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Vocabulary learning through TV series for ungraduated students at LEI BUAP: Target language 5 Students' perceptions

THESIS

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BUAP: Target language 5 Students' perceptions

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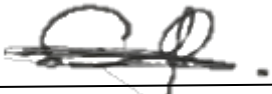
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Dedication

In first place, I would like to thank to my family for all the support and effort given during this bachelor's degree process because when I felt overwhelmed and pessimistic, they gave the energy and courage to keep going. If it was not for them, I was not able to realize an acceptable work along this process. I owe them all.

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ABSTRACT

The demand of English professors has been increased in recently years due to work requirements in the country. It has made Universities like BUAP where it is offered bachelor's degrees as "Lic. En enseñanza del Inglés" have to prepare better to new generations of students. Nevertheless, to have good results in students' learning process is pertinent they must expand their vocabulary knowledge to have a good development during career. Vocabulary learning process is an important feature which must be developed along other English skills to have an acceptable domain of English language, bachelor's degree classes and B2 certification owing to which requires an acceptable vocabulary knowledge. There are several ways to learn vocabulary, a technique uses authentic materials as TV series which words are learnt it into a real context permitting the learning process will be more meaningful. However, it is necessary to know the best way to use this technique to expand the possibilities to gain knowledge. Considering some features during broadcasting like student's English background, subtitles, student's attitude and frequency of using of this material increase probabilities to gain knowledge and use it deliberately in their speeches.

This quantitative study pretended to gather information through a diagnostic. It was applied to 22 target language 5 students (from 20 to 28 years old) in LEI at BUAP about their opinion about the use of this real material as an alternative to learn vocabulary on their own, concerning all additional considerations to have the best possible results during the process. The data was graphed and demonstrated the majority of subjects think it is useful to use TV series to learn vocabulary, in addition, considering some aspects during broadcasting increase satisfactorily students' learning process

CHAPTER I: INTRODUCTION

1.1 Introduction

In the last decade English language have gained an incredible acknowledgement worldwide. Provoking it to be the most common language to treat business topics, marketing topics, education topics, among others. It has even made many countries around the world implement this language in their educational programs. Ramírez, Pamplón and Cota (2012) explained that most states in Mexican Republic have an English program (as cited in PNIEB, 2009; Davies, 2009; Castañedo and Davies: 2004, p.1). To have success in this program it is necessary schools have good level English teachers. Hence, it is pertinent they have an acceptable certificate English level based on the Common European Framework of Reference for Languages (CEFR). Although, it is sometimes failed by test-takers due to their lack of vocabulary.

Vocabulary is an important component in the students' English learning process because it permits an effective communication. Wallace (1982) states that not being able to find the words you need to express yourself is the most frustrating experience in speaking another language. Therefore, there are different techniques to help students learn vocabulary, but most of them focus on memorizing and repeating a certain word without any context of use, these kinds of techniques are not suitable for chunk of words or phrasal verbs learning, for example. Afterwards, it surely will provoke English learners end up overwhelmed and thinking learning English is so difficult since when they see a word they previously learnt in another completely different context it is likely they will get confused. Intermediate levels

and above, for example, there will be an inevitable necessity students know how to use a chunk of word in a specific context. Fortunately, there are other techniques that permits English learner to learn vocabulary in a non-overwhelming way and inside of a context or more when a word or a chunk of word allow it.

Those techniques commonly involve authentic materials as songs, books, films and TV series which were made for native speakers. Basically, I want to focus on TV series because they are not used as common way to learn vocabulary. Some English learners know it, but no everyone. Talking about myself this technique helped me to learn more vocabulary and more uses a word might have in different contexts, so first-hand I have proved this technique and the result has been positive. So, I want to let new Licenciatura en Enseñanza del Inglés (LEI) students' generations know they have other alternatives to learn vocabulary in a long-term meaningful way.

1.2 Justification

For many LEI students to learn English has become a challenge due to complexity of this language. As we know there are some concepts, verbs and grammar functions which have not any kind of relationship with our mother tongue (Spanish). Furthermore, adding other factors like lacking students' immersion into the target language hinders learning these kind of words, slangs and idioms, giving as result an enormous demotivation by some EFL students because they consider they are not able to learn the language. In addition, along further subjects of the syllabus are necessary to have an enough vocabulary knowledge.

This study pretends new generations of English professor students will have a better

development in English language. In words to that effect, they are capable of express correctly what they mean, so vocabulary is an essential factor to master it. Moreover, vocabulary is going to be important for future classes like cultural studies class, phonetics and phonology class, semantics and pragmatics class, methodology of investigation class, among others. All of them need students with a vocabulary more developed to the have a good performance in the academic writings and speeches they may ask.

Even though, the most important feature of it will be useful for students to learn the required vocabulary to get at least B2 level based on CEFR since this is a requirement in some degree modalities to obtain the bachelor's degree. As we know these kind of tests require of a vast vocabulary, which can be acquired through TV series because with this resource English student might learn idioms, chunks of words, phrasal verbs and expressions to enrich their English abilities making their use of a more complex language and having more possibilities to get that certification.

This research is planned to be done through an online diagnostic to target language 5 students. It will be made in google docs due to online classes, which makes a meeting at the faculty with the subjects will be extremely difficult because of travelling and spending it implies for everyone without mentioning danger it could be, talking about health. Beyond, I think it is easier for students to answer it at home because they would feel more confident and if they are struggling to remember something their environment might help to.

I consider focussing on students' opinion who have used this kind of authentic material to learn vocabulary might be useful for English teachers' new generation making they feel more

confident of using this resource to have good results in the vocabulary learning process, permitting their possibilities to achieve the B2 certification exam increase.

1.3 Research questions

1. Which are the reasons LEI students need to have certain background (vocabulary and usedness) in English language to start learning vocabulary using TV series?
2. Which way do TV series factors influence in LEI students' learning vocabulary process?
3. Which manner do some external factors influence in LEI students' learning vocabulary process?

1.4 General objective

To establish the usefulness of TV series considering some factors to boost the vocabulary learning process.

1.4.1 Specific objectives

- To analyse target language 5 students' opinion of having certain background (vocabulary and usedness) in English language to start learning vocabulary from TV series
- To demonstrate which way TV series factors influence in LEI students' learning vocabulary process

- To enunciate which manner some external factors influence in LEI students' learning vocabulary process.

1.5 Hypothesis

Target language 5 students perceive the need to learn vocabulary using TV series as a real material tool to enhance their learning at LEI BUAP

1.6 Methodology

The methodology expected to be applied in this research is case study which have a quantitative approach because this study looks for students' opinion about using TV series as a vocabulary learning tool, so target language 5 students are best prepared to give a point of view related to the topic, besides, some of them had already attempted to do a certification exam and other have the knowledge to achieve it. Thus, it is necessary the data will be gathered through a diagnostic to determine the tendence of what they do with these authentic materials.

1.7 Chapter summary and thesis overview

To conclude, lacking vocabulary is a common challenge which might make some LEI students end leaving the career or failing the B2 certification exam. Thus, English learners who want to get the certification and bachelor's degree must find a way to learn vocabulary otherwise they will never conclude this university stage. From my point of view, learning

process must be delightful and amusing for English students, so I will try to gather reliable information to support this thesis to new LEI students generations use this technique to learn all vocabulary knowledge necessary to get a B2 level or upper level if they want to.

1.8 Key terms

English TV series

This term 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.

Visual aids

“The strategy of visualization, the converting of words on the page into pictures in the mind”.
(Tomlinson, 1998, p.265)

Vocabulary

"Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman and Dwyer, 2009, p. 385).

Authentic material

According to Martinez (2002) and Hwang (2005), Authentic materials (either written or spoken) are ones that are designed for English native speakers and were not designed for language students.

CHAPTER II: THEORETICAL FRAMEWORK

Introduction

Since the origin of communication, words and chunks of words have been the most essential component to transmit a message to others. This does not vanish when someone is trying to learn a foreign language like English, it gains more value for this kind of students, indeed, because vocabulary is what makes communication possible. This chapter presents a discussion on vocabulary learning, how some factors influence in learning and how it can be learnt through authentic materials such as TV series. Finally, research methodologies used in related studies.

2.1 Vocabulary learning

Vocabulary learning is often neglected when learning a foreign language because teachers tend to focus more on grammar. However, some researchers agree on the fact that vocabulary learning is an important learning language component to be functional in an EFL context since “without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 111). Lewis (1993) goes further to argue, “lexis is the core or heart of language” (p. 89). Then, vocabulary learning is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world (Stahl, 2005). Therefore, this vocabulary learning process should be taken place in a real context as authentic materials to students can correctly expand their lexicon and use it adequate when they want to.

English grammar functions are frequently seen by most of English teacher as the most important characteristic to consider when you are learning a new language. Meanwhile, vocabulary knowledge is skipped because of it is not considered as important as grammar. Nevertheless, Corder (1988), Kachru (2010) and Rutherford (1988) state grammar function as aids to learning instead of being an object for knowledge per se. In words to that effect, grammar should be seen as an aid which permits to students to reach you nearer to knowledge like vocabulary as idioms, chunks of words, phrasal verb, among others. In addition, according to Krashen (1998) learners acquire parts of language in a natural order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. So, students who want to learn vocabulary must know a bit of grammar before learning more vocabulary through any real materials to have success. The rest of unknown advanced grammar topics will be learned along learning process.

Most of specialist consider vocabulary learning is important to be functional in a foreign language. Rivers and Nunan (1991) claim that “the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication”. According to these views, an EFL student can handle a wide range in several grammar topics, which it is vital to communicate and understand (authentic materials, for example), but if the vocabulary knowledge is limited, he barely could use his knowledge to express his needs.

Therefore, vocabulary learning knowledge is important to domain a foreign language. However, that does not mean a learner must know every single meaning of each word to

understand what a speech says. An extensive research demonstrates that vocabulary acquisition is an incremental process, whereby learners slowly build up knowledge of new words through repeated encounters over time (Waring & Takaki, 2003; Webb, 2007). To conclude, it is a life-long process which never ends and directly depends on speaker's necessities, as when we learned our first language which was little by little. Whereas the unknown words will be learned along the language process.

2.1.1 Three dimensions of vocabulary knowledge

Henriksen (1999) proposes three dimensions to look at vocabulary knowledge (p. 303-3017):

1. A partial-to-precise knowledge dimension where levels of knowledge are operationalized as degrees of understanding.
2. A depth-of-knowledge dimension which reveals the multi-aspect nature of word knowledge and extends to a word's syntagmatic and paradigmatic relations with other words.
3. A receptive-productive dimension which refers to the mastery levels of vocabulary knowledge reflected in the learners' comprehension and production abilities.

In words to that effect, the first dimension shows that the knowledge moves from recognition to vague understanding of the meaning and later to the mastery of a precise comprehension. The second dimension considers vocabulary knowledge development is stored in sets in the mind. Meanwhile, the last dimension according to Webb's (2008) receptive vocabulary knowledge is the ability to recognize the form of a word and to define or find a synonym for it, and productive vocabulary knowledge is the ability to recall the form and meaning of a foreign language word.

