idioms. They [Natives] use in daily life.

#### **5. Literature review**

The foreign language anxiety and language psychological barriers tend to be enormous issue that tackles many EFL learners from initiating conversations in English. Focusing on practical conversational competence and developing oral skills was and still be the solution of such issue. For such concern, EFL teachers therefore tend to engage learners with native like based authentic audio-visual materials.

Using videos to facilitate learners' listening comprehension has been widely discussed in the past two decades (Secules et al, 1992; Weyers, 1999; Linebarger, 2001; Kusumarasdyati, 2004; Luo, 2004; Lin, 2009) as cited in HSIEH, 2010). Khan (2015) believe that the "visuality" of movies can facilitate comprehension and understanding for

the language learners in an ideal visual context, which makes it an effective language-teaching tool. She further argues that movies offer a variety of methods and resources for teaching the target language, helping students to improve their listening and communicative skills.

Baker and Minh (2015) stated they were able to arrive at a set of recommendations. These recommendations highlight using technology as a means of improving classroom engagement as well as giving students meaningful exposure to the English language outside class (as cited in Kabooha, 2016).

Many scholars have advocated the usage of authentic materials primarily created for non-pedagogical purposes in language learning (Mishan, 2005; Nunan, 1999; Shea, 1995). (As cited in Ahrabion, 2016). Authentic materials here refer to any material which according to Nunan (1989) “has not been specifically produced for the purpose of language teaching” (p. 54).

Nunan (1999) believes authentic listening materials contribute to bringing content to life, ultimately leading to meaningful language learning, and thus, making learning easier for students as in (Ahrabion, 2016). Rogers and Medley (1988) as it is mentioned in (Ahrabion, 2016) remind us of the objective of language learning which is to communicate effectively in the real world, proposing that for this purpose, learners have to be exposed to the language that is used for genuine communication among its speakers.

In a similar research, Kabooha (2016) conducted a study at King Abdul Aziz University, Saudi Arabia towards the integration of English movies in their classes as a tool to develop students’ language skills. The findings of the study indicate that both students as well as teachers had positive attitudes towards the use of movies in their classes to improve students’ language skills. She reported, “Well-selected movie materials could enhance students’ language learning process and increase their motivation to learn the target language” (p. 254).

It seems clearly that using English TV series inside EFL classrooms showed a promising development in language skills, and can also capture the learners’ attention. The finding of other several studies revealed the amount of impact of using movies within EFL classroom. For instance, (Kabooha, 2016) mentioned that movies can capture the students’ attention towards the target language (Tognozzi, 2010), increase the students’ motivation to learn the language (Ruusunen, 2011), supply good material to teach conversations

(Martín & Jaén, 2009); and improve the students' awareness of the target language culture (Zhang, 2013).

In addition Keene (2006), believe movies teach the students through the use of paralinguistic features where the students use the gestures, pauses, actions, and reactions of the characters to understand the gist of the dialogues.

Exist also several other studies that dive deeper into the investigation of using movies inside EFL classrooms. Some of them include the effectiveness of using subtitles compared to not using them (King, 2002; Massi & Blázquez, 2008; Hayati & Mohmadi, 2011; Rokni & Atae, 2014). Or using of movies in enhancing reading (Mirvan, 2013).

However, these findings stresses the importance that English TV series should be wisely used and selected for their richness in their theme, content and screen script rather than just entertaining.

## **6. Methodology**

An Exploratory descriptive method has been selected for the research, using random sampling technique in chosen participants.

### **Setting and Participants**

#### **a) The population**

The population of this study is the third year EFL learners' license students and EFL teachers at the English Department at the *University of M'sila* Algeria.

#### **b) Samples**

Teachers' sample: In the questionnaire, the sample is six randomly selected teachers of the English language faculty in M'sila's University because the samplings in this study relied on Kothari (2004) definition to, 'random sampling' or 'chance sampling'. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample

Students' sample: the sample of this study was third year students because students at this level are, assumingly, considered to be exposed to language levels and its aspect. The total number of third year students is 182 students divided in between 4 groups, eleven

students were randomly chosen from each group of the four groups in order to compose a substantial sample of 44 randomly selected students.

### **Dissertation structure**

The research will be divided into two main chapters; the first chapter will contain theoretical study on the topic. It will include definition of the notion of the conversational competence and its importance in EFL classroom. There will be also theoretical enlightening elements regarding the English TV series and the historical existence of this entertaining means inside EFL classrooms but as teaching material. Also it will reveal relation with the conversational competence.

The second chapter will be divided into two sections. The first is devoted to describe the methodology occupied in designing tools, sampling techniques, and data gathering tools. The second section is committed to manifest data analysis that was obtained from questionnaires of both EFL learners and teachers in purpose of interpreting and to asses answering the questions stated above as main aim and also to achieve a certain goals declared in the aims section.

### **Key Terms Definitions**

**Conversation:** According to the Cambridge Dictionary, the conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information are exchanged.

**Competence:** Noam Chomsky defined competence as the idealized and internalized knowledge of the rules of grammar that native speakers possess, and which allows them to distinguish well-formed from ill-formed sentences (as cited in Thornbury, 2006).

**Conversational competence:** It is a term defined by Putnik (2008) as the conversational competence is the ability to comprehend and produce conversation based on one's knowledge of conversational procedures and strategies, social context, speaker relations, and cultural practices.

**English TV series:** this terms is defined by Scott, S., & Barbra, S. (2004) as an open-ended set of films having the same character or characters and following a tried-and-true formula with only minor variations from movie to movie. Unlike serials, with episodes that end in a cliff-hanger, series consist of complete films having a beginning, middle, and an end.

## **CHAPTER ONE: THEORETICAL PART:**

An Overview of Conversational Competence and English TV Series

## Introduction

Mankinds are social creatures by nature, and following that instinct they are constantly in desperate need to communicate; conversation in this sense is essential daily life activity, and will remain essential till the last existence. That essentiality is practically the same inside EFL classrooms, that is of the nature of the learning process and the code of send and feedback receive. However the oral skills are the same yet they differ in terms and sub function as it is here discussed the conversational competence.

Conversational competence, broadly defined as the ability to use language appropriately in a social context, has become an object of inquiry in a wide range of disciplines including linguistics, sociology, psychology, communication research, and cross-cultural studies. The study of conversational competence has been driven by several fundamental questions.

Those questions include: What does it mean to become conversationally competent in a foreign language? How can we assess the conversational competence of EFL learners? In what ways do research findings inform teaching and assessment of conversational competence? The answer of these questions will illustrate the missing parts of the influence of English TV series on the EFL learner's conversational competence.

For a sufficient comprehension to the notion of conversational competence we need to break it down and we see what do "competence" and "conversation" mean in isolation?

### 1.1 The notion of competence

The concept of competence is genuinely related to Noam Chomsky. It derives from his 65's distinct differentiation between competence and performance.

According to Chomsky, competence is the idealized and internalized knowledge of the rules of grammar that native speakers possess, and which allows them to distinguish well-formed from ill-formed sentences Thornbury (2006).

Competence contrasts with performance, which is the way that this idealized knowledge is realized, with all its 'imperfections', in actual speech. The concept of competence was subsequently extended by Hymes to include not just knowledge of the rules of grammar, but knowledge of 'when to speak, when not, and ... what to talk about with whom, when, where, in what manner' (1972b: 277) (ibid).

Han (2008) in the other hand also defined competence as the ability to successfully meet complex demands in a particular context through the mobilization of psychosocial prerequisites (Including both cognitive and non-cognitive aspects).

Competence also defined by Ruohotie (2003) as an individual quality, which causally explains efficiency defined by certain criteria or success in duties and tasks in work situations. Competence can consist of motivations, characteristics, self-concepts,

attitudes, values, knowledge or cognitive and practical skills – any individual qualities, which can be reliably measured and assessed.

There is another definition to the concept of competence by Mulder (2011) he viewed competence as a set of integrated capabilities, which consist of content-related clusters of knowledge, skills, and attitudes which are conditional for sustainable effective performance (including problem-solving, realizing innovation, and creating transformation) in a certain context, profession, organization, job, role, and situation.

Wood (2006) it refers to what a person knows and what can do under ideal circumstances .it embraces the structure of knowledge and abilities a competence.

## **1.2 The notion of conversation**

According to the Cambridge Dictionary, the conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information are exchanged.

(Zhang, 2008) Stated that the purpose of the conversation is to exchange information, establish and maintain the relationship between people. The participants in a conversation always follow certain principles to develop towards some general directions.

## **1.3 The definition of Conversational Competence**

According to Putnik (2008) Conversational competence is the ability to comprehend and produce conversation based on one's knowledge of conversational procedures and strategies, social context, speaker relations, and cultural practices.

Philburn (2018) stated that the notion of 'conversational competence' does appear here and there in academic literature and research papers, the bulk of which seem to focus on either child development (e.g. Haslett 1984) or second language learning (e.g. Barrajer-Rohan 2011). However, the focus in both cases tends to be on the acquisition and development of several competence skills.

Walsh (2012) defines it as the ability to express ideas and achieve understanding when a person is motivated to communicate, knowledgeable about communication, and skilled in communicating in a particular interpersonal relationship and context.

## **1.4 The Conversational Competence inside EFL classrooms**

The learning process, in essence, is communicative process; where each of teacher and learner plays the role of sender and receiver. The teacher in one hand transmits the

information and expects a feedback in return, while learner spontaneously receives information and sends the feedback. This process, in manner of speaking, should in great sense respect the general system of communication or in sharp sense conversations features and parameters; Therefore, Learning to engage in an ordinary conversation is one of the most essential tasks in foreign language classrooms.

Hatch (1978) suggested one learns how to “do” a conversation, and out of conversation syntactic structures develop. In other words, conversation is the medium through which we do language learning. Clearly, then, knowing how to teach conversation is of critical importance for language teachers; this knowledge begins with a solid understanding of what constitutes conversation

In his teacher’s guide Wang declared that

*Establishing a good communication between students and their teacher introduces successful steps for both learning and teaching process. Communication is more than words, and it is important for teachers to understand the non-verbal messages they are sending and receiving in classroom (Caswell, 1993; Miller, 2005 cited by Barmaki 2014, p. 441).*

When saying conversation that should not in any way limit the perception to only verbal communication, Whereas non verbal is of no less significance. In fact it constitutes most of the critical tipping point of making distinct difference between conveying correct and understandable meaning and misunderstanding the message. That is the nonverbal messages include facial expressions, eye contact or lack of eye contact, proximity, and closeness, hand gestures, and body language (Miller, 2005 in Barmaki, 2014, p. 441).

### **1.5 The importance of Conversational Competence inside EFL classroom**

It is quite understandable how important it is the speaking skills in the foreign language schooling; it is after all one among the four skills that matters during any language learning process.

The learners oral’s inners desire and willingness so ever to communicate in English language as native Englishmen push learners forward to duplicate the natives daily life

conversations, idioms use and maxim to express a folded memories and unveil any kind of feelings as native do usually. This gives learner a satisfaction of being master language speaker and even far more satisfaction toward the outcome of the learning procedures. For this matter and for these reasons specifically conversational competence has been put under microscope.

EFL students need to be taught all the content and linguistic items they will use in the communicative task in order to succeed in communication as natives (oral or written) inside classroom. Otherwise, any attempt to engage them in a communicative situation is bound to fail.

The goal of practical conversation in EFL class is to train students' language skills according with context to control conversational activities and develop their all-round conversational competence from short-turn to long turn and from transactional turns to intersectional turns, that is, the competence to apply their acquired language knowledge fluently and creatively.

Hong Li (2011) stated that classroom teaching, in essence, is an activity of communication between the teacher and his students by means of information transmission. In other words, both of the teacher and students convey messages for a mutual understanding inside the classroom teaching

## **1.6 Teaching Conversational Competence**

The difficulties Often EFL learners face in the process of acquiring a foreign language lies in the speaking skills. Therefore it is very important for them to develop this competence. Chin1, Y., Bernard-Opitz, V. (2000) in study they stated five types of conversation skills were taught in sequence: making a conversation, turn-taking in conversation, listening, maintaining a topic, and changing a topic appropriately. Each training session focused on one skill until criterion performance was reached. Criterion of mastery was specified for the different training skills.

Bernard and Chin explained that each one type serve a specific purpose and record a special achievement. For the first *making a conversation*, the idea is to teach learner how to initiate conversation, acquire the script of introducing himself.

The objective of *turn taking* is that the child is taught to wait and to avoid interruption for successful information transfer.

Teaching the learners to *Listen* attentively and pay sustained attention to what partner is saying is of great importance. *Maintaining the topic* and/or *change it*

*appropriately* is type were learners are taught to recognize specific terms , gesture and facial expression to whether the partner is enjoying or despising the topic.

## 1.7 The Conversational Competence Assessment

The assessment is somehow an antique idea, back in the 1947 the Educational Testing Service (ETS) was founded in Princeton; the nonprofit organization is considered as one of the biggest sciences charitable with more than 20 million exams in the U.S. and in 180 other countries (Press 2004). From that time till the beginning of the 70's into the new millennium, assessment has been given a wide spread attention. In attempt to cover more fields and specialties, new organization emerged as the National Assessment of Educational Progress, Criteria for Accreditation. By the end of the 90's until our days, the assessment of student learning became a permanent fixture at all grade levels (Spitzberg, 2007, p.50).

The principles of judgment in this matter are challenged with several criticizes to valid the assessments. The principle based on the ability of telling whether the communicator can demonstrate a certain skills and norms across a variety of situations and stand up. For such concern a numerous tryouts and attempts were manifested and experienced till an applicable measurement valid test resulted. The test, which demonstrated and developed by Spitzberg, is called The Conversational Skills Rating Scale or as also known as CSRS.

The CSRS consist of twenty five (25) molecular skill items differ from speaking rate, articulation, posture, questions etc... in addition to five molar items in example to inappropriate interacting—appropriate. However, four subdivisions were arranged to order the behavioral items: attentiveness, composure, expressiveness and coordination. For more measurement validity, five molar were ad illustrated in satisfaction, motivation, knowledge, and molar evaluation of competence. (Spitzberg, 2007, p.6).

A sample versions of the CSRS is illustrated in the appendices see **Appendix 01** each version is intended for specific category. We manifest Rating of Partner Form, Rating of Self Form, Observer Rating of Conversant Form and sample version Rating of Self for Other Form: Improvement Scale.

**An Overview of English Television Series inside EFL  
classrooms**

## Introduction

The last decades have witnessed a captivating revolution due to onset of technology so as to the dynamic and swift change in the way people interact and work in society. This rapid rising development of informing technology has offered a compelling pattern to explore new teaching models and materials.

It also played crucial role in English language teaching. While the number of English learners is bustling, disparate methods have been used to test the effectiveness of both the learning and teaching procedures associated with the use of technology.

Books, blackboards, whiteboards and tablets, people are constantly shifting in what concern tools to achieve the same aim. Gaining knowledge and, that includes the acquisition of language, has been a concern of educators and researchers in education and language acquisition field for ages, in aim of creating tools that are simple, effective and highly motivating, that is to make the learning process both flourishing and exquisite.

This section in this search will be devoted to platform theoretical background and to provide holistic knowledge of what is English TV series, and to present historical facts, information, ideas about English TV series inside EFL classrooms and its impact when it is used as teaching material.

### 2.1 Definition of TV series

There is a wide common concept on what TV series are. Scott, S., & Barbra, S. (2004) define TV series as an open-ended set of films having the same character or characters and following a tried-and-true formula with only minor variations from movie to movie. Unlike serials, with episodes that end in a cliff-hanger, series consist of complete films having a beginning, middle, and an end.

It also has been stated that television series are usually released in episodes that follow a narrative, and are usually divided into seasons (US and Canada) or series (UK) – yearly or semiannual sets of new episodes. A show with a limited number of episodes may be called limited series, miniseries, or serial. A one-time show may be called a "special" according to *Rose and Lacey (2014)*.

It is in wider sense the assembly of several episodes that have in common the same essential characters play roles in the same story with possible different anecdotes. The season of this series usually contain 22 to 23 episodes, the later last between 40 and 45

minutes. And as side note English TV series is that one which is spoken in English language.

### **2.1.1 Types of TV series**

The different types that were mentioned in the last definition were described by several television executives interviewed by The Hollywood Reporter Rose (2014)

Eileen O'Neill from Discovery stated, "Limited" can be anywhere from three to eight episodes; it means it's not coming back. John Landgraf, from FX defined "Miniseries" to be tainted. It became synonymous with this big, cheesy melodrama that would galvanize people back when the networks were in that business. Siegel (2004) in the other bank distinguished Serials as a cinematic saga told in installments; each installment almost always ends in a cliff-hanger.

Nevertheless, other television's personal as Mark Pedowitz from the Crimson White Television Network (commonly referred to as just The CW) went against all odds and determines that there is no distinct difference and stated, 'we just haven't settled on a term. I think one of the reasons that I like to use limited series is I think miniseries is tainted'. So is Susanne Daniels, MTV: Do we really think there's a difference?! There's not a difference. Maybe the difference is the amount of money that the network spends to market it.