As it was shown above, receptive vocabulary ability defines students' vocabulary learning process of learning new words by defining or finding a synonym of word attempts to be learned. This part of the process is completed by students' previous vocabulary knowledge. This background permits to learners to construct their new knowledge on their old one. The more links between one word and another and the stronger are the links, the deeper the word is known (Meara & Wolter 2004). It gives as result learning process will be meaningful and easy for the student since it useful to use an old word to learn new ones. Additionally, range of knowledge that a word can have is expanded provoking students' lexis will be more advanced.

Whereas productive vocabulary is the learners' ability of applying new learned vocabulary on purpose, basically output (speaking and writing). This part in the learning vocabulary process is fundamental due to finish with this process. According to Henriksen (1999) states the vocabulary is learned in a process in which starts with a simultaneously input and ends with a consciously output (p.303-317). As we learned our L1, it started with input by parents. when we were younger, we started recognizing a few words, and after occurrence of the activity we made our first tries to articulate our own words. After we got accustomed, we could use them on purpose, it is also applied to learn a foreign language. Other author said about laying out her output hypothesis, expresses that output is as fundamental as input to progressing L2 learning to large amounts of target-like accuracy (Swain, 1985, 1995, 2000, 2005). Hence, this part of the learning vocabulary process is vital to truly gain knowledge because in that way it will become more relevant and meaningful for learners otherwise they will end forgetting some words due to their brain might think some words are not necessary

to be kept, and eventually will be forgotten.

2.1.2 Motivation

Some linguists have studied aspects might affect learning language process. One of them is Stephen Krashen, who proposed the affective filter theory (1998). It establishes student's motivation and attitudes act as a filter which permits entering of an amount of information necessary for comprehension, in an auspicious or non-auspicious way, because depending on students' emotion (anxiety, self-confidence, motivation or stress) might permit or block entering of information necessary to acquisition of a language. It is measured higher (bad) to lower (good). Thus, the higher is the affective filter, the more will be likely the student fails in the learning process. Nevertheless, the lower is the affective filter, the more will be likely the student successes in the learning process.

Other authors also consider motivation plays an important character in our learning. A research suggests that motivation influences a learner's self-regulating capacity which directly influences the involvement in vocabulary learning (Tseng & Schmitt 2008). As we can see Krashen, Tseng and Schmitt consider students' motivation directly have an influence on their learning process and the amount of vocabulary they could gain depends on how they feel. In fact, According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts contain known words it would be very easy for students to them. Based on student's vocabulary background, it makes students feel a little comfortable when they watch a known word in a TV series, for example, making they will not get confused at all and the learning process can take place.

In conclusion, Vocabulary learning implies the learning of a vast number of words chunks, idioms, phrasal verbs and their use. It is a complex and lifelong learning process in which EFL students need to put so much effort to master it. However, input needs resources like authentic or non-authentic materials to this process can be developed, some authentic materials might be songs, books and TV series made for English native speakers. The last material has increased its popularity in the last years making most of young generations have access to them on internet. From my point of view, I think this resource may accomplish what Stahl states above since the vocabulary presented in TV series is used in a real contexts, mainly, so it is shown how the chunk of words, slangs, phrasal verbs, idioms and vocabulary fits, in this case, within the plot of a TV serie.

2.2 TV series and language learning

An excellent way to plasm this suitable scenery is through TV series. Scott and Barbra (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. TV series consist of complete films having a beginning, middle, and an end, following a narrative. It can be of different kind of genres like horror, science fiction, comedy, romance, among others. They are commonly released yearly in episodes, each one is about 60 minutes, and are usually divided into seasons (USA) or series (UK).

TV series are an amusing way to boost vocabulary in a non-overwhelming way. It has been established that watching television is a popular leisure activity and previous research has

indicated that language learners are interested in learning through videos (Chung & Huang, 1998; Chung, 1999; Gruba, 2006; Wang, 2012). Lowe (2008) provides a reason for the use of films in language teaching, they provide examples of the use of language within a context. Through real contexts students learn the language in a meaningful way, and they get an awareness of a real use of a specific chunk of word, word, phrasal verb, idiom, among others. In addition, with help of catching plot, actors' gestures and body language make a TV series is completed and stronger due to the setting helps to viewer to understand better the plot and actors' lines, although, their accent might be a struggling for some EFL students. Allan (1985) suggests that videos can be the provider of real-world experience if they are used to put intermediate or advanced learners, who have a good management of English language, in the same position as advanced speakers who constantly learn by watching these videos. Hence, the more films in English students watch, the better their English gets because they help students how to use all the knowledge they have learnt (Bloomsbury, 2013). Besides, these kind of students already have enough English vocabulary knowledge, so it is likely they could understand better an authentic material like a TV series.

In recent studies of vocabulary learning, the use of TV series has a great impact because EFL students can increase their vocabulary through these kind of resources. Nevertheless, some experts like Duong (2003) argue that English learners believe that memorization is normal. This perspective is a little antiquated because of the huge amount of technology around us. Learning languages methods should also be updated along with other areas of science. However, others argue that it might be useful only in appropriate circumstances and with a meaningful interaction in the target language (Krashen,1998). According to this view, Krashen has a point which is the best way to acquire vocabulary is being immersed into it

without any distraction. In sum, then, this issue is whether this can be an alternative learning technique for new English learners, or we should keep using the same ones.

Other authors also had investigated what kind of specific conditions can favourably affect in students' learning process. On the first hand, using subtitles was found as a booster in learning process. According to Chiu et al (2012) and Etemadi (2012) vocabulary skills can be improved by watching films with subtitles. In Chiu's study, 20 9th grade students participated in 2 teams who were exposed to video-based interactive learning activity with partial subtitles and full subtitles, respectively. It was found when the students watched the video with partial subtitles, they are able to achieve a level of performance similar to that of the students who watched the video with full subtitles. While, in another study Koolstra and Peeters (2002) concluded that vocabulary acquisition was greatly helped through watching films with simultaneous English soundtrack and Dutch subtitles (it is participants' mother tongue). As Chiu, Etemadi, Koolstra and Peeters claim TV series as a vocabulary learning tools works efficiently for more than one level at school, considering EFL students' necessities and abilities. Even though, I agree with Koolstra and Peeters that using the mother tongue as a support for students learning process, but I think it could not be recommended for every English student because intermediate and upper intermediate students, for example, have enough knowledge to get completely immersed in this kind of resources without the use of their mother tongue, so the use of it just would be a limiting their acquisition.

On the second hand, actor's accent was found as an important characteristic to consider by learners when TV series are used to gain knowledge. A study investigated the relation between familiarity with an English accent and the level of comprehension and found that

being familiar with the accent contributes to the level of listening comprehension (Matsuura, Chiba, Mahoney and Rilling, 2014). Thus, a student who has knowledge about some different English accent as British or American will have a major influence on broadcasting permitting him to have a higher level of comprehension of actors' utterances and continue the learning vocabulary process without any serious problem because of his background. Additionally, another author states learner's age influences on English accents understanding. Butler (2010) explored how exposure to regional and foreign accents affected adults' processing systems and he found adults are rather good in perceiving differences between English dialects (p. 193). Therefore, this characteristic is better comprehended and well-discriminated by adults to learn new words in a more convenient way.

On the third hand, another feature which affect learning vocabulary is occurrence of using these kind of authentic materials as a learning tool. There have been studies which states that the number of times is watched an episode or TV series program significantly have an influence on vocabulary learning. Some authors conclude learning began with 5 to 8 occurrences and increased with 10 to 17 exposures (Pellicer-Sánchez and Schmitt, 2010). Whereas others mentioned the number of exposures may be different depending on necessary for different types of vocabulary knowledge and from different modes of input (Laufer & Ravenhorst-Kalovski, 2010). However, it is worth to mention is necessary to use a TV series program or episode as much as we can to gain the knowledge we expect, based on language needs. The more students are in contact with the language, the more they will learn vocabulary. In fact, according to some studies demonstrated the reoccurrence of vocabulary in a season of TV programs by genre or in the same season had fewer word families than episodes of random television (Rodgers and Webb, 2011). To conclude, so, to get the better

results students should learn vocabulary using a TV series program with several seasons since students will have more possibilities to master some specific words which never going to be learned at first contact with. It results student will manage more vocabulary permitting he sounds a little more natural.

In conclusion, technology and entertainment have been evolving significantly through time, at the point in which every single teenager has seen at least one of most famous TV series. This resource is gaining more area in vocabulary learning because of the huge number of benefits can provides to students. TV series are a great resources EFL intermediate and advanced learners can explore it to learning vocabulary in a didactic way. Besides, implementation of some features like target language subtitles or occurrence of task makes this process more significantly and more likely to get success. Hence, they should be used consciously to exploit as much as possible the opportunities to gain knowledge.

2.3 Research methodologies used in related studies

In the new decade, some studies have been carried out to try to reinforce the vocabulary learning theories with subjects with different ages and from different educational levels. Researchers have used different methodologies so that they could obtain results from different points of view. On the one hand, Castañeda (2011), published a study called Adolescent Students' Intercultural Awareness when Using Culture Based Materials in English Class. This qualitative and interpretative study was conducted with a group of 51 eighth grade students at a public school in Bogotá. The researcher used a variety of materials to raise cultural awareness in students, including videos about colloquial expressions used in

London and the American Educational system. The purpose of this research project was the fostering of cultural awareness, and regarding this the researcher one could conclude what when students used these materials they valued the richness of the culture presented. Considering the findings of this study, videos can be used to foster cultural awareness and to teach vocabulary such as colloquial and idiomatic expressions.

Yuksel and Tanriverdi, (2009) carried out a quasi-experimental study a 120 EFL students from a college preparatory class at Kocaeli University, Turkey where the subjects were asked to watch a movie clip with subtitles and without subtitles, respectively. Afterwards, incidental vocabulary learning was tested in a pre-test post-test design. Findings show that the group watching the movie with subtitles tends to have more incidental vocabulary gains as compared to those who watched without the subtitles. Yuksel's and Tanriverdi's study are supported by other researches which demonstrated there is a significant improvement on the pre/post-test vocabulary tests from subjects who watched the cartoon with subtitles than no subtitles (Karakas & Sariçoban, 2012, Chai & Erlam, 2008; Markham & Peter, 2003; Winke, Gass, & Syndorenko, 2013). These findings are pertinent for the study because vocabulary is boosted when a TV serie is watched with subtitles because one makes an association of what characters are saying, how they are saying and what the student is reading giving as result the vocabulary learning process can be developed. Moreover, through seasons of a TV series, English learner may keep reinforcing most common vocabulary it uses, making it would be set unconsciously in student's long-term memory and will not be forgotten easily.

In conclusion, there have been some studies abroad focused on using of TV series as English vocabulary learning tool getting good results in the process and permitting young

EFL learners enrich their vocabulary with idioms, phrasal verbs, chunks of words and their use in a real context, which are going to be useful when they want to express something or do a certification exam, for example. One of these studies presented above used an experimental research allowing the researcher observes object's vocabulary process first-hand. However, this is just one perspective of many to research this topic because were presented not taking into account students' perspective at being immersed in these kind of authentic materials. So, it will be interesting to consider.

Chapter III: Methodology

In this chapter, it is going to be provided specific information about the setting where was taken a place this study, the subjects who were contacted to participate in this study, the approach was carried out, the methodology was carried out during it, the instrument was developed to gather the necessary information to the study and the procedure was followed to realize this study. It goes from creating the instrument until get the information. Moreover, it is provided a description about the data collected which was gathered from the subjects.