## **2.2 The importance of using English TV series in EFL**

Technology have shown promising and all most flawless success in replacing the old school methods .TV far over existed there[as teaching material] for a long period of time, even thou it was used firstly in a timid way.

Several researchers around the globe revealed how much importance is to use videos in general in learning process; this research will spotlight the importance on using English TV series. Iranmanesh (2018) made a research on how can possibly movies enrich learning idioms, cultural aspect and everyday expressions the results showed that movies had drastic effects on learning English idiomatic and everyday expressions among EFL learners and improve s their English learning. From previous studies, a number of researchers have claimed the effectiveness of combining audio and visual aids in language classrooms. They argued that visual input combining with other technology

tools stimulates deeper comprehension of the texts and enhances the interaction between the target language and learners' mind which in term, allow learners to predict the target language more easily. (Neuman et al., 1990; Stevens, 1989; Svensson & Borgarskila, 1985; Underwood, 1990)

The use of TV inside EFL classrooms in modern time is given more tryouts. Herron (1995) has conducted research were they used video in listening comprehension for EFL students. He has come to conclude that:

*“Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures but Unlike audiocassettes, video’s visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language” (Herron, et al., 1995, p. 775 .As cited in Merita, 2013).*

According to Thorpe (2006), when video appropriately matched with specific instructional goals, video materials helps more students to achieve higher levels and tend to engage many more students in ways that are more compelling than printed resources ( as cited in Rossafri et al 2008 ).

Video is one of the most popular multimedia tools to be chosen in language teaching classrooms because it does not only helps to display the content, to deepen comprehension, but also to enhance lexical, grammatical and phonetic learning. All that was proven in study conducted by Haghverdi (2014) this study showed that the implementation of songs and movies used in learning had a significant effect on student's language achievement in their listening, reading, vocabulary and grammar. It is also believed that whenever the captions are provided, the viewers are quite motivated to understand what is shown or said on television (Danan, 2004).

Plus videos can give students realistic models to imitate for role-play [and] can increase awareness of other cultures by teaching appropriateness and suitability (Arthur, 1999, as cited in Nguyet & Mai, 2012). For example, Canning-Wilson (2000) stated that video provided “scenes” where utterances were backed up by an action or body language and therefore made learning easier (as cited in Yu-Chia Wang, 2012). As far as interaction, Interactive-based television shows are shows that mimic language learning in live situations to facilitate learning via television (Loverude, 2014).

Linebarger & Walker (2004) clarified that in the shows, an on screen character may speak directly to the child to actively elicit participation, label objects, and provide opportunities for the child to respond (as cited in Jessica, L. 2014).

Another study conducted by Ashour (2014) revealed that the videoconferencing-based strategy affected positively in the students' English language speaking skills. Plus to the stated above, the use of TV inside classes raise the desire to learn in addition this use will increase the amount of sustained attention among EFL learner. In this concern, according to Salomon & Leigh (1984) the amount of mental effort that is invested depends on the degree to which the medium is perceived as demanding such effort. For example, elementary school children who are told that they will be tested on the contents of a television program invest more effort than children who do not receive such instructions.

Beyond all that the use of videos and scenes from a TV series will fasten the whole gathering of students' attention toward the lessons and so is both facilitating and prospering the teaching process (as cited in Anderson 1999).

#### **2.4 History of using English TV series as teaching tool**

Television inside classroom is not recent idea. Even though television was pinned to several false accusations of having a negative impact on brain (Jääskeläinen 2001). So is the learning process. Here the term “false” was intentionally used in referring to a counter idea appeared later on and manifested by Crowley (1999); Crowley's idea insisted on the importance of information no matter what tool it is being transmitted through and that television is mere tool. Meanwhile, John Carey (as cited Jääskeläinen, 2001, p. 22 ) reported that even in the 1920s scientists conducted interactive television trials where e.g. one-way video and two-way audio was one of the test formats; He also described an innovative children's program from the 1950s, the CBS children's series “Winky Dink and

You” (1953-1957). “In this show the interaction was created through the use of a special plastic sheet that children could purchase at local stores and then attach according to the show. Kari mentioned that in that particular television program, the Winky cartoon character encountered a multiple reprehensive challenges. So as way out, a vast list of so supposed solutions assembled from children after considerable engaging in the matter by drawing on a plastic screen a bridge for instance when the Winky character is being cornered for instance by a tiger in an edge of cliff.

Back in the 1960’s, Marshall McLuhan (as cited Jääskeläinen, 2001, p. 22) also noticed televisions quest for audience participation although he did not develop his ideas up to an interactive television. McLuhan concluded that, “Television is a cool, participant medium”.

The exquisite part comes from inner desire learners or generally viewers unleash when receiving pictorial scenes played in TV shows. In addition an idea should not be ignored, that these programs are purely professional and fundamentally serve the purpose of entertainment; So they are mainly made by professional that study human mind and logistics fairly; therefore, these television programs, TV in general, include the condition of the viewers being engaged within the folds of shows’ pictures, in order to sustain the attention of the receivers as much period of time as possible. lucky conflict of interest made better beneficial use of this tool in the learning process.

According to McLuhan (ibid) this is demonstrated in comparison with radio: “Radio will serve as a background-sound or as noise-level control, as when the ingenious teenager employs it as a means of privacy. TV will not work as background. It engages you. You have to be with it.” (p. 22)

John Carey (as cited Jääskeläinen, 2001, p. 23 ) state that, ‘in the 1970s, The National Science Foundation of USA sponsored large interactive television trials utilizing interactive cable television for education, community services and worker training, so is when other interactive television systems tried in the 1970s were so called videotext systems e.g. Telidon in Canada and Prestel in Britain.

The educational potential of television has not been fully explored. Even though firstly it was a abstract idea, a non convincing vision to use TV inside classrooms. However, it never stopped there, for educational purposes, some channels where fundamentally committed to education.

NASA (National Aeronautics and Space Administration) took advantage of television to introduce the out space to the world, also to inform its engineers with continuous update of what is happening up there in the dark.

NASA TV is a television service started in early 1980s to provide NASA's managers and engineers with real-time videos of missions. The network airs a large amount of educational programming, and provides live coverage of an array of manned missions, including the Space Shuttle and International Space Station (ISS), robotic missions, and international launches according to Varsha (2013).

Another model that overwhelmed the idea of teaching through television is History, previously known as The History Channel. This documentary channel mainly focuses on implementing past events in history. History Films, 'I love the 1880s', 'The Legend of Shelby', 'the Swamp Man' in addition to 'Mankind: The Story of Us All' and 'Mountain Men' are ones out of many popular shows that have managed to keep history lovers glued to their television sets.

There are however pictorial channel that overwhelmed the teaching through television, channels like Discovery and Science that broadcasts a marvelous wild life shows in addition to numerous documentary television programs focused primarily on popular science and technology.

There is also the 125 year old channel named National Geography known also as Nat Geo. Unquestionable take the educational TV to higher dimension.

The legendary channel broadcasts shows and documentaries with factual content involving nature, science, culture, and history, plus some reality programming. Nat Geo has left no stone unturned in covering a vast section of areas like Video, Photography, Animals, Environment, Travel, Adventure, Television and kids, proving it to be a holistic channel concentrating on various aspects with equanimity (Varsha, 2013).

Now it is easy to grasp thoughts about the ideas' antiquity about using television for educational purposes, and even easier to tighten those thoughts into a beliefs in what concern the futuristic vision of this teaching tools and its bright essential position inside EFL classrooms. Furthermore, no matter how effective old schools are, technology inside classrooms is none suspiciously unavoidable, so is, and so will be the educational television whether inside or outside language learning classrooms.

### **2.6 The relationship between Conversational Competence and English TV series**

Firstly, as statement of fact, television is invention that is demanded by mostly everyone. With the development of technology, a second conception emerged among the classes of society and mostly parents. A concept that is based on a false comprehension of the effects of TV; the later was linked with slow language acquisition, and as much time spent watching as closer you get to be unlettered.

This concept widely misleads communities. Studies after that focused more on the impact of television with much detail and objectivity; theories flowed about positive and negative effects. Meanwhile, such occupation of pictures proved by researchers to be of further value in developing language skills, a foolproof is the dual-coding theory proposed by Paivio (1971) suggests that when pictures are added to the meaning, the number of signals connected with the message increases, so the viewers then will be more probable to keep the messages in mind.

In one experiment Kuhl (2003) ,a leading researcher in the field of language acquisition, and her colleagues presented 9-month old American babies with an unfamiliar language—Mandarin Chinese Dewar (2018). Babies were allowed to interact with a real, live Mandarin speaker. After 12 sessions, these babies showed an enhanced ability to discriminate certain speech sounds that are common in the Mandarin language (As cited in Gwen Dewar 2018).

However, there was a negative angle more concerning child and educational psychology, For instance the effects of violent movies, and how it does reflect on child's attitude verbally and non-verbally.

A volatile debates after that emerge to enlighten educational psychology and science in general, specially brunches concerned with language acquisition, with the

subject regard effects of television on not only behaviors, but also on how learner perceive pictures and in touch it with the information. In one study Crowley et al (1999) referred to television as mere medium for transmitting information. This search comes to counter the idea that linked television with slow language acquisition. Their report insisted on the importance of the information itself, with less consideration on the medium. Indeed, experiments have shown that kids who watch age-appropriate educational programs, like *Blues Clues*, show immediate improvements in their abilities to recall information and to solve the sorts of problems modeled in the shows (Crowley et al 1999; Geist et al 2000).

In study was done by Nguyet and Mai (2012), video clips were applied in teaching conversational strategies, they mentioned that Hill (1989) claimed that carefully handled videos could provide a good base for speaking tasks. The results of the study showed that after the treatment with video clips:

- (a) The frequency of the use of these strategies increased.
- (b) The learners' speaking performance was enhanced.
- (c) There was a low correlation between the frequency of strategy use and the learners' speaking performance.
- (d) The learners expressed a positive attitude towards the treatment.

Mabel (1982) stated in his search a bridge between two areas of study. The plank rests on two premises: One is that at least some of the dialogue presented in children's television programs is well suited to their linguistic competencies; the other is that children beyond toddlerhood do not require intensive 1: 1 conversational interactions in order to add to their linguistic repertoire, Therefore, it is possible for them to learn at least some kinds of linguistic skills while viewing.

Tsur (2014) stated in his study article result of a research confirms video improves learning results. The study is based on a survey taken of 500 educational professionals from 300 different educational institutes. According to the results of the survey, video "may be the best way to improve learning styles, especially when it comes to remembering key facts and figures and enhancing speaking skill."

In addition to its effects and its relation to conversational competence, adopting media and TV shows in EFL classroom can be of another use that is increasing the learners' own motivation, inner personal response to the outcome of the lesson considering the learning process to be more delightful.

### **Conclusion**

The theoretical chapter attempts to display and several points. Among the several, it attempts to acknowledge the conversational competence in addition to English TV series. And it moves to triangle the relation between the two and the process of learning of language inside EFL classrooms.

Conversational competence is compelling when acquiring a language and in any learning process in general. For this purpose and after the manifestation of the relationship between the CC and English TV series, the next chapter will display data show how EFL Teachers' and Learners' perceive this relationship and show distinct methods how to make a good use of a certain relationship.

## **Chapter two: Methodology, Data Analysis, and Pedagogical Implications**

## **Introduction**

The theme that overwhelmed this study is investigating both teachers' and learners' perception about the effects of English TV series on learners' conversational competence; therefore, the first chapter was fully committed to platform a theoretical background by assembling as much facts, ideas, thoughts as possible about the main matter to Construct an invulnerable ground, a fine line for the second chapter, that is devoted for a field study and manifesting its collection of data at last as findings.

The second chapter which is by itself divided into two sections. The first is mainly to manifest a description of a research design, sampling techniques and procedures have been followed that the research it has between its folded papers. Followed by another description of how data were collected and pictorial details of tools used and type of samples occupied in this research. Such partition will provide a full comprehension of the research design.

Meanwhile, the second section will display the data analysis and the discussion of the results in order to highlight explanations and diagnose answers to questions that in its shads this work was mainly established.

### **1. Research Design and Data collection Tools**

Kothari (2004) defined the research design as the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.

Beyond theoretical, since the principle theme of this work is investigating and describing the perception of both English Foreign Language teachers and learners about the effects of English TV series, for such concern, a particular design, methods, a specific sampling plan and tools were selected to help accomplish the aim of this search.

#### **1.1 Method**

When dealing with the idea of perception, the descriptive method is compelling. As it is Know, the exploratory descriptive methodology did not paralyze the ideas of exploring and developing thoughts about the use of TV series as possible teaching tool inside classrooms within a specific sample of third year license students of Mohamed Boudiaf University and teachers of the same place after collecting both qualitative and quantitative data using surveys.

## 1.2 Setting and Participants

This study took place at the English language department of M'sila University, during the second semester of the academic year 2018/2019. It was conducted during the period from January, just after the first semester exams, to the last day of May.

The sample of this study is third year EFL students majoring in English Language at M'sila University; 62.8% of them studied English for ten years, whereas 37.2% of them studied English for more than ten years, all in between university, middle and secondary education levels. The total number of third year students is 182 students divided in between 4 groups. The participants however are 44 all randomly selected. Among them 16.3% were males and 83.7 were females. In addition to six randomly selected teachers that will present the sample participating in answering the teachers' questionnaire.

The procedure of selecting students aimed to represent all third year LMD classes, in his book Kothari (2004) stated, 'random sampling' or 'chance sampling' also known as probability sampling. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. Eleven students were chosen randomly from each of the four groups in order to compose a substantial sample of 44 randomly selected students.

## 1.3 Research Tools

A vast range of search was unleashed in order to compose effective tools to investigate both teachers' and learners' perception about the phenomena studied in this descriptive work.

Numerous thoughts, views, questions, teachers' advice, guidelines and ideas were assembled, manifested and shaped to make final substantial learner's questionnaire.

Regarding the teachers' questionnaire, the tool' first part was fundamentally adopted from Ismaili (2013). However, multiple sections were added as such section of the correlation and that is item eight in addition to practice section i.e. item number ten. To mainly help the investigation of the perception prospers and to make the tool fit into the current search.

The choice of the questionnaires for both teachers and learners as tool to collect data in this research is undoubtedly founded.

For teachers, the questionnaire was conducted to investigate their perception about how far technology can penetrate English Foreign Language classrooms and learners mindset.

As for students, the questionnaire aims at exploring how students perceive the idea of how much likely movies, videos and TV series can affect their conversational competence. In another way the questionnaire which was given to students also investigate how much students, consciously or unconsciously, benefit from movies they have watched in past time. In addition to that, the questionnaire inspects students' tendency to learn using English television series for educational purposes. For that concern, a pilot questionnaire was administered to bunch of randomly chosen students from the whole population have been chosen.

That is as first step to figure out all kind of difficulties in the questionnaire's design so as result, after multiple complication were highlighted, a several modifications were made on another version manifested to students, but this time no difficulties nor complications were highlighted. Then that particular version allowed initiating procedures of collecting data on that particular questionnaire.

A similar process was processed concerning the questionnaire given to teachers. A pilot questionnaire was given to non-randomly selected teachers chosen according to their specialties and field of search, to verify both of validity and reliability of tool occupied. After some particular navigation and modifications, a finale design of questionnaire was admitted and set out as finale valid and reliable tool to accomplish the aim; twelve of EFL's teachers of M'sila University received questionnaires from us to investigate and describe their perception about the effects of television series of EFL learners' conversational competence.

### **1.3.1 Students' Questionnaire**

The main interest of this research is to investigate a perception of Both Teachers and Students. Firstly is to investigate Mohamed Boudiaf University' EFL students' perception about the effects of English TV series on their conversational competence.

The questionnaire distributed is composed of four sections. The first 6 items section was devoted to investigate personal information and language achievement. Students were given multiple options correspondently to every question and they were asked to pick what suit them best. These questions were concerning gender, time by year spent learning English language, self-assessment of students' own English language level and so is fluency level. Students later were given several options toward movie types and asked to pick what they watch most, the ability to choose more than one type was optional.

The second section, which is composed of 13 items, is committed to investigate the perception\awareness to what concern conversational competence by asking several statements using the five scale point (dis)agreement.

**SA-** Means **Strongly agree** with the statement

**A-** Means **Agree** with the statement.

**N-** Means **Neutral**, neither agree nor disagree.

**D-** Means **Disagree** with the statement.

**SD-** Means **Strongly disagree** with the statement.

The third section, which is composed of 11 items, was devoted to investigate how students perceive effects of English TV series on their conversational competence and what the connection between the two is, a bunch of statements were stated in the questionnaire. The following table represents the data collects as result of the process. **Table 04** provides the descriptive statistics concern correlation perception\awareness conversational competences in related to English TV. The data were measured according to the five scale point (dis)agreement.

**SA-** Means **Strongly agree** with the statement

**A-** Means **Agree** with the statement.

**N-** Means **Neutral**, neither agree nor disagree.

**D-** Means **Disagree** with the statement.

**SD-** Means **Strongly disagree** with the statement.

The fourth section is designed using eleven (11) questions. Students' requested to indicate on the five-point scale next, how often learners receive instruction concerning the stated practices in these areas. The numbers 1 up to five indicate these categories where 1 represent very often and 5 represent never.

**VO-** Means **Very Often**.

**O-** Means **Often**.

**S-** Means **Sometimes**.

**R-** Means **Rarely**.

**N-** Means **Never**.

Questionnaires were distributed to 44 students from the third year license. Students were requested to answer question and pick what category that suit them best in each

statements. That helped gathering data in order to obtain a full comprehension of how EFL students in this university perceive the matter studied within this paperwork (see Appendix 02).

### 1.3.2 Teachers' Questionnaire

Second perception to investigate about the matter is accounted in this research is the teacher's. For such concern the same procedures, in students' questionnaire, were accomplished to manage creating a tool to investigate teachers' perception.

Meanwhile this time the teachers questionnaire is fundamentally alternative aside the first part that obviously should differ, meaning the first section. In this case statements, items and possible question were manipulated and/or changed to make them fit more into the context.

The first section is concerning personal information and language achievement. Teachers were asked in 9 statements to pick answers that that suits them best with the possibility of extending answers. Among the statements posed there was gender, if they have received media's related training at any point. Also if they have you used the movies / video clips in your classroom and which type, if they have used TV series as teaching materials.

Another two items were concerning teachers watching TV series preference and how frequent they watch these TV shows.

The second section was devoted to investigate teachers' Conversational competence Perception \Awareness posing 13 statements on the five-point Likert scale of (dis)agreement. The numbers 1 up to five indicate these categories where 1 represent strongly agree and 5 represent strongly disagree.

**SA-** Means **Strongly agree** with the statement

**A-** Means **Agree** with the statement.

**N-** Means **Neutral**, neither agree nor disagree.

**D-** Means **Disagree** with the statement.

**SD-** Means **Strongly disagree** with the statement.

On the same previous measurement five-point Likert level scale of (dis)agreement devoted to another eleven statements, the third section is fully committed to investigate EFL teachers' perception and awareness concerning the Correlation of English TV series and conversational competence.

The numbers 1 up to five indicate these categories where 1 represent strongly agree and 5 represent strongly disagree.

**SA-** Means **Strongly agree** with the statement

**A-** Means **Agree** with the statement.

**N-** Means **Neutral**, neither agree nor disagree.

**D-** Means **Disagree** with the statement.

**SD-** Means **Strongly disagree** with the statement.

The forth section is composed of eleven questions indicate how often teachers instruct the stated practices to their students in the stated areas on the five-point Likert scale next to the questions. The numbers 1 up to five indicate these categories where 1 represent very often and 5 represent never.

**VO-** Means **Very Often**.

**O-** Means **Often**.

**S-** Means **Sometimes**.

**R-** Means **Rarely**.

**N-** Means **Never**.

All that mentioned is successfully associated with the creation of this effective measuring tool. For detailed review of the statement (see **Appendix 03**).

### 1.3.3 Statistical Tools for Data Analysis

When we talk practicalities, the frequencies and the sample mean ( $\bar{x}$ ) in addition to the standard deviation are statistical tools used to describe the phenomena. Mathematically speaking all statistical operations and equations were conducted by using SPSS, version20 for Microsoft. To clarify things, the following definitions can illustrates these terms:

- The mean  $\bar{x}$  is the simple average of the number in a data set. The sample mean formula is:

$$\bar{x} = ( \Sigma x_i ) / n$$

$\Sigma$  = means “add up”

$x_i$  =“all of the x-values”

$n$  = means “the number of items in the sample”

- The word deviation means how far from the normal the number is. The term Standard deviation refers to the measure which is used to quantify the amount

variation or how spreads out numbers are. The formula to calculate the Standard deviation is:

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale  $(4 \div 5 = 0.80)$ . Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell.

The length of the cells is determined below:

- From 1 to 1.80 represents (Strongly Disagree).
- From 1.81 until 2.60 represents (Disagree).
- From 2.61 until 3.40 represents (Neutral).
- From 3.41 until 4.20 represents (Agree).
- From 4.21 until 5.00 represents (Strongly Agree).

## 1.4 Procedures

Numbers of crucial and compelling steps were taken to achieve the aim of this study. Piloting as start was initiated for both teachers' and learners' questionnaires to target any difficulties, to assure validity and usability. Mainly, this phase was done in hypothetically that the randomly selected personal will share distinct similarities with the overall sample.

Just after the piloting study, existed a section that is committed to the demonstration of the analysis of the data assembled through implementation of the presented research tools. For where we present each analysis and an interpretation of statistical data in order to present the findings at last.

## 2. Data Analysis and Interpretation

After all the theoretical statements in the first chapter, practicalities in the second show data in digits after being collected and analyzed using SPSS program.

## 2. Data Analysis for Students' Questionnaire

### 2.1.1 Section One: Learners' Personal information and language achievement

Practicalities show the randomly selected sample composes of 16.3 percent males and 83.7 females. 14 percent of the overall sample is very satisfied with their level of level of English, 51.2 somehow satisfied 27.9 are satisfied while 4.7 are poorly satisfied, the remaining 2.3 are not satisfied at all.

the population were then asked whether they prefer to watch English TV series or not, 69.8 percent of them show they prefer to watch English TV series whereas 9.3 declared negatively, the remaining 18,6 percent were neutral.

The following table represents a data obtained after asking students to select what type of series they prefer to view. Nine types were provided plus the freedom to choose more than one.

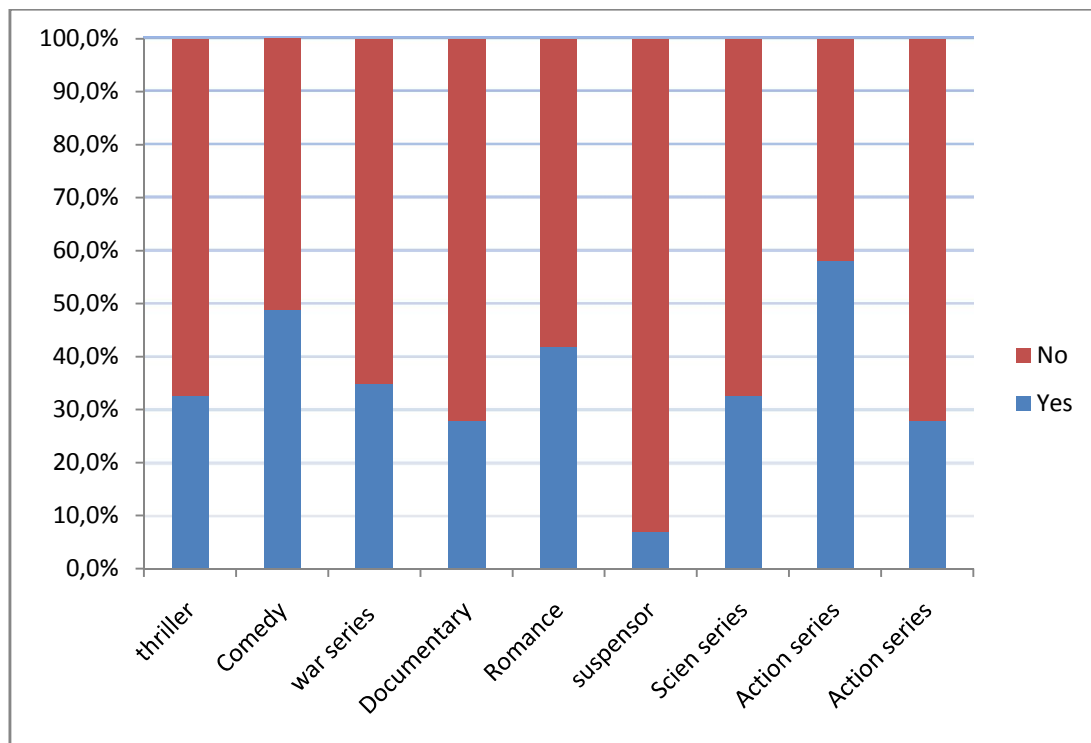
**Table 1: Preferable television series among students**

Type Percent	thriller	Comedy	War	Documentary	Romance	Suspensor	Science	Action	Animation
Yes	32.6	48.8	34.9	27.9	41.9	7	32.6	58.1	27.9
No	67.4	51.2	65.1	72.1	58.1	93	67.4	41.9	72.1

**Graph 01** below displays the most preferable and common television series among the students. These pillars marked in blue are for the one who stated positively to particular type of TV series, whereas the halves in red are for the one who said no.

Apparently, as it is illustrated in graph below, the most common type between student and surely most desirable is action series with 58.1 positive, Comedy comes second with positive rate reached 48.8 percent. Types then goes in this order Romance 41.9, War 34.9, science 32.6, thriller 48.8, animation 27.9, suspensor comes in tail with only 7 percent responded positively.

14 percent of the overall sample is very satisfied with their level of level of English, 51.2 somehow satisfied 27.9 are satisfied while 4.7 are poorly satisfied, and the remaining 2.3 are not satisfied at all. In this concern data also were assembled in order to investigate student's perception\awareness about the conversational competence.

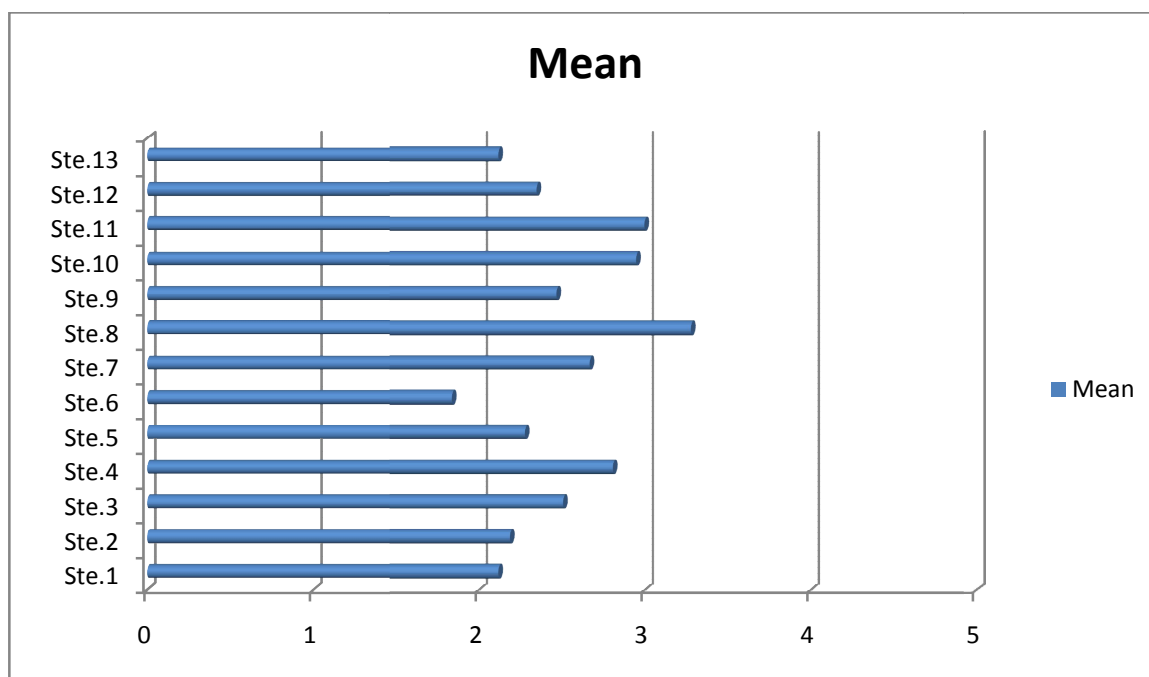
**Graph 01: preferable television series among students**

### 2.1.2 Section Two: Learners' Conversational competence Perception \Awareness

On five-point level scale of (dis)agreement students were asked several statement to investigate the perception\awareness to what concern conversational competence. The data obtained is summarized in **table 02**.

**Table: Learners' Conversational competence Perception \Awareness**

Conversational competence Perception \Awareness								
Statements	N	Mean	Std. Devi	SA	A	N	DA	SD
1. A conversationally competent speaker considers the interlocutors 'status, role and mood.	44	2,12	,879	2.3	2.3	23.3	48.8	23.3
2. Management of interactional exchanges is an indicators of good command over conversational competence	44	2,19	1,006	2.3	9.3	18.6	44.2	25.6
3. In a competent conversationalist's language use. Speech must be complete and responses must be with little hesitation.	44	2,51	1,099	4.7	11.6	34.9	27.9	2.9
4. Competence in conversing entails speech with little influence of the mother tongue (Arabic in your case).	44	2,81	1,097	4.7	25.6	27.9	30.2	11.6
5. Awareness of interpersonal space is of little importance in maintaining conversations.	44	2,28	1,098	4.7	9.3	20.9	39.5	25.6
6. Tone, volume and emphasis are crucial elements to the success of a natural occurring conversation.	44	1,84	1,090	2.3	7	16.3	20.9	53.5
7. Pauses, silences and speed of delivery play a secondary role in the flow of conversation.	44	2,67	1,267	9.3	18.6	23.3	27.9	20.9
8. Gestures, postures, proxemics and eye contact make part of everyday conversation but have no influence of the communicated meaning.	44	3,28	1,453	27.9	23.3	11.6	23.3	14
9. Conversational competence is a composite of conversational strategies speakers opt to convey intents and meaning.	44	2,47	,935	4.7	7	27.9	51.2	9.3
10. Social skills like the use of time, space and content of interaction are needless to establish smooth conversations.	44	2,95	1,290	9.3	32.6	20.9	18.6	18.6
11. Speech act, communicative and pragmatics functions can be detected by any speaker in given conversation.	44	3,00	1,000	4.7	27.9	37.2	23.3	7
12. The role of cultural references in a conversation is to ease the smooth understanding of speakers' expressions and analogies.	44	2,35	,923	2.3	7	30.2	44.2	16.3
13. Social norms of interaction can be reflected either implicitly or explicitly in daily conversations.	44	2,12	,879	6.9	7	23.3	44.2	25.6
Valid N (listwise)	44							

**Graph02: Conversational competence Perception \Awareness****Analysis**

The statistics and remarks extract from the **table 02** and also displayed in the **graph 02** form a very clear vision of how M'sila's university EFL learners perceive what are conversational competences and its importance in their learning journey.

To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale  $(4 \div 5 = 0.80)$ . Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell.

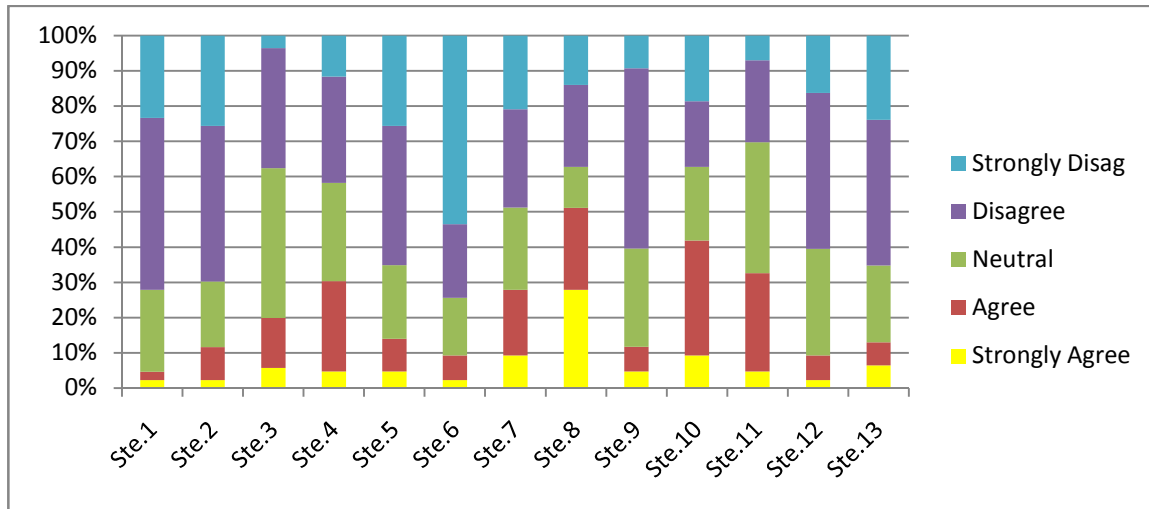
The length of the cells is determined below:

- From 1 to 1.80 represents (Strongly Disagree).
- From 1.81 until 2.60 represents (Disagree).
- From 2.61 until 3.40 represents (Neutral).
- From 3.41 until 4.20 represents (Agree).
- From 4.21 until 5.00 represents (Strongly Agree).

The mean calculated between 1.50 and 2.50 concerning statements 1, 2, 5, 6, 9, 12 and 13 which explain general disagreement on the statements with strong disagreement on statement

With mean of 2.51 for statement n°3 and mean of 3 for statement 11, and of mean 2.95 for the tenth statement which explain most of the sample kept neutral. However there was general agreement concerning statement eight with the mean of 3.28.