3.1 The Setting

The research was carried out in the school of languages of Benemérita Universidad Autónoma de Puebla (BUAP), in which there are 2 BA programs, one for students who want to be French professors (Licenciatura en Enseñanza del Francés) and one for students who want to be English professors (Licenciatura en Enseñanza del Inglés). However, I only focused on Licenciatura en Enseñanza del Inglés (LEI) due to this study only involves Licenciatura en Enseñanza del Inglés students. This career offers a subject called Target language 5, the main purpose of this class is students develop all English skills to master a C1 level based on the Common European Framework of Reference for Languages (CEFR). This subject was considered because at that point some students have done the B2 certification exam or others at least have the knowledge to pass it.

In the 2022 spring period when was carried out this investigation there were 3 different classes of this subject headed for 3 different professors. Nevertheless, this study only

gathered information from 2 target language 5 classes due to one of the professors never answered my messages. It is also worth to mention this study was completely carried out online due to Covid-19 difficulties Puebla city had lived.

3.2 Subjects

The subjects were students from all target language 5 of 2022 spring period in faculty of languages at BUAP whose range were from twenty to twenty-eight, males and females. The first target language 5 schedule had 28 students, 13 males and 15 females. Meanwhile the second schedule had 26 students, 10 males and 16 females. Hence, summing 2 groups gives as result 56 subjects, 23 males and 31 females. Nevertheless, owing to all procedure to gather the information is online, some of students did not answer the instrument, so only 22 students answered the instrument, 10 male and 12 female.

3.3 Methodology

The methodology attempts to be a quantitative approach. According to Aliaga and Gunderson (2002) “Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g. in particular statistics”. This research objective is to analyze target language 5 students’ thoughts about usefulness these kinds of authentic materials to learn vocabulary and to discriminate advantages or disadvantages of factors like subtitles or outside noises might affect to student’s understanding during broadcasting through an instrument which can be measurable to conclude the reliable of this material.

In addition, the methodology of this study is based on case study. According to Merriam-Webster's dictionary (2009) a case study is an intensive analysis of an individual unit (as a person or as community) stressing developmental factors in relation to environment. I consider this study is suitable to gather required information from target language 5 students to determine the usefulness of this kind of authentic material and variables to learn vocabulary through their own experience to help new generations of English teacher students to get at least a B2 level.

3.4 Instruments

To collect reliable information was created a diagnostic. It contains 3 sections; First section contains 6 questions which talks about using of English student's background before using TV series to learn vocabulary. It has questions about if there is obligatory that students have some grammar/vocabulary background which they should know before to start learning vocabulary through TV series and this learning process should conclude with output. Second section contain 4 questions about the use of audio-visual authentic materials (TV series) as a learning vocabulary tool. It has questions about the importance of subtitles to learn vocabulary and the impact of actors' accent in students' vocabulary learning. Third section contains 4 questions about external factors may affect students' learning. It has questions about student's attitude role in the gaining knowledge process during broadcasting and the effect in students when is frequently used these kind of resources as a vocabulary learning tool. Therefore, making a sum this instrument has 14 questions in total.

The purpose of applying this instrument is to show target language 5 student’s opinion about learning vocabulary through TV series. Also, to know what they consider it is necessary before using these type of authentic materials, talking academically. As well as factors learners should consider during broadcasting to boost their learning. This instrument was made in google forms platform owing to COVID-19 difficulties we were having in Puebla city. In addition, it also was planned to be made it in an online platform because of target language 5 students’ comfort. In this way the instrument application would not obstruct their classes.

3.5 Procedures

Organising ideas of possible questions would be applied on my instrument was the first I considered, so based on my literature review I gathered information and ideas which should be in the instrument to gather enough information to answer my research questions. The gathered information was classified into 3 dimensions, which are learning vocabulary, audio-visual authentic materials and external factors, to have clearer what I want to ask. This 3 dimensions were represented in a variable chart (table 3.1).

Table 3.1 Variable chart

Dimension	Category	Operational definition
Vocabulary learning	a) Use of English	Students’ ability to use the target language knowledge to understand authentic audio-visual materials.
	b) Students’ vocabulary background	Student’s awareness of an acceptable number of words in order to watch any audio-visual materials

		adequate for them.
	c) Output as a reinforcement	Using the words/phrasal verbs/idioms/slangs learnt in a real communication to truly acquire them.
Audio-visual authentic material	a) Using of subtitles	Using subtitles in the target language allow to students a better understanding of actors' lines and the plot of the TV series.
	b) Actors' accent	Actors' accent might impact in different way student's vocabulary learning since students might not be accustomed to a specific accent affecting their understanding.
External factors	a) Students attitude during streaming	Students' perceptions and feelings about using these kind of resources as a vocabulary learning tool during streaming.
	b) Watching more than once an episode/TV serie	Watching an episode several times to permit to students to reinforce the words had caught up their attention and learn other words could be missing the first time of TV serie playing.

The variable chart (table 3.1) is composed by the 3 dimensions previously mentioned, in each one has categories, which were gathered based on the theoretical framework, and each category has its own definition. As it is noticeable, in the first dimension talks about topics related to vocabulary learning process, it goes from all needed that a student must know before using TV series related to vocabulary and grammar knowledge until output as the final phase of the process. The second dimension focuses on the effect of some factors (subtitles and English accent acknowledgement) in learning during streaming. Finally, the third dimension bases on the influence of some external factors as attitude and frequency in their learning process.

After developing this chart, I started creating my instrument, which is a diagnostic, based on books and the variable chart to develop it properly. I added 3 different scales to have a better response by target language 5 students, in addition, it permitted I could ask what I wanted.

This diagnostic was made through google forms platform to easier the application of it due to post-pandemic circumstances. Moreover, comfortable to answer it could be to target language 5 students (Appendix 1).

When this instrument was ready, I contacted all target language 5 professors, they are 2, by e-mail explaining the purpose of my research and the diagnostic I wanted to apply to their students. They answered me one by one accepting my petition and giving a possible day in which I could apply my instrument due to these classes were about to return to presential classes. So, I waited for a half week more. When they confirmed me the day, I sent them the link of the diagnostic and they provided the link to their students giving as result the instrument was applied satisfactorily in the three classes. Once I obtained the data, it was used to make a deep analysis of it.

3.6 Data analysis

The data, all classes, was gathered through google forms platform immediately after each subject finished the diagnostic. When everyone had finished answering it the platform automatically gathered all student's answers, per questions, to realize a bar graph of it showing from the highest chosen answer until lowest answer. Furthermore, showing how many subjects chose an answer to help me to appreciate all nuances a determinate question could have. Based on these data collected from target language 5 students I will be capable to evaluate these findings to determine the reliable of TV series to learn vocabulary.

In conclusion, in this chapter was explained the setting where was developed this study, besides, it was given a brief explanation about faculty of languages and the target language 5 classes. The subjects who participated were also introduced adding a brief explanation about their ages, number of subjects and an explanation why they were considered for this study. Methodology was another feature was presented which was detailed the method in which this study was carried out. Furthermore, instrument which was used to gather the data from target language 5 students was explained mentioning, how it is structured and the reason for using it. Moreover, it was detailed procedure which this study followed where was mentioned how the professors were contacted and how the instrument was executed to gather the information required. Finally, data analysis was mentioned which was clarified owing to post-pandemic circumstances was pertinent to use google forms platform, adding this platform analysed the data. Even though, in the next chapter is going to be presented detailed the result which were gotten through the instrument.

CHAPTER IV: FINDINGS

In this chapter, the results of the instrument were presented in relation to the nature of the data collected. Results are divided into 3 sections. First dimension is related to vocabulary learning which discuss students' perceptions with regards using TV series. Second dimension shows the perception about employing audio-visual authentic. Meanwhile, third dimension discusses external factors can influence their learning process.

4.1 Vocabulary learning

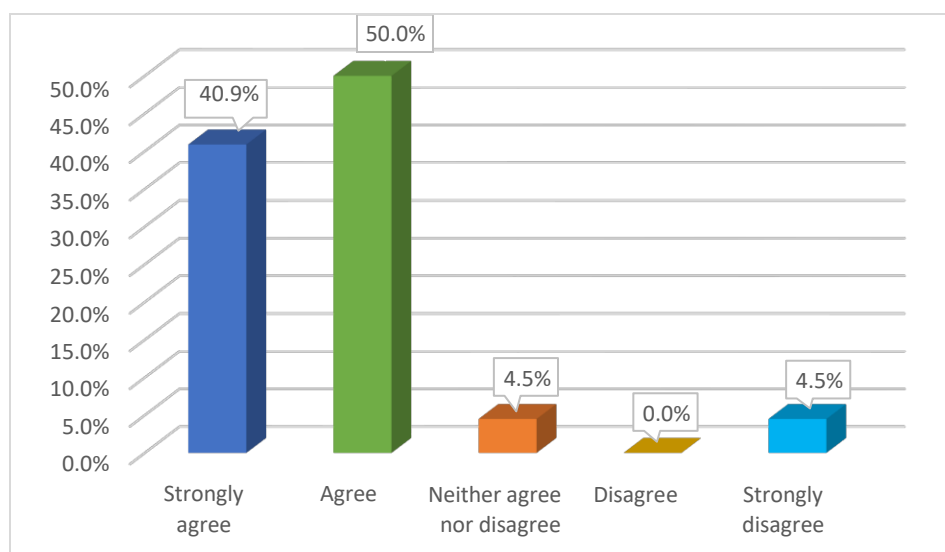
In the first dimension of the diagnostic was vocabulary learning which pretends to gather information related to student's thoughts about vocabulary and use of English background to use TV series as vocabulary learning tool, in addition, output as a reinforcement in the learning process. This dimension is divided into 3 categories (2 questions per each one) which are use of English, students' vocabulary background and output as a reinforcement, it pretended to get all the necessary information.

4.1.1 Use of English

In this category, the first question of the instrument asked to target language 5 students their opinion about if it is useful to have a bit knowledge of using of English before starting learning vocabulary through TV series. The results demonstrated 40.9% was strongly agree, 50% agree, 4.5% neither agree nor disagree and 4.5% strongly disagree meanwhile disagree did not reported any value. As we can see, the strongly agree indicator got 50% percent which

indicates most of students are totally agree it is necessary students have a little previous knowledge use of English to learn vocabulary using audio-visual materials. Figure 4.1 shows the results.

Figure 4.1: Previous use of English knowledge

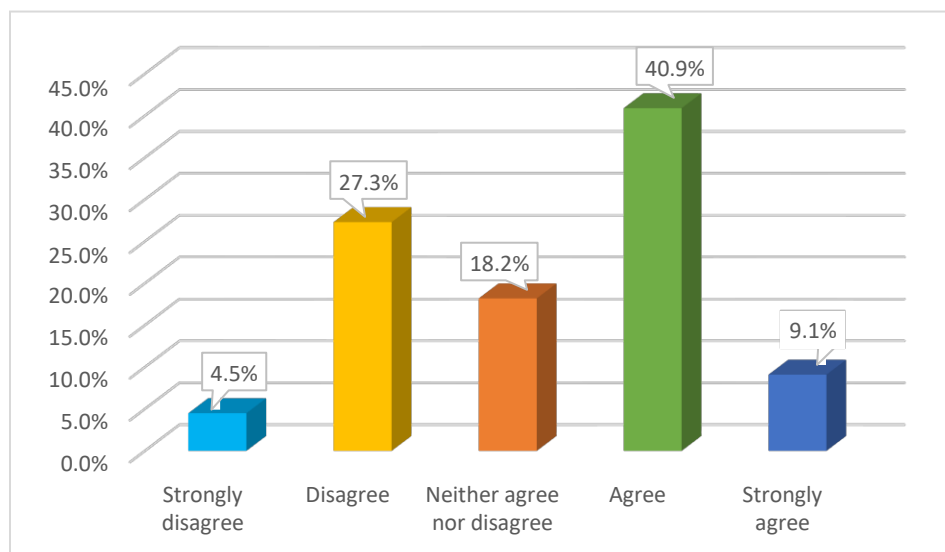


According to figure 4.1, major part of subjects considered a vital feature to have a bit use of English experience before to employ authentic materials like TV series in vocabulary learning process. According to Corder (1988), Kachru (2010) and Rutherford (1988) state grammar function as aids to learning instead of being an object for knowledge per se. Thus, if a student wants to improve their vocabulary using this resource, it is pertinent he must study a little English before to have success through this process. In sum, the student is the key element in their own learning process and must be responsible on developing strategies to learn a new language.

4.1.2 The importance of learning grammar

Meanwhile, the second question of the instrument asked their opinion about mastering some grammar tenses like simple present or simple past to understand real materials. The results demonstrated 4.5% of students were strongly disagree, 27.3% disagree, 18.2% neither agree nor disagree, 40.9% agree and 9.1% strongly agree. As we can see 40.9% of students consider it is necessary to master some grammar tenses to start using this kind of authentic materials to learn vocabulary. Figure 4.2 shows the results.

Figure 4.2: To master grammar tenses



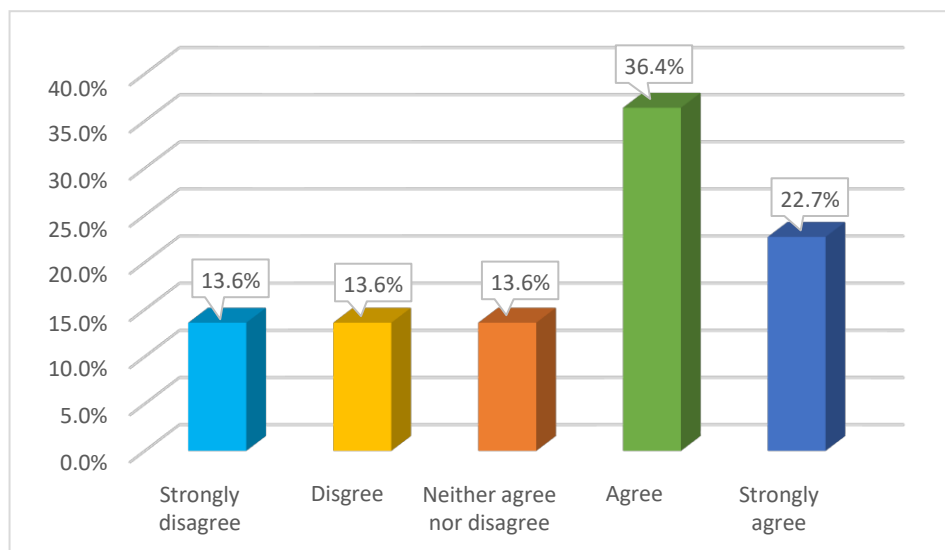
In the figure 4.2, it displays most of subjects agreed that is important to have a knowledge of some basic grammar tenses to start using TV series as a vocabulary learning tool. This learning must be a natural language process, so it is not necessary they domain complex grammar structures. According to Krashen (1998) learners acquire parts of language in a

natural order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. It can be understood a bit of use of English is enough to start learning vocabulary through TV series. Meanwhile, others more complex like future perfect continuous or future continuous can be learn later, as they are not used as much as present or past simple, for example. In conclusion, learning a language must be gradual as we learnt own mother tongue, little by little, beginning from the most basic structures to the complex ones based on speaker's needs.

4.1.3 Student's vocabulary background

In this category, the third question of the instrument asked them about must be enough their English vocabulary to start learning vocabulary through TV series. The results showed 13.6% of subjects were strongly disagree, 13.6% disagree, 13.6% neither agree nor disagree, 36.4% agree and 22.7% strongly agree. As we can see, 36.4% percent of subjects agree it is necessary students have an enough English vocabulary knowledge to use these authentic materials to learn vocabulary. Figure 4.3 results are presented.

Figure 4.3: Enough previous English vocabulary

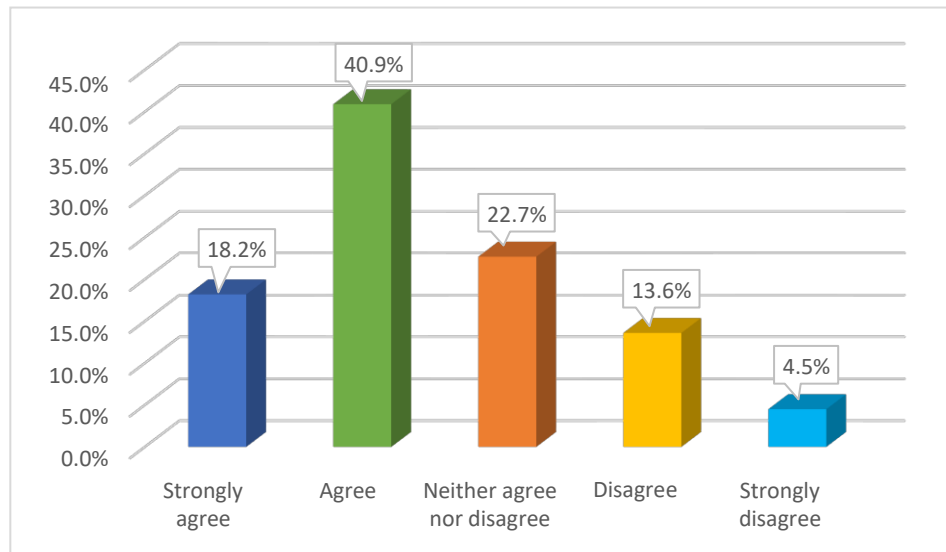


In the figure 4.3, it is seen most of subjects consider it is pertinent to know sufficient words or chunk of words, for example, to make use of video materials for learning purposes. Though, it is worth to mention, it does not mean a student must know most of words used in a TV series program to watch it otherwise his vocabulary knowledge permits him to understand some sentences/ideas. An extensive research demonstrates that vocabulary acquisition is an incremental process, whereby learners slowly build up knowledge of new words through repeated encounters over time (Waring & Takaki, 2003; Webb, 2007). It is normal at the beginning students does not have an enormous range of vocabulary knowledge, it is going to be learnt through a life-long process, since no one finishes learning.

4.1.4 Vocabulary background of common topics

The second question about the same category of the instrument asked their opinion about it is indispensable to have some vocabulary background of common topics like shopping, clothes and restaurant to start using TV series because these vocabularies are commonly used in TV series. The results demonstrated 18.2% was strongly agree, 40.9% agree, 22.7% neither agree nor disagree, 13.6% disagree and strongly disagree reported 4.5%. As we can see, most of the students think it is relevant to have some previous vocabulary knowledge of basic common topics to watch a TV serie program with learning purposes. Figure 4.4 shows the results gotten.

Figure 4.4: Vocabulary background of common topics



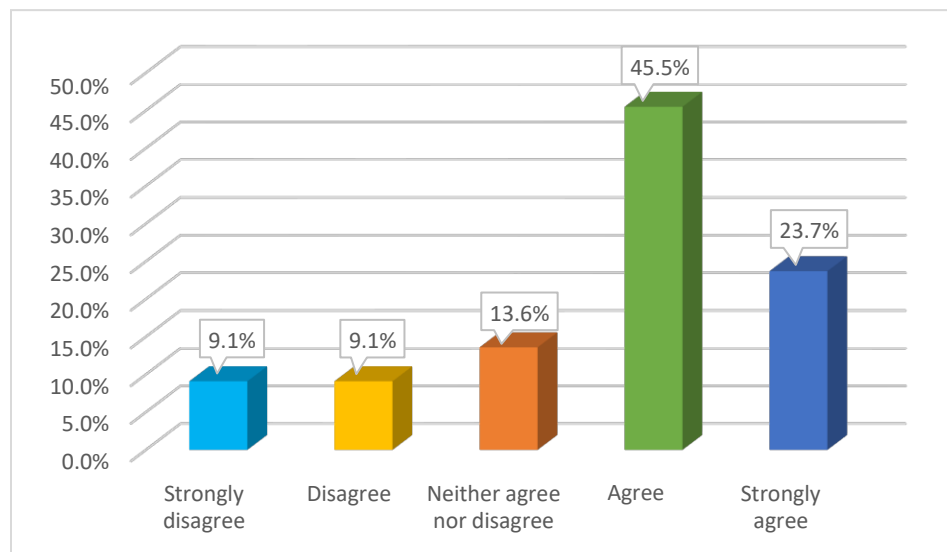
In the figure 4.4, the subjects of different target language 5 classes consider through learning process it is necessary to have some vocabulary background before practicing with TV series. Webb (2008) established receptive vocabulary knowledge is the ability to recognize the form of a word and to define or find a synonym for it. So, it is important to have at least a bit of previous vocabulary knowledge to be possible find the synonym of a new word one while using TV series as a vocabulary learning tool. In fact, this is resumed to be capable to link a previous knowledge with new one. The more links between one word and another and the stronger are the links, the deeper the word is known (Meara & Wolter 2004). In conclusion, having previous vocabulary knowledge easy income new words owing to connections or link student can create.

4.1.5 Output as a reinforcement

In this other category, the fifth question of the instrument asked them about must be

reinforced orally what you have learnt in a TV series to master it. The results demonstrated 9.1% of subjects were strongly disagree, 9.1% disagree, 13.6% neither agree nor disagree, 45.5% agree and 23.7% strongly agree. It is noticeable, 45.5% consider it is important to reinforce by speaking the vocabulary learnt from Tv series. Figure 4.5 shows the results.