**Graph 03: Conversational competence Perception \Awareness**



The statistics detailed show general correspondence of disagreement concerning if a conversationally competent speaker considers the interlocutors ‘status, role and mood. 48.8 disagreed with this statement in addition to 23.3 who strongly disagree, 23.3 remained neutral where those whom agree and strongly agree shared the same 4.6 percent even.

The second statement, 44.2 percent of the sample disagrees with the idea of management of interactional exchanges to be indicators of good command over conversational competence. 25.6 percent completely disagree while 18.6 remained neutral and constant 2.3 strongly agree with such statement.

About 34.9 percent of the sample kept their neutrality when they were asked if in a competent conversationalist’s language use, Speech must be complete and responses must be with little hesitation 27.9 disagreed and 2.9 strongly did where 4.7 strongly agree with the statement to be true.

Regard the 30.2 percent whom disagreed when asked if competence in conversing entails speech with little influence of the mother tongue, 11.6 percent strongly disagreed, 27.9 remained neutral and 25.6 percent agreed while 4.7 agreed strongly.

However 25.6 percent strongly disagreed with awareness of interpersonal space to be of little importance in maintaining conversations 39.5 also disagreed, while 25.6 percent agreed and 4.7 strongly agreed. 27.9 remained neutral.

The statement concerning tone, volume and emphasis are crucial elements to the success of a natural occurring conversation received mass 53.5% strongly disagreement and 20.9 who disagree with such. 9.3 percent of the sample agreed with this statement and constant 4.7 percent strongly agree. 16.3 remained neutral.

The' pauses, silences and speed of delivery play a secondary role in the flow of conversation 'statement also positively faced 20.9 percent of the sample who strongly disagree, 27.9 disagreed while 18.6 agree in contrast in addition to percentage about 9.3 strongly agreed. 23.3 percent kept neutral.

When students were asked that gestures, postures, proxemics and eye contact make part of everyday conversation but have no influence of the communicated meaning, 27.9 strongly agreed plus to 23.3 whom agreed. In contrast 23.3 disagreed and 14 percent strongly disagreed. We also notice that 11.6 percent kept neutral.

In percentage of 51.2 disagree with Conversational competence to be composite of conversational strategies speakers opt to convey intents and meaning, 9.3 strongly disagree while 7 percent agree with the statement strongly agree. It is noticeable that 27.9 percent remained neutral.

Socially, students were asked if social skills like the use of time, space and content of interaction is needless to establish smooth conversations. 32.6 percent of the sample agreed with this the needless of these social skills. 9.3 percent strongly agree while 18.6 percent was the amount of both whom disagree and strongly disagree. 20.9% remained neutral. Percentage of 27.9 also agreed that speech act, communicative and pragmatics functions can be detected by any speaker in given conversation, 4.7 strongly disagree. In contrast 23.3 disagree and 7 percent strongly disagree. While 37.2 percent of the sample remained neutral.

In regard the social norms of interaction if it can be reflected either implicitly or explicitly in daily conversations. 44.2 percent of the students disagree and 25.6 strongly disagree, in contrast 7 percent agree and 6.9 agree strongly. 23.3 percent of the sample remained neutral.

Student at the end were asked their opinion if the role of cultural references in a conversation is to ease the smooth understanding of speakers' expressions and analogies 2.3 strongly agree, 7 percent agree in contrast 44.2 disagreed and 16.3 strongly disagreed while 30.2 remained neutral.

## **Discussion**

The data displayed in **Graph 03** shows the conversational competence awareness among students. As was stated in the theoretical part, the communication inside classrooms is

absolutely needed not only to successful language teaching\learning, but rather also for the transaction of information to occur.

Varshney, the CEO and Founder of Yuki's Classes, stated that communication is the art of transmitting information, thoughts and attitudes from one person to different ones Varshney (2018).

Kumar (2017) explained, it is necessary for students to deepen their knowledge about how to communicate properly and correctly inside classrooms in order for them to ask questions about things they do not comprehend in subjects they are taking so is to discuss it fairly and clearly. For a reason, teachers will exactly see the point and then they will learn better.

According to **table 03** above one can only notice the massive misperception of the conversational competence. A mere basic are lacked in students minds. The first statement showed mass disagreement of an absolute fact and compelling norms as acknowledging interlocutors' status and mood.

Students in another statement appeared to be unaware of the crucial role of social norms and cultural aspects. Surprisingly students considered these factors to be needles and can be dismissed in daily life conversations.

In this case, learners are astonishingly in need to raise awareness to what concern such crucial matte. Specially after considering its gigantic role in learning

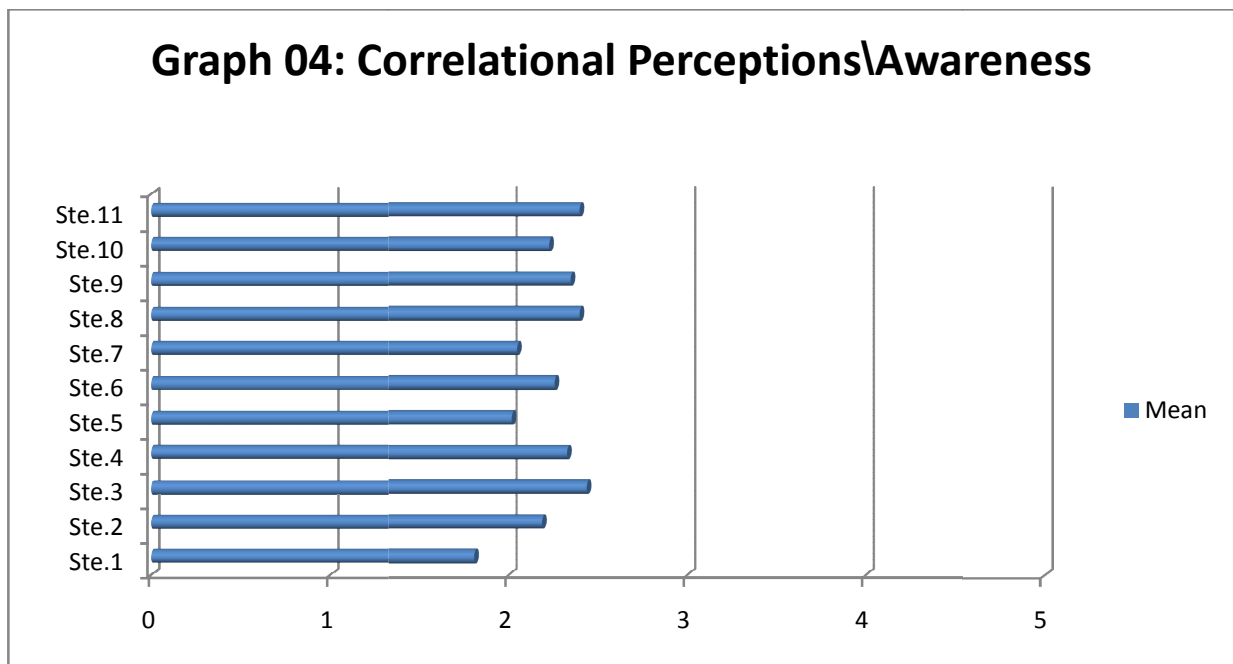
### **2.1.3Section Three: Learners' Correlation Perceptions\Awareness**

To understand how students perceive effects of English TV series on their conversational competence and what the connection between the two is, a bunch of statements were stated in the questionnaire. The following table represents the data collects as result of the process. **Table 04** provides the descriptive statistics concern correlation perception\awareness conversational competences in related to English TV. The data were measured according to the five scale point (dis)agreement.

Table 04: Correlational Perceptions\Awareness

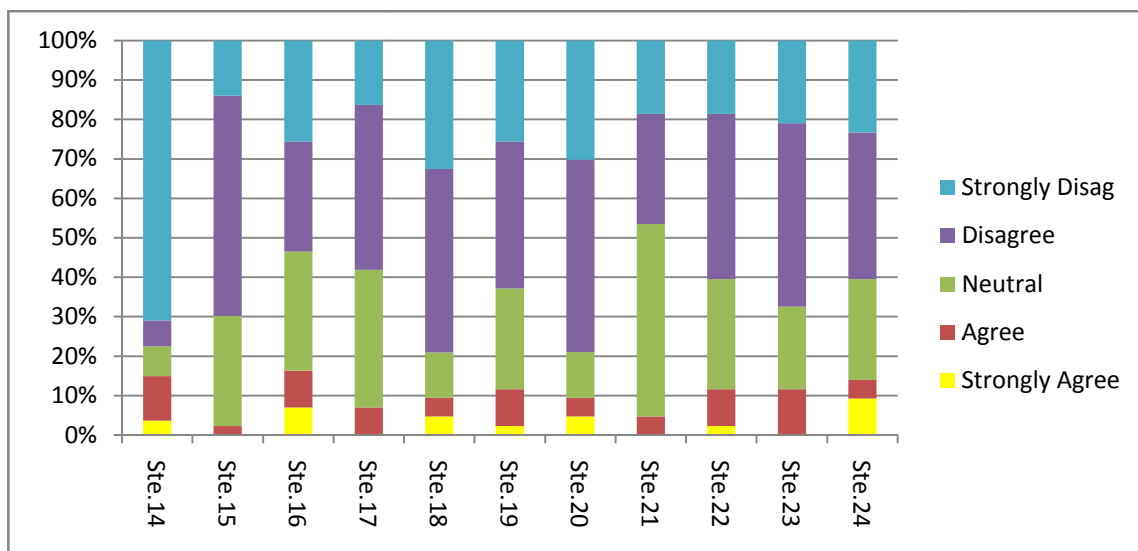
Correlational Perceptions\Awareness	Mean	Std. Dev	SA	A	N	D	SD
14. English language TV series constitute a rich linguistic and cultural source of L2 exposure teachers\students can benefit from as a pedagogical tool.	1,81	,982	2.3	7	4.7	41.9	44.2
15. Authentic materials such as TV series and/or extracts from movies contain typical exemplars of conversation of conversation structure, features and functions.	2,19	,699		2.3	27.9	55.8	14
16. Sociolinguistic aspects of language use; as to how speakers appropriately interact in a given situation can be manifested in all types of English TV series	2,44	1,181	7	9.3	30.2	27.9	25.6
17. Politeness strategies and conversational implicative patterns are frequently demonstrated in English TV series as parts of language authenticity.	2,33	,837		7	34.9	41.9	16.3
18. English TV series can be a tool that brings the outside world of language into the classroom because of the socio-pragmatic and interactional features embodied within its contents.	2,02	1,035	4.7	4.7	11.6	46.5	32.6
19. Prosodic aspects of language such as stress, tone intonation, pause, speed and clarity can easily understood through exposure to English TV series.	2,26	1,026	2.3	9.3	25.6	37.2	25.6
20. English TV series offer sets of paralinguistic features such as gestures, postures, eye-contact and proxemics that English language speakers can acquire and use.	2,05	1,022	4.7	4.7	11.6	48.8	30.2
21. Implicit and explicit norms of interaction and address forms such as SIR, PAL and BRO can be transmitted through exposure to English TV series.	2,40	,849		4.7	48.8	27.9	18.6
22. English TV series encompass vocabularies and expressions as they can be used appropriately in their contexts.	2,35	,973	2.3	9.3	27.9	41.9	18.6
23. Pronunciation patterns, articulation and accent features are always embodied within authentic English materials and English TV series contain these aspects.	2,23	,922		11.6	20.9	46.5	20.9
24. Cultural references and socio-interactional parameters of conversational competence can be acquired through exposure to English TV series.	2,40	1,178	9.3	4.7	25.6	37.2	23.3
Valid N (listwise)							

Analysis



It can be noticeable that there is holistic correspondence of the entire sample on the statements with the mean between 1.81 and 2.60 which illustrate general disagreement.

Graph 05: Correlational Perceptions\Awareness



Viewer of **table 04** and **Graph 05** can notice 44.2 percent of the sample strongly disagree on the idea that English language TV series constitute a rich linguistic and cultural source of L2 exposure teachers\students can benefit from as a pedagogical tool, 41.9 percent disagree while about 2.3 agree on that fact. The later percentage still agree on English TV

series encompass vocabularies and expressions as they can be used appropriately in their contexts. While 41.9 disagree and 18.6 strongly disagree.

Regarding this statement students were asked whether English TV series can be a tool that brings the outside world of language into the classroom because of the socio-pragmatic and interactional features embodied within its contents. 46.5 disagreed and other 32.6 percent strongly disagreed.

We notice from table also student are generally neutral regard the sociolinguistic aspects 30 percent and 25 percent of the whole population kept their neutrality to the statement Sociolinguistic aspects of language use; as to how speakers appropriately interact in a given situation can be manifested in all types of English TV series and the statement, cultural references and socio-interactional parameters of conversational competence can be acquired through exposure to English TV series in that order. As contrast the remaining populations in both cases disagree, the first 25.6 percent and the second 23.3 disagree with the statements.

Con conversationally speaking, 55.8 percent disagree on statement authentic materials such as TV series and/or extracts from movies contain typical exemplars of conversation of conversation structure, features and functions. Another 14 percent strongly disagree, while only 2 percent agree with the statement. 4.7 percent of the population agrees with the statement that says English TV series offer sets of paralinguistic features such as gestures, postures, eye-contact and proxemics that English language speakers can acquire and use; 11.6 agree and 48.8 disagree the other 30.2 percent strongly disagree.

When the students were asked about their perception about politeness strategies and conversational implicative patterns if are frequently demonstrated in English TV series as parts of language authenticity. 41.9 disagree and 16.3 strongly did. While a 34.9 percent remained neutral, and the remaining went between agree and strongly agree.

A massive 48.8 percent of the population could not tell whether interaction norms, Implicit and explicit, such as address forms like SIR, PAL and BRO can be transmitted through exposure to English TV series. 27.9 disagreed with it , 18.6 strongly disagreed while 4.7 percent agree. Following students 62.8 find difficulties to understand Prosodic aspects of language such as stress, tone intonation, pause and clarity through exposure of to English TV series.

The otherwise only 2.3 can easily comprehend such aspect through such exposure. 46.5 and 20.9 percent disagree and strongly disagree in this order with the statement that says pronunciation patterns, articulation and accent features are always embodied within authentic

English materials and English TV series contain these aspects. Whereas approximately, 11.6 percent of the same population which agree with the statement.

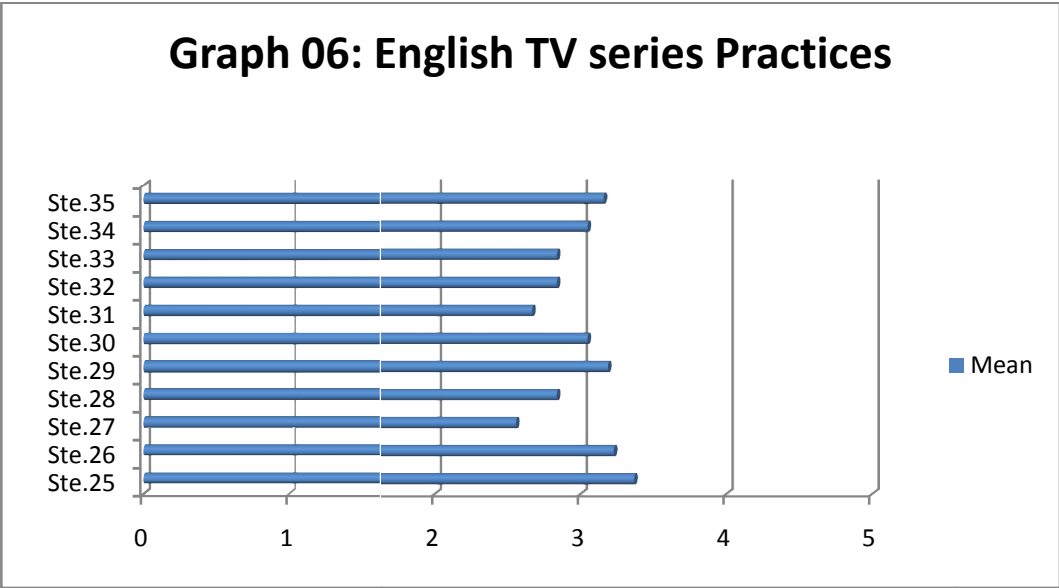
In every conceivable ways English TV series are highly underestimated, this idea become very persuasive when noticing the majority of students cannot spotlight the fact that these television show valuably en rich the vocabularies or linguistic and cultural source in which they can benefit from.

**Discussion**

In fact Hsio-Lan Hsieh, et al (2010) stated, many educators around the globe and research in different era such as Sommer, Luo and others congregated to reveal that films in video format have drastic intuition of being compelling pedagogical tool because movies as result to their studies provide the exposures to the real language use in authentic setting and culture in which language is uttered.

Analyst of the data also notices low awareness on students’ side that they can actually benefit and learn prosodic aspect from television shows. The learners still attached with demolished finding that audible Televisions decrease adult words, which unpersuasive, since the majorities have no direct knowledge of that these TV shows demonstrate conversational implicative patterns, articulation and accent features.