Figure 4.5: Orally reinforcement

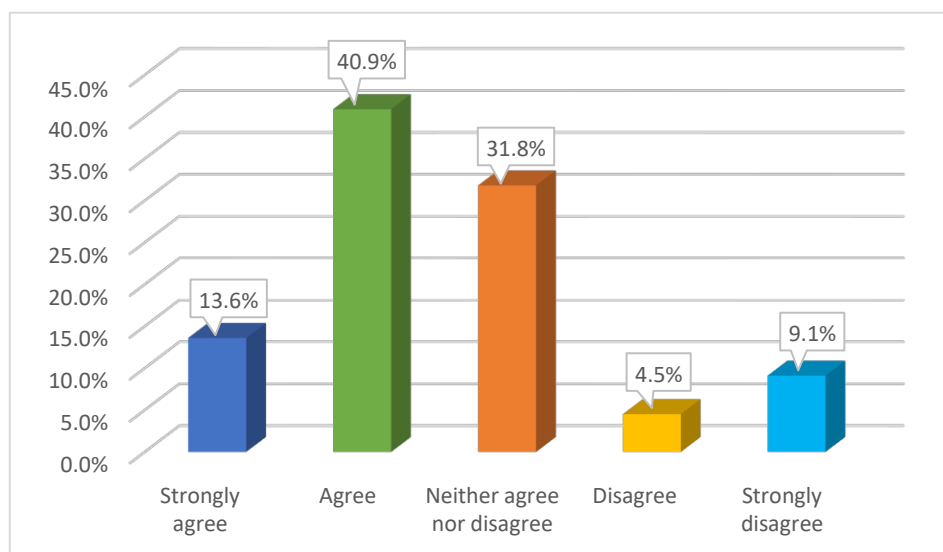


In the figure 4.5, most of students consider this vocabulary learning process should end with an oral output as a reinforcement of it. The vocabulary is learned in a process in which starts with a simultaneously input and ends with a consciously output (Henriksen,1999, p.303-317). When a student is capable of using coincidently words, which were previously watched/listened by him, this process is totally completed. Thus, the more students express orally their needs in English, the more likely they really learn the just learnt vocabulary, giving as result an enrichment of their vocabulary knowledge.

4.1.6 Writing reinforcement

Whereas the second question about the same category of the instrument asked their opinion about it is necessary to reinforce writing what you have learnt in a TV series to master it. The results demonstrated 13.6% was strongly agree, 40.9% agree, 31.8% neither agree nor disagree, 4.5% disagree and 9.1% strongly disagree. As we can see, most of them agree reinforcing the vocabulary learnt through writing. Figure 4.6 the results are shown.

Figure 4.6: Writing reinforcement



In the figure 4.6, it exposes target language 5 students consider it is necessary to practice new vocabulary as words, chunk of words and phrasal verbs through writing. These results confirm what Swain (1985, 1995, 2000, 2005) said about laying out her output hypothesis, expresses that output is as fundamental as input to progressing L2 learning to large amounts of target-like accuracy. In words to that effect, output permits students complete the learning a determinate word in its appropriate context, which was first learnt by student through TV

series. Hence, LEI students who want to learn vocabulary using TV series should consider complete the process through conscious writing made totally by them to master words needed.

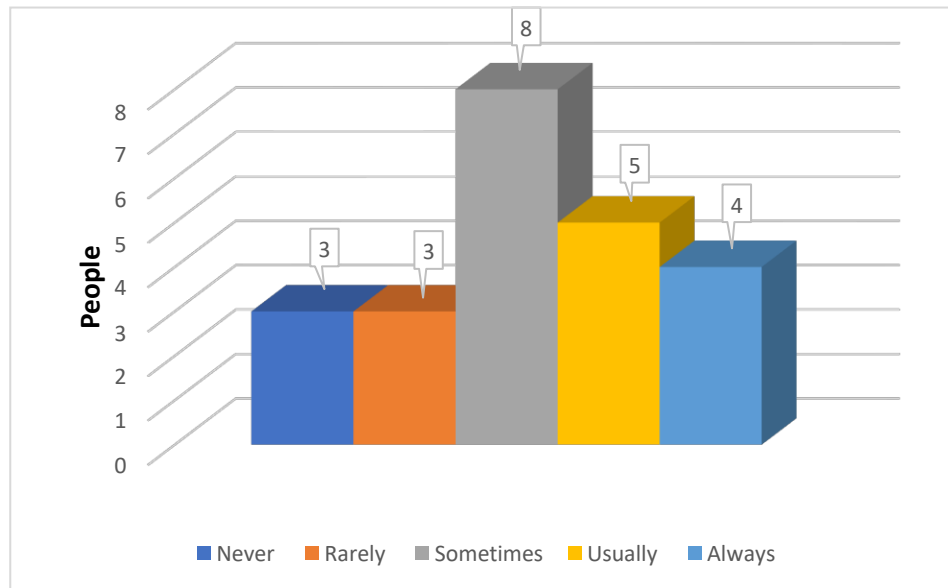
4.2 Audio-visual authentic materials

In the second dimension of the diagnostic was audio-visual authentic materials which intends to gather information related to students' ideas based on their experience of certain aspects a student considers when using audio-visual authentic materials. It mainly focuses on frequency students perspectives about subtitles and actors' accent. This dimension it is divided into 2 categories mentioned before (using of subtitles and actor's accent) which were designed with 2 questions each one to pretend to gather all the information necessary.

4.2.1 Using of subtitles

In the first category, the first question of the instrument asked them about watching an episode without subtitles makes easier to understand what actors say based on their own background. The results showed 3 subjects chose never, 3 rarely, 8 sometimes, 5 usually and 4 always. We can see most of them think watching sometimes an episode without subtitles facilitate to catch actors' lines. Fig 4.7 presents the results.

Figure 4.7: Not using of subtitles during streaming

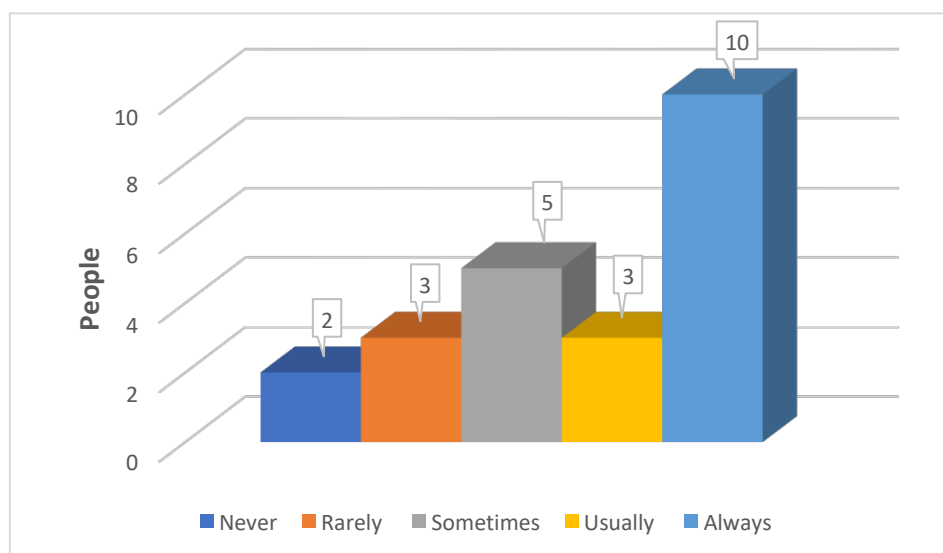


In the figure 4.7, most of the subjects agree viewing an episode without subtitles sometimes makes easier the comprehension process of actors' utterance meanwhile others consider they usually do not help to this understanding process. Even though, some scholars have investigated the effects of captions under two caption conditions (Chai & Erlam, 2008; Markham & Peter, 2003; Winke, Gass, & Syndorenko, 2010): L2 captions and no captions. These studies demonstrated that L2 captions were more effective than no captions in vocabulary learning as well as video comprehension. Thus, it can be a good opportunity if it is used often when they intend to learn vocabulary from this resource since words are better leant into a real context, which a TV serie manages, it makes they are leant with their use and keep longer in the long-term memory giving as result they can deliberately be applied to produce full sentences.

4.2.2 Using of subtitles during streaming

The second question about the same category asked them about watching an episode with the target language subtitles makes less difficult to understand what actors say based on their own opinion. The results showed 2 subjects chose never, 3 rarely, 5 sometimes, 3 usually and 10 always. We can see most of them think always watching an episode with subtitles permits to understand better actors' lines during streaming. Fig 4.8 presents the results.

Figure 4.8: Using of subtitles during streaming

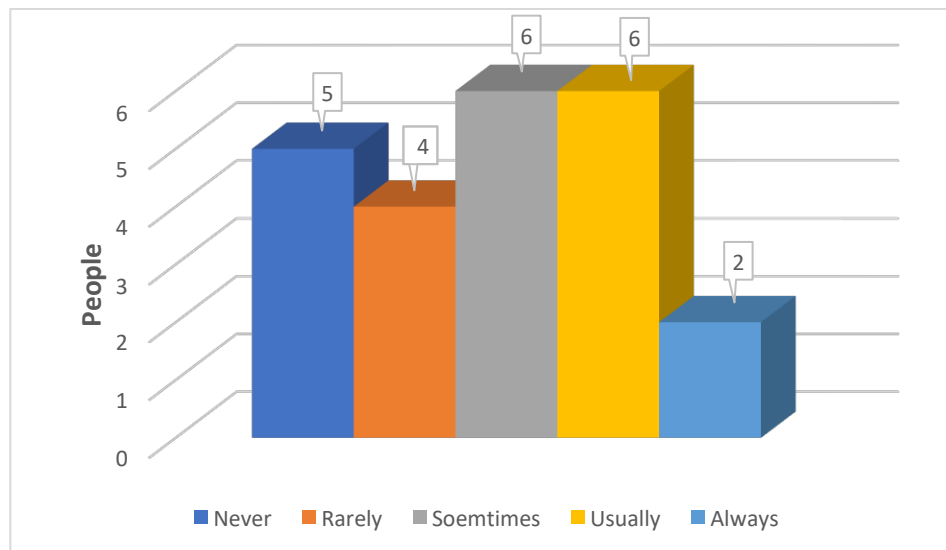


In the figure 4.8, most of subjects consider always should turn on subtitles while they are watching a TV series episode when their intention is to learn vocabulary. As it is previously mentioned, a study showed that watching a movie with subtitles tends to have more incidental vocabulary gains as compared watching without the subtitles. (Yuksel and Tanriverdi, 2009). It demonstrates students who want to use these type of audio-visual authentic materials to learn vocabulary should always use this method to gain knowledge.

4.2.3 Being familiar with some English accents

In the second category, the first question asked their opinion about it is necessary being a little familiar with English accent to understand native speaker actors during broadcasting. The results presented 5 subjects chose never, 4 rarely, 6 sometimes, 6 usually and 2 always. It is noticeable lots of students think it is sometimes important to know a bit about English native speaker accent. Fig 4.9 presents the results.

Figure 4.9: English accents acknowledgement



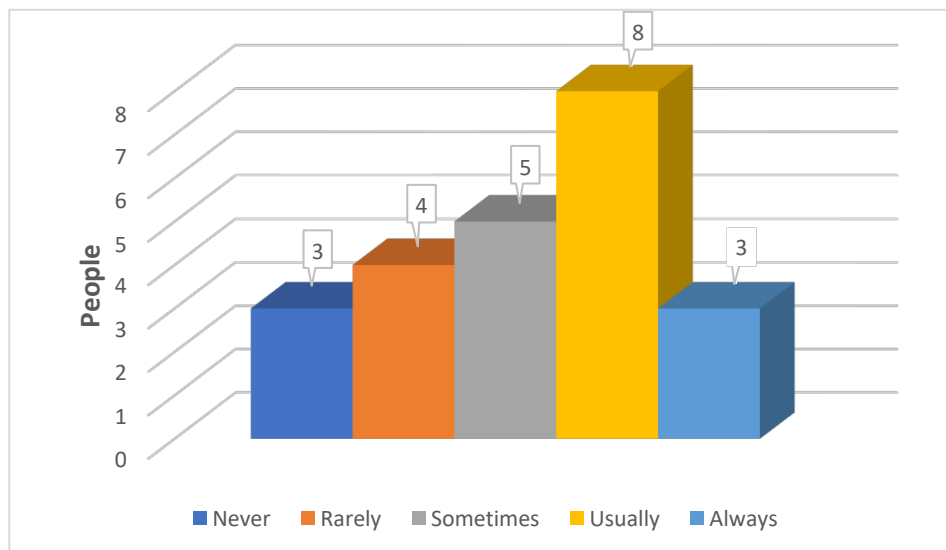
In the figure 4.9, several students think it is sometimes necessary to have some knowledge about English accents to understand what actors say. Nevertheless, if we take a deep sight, the same average of students also consider it is usually necessary this to comprehend actor's utterance. Hence, it is worth to consider more this factor to get success in the task. A study investigated the relation between familiarity with an English accent and the level of comprehension and found that being familiar with the accent contributes to the level of

listening comprehension (Matsuura, Chiba, Mahoney and Rilling, 2014). When a student knows some about different English accent affect in a positive way their understanding provoking the learning vocabulary process can be development during streaming.

4.2.4 Accent distinguishment by learners

The second question about the same category asked them about it is useful to have a bit knowledge to distinguish actors' accent to understand better actors' lines. The results showed 3 subjects chose never, 4 rarely, 5 sometimes, 8 usually and 3 always. We can see most of them think there is usually useful to have a bit knowledge about accent to discriminate between different actors' speeches and understand them. Fig 4.10 presents the results.

Figure 4.10: Accent distinguishment by learners



In the figure 4.10, most of students think it is usually necessary to be a bit aware of different

English accents to understand better actors' utterance. Butler (2010) explored how exposure to regional and foreign accents affected adults' processing systems and he found adults are rather good in perceiving differences between English dialects (p. 193). As we can see adults are likely to distinguish between different accents and dialects of English. In my opinion, I consider it is necessary because it permits a better understanding and enjoying of TV series by learners, allowing the vocabulary learning process can be taken place otherwise lack this knowledge might obstacle understanding.

4.3 External factors

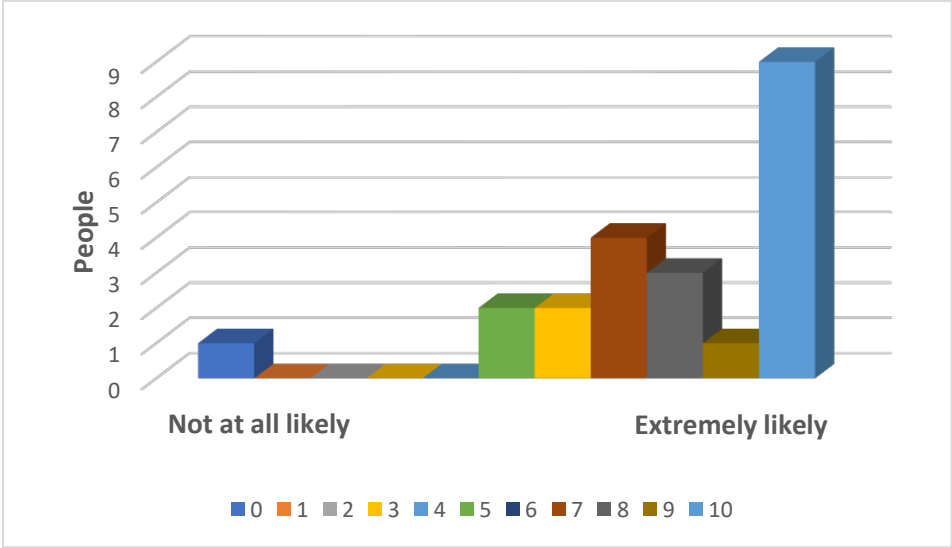
In the third dimension of the diagnostic was external factors which intends to collect information related to students' ideas about their experience with outer factors which are inducted by students to try to potentiate their learning vocabulary process. It focuses on a 0-10 scale, in which 0 not at all likely and 10 extremely likely, based on students' opinion about attitude influence during broadcasting and watching more than once an episode/TV series. This dimension it is divided into 2 categories mentioned before which were designed with 2 questions each one to pretend to get all the information needed.

4.3.1 TV series makes you feel comfortable

In the first category, the first question of the instrument asked target language 5 students their thoughts about TV series make them feel a bit comfortable owing to their English background during broadcast affecting their learning in a positive way. The results showed 1 student chose 0, 2 chose 5, 2 chose 6, 4 students chose 7, 3 chose 8, 1 student 9 and 9 students chose

10. Meanwhile, 1, 2, 3 and 4 rate did not get any value. Based on the results, we can see most of students think using TV series provoke them a little comfortable sensation thanks to their English background which allows them to learn vocabulary. Fig 4.11 presents the results.

Figure 4.11: TV series makes you feel comfortable

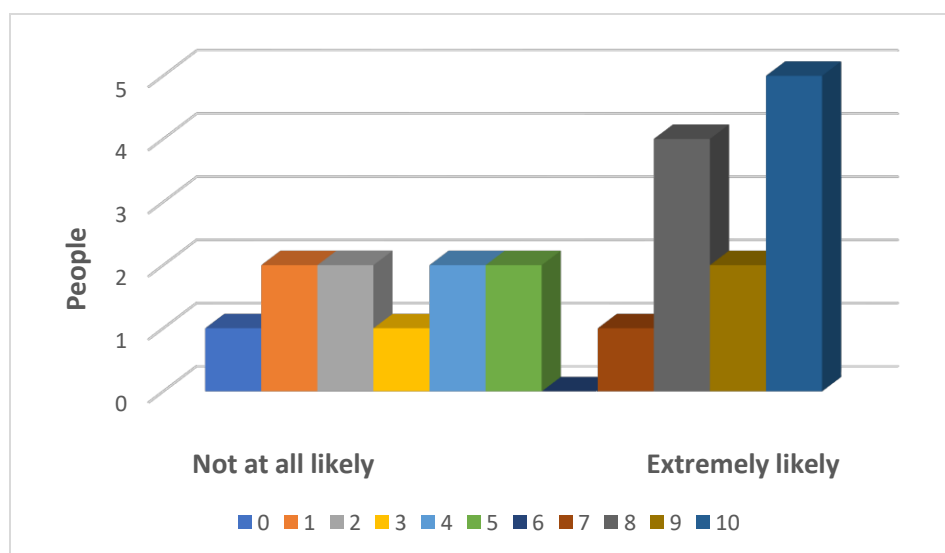


In the figure 4.11, most of students are sure they feel kind of comfortable during streaming because of their English background affect in a positive way their learning process. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts contain known words it would be very easy for students to them. If there are some known words by students, this can arouse their interest and motivation and can have a positive impact on their listening comprehension ability, and if they understand they are going to be able to learn vocabulary. To sum up, knowing a bit English language before start using these resources to learn vocabulary motivates them to try to watch an episode or TV series program.

4.3.2 Feeling limits your vocabulary learning

The second question about the same category asked them about it is likely their feeling limit the number of new words, slangs, idioms or phrasal verbs you might learn during broadcasting based on their own opinion. The results presented 1 student chose 0, 2 chose 1, 2 chose 2, 1 students chose 3, 2 chose 4, 2 student chose 5, 1 chose 7, 4 chose 8, 2 chose 9 and 5 students chose 10. Meanwhile, 6 indicator did not get any value. It is noticeable most of subjects think it is extremely likely sure the average of new words, slangs, idioms or phrasal verbs they may learned is influenced by their feeling at the streaming moment. Fig 4.12 presents the results.

Figure 4.12: Feeling limits your vocabulary learning



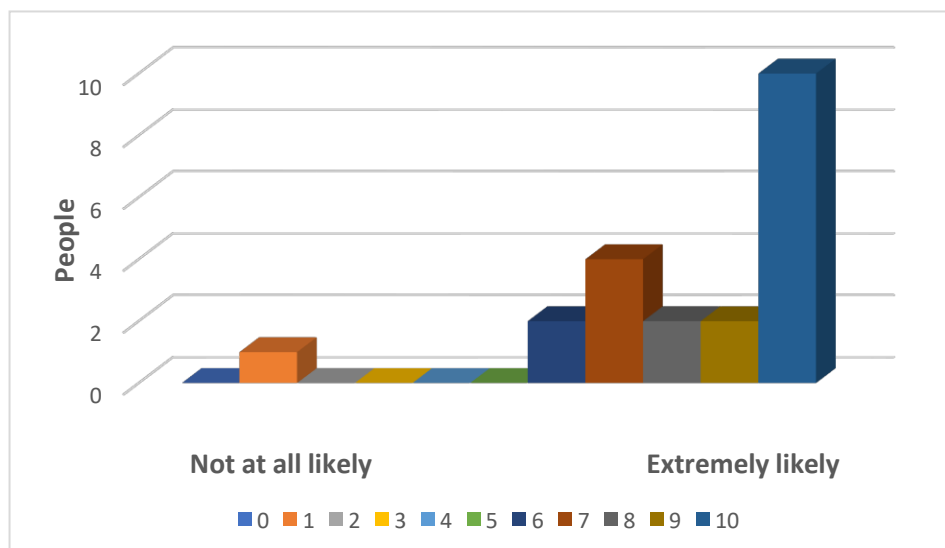
In the figure 4.12 lots of students consider are sure feeling limits the number of new words, slangs, idioms or phrasal verbs they may learn during broadcasting. Motivation plays an important character in our learning. A research suggests that motivation influences a learner's

self-regulating capacity which directly influences the involvement in vocabulary learning (Tseng & Schmitt 2008). In words to that effect, learners with higher motivation tend to have stronger controls over the personal factors in vocabulary learning, such as commitment, metacognition and emotion. Thus, the stronger capacity of controls over this factor would lead to better strategic vocabulary learning.

4.3.3 Watching more than once an episode/TV series

In the second category, the first question asked subjects about increasing more new words when watching an episode/TV serie more than once based on their background. The results showed 1 student chose 1, 2 chose 6, 4 chose 7, 2 students chose 8, 2 chose 9 and 10 student 10 meanwhile 0, 2, 3, 4 and 5 rate did present any value. Considering these results, most of students think a 10 rate of "extremely likely" in increasing possibility of learning vocabulary when use the same episode/TV serie several times. Fig 4.13 presents the results.