**2.1.4 Section four: Learners’ Perceptions of teachers English TV series Practices**



The **Graph 06** represents how teachers occupy videos inside EFL classrooms in learners’ views

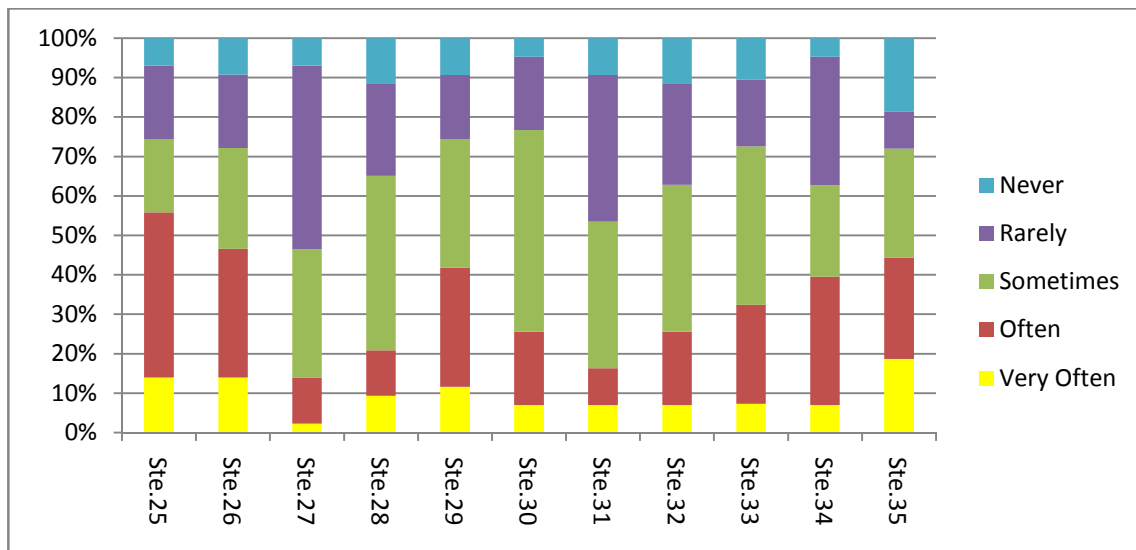
The following **table 5** holds within its cellules data obtained from the questionnaire after being analyzed and processed through SPSS program at aim of having full comprehension of how teachers occupy videos inside EFL classrooms in learners' views. Several statements and certain practices have been questioned using the Likert five-point scale measurements.

**Table 5: English TV series Practices**

English TV series Practices	Mean	Std. Devi	VO	O	S	R	N
25. How often does your teacher associate English TV series (or clips) with English language learning?	3,37	1,155	14.	41.9	18.6	18.6	7
26. How often does your teacher instruct you to watch English TV series?	3,23	1,192	14	32.6	25.6	18.6	9.3
27. How often does your teacher instruct you to compare cultural dimension between your own and target language culture?	2,56	,881	2.3	11.6	32.6	46.5	7
28. How often does your teacher emphasize on conversational strategies native speakers opt for to convey intents or meanings?	2,84	1,090	9.3	11.6	44.2	23.3	11.6
29. How often does your teacher emphasize on pragmatic function and speech act occupied within conversations in English TV series?	3,19	1,139	11.6	30.2	32.6	16.3	9.3
30. How often does your illustrate social norms of interaction when conversation between two native in video clips occurs?	3,05	,925	7	18.6	51.2	18.6	4.7
31. How often does your teacher use video preference inside classroom?	2,67	1,017	7	9.3	37.2	37.2	9.3
32. How often does your teacher instruct you to analyze speech and language used by native in their conversation?	2,84	1,090	7	18.6	37.2	25.6	11.6
33. How often does your teacher (manifest/focus on) Pronunciation patterns of native-like?	2,84	,974	7	18.6	51.2	4.7	18.6
34. How often does your teacher includes the input' flooding techniques' when using video types?	3,05	1,068	7	32.6	23.3	32.6	4.7
35. How often does your teacher demand a constructive feedback?	3,16	1,362	18.6	25.6	27.9	9.3	18.6

### Analysis

The graph 06 illustrates volatile opinion between the sometimes distance [2.61;3.40] and rarely distance [1.81;2.60]

**Graph 07: English TV practices**

The **table 05** and **Graph 07** show data more detailed however. It manifests general agreement that teachers often associate their learner to learn from TV series. 41.9 percent of the population declared that their teacher often associate learning language with television shows another 14 percent said very often teacher do while only 7 percent denied such act. In another case 37.2 said only sometimes their teachers have used video references, 37.2 stated rarely and 9.3 said never while 7 percent of the sample said teachers very often do used video references inside classrooms.

A contrast opinion to what concern instruction to watch TV series, 32.6 percent declared often, 18.6 said rarely while 25.6 confined with sometimes. While 46 percent said teacher rarely instruct them to compare cultural dimension between your own and target language culture, 32.6 stated sometimes, 11.6 % often and 2% went with very often.

Conversationally speaking, according to 44.2% of the students, teachers only sometimes emphasize strategies native speakers opt for to convey intents or meanings 23.3 said rarely and 11.6% had opinion of absolute never.

Nonetheless, 30.2% of the sample declared that teachers often emphasize on pragmatic function and speech act occupied within conversations in English TV series, 51.2% declared that only sometimes teachers illustrate social norms of interaction when conversation between two native in video clips occurs, 18.6 percent stated rarely, 4.7 said never.

In the sample 7 % declared teachers very often give instruction to analyze speech and language used by native in their conversation. 18.6 said often while 22.6 stated never and 25.6 said rarely. The remaining 37.2 said only sometimes

Another 32.6 percent of the sample does agree that teacher rarely include folding input technique. 4.7% said never. While in contrast 32.6 said often and 7 % declared very often. The remaining 23.3 % confine with only sometimes.

However, 18.6 percent stated that teachers very often demand a constructive feedback 25.6 percent said often, 27.9 said sometimes and 18.6 said never.

## **Discussion**

Practice is the fruit of the awareness of conversational competence importance and its relation to English television series. The awareness of how important communication initiates the increase of attention' and curiosity amount directed toward the conversation competence basic's knowledge. That will direct students more to methods that ease the acquisition of language and acquiring it skills properly as it is functioned by native. Also will raise awareness more toward its different inputs of norms, social skills, sociolinguist aspects, socio-pragmatics and basic law of conversational competence, one in which we devote for it this work which is English television series. As result learners will perceive information more properly.

The lack of use or even instruction to view such native-like authentic material is the reason behind such misperception, lack of acknowledgement and huge ambiguity regard such essential factor in speaking language skills. The lack of constructing concentric comparisons between target language culture and mother culture cause huge miscomprehension of idioms, social norms, and native daily life expressions.

Teacher rarely emphasize on the aspects mentioned above; Therefore, Establishing background to manifest paralinguistic features and prosodic aspects of language use is needed through spotlighting conversational implicative patterns and highlight strategies conversation occurs between natives.

## **2.2 Data Analysis for Teachers' Questionnaire**

### **2.2.1 Section One: Teachers' Personal information and language Achievement**

The questionnaire was designed and distributed in reason to inspect and to gather information about teachers' perception and practices with regard to the use of English TV series and improving learner's conversational competence. Data obtained from the questionnaires are summarized in the following tables one for each its interest.

The sample to which we distributed the questionnaire was of twelve randomly selected English language teachers. To a mere chance it was 50 percent males and 50 percent females. All 16.7 percent took training in media education another 16.7 percent in other alternative modes of instruction in drama education. Whereas 66.7 percent of the sample has no training in that mentioned above.

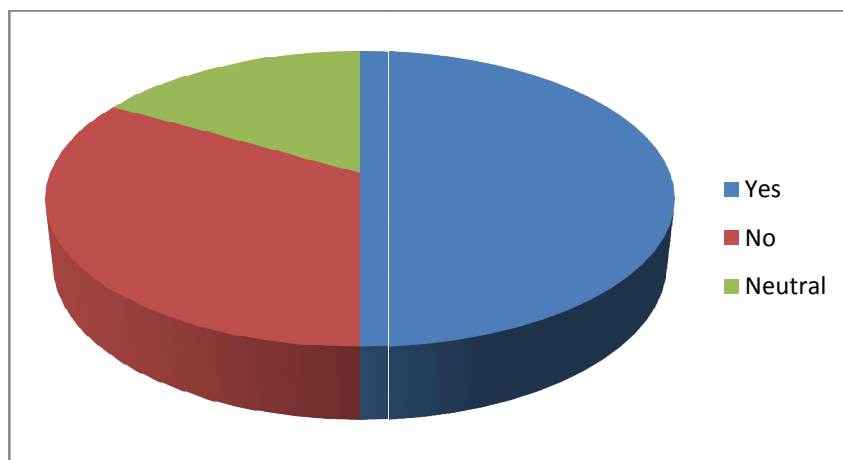
About 33.3 of the teacher questioned have been teaching oral expression for more than three years while 66.7 have one year experience.

Percentage of 33.3 of the sample has often used movies\video clips inside classrooms. A 50 percent sometimes and 16.7 said rarely. While all the 83.3 percent have used video clips. And only 50 percent have used video clips related to students learning area.

About 66.7 percent of the teachers have only displayed the video for their learners to simply watch with no ulterior motive. Only one teacher used instruct his learners to write a movie review and 33 percent used the video in regularly fill in the blank assignments.

As an opening to the second section teacher were asked if they prefer to watch English TV series and how often if they do.

**Graph08: Teachers' stand on watching English TV series**



We found the 50% of the teachers who have been questioned prefer to watch English TV series while 33.3 % do not. The remaining 16.7 % could not tell their position and were confine neutral about it.

### **2.2.2 Section Two: Teachers' perception\awareness of conversational competences**

The following section has the distinct figure of being both anticipated and necessary. The following **table 6** holds within its cellules data obtain from descriptive statistics concerning perception\awareness of conversational competences.

Table06 perception\awareness of conversational competences

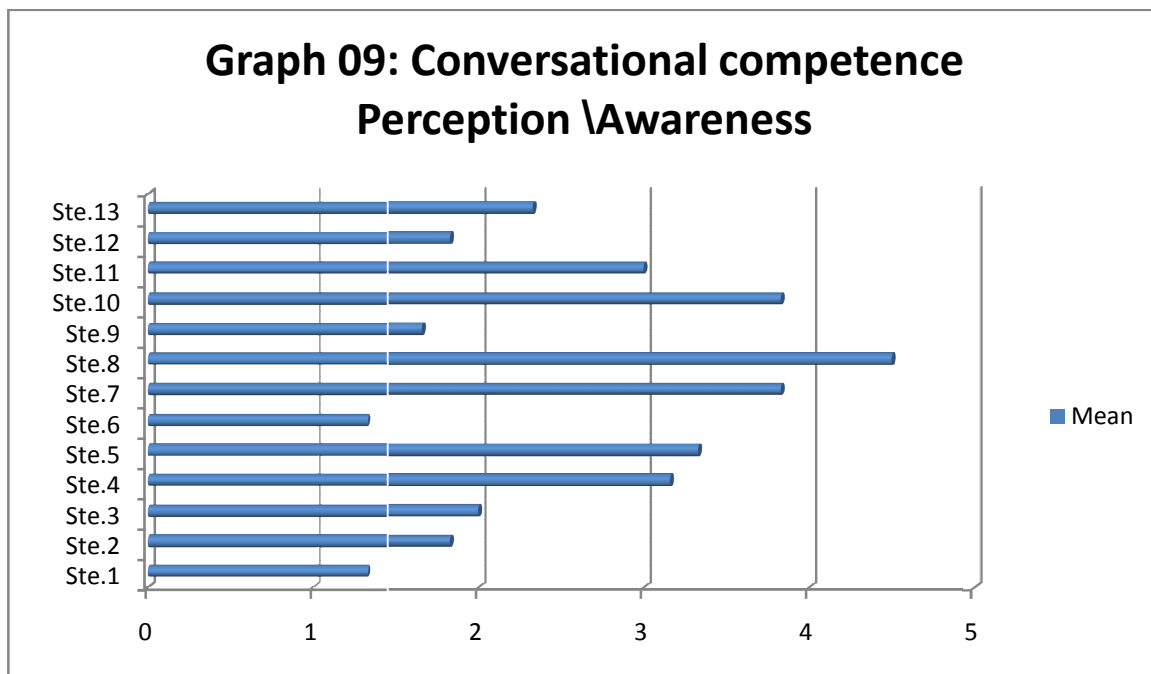
**Table: Conversational competence Perception \Awareness**

Conversational competence Perception \Awareness	N	Mean	Std. Devia	SA	A	N	D	SD
1. A conversationally competent speaker considers the interlocutors 'status, role and mood.	6	1,3333	,51640	66,7	33,3			
2. Management of interactional exchanges is an indicators of good command over conversational competence	6	1,8333	,75277	33,3	50,0	16,7		
3. . In a competent conversationalist's language use. Speech must be complete and responses must be with little hesitation.	6	2,0000	,89443	33,3	33,3	33,3		
4 . Competence in conversing entails speech with little influence of the mother tongue (Arabic in your case).	6	3,1667	,98319		33,3	16,7	50,0	
5. Awareness of interpersonal space is of little importance in maintaining conversations.	6	3,3333	1,86190	33,3			33,3	33,3
6. Tone, volume and emphasis are crucial elements to the success of a natural occurring conversation.	6	1,3333	,51640	66,7	33,3			
7. Pauses, silences and speed of delivery play a secondary role in the flow of conversation.	6	3,8333	1,16905		16,7	16,7	33,3	33,3
8. Gestures, postures, proxemics and eye contact make part of everyday conversation but have no influence of the communicated meaning.	6	4,5000	,83666			16,7	16,7	66,7
9. Conversational competence is a composite of conversational strategies speakers opt to convey intents and meaning.	6	1,6667	,81650	50,0	33,3	16,7		
10. Social skills like the use of time, space and content of interaction are needless to establish smooth conversations.	6	3,8333	1,47196		33,3		16,7	50,0
11 Speech act, communicative and pragmatics functions can be detected by any speaker in given conversation.	6	3,0000	1,26491		50,0	16,7	16,7	16,7
12. The role of cultural references in a conversation is to ease the smooth understanding of speakers' expressions and analogies.	6	1,8333	,40825	16,7	83,3			
13. Social norms of interaction can be reflected either implicitly or explicitly in daily conversations.	6	2,3333	,81650		83,3		16,7	
Valid N (listwise)	6							

To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale  $(4 \div 5 = 0.80)$ . Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell.

The length of the cells is determined below:

- From 1 to 1.80 represents (Strongly Disagree).
- From 1.81 until 2.60 represents (Disagree).
- From 2.61 until 3.40 represents (Neutral).
- From 3.41 until 4.20 represents (Agree).
- From 4.21 until 5.00 represents (Strongly Agree).

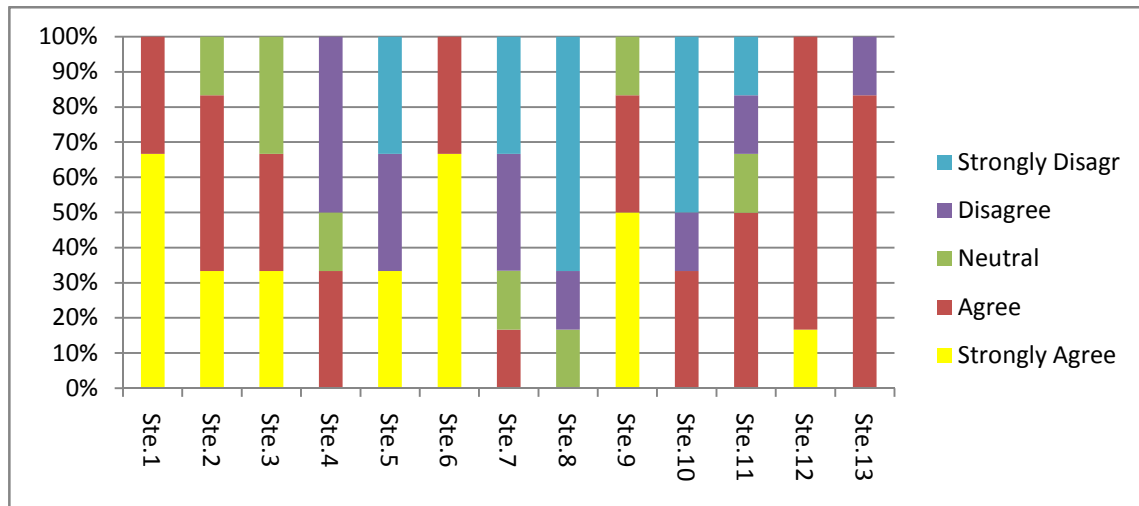


**Graph 09** illustrate the mean calculated between [1; 1.80] concerning statements 1, 6 which explain strong disagreement on the statements. And with the mean of 1.83 for statement n°2, mean of 2 for the third statement and with 1.83 as mean for statements 12 statistics proved the sample disagree on the statements.