Figure 4.13: Watching more than once an episode/TV series

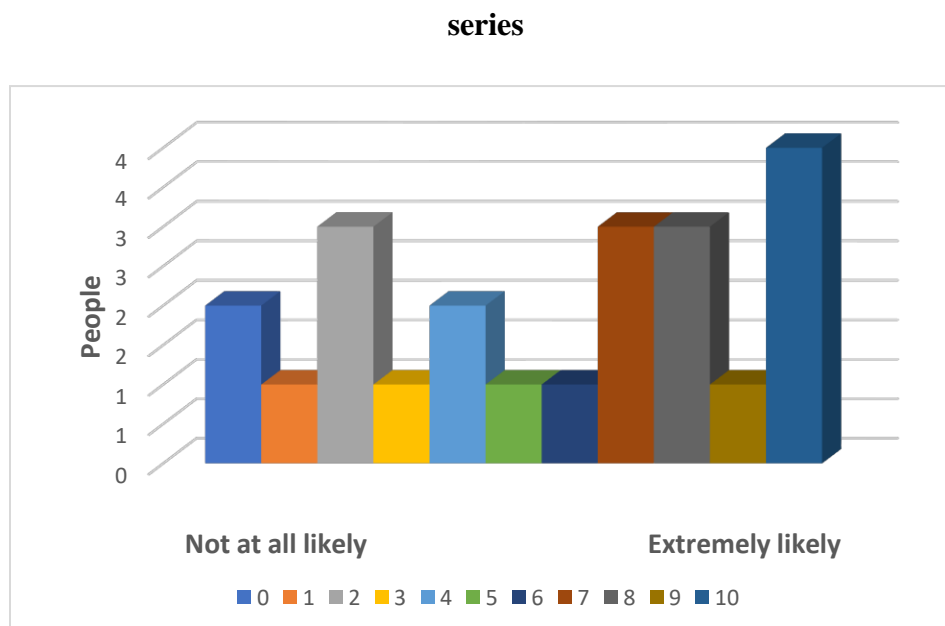


In the figure 4.13, it is shown most of students consider it is more likely they boost their vocabulary learning process when an episode or a TV series program is shown more than once. According to some studies demonstrated the reoccurrence of vocabulary in a season of TV programs by genre or in the same season had fewer word families than episodes of random television (Rodgers and Webb, 2011). Owing to the episodes generally have related storylines, provoking it leads to increased viewers' vocabulary knowledge. In conclusion, watching several times an episode or TV series program give as result common words appear and will be more likely to be learned by students because of amount they show along the episode or program.

4.3.4 Vocabulary reinforcement through watching several times an episode/TV series

The second question about the same category asked their own opinion about to do not reinforce the vocabulary previously acquired through watching an episode/TV series more than once. The results presented 2 student chose 0, 1 chose 1, 3 chose 2, 1 students chose 3, 2 chose 4, 1 student chose 5, 1 chose 6, 3 chose 7, 3 chose 8, 1 subject chose 9 and 4 students chose 10. It is noticeable most of subjects think it is extremely likely sure they do not reinforce the vocabulary learnt through watching an episode/TV series more than once. Fig 4.14 presents the results.

Figure 4.14: Vocabulary reinforcement through watching several times an episode/TV series



In the figure 4.14, it is seen most of students consider it is unlikely they could reinforce the vocabulary of a TV series or episode through watching several times. However, other students opine it is not at all likely they do not reinforce the new vocabulary when watch several times an episode or TV series, so when it is operated in a better way by learners, they are going to have some significant upgrades of those do not use this external factor. Some studies have indicated the more a language learner encounters a word, the more likely they are to acquire vocabulary of it. Though, over the years no definite number of encounters that can guarantee vocabulary learning some authors try to determine it like Pellicer-Sánchez and Schmitt (2010) who stated that learning began with 5 to 8 occurrences and increased with 10 to 17 exposures. Nevertheless, others mentioned the number of exposures may be different depending on necessary for different types of vocabulary knowledge and from different modes of input (Laufer & Ravenhorst-Kalovski, 2010). Hence, it majority depends on students' commitment to gain this knowledge and the frequency they put into practice this

factor for their own benefit. The more frequently they watch a TV series program or episode, the more likely they learn vocabulary.

In conclusion, along this chapter was presented the data gotten by the instrument. It was divided into 3 different dimension, which were mentioned in chapter 3, to have an order of it. Each question contains a detailed personal analysis of the information previously gathered which is supported by another studies and author's perspectives as well as a graphic to plasm the data. Meanwhile, in the next chapter is presented the final conclusions of all discussed in this chapter to try to answer the research questions and hypothesis stablished in chapter 1.

CHAPTER V: CONCLUSIONS

In this chapter, it was included a short version of the context of this research, which was presented in chapter . As well as the final conclusions based on findings of this investigation to try to conclude this study by responding the research questions and the hypothesis. In addition, the implications of the study and the limitations were faced during this process were also introduced. Additionally, some considerations for future studies were mentioned.

5.1 Context

This research is concerned with target language 5 students' opinions about vocabulary learning through TV series at LEI in Benemérita Universidad Autónoma de Puebla (BUAP). As it is mentioned in chapter 1, it is demanding future English teachers have a good domain of vast range of words used by native speakers owing to this knowledge allows learners get better in their English skills increasing their probabilities to get B2 level based on the Common European Framework of Reference for Languages (CEFR) which it is known it is a requirement in some degree modalities to get the bachelor's degree. In addition, it is important to have a better development in advanced classes at the career as pragmatics or discourse analysis.

All that was thought might be learn through a different technique like TV series, among others. This authentic material contains all vocabulary necessary students can understand real conversations owing to it manages slangs, phrasal verbs, idioms and expressions which are difficult to understand without any context, so being learned in a real context give a plus to

learn significantly. Furthermore, they are a frequent resource in these kind of certification exam because as we know the point of them is to measure how natural you use the language.

As it was presented above, this study focused on target language 5 students' opinions because this class is the highest one in target language classes and some students have done the B2 level certification exam or at least have the knowledge to get it, so they were useful to get the data need to respond the research questions and the hypothesis of the study.

This study pretends to focus on a quantitative approach since, as it was mentioned before, I wanted to considerate the student's opinion based on their background using this resources. To gather this kind of data, it attempts to focus on a case study through a diagnostic which is divided in 3 categories to try to collect all the information necessary from different points of view and factors to boost this vocabulary earning process.

5.2 Conclusions

Reviewing vocabulary learning was gathered the information related to all it is evolved in this process before using it as previous English background (usedness and vocabulary). In addition, the use of output, speaking and writing, is placed here to complete all steps involve the vocabulary learning process. In the first indicator called use of English, it is fundamental new generations of LEI students who want to boost their vocabulary through these kind of authentic audio-visual materials must have a bit knowledge about English language related to grammar before entering to this bachelor's degree since it will be helpful during this learning process. In addition, knowing the use of application some grammar function aids to

learning (Corder, 1988; Kachru, 2010; Rutherford, 1988). It permits LEI students will be capable of constructing their new own knowledge based on the previous one otherwise it will be more difficult to understand for them what a TV series episode shows along its streaming, giving as result this process would be difficult to achieve for them and they eventually could not produce nor applicate new words in their further speeches.

Talking about vocabulary background, it is necessary LEI students who want to use this materials need to have a little English vocabulary background before learning new words. The previous vocabulary learnt by students will be the core of new ones and the more vocabulary previous students have, the easier this process will be. As Meara and Wolter (2004) mentioned above the more links between one word and another and the stronger are the links, the deeper the word is known. In words to that effect, it allows create links between old words and new ones due to students will be able to define them or find them a synonym because of the real context where words were seen giving as result new words can be placed in the long-term memory and they are not just a vague acknowledge word but well-understood word thanks to they were learnt significantly in a real context that a TV series can offer.

Assessing output as reinforcement, output is an interesting feature which several authors have considered in the vocabulary learning process to EFL students can really master new words, phrasal verbs, idioms and chunk of words since these new words are used in their daily speech make them to get accustomed to use them. As it was mentioned before output is as fundamental as input to progressing L2 learning to large amounts of target-like accuracy (Swain, 1985, 1995, 2000, 2005). Hence, the more LEI students consciously practice the just

learnt vocabulary by writing or speaking, the more words are going to be added to their word list provoking they will be able to use it deliberately to express their needs in real contexts just like they watched while the broadcasting was taking place which means a complete learning by them.

Meanwhile, audio-visual authentic materials collected the information related to some factors affect the vocabulary learning process like the subtitles and actor's accent. Analysing using subtitles, it is noticeable using this tool during the broadcasting increase possibilities to gain knowledge. Language researchers and educators agree that the use of videos with standard subtitles (hereafter subtitles), which is the most familiar on-screen text to language learners, facilitates students' understanding (i.e., comprehension) of the videos (Danan, 2004; Lertola, 2019; Markham & Peter, 2003). It allows it will be likely LEI students can learn vocabulary using these kind of resources due to there would have less misunderstanding about some unknown words owing to the video and subtitles complement each other making this process easier for them. Thus, it is worth to give it a try, the learning process will affect in a positive way their vocabulary knowledge.

Reviewing actor's accent, it demonstrated this characteristic affect considerably the student's understanding and made the vocabulary learning process would be affected. As it was mentioned before the relation between familiarity with an English accent contributes to the level of listening comprehension (Matsuura, Chiba, Mahoney and Rilling, 2014). Then, for those LEI students who are interested in trying learning vocabulary using TV series must have some experience in accent or at least differentiate a little the most spoken ones (British and American English). Fortunately, there is a syllabus in this career called phonetics and

phonology which will be useful for gaining vocabulary process owing to it deepens in pronunciation and intonation in different dialects of English. This knowledge permits understanding better TV series and give more chances to students learn new words.

Meanwhile, external factors gathered data about external factors as students attitude during streaming and watching more than once an episode/TV series program. These factors affect in a positive way or not depending on how they are used. Reviewing students attitude during streaming, it was concluded that motivation directly affects the students' learning vocabulary process since the number of new words, phrasal verbs or idioms learnt is limited due to this factor. It has been established that watching television is a popular leisure activity and previous research has indicated that language learners are interested in learning through videos (Chung & Huang, 1998; Chung, 1999; Gruba, 2006; Wang, 2012). So, it is likely most of LEI students enjoy using these kind of materials for fun so, when these materials are driven for learning purposes it is surer learners feel comfortable during broadcasting affecting on a positive way their learning. Besides, choosing a determinate TV series which caught students attention provokes they feel comfortable during streaming, potentializing the possibilities to gain new knowledge. In addition, it is also important consider student's previous English context to LEI students choose resources which contains known words to avoid overwhelmed them during the process and do not end hating this technique.

Analysing watching more than once an episode/TV series, it established doing more than once this activity provokes target language 5 students significantly learn and reinforce vocabulary it uses along streaming easier instead of watching once different TV programs. Constancy is a key element to truly learn vocabulary. Webb (2011) suggested that viewing related episodes

of television may lead to comprehension gains. Additionally, Pellicer-Sánchez and Schmitt (2010) stated that learning began with 5 to 8 occurrences and increased with 10 to 17 exposures. Thus, LEI students who want to use this kind of resources to gain vocabulary knowledge, watching more than once a TV series program or episode is substantial task to gain vocabulary knowledge. In addition, focusing on words highly repeated along broadcasting accomplish easier what Pellicer-Sánchez and Schmitt mentioned above making it more likely to expand student's vocabulary.