With mean in between [1.81; 2.60] of statement 2, 3 and 12 which explain most of the sample disagreed in those statements. However there was general agreement concerning statement 4, 5; 9 11, 13 where most of the sample remained neutral with the mean in between [2.61; 3.40].

In contrast with the mean of 4.5 which illustrate strong agreement on statement number eight, and with the mean 3.83 for both statements seven and ten proved the sample agreements of the statements.

**Graph 10: Conversational competence Perception \Awareness**



### Analysis

Viewer of the **table 06** and **Graph 10** can notice that all teachers agree that conversationally competent speaker considers the interlocutors 'status, role and mood. Diversity in agreement is noticed, 33.3 percent agree and 66.7 percent strongly agree. 66.6 percent were divided fairly between those who agree and those whom strongly agree that in a competent conversationalist's language use. Speech must be complete and responses must be with little hesitation, the remaining 33.3 percent kept neutral.

About 50 percent of teachers agree that management of interactional exchanges are an indicators of good command over conversational competence, 33.3 percent strongly agree whereas 16.7 percent kept their neutrality. There is also 50 % disagree that Competence in conversing entails speech with little influence of the mother tongue. However 33.3 percent agree with such, while 16.7 remained neutral.

The 66.6 percentage was fairly divided between whom disagree and strongly disagree with which of that awareness of interpersonal space is of little importance in maintaining conversations. Other 33.3 percent agreed.

There is general agreement in which tone, volume and emphasis to be crucial elements to the success of a natural occurring conversation 66.7 strongly agree.

The 33.3 percent disagree that pauses, silences and speed of delivery play a secondary role in the flow of conversation 33.3 strongly disagree, while 16.7 agree. Also 16.7 remained

neutral. Meanwhile 66.7 percent strongly disagree with statement which stated that Gestures, postures, proxemics and eye contact make part of everyday conversation but have no influence of the communicated meaning 16.7 disagree and 16.7 remained neutral.

Another 50 percent of the questioned teachers strongly agreed that conversational competence is a composite of conversational strategies speakers opt to convey intents and meaning. 33.3 percent agree and 16.7% remained neutral.

There is 50 percent of the sample agrees that speech act, communicative and pragmatics functions can be detected by any speaker in given conversation. 33.3 percent fairly divided between those who strongly disagree and those who disagree.

Socially speaking 50 % strongly disagree that social skills like the use of time, space and content of interaction are needless to establish smooth conversations 16.7 percent disagree , in contrast to them 33.3 percent agree.

The entire sample agreed concerning the role of cultural references in a conversation if it is to ease the smooth understanding of speakers' expressions and analogies. 83.3 percent agreed and 16.7% agreed strongly. About 83.3% percent also agreed if that social norm of interaction can be reflected either implicitly or explicitly in daily conversations. However 16.7 disagreed

### **Discussion**

Observing the table viewers can behold a general harmonization in teachers' answers with slight deviation in some statements, but nothing big. So as it have been stated, ' this section share a common figure of being both anticipated and necessary'.

The general harmonization was mainly concerning the conversational competence features. Teachers agreed with norms characteristics and many, yet that slight deviation was concerning the social and cultural statements. That can be backed to the social perhaps the cultural background each teacher came from, the way raised. And also can be backed to the years spent experiencing teaching, the more experienced perhaps can see things differently and most certainly have been exposed to more gestures, event, or incidence , which more likely resulted the judgments diversity.

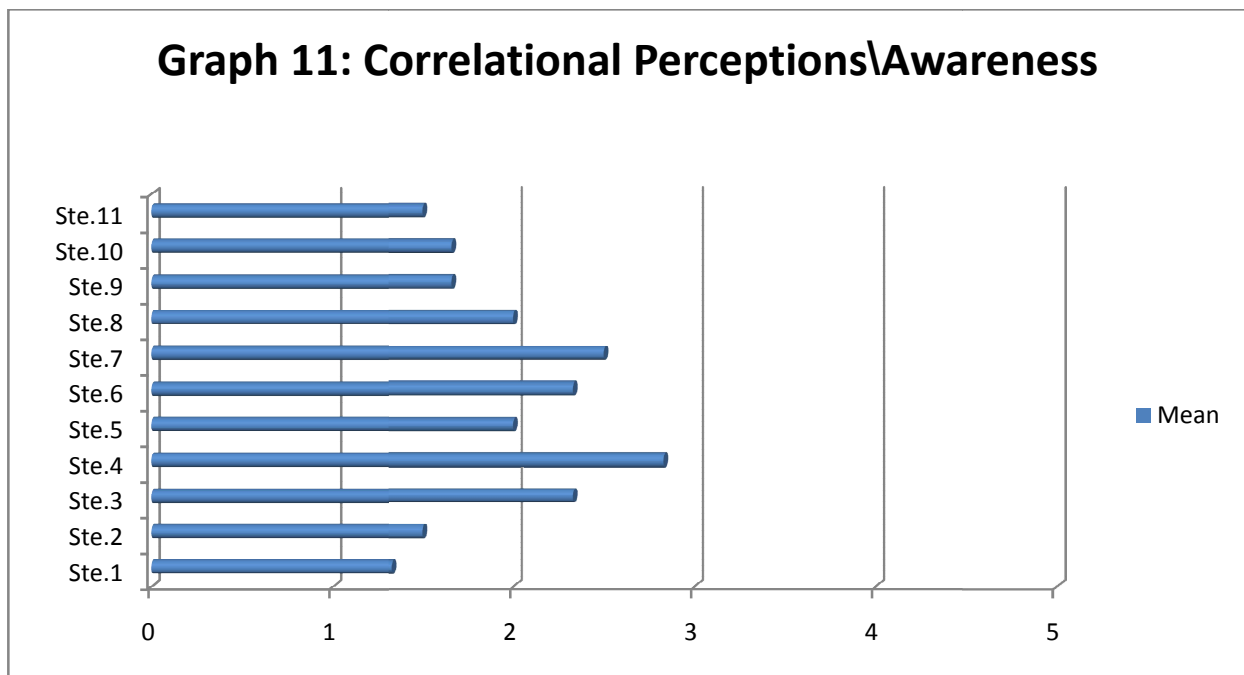
### **2.2.3 Section Three: Teachers' Personal correlation perception\awareness**

**Table 07** provides the descriptive statistics concern correlation perception\awareness between conversational competences in related to English TV.

Table 07: Correlation Perception\Awareness

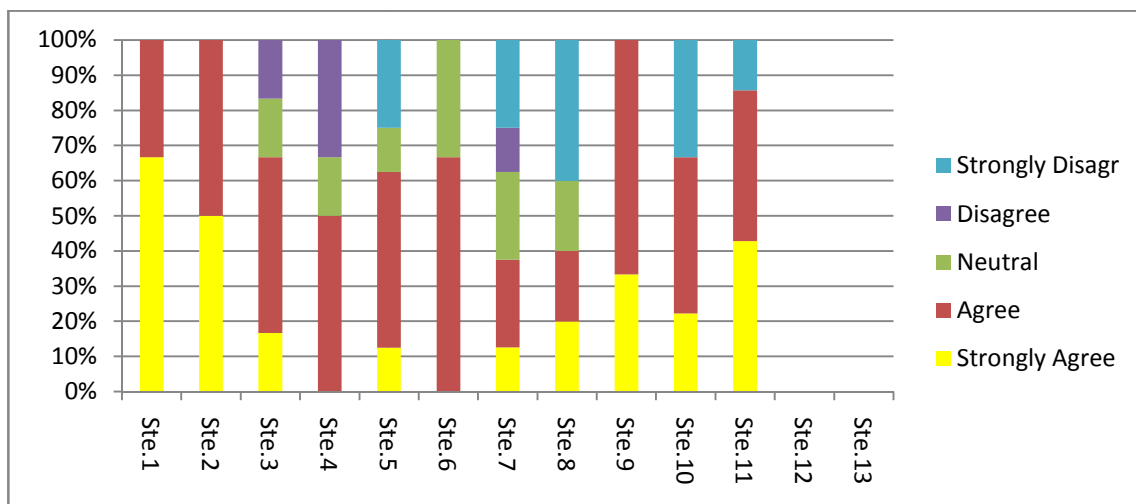
Correlational Perceptions\Awareness	N	Mean	Std. Deviation	SA	A	N	D	SD
1. English language TV series constitute a rich linguistic and cultural source of L2 exposure teachers\students can benefit from as a pedagogical tool.	6	1,3333	,51640	66,7	33,3			
2. Authentic materials such as TV series and\or extracts from movies contain typical exemplars of conversation of conversation structure, features and functions.	6	1,5000	,54772	50,0	50,0			
3. Sociolinguistic aspects of language use; as to how speakers appropriately interact in a given situation can be manifested in all types of English TV series.	6	2,3333	1,03280	16,7	50,0	16,7	16,7	
4. Politeness strategies and conversational implicative patterns are frequently demonstrated in English TV series as parts of language authenticity	6	2,8333	,98319		50,0	16,7	33,3	
5. English TV series can be a tool that brings the outside world of language into the classroom because of the socio-pragmatic and interactional features embodied within its contents.	6	2,0000	,63246	16,7	66,7	16,7		
6. Prosodic aspects of language such as stress, tone intonation, pause, speed and clarity can easily understood through exposure to English TV series.	6	2,3333	,51640		66,7	33,3		
7. English TV series offer sets of paralinguistic features such as gestures, postures, eye-contact and proxemics that English language speakers can acquire and use.	6	2,5000	1,04881	16,7	33,3	33,3	16,7	
8. Implicit and explicit norms of interaction and address forms such as SIR, PAL and BRO can be transmitted through exposure to English TV series.	6	2,0000	,89443	33,3	33,3	33,3		
9. English TV series encompass vocabularies and expressions as they can be used appropriately in their contexts.	6	1,6667	,51640	33,3	66,7			
10. Pronunciation patterns, articulation and accent features are always embodied within authentic English materials and English TV series contain these aspects.	6	1,6667	,51640	33,3	66,7			
11. Cultural references and socio-interactional parameters of conversational competence can be acquired through exposure to English TV series.	6	1,5000	,54772	50,0	50,0			
Valid N (listwise)	6							

Analysis



**Graph 11** illustrates Mean of section three. As for the statements 1, 2, 4, 6, 7, 8, 9 and 11 with mean in between distance [1; 1.80] proved the sample genuinely strongly disagree on these statements. In addition to statements 3, 5, and 10 with mean in between [1.81; 2.60] proved also the sample disagree on each statement. The statement four with the mean 2.83 proved the sample to be neutral.

**Graph 12: Correlational Perceptions\Awareness**



Viewer of **table 07** and **Graph 12** can notice 66.7 percent of the population strongly agree on the idea that English language TV series constitute a rich linguistic and cultural source of L2 exposure teachers\students can benefit from as a pedagogical tool, 33.3% agree.

Another 100% percentage divided fairly between agreement strong agreement on English TV series encompass vocabularies and expressions as they can be used appropriately in their contexts.

Regarding this statement teachers were asked whether English TV series can be a tool that brings the outside world of language into the classroom because of the socio-pragmatic and interactional features embodied within its contents. 66,7 % agreed and 16.7 percent strongly agreed. While 16.7 % confide in neutral opinion

We notice from table 50 % teachers are correspond regard the sociolinguistic aspects in addition to 16.7 percent who strongly agree. In contrast 16.7 percent of the whole population kept their neutrality to the same statement Sociolinguistic aspects of language use; as to how speakers appropriately interact in a given situation can be manifested in all types of English TV series and another 16.7 percent disagreed.

While the whole population agrees on that cultural references and socio-interactional parameters of conversational competence can be acquired through exposure to English TV series. The only diversity is that 50 % agree and the other half strongly agree.

Con conversationally speaking, 50% percent agree on statement authentic materials such as TV series and/or extracts from movies contain typical exemplars of conversation of conversation structure, features and functions. Another 50% percent strongly agree.

About 33.3 percent of the population agrees with the statement that says English TV series offer sets of paralinguistic features such as gestures, postures, eye-contact and proxemics that English language speakers can acquire and use; 16.7 strongly agree and 16.7 disagree the other 33.3 percent remained neutral.

When the teachers were asked their perception about politeness strategies and conversational implicative patterns if are frequently demonstrated in English TV series as parts of language authenticity. 33.3% disagree in contrast to 50% who agree. While a 16.7 percent remained neutral.

Concerning 33.3 percent of the sample could not tell whether interaction norms, Implicit and explicit, such as address forms alike SIR, PAL and BRO can be transmitted through exposure to English TV series.33.3 agreed with it , 33.3 strongly agreed.

About 66.7% of teachers find agree that it is easy to understand Prosodic aspects of language such as stress, tone intonation, pause and clarity through exposure of to English TV series. The otherwise 33.3 % remained neutral.

A genuine agreement with the statement that says pronunciation patterns, articulation and accent features are always embodied within authentic English materials and English TV

series contain these aspects. Where 66.7 percent agree and the other 33.3 percent agreed strongly.

### Discussion

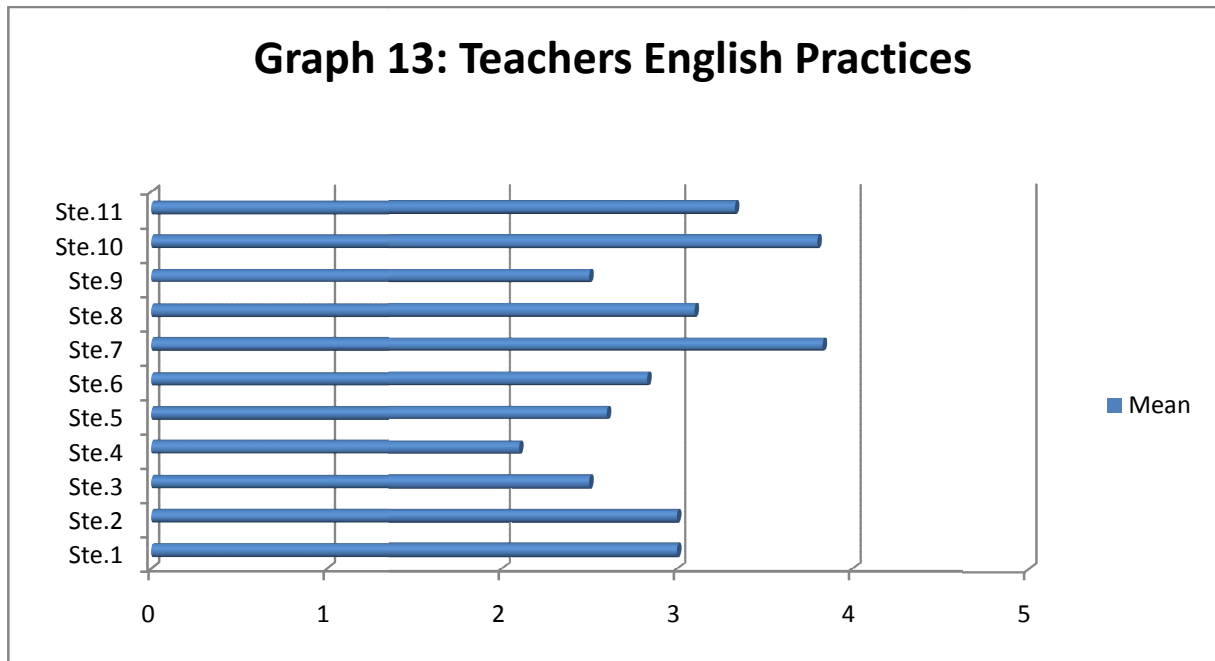
Teachers genuinely correspond on one opinion either agreement or disagreement about mostly all statement concerning the effects of the English TV series on learners' conversational competence and those statements that discuss conversational pragmatic features and strategies. The slight deviation in some statements can only be related to the type of shows teachers are exposed to.

### 2.2.4 Section four: Teachers' Practices Regarding the Use of English TV series

Arrived at practicalities, the following **table 8** holds within its cellules data obtain from the questionnaire after being analyzed and processed through SPSS program at aim of having full comprehension of how teachers occupy videos inside EFL classrooms. Several statements and certain practices have been stated using the five-point scale measurements.