5.3 Research questions

In the first research question asks which LEI student's reasons need to be considerate in their English background (vocabulary and usedness) to start learning vocabulary using TV series. The data gotten demonstrates that it is useful and indispensable to have a bit previous knowledge in English vocabulary and grammar because it permits learners to start understanding a bit some parts of TV series programs as a sentence or chunk of word. In addition, they consider it must be enough to not get lost during streaming, not perfect in all vocabulary topics a TV series can manage, but considerable for most common topics, meanwhile the rest of unknown words will be learnt through this process since vocabulary acquisition is an incremental process which is slowly increased with new words through repeated encounters over time (Waring & Takaki, 2003; Webb, 2007). Meanwhile, LEI students' grammar knowledge is the base to make possible this process, so it is important to know a bit to not get confused or frustrated during process and end leaving this useful method to expand their lexis. In closing, both knowledges are necessary for LEI students who want to learn using this technique since have been shown target language 5 students

considered these features to gain knowledge in the best way. Moreover, it is also supported by bachelor's degree because there is a requirement before entering which mentions it necessary test-takers must have at least an A2 level based on CEFR to get accepted. So, there is not doubts students must know a bit how English language works to be capable of study in LEI.

In the second research question asks which way TV series factors influence in LEI students' learning vocabulary process. On first hand, based on the findings demonstrated using subtitles considerably boost the possibilities to learn vocabulary instead of just watching it without them. Furthermore, some authors stablish activated L2 subtitles are more effective in the vocabulary learning process than non-subtitles due to watching a movie with subtitles tends to have more incidental vocabulary gains as compared watching without the subtitles (Chai & Erlam, 2008; Markham & Peter, 2003; Winke, Gass, & Syndorenko, 2010; Yuksel and Tanriverdi, 2009). Additionally, most of LEI learners might not be used to watching authentic materials without any aid due to it not their mother tongue. Thus, it helps to LEI students to understand better what a TV series program talks because if there is not a certain grade of understanding by them, they would be too much difficult gain vocabulary knowledge because they are likely to easily get frustrated for not understanding several words which might give to student an understanding clue when it is seen written word and within the context of TV series make more possible to expand LEI students vocabulary.

On the other hand, they also showed knowing a little about different types of English accent helps them to have a better level of comprehension during the process. As we know there are a considerable number of English accents which are distributed by zone, and each one

possesses some variations in tone, articulation, diphthongs, among others. All these elements affect to speaker's utterance which might make to seem like they speak a different language, however, it just a specific way English speakers apply to the language for communicating purposes, which they are directly affected by factors like background as country and environment. At faculty, knowing of this feature contributes to LEI students understanding of actors' pronouncement making possible a comprehension of the plot of TV series and the vocabulary learning process since it is undoubtedly a key knowledge for those students who want to use these real materials to learn vocabulary, without mentioning it is indirectly asked to test-takers before entering to this bachelor's degree in the admission exam to keep going in the language process.

In the third research question ask which manner some external factors influence in LEI students' learning vocabulary process. On first hand, it was concluded students' attitude determines the capacity of learning new things or words when the broadcasting is taken. As it was mentioned previously Tseng & Schmitt (2008) motivation influences a learner's self-regulating capacity which directly influences the involvement in vocabulary learning. Thus, this technique must be developed if LEI students feel comfortable to get success and gain knowledge otherwise it would be a waste of time. In fact, LEI students could end thinking that learning English is too much difficult and feel struggled by upcoming classes and the B2 certification exam. On the second hand, the repetition factor determines a significative learning vocabulary process in LEI students, as it was mentioned above several encounters with new words permits an effective review and solidify of new vocabulary provoking they will be placed in the long-term memory due to learners are able to recognize them and consciously use in a sentence because it was previously watched more than once in a real

context.

All data examined along of this work responds the hypothesis “Target language 5 students perceive the need to learn vocabulary using TV series as a real material tool to enhance their learning at LEI BUAP”. It concludes that learning new words using audio-visual authentic materials like TV series is an interesting non-overwhelming task for most of LEI students due to enormous number of plots there are making students feel comfortable during the process. In addition, learning vocabulary under certain additional considerations as repeatedly encounters with TV programs and subtitles enhance more this process because the learner when is watching a written word and listening to it inside of a real context creates a major possibility of comprehension owing to it creates an active encouragement which would help him to remember a word whenever they want. Furthermore, the process will be often depending on the number of times it is used by learners to increase their lexicon. It is also important students manage a bit other factors like actors' accent due to it permits to students to understand and enjoy better broadcasting. To conclude this process is pertinent it will be finished through an active learning, writing/speaking. As Henriksen (1999) mentioned above the vocabulary is learned in a process in which starts with a simultaneously input and ends with a consciously output (p.303-317). To complete the vocabulary learning process it must be learnt as when was learned the LEI student's mother tongue. It will be as meaningful as the mother tongue, making leaners will be capable of expressing deliberately their thoughts as much natural as possible.

5.4 Implications

The results gotten suggest the use of these kind of visual aids engage and encourage to LEI students to learn vocabulary in a meaningful way due to words, idioms, phrasal verbs, even chunks of words are learned through a real context. Additionally, there are a huge number of TV series for every single linking which makes these kind of authentic materials do not overwhelmed them. Besides, most of the time students feel thrilled along broadcasting, it even provokes they binge-watch any TV series and end unconsciously learning vocabulary. After some time doing frequently this activity, students will notice they remember some vocabulary learnt from a TV series which will positively affect their academic life. On first hand, it is for sure going to be useful for future classes like “taller de lectura y redacción académica”, “seminario de investigación 1 y 2”, “análisis del discurso”, among others, since students’ vocabulary knowledge is substantial to make a good job in these clases and other ones. On the other hand, LEI students need to get at least a B2 level in English certification exam based on the Common European Framework of Reference for Languages (CEFR). It is a requirement in some degree modalities to obtain the bachelor’s degree. Then, it is well-known these kind of exams is necessary a huge domain in vocabulary to have more possibilities to get the certification and using TV series as a learning tool to boost student’s vocabulary is a good option because they can truly learn in a real context how it used is and what means a word or chunk of word.

To sum up, this material is a non-overwhelming alternative to learn vocabulary in a meaningful way. In addition, it fortunately can be applied anywhere and anytime where it permits to students. Eventually, it helps to new generation LEI students to have the enough knowledge to make an acceptable development in further classes and accomplish all necessary requirements (English certification) to get the bachelor’s degree.

5.5 Limitations

In this research, students' opinion of target language 1, 2, 3 and 4 was not taken into account and only target language 5 students were considered for this study because some of them had done the B2 certification exam before or have the knowledge to achieve it. Additionally, from the researcher's point of view, it would gather too much data which will be difficult to analyse for a bachelor's degree thesis. Thus, this study only focusses on target language 5 students, without mentioning they are most prepared students in the target language. Furthermore, it was not also considered teachers' opinion about using TV series as a vocabulary learning tool since they have more experience than target language 5 students about these kind of topics due to they have more experience in this foreign language. Hence, it is worth to focus on that owing it could accomplish the data gathered before. Finally, another limitation was identified that is there was not any intervention applied for target language 5 students to obtain data more reliable from faculty of languages community.

5.6 Direction for further research

The data collected in this research was analysed focussing only on students' opinion about using this resource. Nevertheless, this data can be used for further studies considering the other target language (1,2,3 and 4) classes to gather more data about this topic to enrich this study. It is also worth to mention LEI professor's opinion is also a great data to complete this process based on experts in the subject to enrich in a meaningful way their statements about this topic. Finally, an intervention is the most adequate method to demonstrate the usefulness of this process to really learn vocabulary using this technique. When this method measures

LEI student's learning vocabulary process in real context, the data gotten shows the real impact on students vocabulary.

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Appendix I: Diagnostic

Facultad de lenguas

The objective of this instrument is to gather information related to students' perspective about using TV series to learn vocabulary, to evaluate TV series features to learn vocabulary efficiently and to examine the implications of external factors affect this learning process during broadcasting.

All information gotten by you it is going to be used for study purposes respecting your privacy.

*Obligatorio

1. Age *

2. Section *

3. Schedule of the class *

4. Gender *

Marca solo un óvalo.

Male

Female

Otros: _____

Information
necessary:

Please choose the answer based on your personal
information.

5. 1. Is your first-time taking target language 5? *

Marca solo un óvalo.

Yes

No

6. 2. In case to answer “no” in the previous question put the number of times (including this one) you have attempted this class

7. 3. Have you ever taken a B2 certification exam? *

Marca solo un óvalo.

Yes

No

8. 4. Do you consider you have enough knowledge to get it? *

Marca solo un óvalo.

Yes

Maybe

No

Vocabulary
learning

Choose an answer of this scale based on your opinion considering what each question is asking you.

In your opinion....

9. 1. Having a bit knowledge of using of English before starting learning vocabulary through TV series is useful. *

Marca solo un óvalo.

A) Strongly agree

B) Agree

C) Neither agree nor disagree

D) Disagree

E) Strongly disagree

10. 2. To understand real material, it is necessary to master grammar tenses like simple present or simple past. *

Marca solo un óvalo.

- A) Strongly disagree
- B) Disagree
- C) Neither agree nor disagree
- D) Agree
- E) Strongly agree

11. 3. Your English vocabulary must be enough to start learning vocabulary through TV series. *

Marca solo un óvalo.

- A) Strongly disagree
- B) Disagree
- C) Neither agree nor disagree
- D) Agree
- E) Strongly agree

12. 4. It is indispensable to have some vocabulary background of common topics like shopping, clothes and restaurant to start using TV series because these vocabularies are commonly used in TV series. *

Marca solo un óvalo.

- A) Strongly agree
- B) Agree
- C) Neither agree nor disagree
- D) Disagree
- E) Strongly disagree

13. 5. It is necessary to reinforce orally what you have learnt in a TV series to master it. *

Marca solo un óvalo.

- A) Strongly disagree
 B) Disagree
 C) Neither agree nor disagree
 D) Agree
 E) Strongly agree

14. 6. It is necessary to reinforce writing what you have learnt in a TV series to master it. *

Marca solo un óvalo.

- A) Strongly agree
 B) Agree
 C) Neither agree nor disagree
 D) Disagree
 E) Strongly disagree

Audio-visual authentic materials

15. Choose an answer of the scale based on your opinion considering frequency you do and what the statement is asking you *

Marca solo un óvalo por fila.

	Never	Rarely	Sometimes	Usually	Always
Watching an episode without subtitles makes easier to understand what actors say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching an episode with the target language subtitles makes less difficult to understand what actors say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your learning vocabulary process is affected by actors' American accent due to it is more difficult to understand than British one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your learning vocabulary process is affected by actors' British accent due to it is more difficult to understand than American one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

External factors

On a scale from 0-10, with 0 not at all likely and 10 extremely likely, choose the answer based on your opinion about external factors have influence in learning vocabulary process through TV series.

16. 1. Do you feel a little comfortable watching an episode owing to your English background, affecting your learning in a positive way?

Marca solo un óvalo.

	0	1	2	3	4	5	6	7	8	9	10	
Not at all likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely likely

17. 2. Could your feeling limit the number of new words, slangs, idioms or phrasal verbs you might learn during broadcasting?

Marca solo un óvalo.

	0	1	2	3	4	5	6	7	8	9	10	
Not at all likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely likely

18. 3. Do you increase new words learning when watching an episode/TV series more than once?

Marca solo un óvalo.

	0	1	2	3	4	5	6	7	8	9	10	
Not at all likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely likely

19. 4. Do you not reinforce the vocabulary previously acquired when watching an episode/TV series more than once?

Marca solo un óvalo.

	0	1	2	3	4	5	6	7	8	9	10	
Not at all likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely likely

Thanks for your time!