**Table 8: Teachers' English TV series Practices**

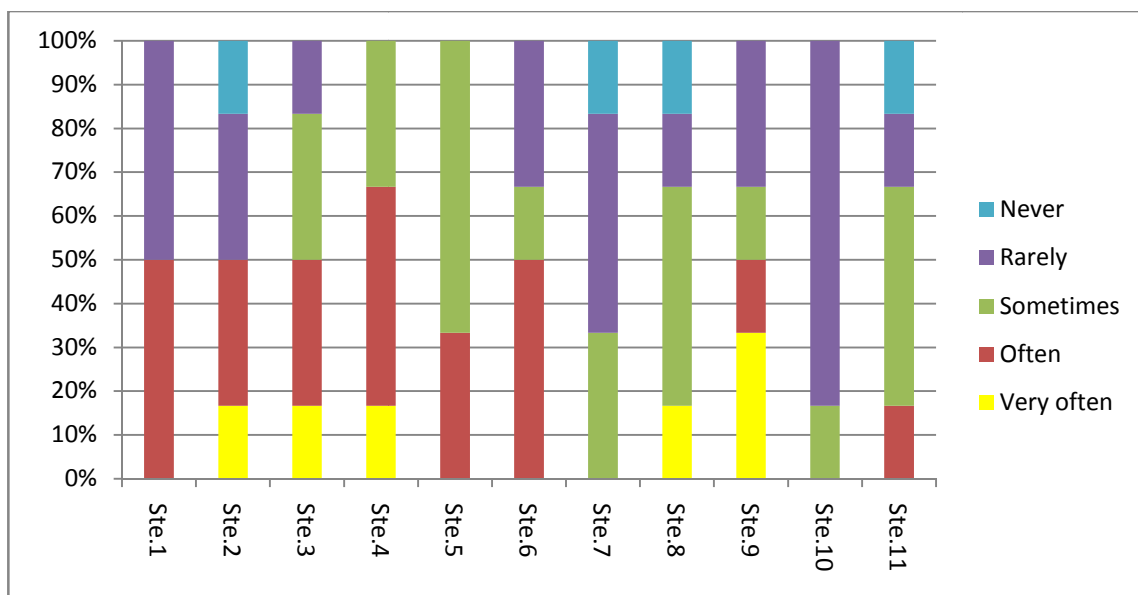
Section Four: Practices	M	VO	O	S	R	N
1. How often do you associate English TV series (or clips) with English language learning?	3,0000		50,0		50,0	
2. How often do you instruct you to watch English TV series?	3,0000	16,7	33,3		33,3	16,7
3. How often do you instruct you to compare cultural dimension between your own and target language culture?	2,5000	16,7	33,3	33,3	16,7	
4. How often do you emphasize on conversational strategies native speakers opt for to convey intents or meanings?	2,1667	16,7	50,0	33,3		
5. How often do you emphasize on pragmatic function and speech act occupied within conversations in English TV series?	2,6667		33,3	66,7		
6. How often do you illustrate social norms of interaction when conversation between two native in video clips occurs?	2,8333		50,0	16,7	33,3	
7. How often do you use video preference inside classroom?	3,8333			33,3	50,0	16,7
8. How often do you instruct you to analyze speech and language used by native in their conversation?	3,1667	16,7		50,0	16,7	16,7
9. How often do you (manifest\focus on) Pronunciation patterns of native-like?	2,5000	33,3	16,7	16,7	33,3	
10. How often do you includes the input' flooding techniques' when using video types?	3,8333			16,7	83,3	
11. How often do you demand a constructive feedback?	3,3333		16,7	50,0	16,7	16,7



**Graph 13** manifest mean of section four English Teacher Practices. Teachers fickle between what is sometimes and rarely done practices inside their EFL classrooms, concerning statements 3, 4, 5 and 9 the mean in between the distance [1.81; 2.60] which protest teachers rarely have done the practices within EFL classes. The mean of the statements 1, 2, 6, 8, and 11 is inside the distance [2.61; 3.40] proved in sometimes' category.

And with the mean of 3.83 statements 7 proved teacher often do you use video preference inside classroom, so is often with statement 10 with the mean of 3.83

**Graph 14 Section Four: Practices**



### Analysis

From **table 08** and **Graph 14** as the numbers signify teacher were divided 50\50 percent between the half who often associate English TV series (or clips) with English language learning and other half whom rarely maintain such association.

About 16.7 % of teachers never use video preference inside classroom 50 % said rarely and 33.3 percent declared sometimes.

When it comes to teacher instructing their learner to watch English TV series, there was a clear split decision. We notice 16.7 percent said very often and 33.3 percent said often while 16.7 percent said never and 33.3 % said rarely.

Also 16.7 % of teachers also very often instruct their learner to make cultural comparison. 33.3 percent said often while 16.7 said rarely. The remaining percentage 33.3 percent said sometimes.

About 16.7% of teachers very often emphasize on conversational strategies native speakers opt for to convey intents or meanings, 50% often and 33.3 percent only sometimes. However 33.3 % often emphasize on pragmatic function and speech act occupied within conversations in English TV series while the 66.7 percent said rarely.

There was a split in whether teachers instruct their learners to analyze speech and language used by native in their conversation 16.7 percent said never, 16.7% said rarely. 50% sometimes while only 16.7 % said very often. Approximately 50% often illustrate social norms of interaction when conversation between two native in video clips occurs, 16.7 % sometimes and 33.3 % goes rarely. While 33.3 % very often manifest focus on Pronunciation patterns of native-like 16.7 said often, 16.7 sometimes and 33.3 rarely.

Percentage of 83.3 of teacher includes the input 'flooding techniques' when using video types the remaining only rarely do. However 16.7 % of teachers declared they never demand a constructive feedback, 16.7 % said sometimes and 50 % only sometimes while only 16.7 percent often demand feedback.

### Discussion

Acknowledging that teachers come from different cultural background and different ages, Practicalities however tell different anecdote.

Starting from instructing students to view television show, or using video preferences which most teacher do not and have no clue of its beneficial results on EFL learners language acquisition. The use of film, however, provides a rich context by which students can improve comprehension and practice listening and speaking (Altman 1989, Kitajima and Lyman Hager

1998, Burt 1999, and Stoller 1993, Ishihara 2004) and especially on the conversational competence. By using film, an oral skills course and other skill courses may be integrated through the use of common themes, functions, and/or grammar featured in the film (Ishihara 2004).

The TV series is mean that transmit culture whether implicitly or explicitly, teachers in the other hand need to intensively, since the data show teacher opt to only often and rarely instruct their students to make cultural comparison, one for teacher can acknowledge what their learners perceive and notice beyond superficial, two for teacher to rectify and direct learners' perception. In addition teachers also need to instruct their learners to make analysis of words, expressions, why use this and not use the other.

With such practice learners will comprehend how native opt to convey meaning, understand strategies used, pragmatic functions. So it is noticeable teachers do not perform such act while it is out most necessity. Same goes for instruction concerning social norms.

As far as for the flooding input techniques, teachers misperceive this technique. The flooding input technique help learner highlight points and focus attention on without them being told to do so.

In study Balcom, P. Bouffard, P., (2015) Results show that input flooding and instruction were beneficial: with positive adverbs the treatment group produced and accepted significantly more adverbs in the target position, and decreased their non-target placement from pretest to posttest.

As last remark constructive feedback is apparently not of high priority for teachers to demand. Susan (2015) viewed Feedback as often mistaken for criticism. In fact, what is viewed as negative criticism is actually constructive criticism and is the best find of feedback that can help to formulate better decisions to improve and increase performance. Therefore demanding a constructive feedback should not be considered and extra paper work but rather an insurance of delivering information and improving instrument.

### **3. General discussion**

As answer to questions stated before, English TV series and generally audio-visual authentic materials have been proven by previous studies to have a magnificently positive impact on the conversational competence. It is true firstly this concept was misled by false assumption where TV was linked to slow language acquisition. But latterly however, this concept took different lane and now it is known that television have valuable effects on

learners' conversational competence. The later can considerably be improved when TV is used as authentic material properly.

M'sila's university EFL learners have misperception regarding the effects of the English TV series on conversational competence. While teachers have full comprehension of the matter, students do not quietly benefit from this knowledge due to the lack of use of these practices in teachers side.

The idea of using English TV series as educational tools in speaking classes apparently is new for teachers as equal as for students; nonetheless teachers can somehow see potentiality, while the idea is surprisingly new to students. The students view English TV series as only as entertainment product meanwhile they also unconsciously perceive cultural and pragmatic clues, functions and strategies native use to convey meanings. Teachers behold this fact clearly compared to clueless students.

Practices can tighten that gap if teachers can implement what have been suggested and use more instructional learning strategies. Emphasize on feedback and demanding constructive one that will build, enhance and sharpen conversational competence and as another effects critical thinking of learner in addition to other skills that will also improve.

## **4. Summary of Findings**

### **4.1 Students perceptions'**

- Students genuinely lack knowledge about conversational competence.
- Students genuinely miss perceive the effect of English TV series on their conversation competence and language skills in general.
- Students are incapable of figuring implicit meanings and cultural aspect transmitted through TV.

### **4.2 Teachers perceptions'**

- Teachers genuinely have good perception on conversational competence.
- Teachers generally acknowledge the effects of English TV series on learners' conversational competence.
- Teachers have no clear idea of how to use of English TV series as authentic material.
- Teachers cannot manage to in-curriculum the English TV series in their EFL classrooms.

## **5. Pedagogical Implication and Some Recommendations**

Using audio-visual material as teaching tool is no recent idea so is the use of technology inside M'sila's University, but what makes this section visionary is suggestion to increase the value of such authentic materials. Perhaps the significance of the finding of this research is that now we possess an idea concerning how teachers and learners perceive the possibilities of this use, it is then permitted to give ideas about how to engage them, directly or indirectly, in formal educational and instructional television programs. And here where we open doors for other futuristic researchers.

### **5.1 Implementing English TV series in the curriculum**

The idea here is not to use the whole series or movie inside the class in one session, because such saying share the features of being both nonsense and impossible, but rather a Authentic full-length, to be used in the curriculum and the learning process in general. The principle of the use would be in general activities that aim at specific target according to teacher goal and learner needs.

Teachers may use the English series that can genuinely diverse from oral debate about the series or episode itself, fill in the blanks activity after viewing clip, or as homework if they were asked to conduct a review

### **5.2 English TV series to improve speaking skills**

In study was conducted by several researchers and educators (Wilson, Linz, Federman, Smith, Paul, Nathanson, et al., 1999) showed that the Court TV's Choices and Consequences program reduced middle school students' verbal aggression— including tendencies to tease, swear at, and argue with others (as cited in Marshal 2002, p I).

The conversations held with English TV series are typical, the words and expressions are carefully chosen by screen script writers who are literary decorated. Learners can benefit from that by duplicating expressions used by characters within the show.

English TV series also manifest conversational competence properly and correctly as they are used by natives which ease the smooth understanding of speech act, pragmatic functions and other speaking strategies.

According to Stempleski and Tomalin, TV shows not only exposes students to the target language, but it also exposes them to non-verbal aspects of communication. Non-verbal communication is comprised of such things as gestures, expression, posture, and dress (as cited in Haghverdi, 2015).

Teachers therefore need to:

- (a) Expose their learners more to native-based conversation' videos.
- (b) Emphasize on the conversations.
- (c) Introduce their students to the basic norms of conversations and manifest the correct proper ways to communicate in any situation.

### **5.3 English TV series as cultivating and cultural source**

Teachers have the possibilities of using English TV series as cultivating source. Shyamlee (2012) argued multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

Teachers can demand students to conduct cultural comparison which encounter conversation etiquettes, social norms, or even an analysis of the language and expression used within the scenes.

### **5.4 English TV series as motivator**

Clips from English TV series can attract Learners' attention for a long period of time. As Cruse (2006) argued Video' use is an effective educational tool for all students, but its positive effect on special populations of students is gaining greater attention all the time. The attention, that is necessary for the learning process, is hard to maintain using traditional methods as books and papers that demand high level of patience, the thing that is less likely to find in multimedia generation. The multimedia technology seeks integration of teaching and learning and provides the students' greater incentives (Shyamlee, 2012).

According to Rossafri (2008) using video has the ability to focus attention on its subject, because the way our brains work and our existing communicational norms.

*It can be used to illustrate a technique as well as show things that need a visual appreciation to understand. Video can create the maximum impact of an issue and brings into view the grand scope of things that cannot be adequately described with words alone.( Muninday et al.2008)*

### **5.5 English TV series as enriching linguistic source**

Beyond the obvious where English television series contain countless vocabularies and expression that learner encounter when viewing its scenes, there are other factors that make

learner acquire vocabularies. Wright (2001) conducted a study by viewing Sesame Street. The study revealed that the sesame Street was positively associated with subsequent performance in reading, mathematics, vocabulary, and school readiness (as cited in Marshal 2002, p i ). The show motivated viewers to duplicate characters and push them to read books for pleasure which resulted a high additional terms in glossary.

Teachers in the other hand need to:

- (a) Ask learners to mark ambiguous words.
- (b) Instruct learners to what concern new words of their chosen; define them and then provide words' origin (etymology).
- (c) Manifest words pronunciation.

### **5.6 English TV series associated with the use of input flooding techniques**

The input flood technique most beneficial characteristics lie in the fact that this technique can be used in any subject grammar, culture, vocabulary, dialogues, pronunciation, etc. Wong (2005) described input flooding as follows:

*In input flood, the input learners receive is saturated with the form that we hope learners will notice and possibly acquire. We don't usually highlight the form in any way to draw attention to it nor do we tell learners to pay attention to the form.(p. 37 as cited in Balcom, 2015).*

Using English TV series and videos in general associated with this technique is proven to attract learners' attention and draw them to concentrate more on the subject matter which automatically will increase the info memorization.

### **Conclusion**

This chapter includes the description, analysis, and interpretations of data have been assembled using two questionnaires: one devoted to teachers and the other distributed to third year LMD students. The data gathered were analyzed through SPSS software and transformed into statistical numbers represented in tables and graphics. The finding of this study revealed a remarkable comprehension of how both Teachers and Learners at M'sila University perceive the effects of English TV series on EFL learners' conversational competence. The finale word for this chapter and this research showed that learners are unaware of neither the "what is" conversational competence nor the impact of the English TV series on it. In

contrast, there was a high awareness among EFL teachers concerning the effect of English TV series on EFL learners' conversational competence.

### **General Conclusion**

The theme of this study is to investigate EFL teachers' and learners' perceptions about the effects of English TV series on EFL learners' conversational competence. The work consists of two chapters. The first chapter which is devoted to highlight thoughts ideas definition of both Conversational competence and English TV series, mainly to provide a comprehension of what is the relationship between the two, and how important they are inside EFL classrooms.

The second chapter, which is devoted for describing the methodology used to fulfill the field work requirements, from describing sample, tools, setting and ending with the analysis and discussion of the data in addition to pedagogical implementation. The later and the results that have been revealed in this research will hopefully give chance to futuristic researchers to deepen and wider the investigation of the matter hoping that will unveil ambiguity and open doors for more knowledge to come.

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# Appendices

## Appendix 1: Sample Versions of the CSRS

### Sample Versions of the CSRS (Rating of Partner Form)

CONVERSATIONAL SKILLS RATING SCALE (Rating of Partner Form)											
Your Name:					Partner Name:						
Your ID:					Partner ID:						
Date:			Class:			Activity:					
Rate how skillfully YOUR PARTNER used, or didn't use, the following communicative behaviors in the conversation, where:											
1	=	<b>INADEQUATE</b>		(use is awkward, disruptive, or results in a negative impression of communicative skills)							
2	=	<b>FAIR</b>		(occasionally awkward or disruptive, occasionally adequate)							
3	=	<b>ADEQUATE</b>		(sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression)							
4	=	<b>GOOD</b>		(use was better than adequate but not outstanding)							
5	=	<b>EXCELLENT</b>		(use is smooth, controlled, results in positive impression of communicative skills)							
Circle the single most accurate response for each behavior:											
1	2	3	4	5	=	( 1 )	Speaking rate (neither too slow nor too fast)				
1	2	3	4	5	=	( 2 )	Speaking fluency (pauses, silences, "uh", etc.)				
1	2	3	4	5	=	( 3 )	Vocal confidence (neither too tense/nervous nor overly confident sounding)				
1	2	3	4	5	=	( 4 )	Articulation (clarity of pronunciation and linguistic expression)				
1	2	3	4	5	=	( 5 )	Vocal variety (neither overly monotone nor dramatic voice)				
1	2	3	4	5	=	( 6 )	Volume (neither too loud nor too soft)				
1	2	3	4	5	=	( 7 )	Posture (neither too closed/formal nor too open/informal)				
1	2	3	4	5	=	( 8 )	Lean toward partner (neither too forward nor too far back)				
1	2	3	4	5	=	( 9 )	Shaking or nervous twitches (aren't noticeable or distracting)				
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)				
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)				
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements				
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said				
1	2	3	4	5	=	(14)	Use of humor and/or stories				
1	2	3	4	5	=	(15)	Smiling and/or laughing				
1	2	3	4	5	=	(16)	Use of eye contact				
1	2	3	4	5	=	(17)	Asking of questions				
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)				
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)				
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)				
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)				
1	2	3	4	5	=	(22)	Initiation of new topics				
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments				
1	2	3	4	5	=	(24)	Interruption of partner speaking turns				
1	2	3	4	5	=	(25)	Use of time speaking relative to partner				
For the next five items, rate your partner's overall performance. My partner was a(n)...											
POOR CONVERSATIONALIST ::				1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::				1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::				1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::				1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::				1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR
Comments:											

## Sample Versions of the CSRS (Rating of Self Form)

CONVERSATIONAL SKILLS RATING SCALE (Rating of Self Form)									
Your Name:					Partner Name:				
Your ID:					Partner ID:				
Date:			Class:			Activity:			
Rate how skillfully YOU used, or didn't use, the following communicative behaviors in the conversation, where:									
1	=	<b>INADEQUATE</b>		(use is awkward, disruptive, or results in a negative impression of communicative skills)					
2	=	<b>FAIR</b>		(occasionally awkward or disruptive, occasionally adequate)					
3	=	<b>ADEQUATE</b>		(sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression)					
4	=	<b>GOOD</b>		(use was better than adequate but not outstanding)					
5	=	<b>EXCELLENT</b>		(use is smooth, controlled, results in positive impression of communicative skills)					
Circle the single most accurate response for each behavior:									
1	2	3	4	5	=	( 1 )	Speaking rate (neither too slow nor too fast)		
1	2	3	4	5	=	( 2 )	Speaking fluency (pauses, silences, "uh", etc.)		
1	2	3	4	5	=	( 3 )	Vocal confidence (neither too tense/nervous nor overly confident sounding)		
1	2	3	4	5	=	( 4 )	Articulation (clarity of pronunciation and linguistic expression)		
1	2	3	4	5	=	( 5 )	Vocal variety (neither overly monotone nor dramatic voice)		
1	2	3	4	5	=	( 6 )	Volume (neither too loud nor too soft)		
1	2	3	4	5	=	( 7 )	Posture (neither too closed/formal nor too open/informal)		
1	2	3	4	5	=	( 8 )	Lean toward partner (neither too forward nor too far back)		
1	2	3	4	5	=	( 9 )	Shaking or nervous twitches (aren't noticeable or distracting)		
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)		
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)		
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements		
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said		
1	2	3	4	5	=	(14)	Use of humor and/or stories		
1	2	3	4	5	=	(15)	Smiling and/or laughing		
1	2	3	4	5	=	(16)	Use of eye contact		
1	2	3	4	5	=	(17)	Asking of questions		
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)		
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)		
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)		
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)		
1	2	3	4	5	=	(22)	Initiation of new topics		
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments		
1	2	3	4	5	=	(24)	Interruption of partner speaking turns		
1	2	3	4	5	=	(25)	Use of time speaking relative to partner		
For the next five items, rate your overall performance. I was a(n)...									
POOR CONVERSATIONALIST ::		1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::		1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::		1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::		1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::		1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR
Comments:									

## Appendix 02 Students' Questionnaire

### Students' Perceptions and Responsiveness Questionnaire

Dear students,

You are kindly invited to answer the questionnaire below. It is designed to gather information about your perception and practices with regard to the use of English TV series and improving your conversational competence. Please, answer each statement by ticking (✓) in the right box.

**Personal information and language Achievement:** Please Specify;

1. **Gender:** Male  Female

2. **How long have you been studying English?**

Six to ten years  More than ten years

3. **How do you evaluate your level in English?**

Very satisfying  Somehow satisfying  Satisfying  Poorly satisfying  Not satisfying

4. **How would you describe your English in terms of fluency?**

Very fluent  Fluent  Somehow fluent  Poorly fluent  Not fluent

5. **How do you evaluate your ability to hold\ understand everyday English conversation?**

Very satisfying  Somehow satisfying  Satisfying  Poorly satisfying  Not satisfying

6. **Conversational Competence:** You are kindly requested to indicate (**circle**), on the five-point scale the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

1 Strongly agree	2 Agree	3 Neutral	4 Disagree	5 Strongly disagree
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<b>Conversational competence Perception \Awareness</b>	SA	A	N	D	SD
1. A conversationally competent speaker considers the interlocutors 'status, role and mood.	1	2	3	4	5
2. Management of interactional exchanges is an indicators of good command over conversational competence	1	2	3	4	5
3. In a competent conversationalist's language use. Speech must be complete and responses must be with little hesitation.	1	2	3	4	5
4. Competence in conversing entails speech with little influence of the mother tongue (Arabic in your case).	1	2	3	4	5
5. Awareness of interpersonal space is of little importance in maintaining conversations.	1	2	3	4	5
6. Tone, volume and emphasis are crucial elements to the success of a natural occurring conversation.	1	2	3	4	5

7. Pauses, silences and speed of delivery play a secondary role in the flow of conversation.	1	2	3	4	5
8. Gestures, postures, proxemics and eye contact make part of everyday conversation but have no influence of the communicated meaning.	1	2	3	4	5
9. Conversational competence is a composite of conversational strategies speakers opt to convey intents and meaning.	1	2	3	4	5
10. Social skills like the use of time, space and content of interaction are needless to establish smooth conversations.	1	2	3	4	5
11. Speech act, communicative and pragmatics functions can be detected by any speaker in given conversation.	1	2	3	4	5
12. The role of cultural references in a conversation is to ease the smooth understanding of speakers' expressions and analogies.	1	2	3	4	5
13. Social norms of interaction can be reflected either implicitly or explicitly in daily conversations.	1	2	3	4	5

**7. Do you prefer to watch English TV series (American and British ones)?**

Yes       Neutral       No

**8. Which type(s) of English TV series do you prefer? (you can tick more than a choice)**

Thriller

Comedy     War series       Documentary     Romance

Suspensor     Science series       Action series     Animated series

**9. How often do you watch native English TV series?**

Very often       Often       sometimes       Rarely       Never

**10. English TV series and Conversational competence:** You are kindly requested to indicate (circle) on the five-point scale next to the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

<b>1</b> <b>Strongly agree</b>	<b>2</b> <b>Agree</b>	<b>3</b> <b>Neutral</b>	<b>4</b> <b>Disagree</b>	<b>5</b> <b>Strongly disagree</b>
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<b>Correlational Perceptions\Awareness</b>	SA	A	N	D	SD
1. English language TV series constitute a rich linguistic and cultural source of L2 exposure teachers\students can benefit from as a pedagogical tool.	1	2	3	4	5
2. Authentic materials such as TV series and\or extracts from movies contain typical exemplars of conversation of conversation structure, features and functions.	1	2	3	4	5
3. Sociolinguistic aspects of language use; as to how speakers appropriately interact in a given situation can be manifested in all types of English TV series.	1	2	3	4	5
4. Politeness strategies and conversational implicative patterns are	1	2	3	4	5

frequently demonstrated in English TV series as parts of language authenticity.					
5. English TV series can be a tool that brings the outside world of language into the classroom because of the socio-pragmatic and interactional features embodied within its contents.	1	2	3	4	5
6. Prosodic aspects of language such as stress, tone intonation, pause, speed and clarity can easily understood through exposure to English TV series.	1	2	3	4	5
7. English TV series offer sets of paralinguistic features such as gestures, postures, eye-contact and proxemics that English language speakers can acquire and use.	1	2	3	4	5
8. Implicit and explicit norms of interaction and address forms such as SIR, PAL and BRO can be transmitted through exposure to English TV series.	1	2	3	4	5
9. English TV series encompass vocabularies and expressions as they can be used appropriately in their contexts.	1	2	3	4	5
10. Pronunciation patterns, articulation and accent features are always embodied within authentic English materials and English TV series contain these aspects.	1	2	3	4	5
11. Cultural references and socio-interactional parameters of conversational competence can be acquired through exposure to English TV series.	1	2	3	4	5

**11. English TV series Practice:** You are kindly requested to indicate (circle) on the five-point scale next to the questions, how often you receive instruction in these areas. The numbers represent the following categories:

<b>1</b> Very often	<b>2</b> Often	<b>3</b> Sometimes	<b>4</b> Rarely	<b>5</b> Never
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<b>Section Four: Practices</b>	<b>VO</b>	<b>O</b>	<b>SM</b>	<b>RA</b>	<b>NV</b>
1. How often does your teacher associate English TV series (or clips) with English language learning?	1	2	3	4	5
2. How often does your teacher instruct you to watch English TV series?	1	2	3	4	5
3. How often does your teacher instruct you to compare cultural dimension between your own and target language culture?	1	2	3	4	5
4. How often does your teacher emphasize on conversational strategies native speakers opt for to convey intents or meanings?	1	2	3	4	5
5. How often does your teacher emphasize on pragmatic function and speech act occupied within conversations in English TV series?	1	2	3	4	5
6. How often does your teacher illustrate social norms of interaction when conversation between two native in video clips occurs?	1	2	3	4	5
7. How often does your teacher use video preference inside classroom?	1	2	3	4	5
8. How often does your teacher instruct you to analyze speech and language used by native in their conversation?	1	2	3	4	5
9. How often does your teacher (manifest/focus on) Pronunciation patterns of native-like?	1	2	3	4	5
10. How often does your teacher includes the input' flooding	1	2	3	4	5

techniques' when using video types?					
<b>11. How often does your teacher demand a constructive feedback?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Thank you for your time and efforts.

## Appendix 03 Teachers' Questionnaire

### Teachers' Perceptions and Responsiveness Questionnaire

Dear teachers,

You are kindly invited to answer the questionnaire below. It is designed to gather information about your perception and practices with regard to the use of English TV series and improving learner's conversational competence. Please, answer each statement by ticking (✓) in the right box, and/or expand your answer when necessary.

**Personal information and language Achievement:** Please Specify;

**1. Gender:** Male  Female

**2. Have you received training at some point in some of the following?**

Media Education  Films in teaching

Other alternative modes of instruction (eg, drama education, software using, etc.),

None

**3. How often have you used the movies / video clips in your classroom?**

Very often  Often  Sometimes  Rarely  Never

**4. What type have you used as teaching material in English class?**

Whole movies  Clips from films (for example, trailers)  Video clips, (eg, YouTube)

None

Other \_\_\_\_\_

**5. What types of TV series have you used as teaching material in English class?**

Novel based  Comedy  Related to student's learning area (ex ESP)  None

Other \_\_\_\_\_

**6. I've been using series in English class in writing assignments in the following:**

Fill in the Blank eg, from a movie scene  Essay  To write a movie review

Other \_\_\_\_\_

**7. How long have you been teaching Oral expression?**

One year  two years  more than three years

**10. Conversational Competence:** You are kindly requested to indicate (**circle**), on the five-point scale the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

<b>1</b> <b>Strongly agree</b>	<b>2</b> <b>Agree</b>	<b>3</b> <b>Neutral</b>	<b>4</b> <b>Disagree</b>	<b>5</b> <b>Strongly disagree</b>
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<b>Conversational competence Perception \Awareness</b>	SA	A	N	D	SD
1. A conversationally competent speaker considers the interlocutors 'status, role and mood.	1	2	3	4	5
2. Management of interactional exchanges is an indicators of good command over conversational competence	1	2	3	4	5
3. In a competent conversationalist's language use. Speech must be complete and responses must be with little hesitation.	1	2	3	4	5
4. Competence in conversing entails speech with little influence of the mother tongue (Arabic in your case).	1	2	3	4	5
5. Awareness of interpersonal space is of little importance in maintaining conversations.	1	2	3	4	5
6. Tone, volume and emphasis are crucial elements to the success of a natural occurring conversation.	1	2	3	4	5
7. Pauses, silences and speed of delivery play a secondary role in the flow of conversation.	1	2	3	4	5
8. Gestures, postures, proxemics and eye contact make part of everyday conversation but have no influence of the communicated meaning.	1	2	3	4	5
9. Conversational competence is a composite of conversational strategies speakers opt to convey intents and meaning.	1	2	3	4	5
10. Social skills like the use of time, space and content of interaction are needless to establish smooth conversations.	1	2	3	4	5
11. Speech act, communicative and pragmatics functions can be detected by any speaker in given conversation.	1	2	3	4	5
12. The role of cultural references in a conversation is to ease the smooth understanding of speakers' expressions and analogies.	1	2	3	4	5
13. Social norms of interaction can be reflected either implicitly or explicitly in daily conversations.	1	2	3	4	5

**8. Do you prefer to watch English TV series (American and British ones)?**

Yes       Neutral       No

**9. How often do you watch native English TV series?**

Very often       Often       sometimes       Rarely       Never

**11. English TV series and Conversational competence:** You are kindly requested to indicate (circle) on the five-point scale next to the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

<b>1</b> <b>Strongly agree</b>	<b>2</b> <b>Agree</b>	<b>3</b> <b>Neutral</b>	<b>4</b> <b>Disagree</b>	<b>5</b> <b>Strongly disagree</b>
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<b>Correlational Perceptions\Awareness</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>1.</b> English language TV series constitute a rich linguistic and cultural source of L2 exposure teachers\students can benefit from as a pedagogical tool.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.</b> Authentic materials such as TV series and\or extracts from movies contain typical exemplars of conversation of conversation structure, features and functions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3.</b> Sociolinguistic aspects of language use; as to how speakers appropriately interact in a given situation can be manifested in all types of English TV series.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4.</b> Politeness strategies and conversational implicative patterns are frequently demonstrated in English TV series as parts of language authenticity.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5.</b> English TV series can be a tool that brings the outside world of language into the classroom because of the socio-pragmatic and interactional features embodied within its contents.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6.</b> Prosodic aspects of language such as stress, tone intonation, pause, speed and clarity can easily understood through exposure to English TV series.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7.</b> English TV series offer sets of paralinguistic features such as gestures, postures, eye-contact and proxemics that English language speakers can acquire and use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8.</b> Implicit and explicit norms of interaction and address forms such as SIR, PAL and BRO can be transmitted through exposure to English TV series.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9.</b> English TV series encompass vocabularies and expressions as they can be used appropriately in their contexts.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10.</b> Pronunciation patterns, articulation and accent features are always embodied within authentic English materials and English TV series contain these aspects.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11.</b> Cultural references and socio-interactional parameters of conversational competence can be acquired through exposure to English TV series.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**12. English TV series Practice:** You are kindly requested to indicate (circle) on the five-point scale next to the questions, how often you instruct in these areas. The numbers represent the following categories:

<b>1</b> <b>Very often</b>	<b>2</b> <b>Often</b>	<b>3</b> <b>Sometimes</b>	<b>4</b> <b>Rarely</b>	<b>5</b> <b>Never</b>
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<b>Section Four: Practices</b>	<b>VO</b>	<b>O</b>	<b>SM</b>	<b>RA</b>	<b>NV</b>
<b>1.</b> How often do you associate English TV series (or clips) with English language learning?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.</b> How often do you instruct you to watch English TV series?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3.</b> How often do you instruct you to compare cultural dimension between your own and target language culture?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4.</b> How often do you emphasize on conversational strategies native speakers opt for to convey intents or meanings?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5.</b> How often do you emphasize on pragmatic function and speech act occupied within conversations in English TV series?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6.</b> How often do you illustrate social norms of interaction when conversation between two native in video clips occurs?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7.</b> How often do you use video preference inside classroom?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8.</b> How often do you instruct you to analyze speech and language used by native in their conversation?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9.</b> How often do you (manifest/focus on) Pronunciation patterns of native-like?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10.</b> How often do you includes the input' flooding techniques' when using video types?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11.</b> How often do you demand a constructive feedback?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Thank you for your time and efforts.

## ملخص

إنه لجد ملاحظ أن السنوات الأخيرة تفردت بارتفاع نسبة مشاهدة المسلسلات التلفزيونية الناطقة باللغة الإنجليزية حيث تركز هذا النوع من برامج الترفيه في حياة العام والخاص من المجتمع خاصة الطلبة متعلمي اللغات الأجنبية منها الإنجليزية خاصة. الغرض الرئيسي من هذا البحث هو استقصاء إدراك كل من طلبة اللغة الأجنبية الإنجليزية وكذا أساتذتهم في كلية الآداب واللغات قسم اللغة الإنجليزية بجامعة محمد بوضياف المسيلة بمدى تأثير المسلسلات الأجنبية الناطقة باللغة الإنجليزية على كفاءة المحادثة عن طلبة اللغة الإنجليزية وكذا إظهار العلاقة بين المسلسلات و هذه الكفاءة. ينقسم العمل إلى فصلين حيث الفصل الأول خصص لاستظهار قاعدة نظرية للمفاهيم المتباحث فيها وذلك بتقديم تعريفات للمفردات وعناصر تظهر مدى أهميتها في أقسام تدريس اللغة الإنجليزية. الفصل الثاني خصص للتقديم المنهجية المتبعة لجمع وتحليل ومناقشة البيانات في الدراسة الحالية لهذا الغرض تم تقديم استبيان لكل من الأساتذة والطلبة, بالإضافة إلى بعض الأطروحات التي تقترح كيفية استعمال المسلسلات التلفزيونية الأجنبية في عملية التدريس و كذا منهجتها في المقرر السنوي. أظهرت النتائج نقص فادح في مدى إدراك الطلبة لتأثير المسلسلات على كفاءة الحديث كما بينت سوء فهم كيفية استغلال المسلسلات في إتقان مهارات اللغة , النتائج من جهة أخرى أظهرت وعي أستاذة القسم بمدى أهمية هذه الكفاءة في تعلم اللغة لكن قابل ذلك قلة إدراك إمكانية وحتى لكيفية استعمال المسلسلات الأجنبية كأداة مساهمة في تعلم وإتقان مهارات اللغة الإنجليزية.