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**The Effects of Entertainment Media on Youth
Language Learning in Algeria
Case of Study: First Year EFL Students at Belhadj
Bouchaib University Centre of Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree
in Literature and Civilisation /Linguistics*

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Dedications

We dedicate this modest work to

Our families

To our dearest parents who fill us with their love and prayers

To our beloved brothers Amine, Said, Slimane, Zwawi, Youcef and

Mohamed

And lovely sisters Sakina, Samia and Warda

To the special nephews Mimi and Hamido

To Youcefs' wife Imane

To all our Friends: Sarah, Ibetissem, Sameh, Faiza, Houaria, khadija,

Amina, Khadidja BALLOUT.....

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Abstract

TV series and songs are the most popular entertainment tools in the world, especially for young people, as they carry on them significant effects in various aspects. Therefore, young people can benefit from entertainment media in improving their language learning. The present extended essay aims at investigating the effectiveness of watching and listening to English TV series and songs in developing language learning process among Algerian students. The main issue of this study is to identify the significant role of English songs and TV series as tools of entertainment in helping young students' language improvement. First year EFL students at Belhadj Bouchaib University Centre of Ain Temouchent are identified as the participants of this study. In order to investigate this matter, two main research instruments are utilized for collecting data, namely, a students' questionnaire and interview. After analyzing data quantitatively and qualitatively, it was found that songs and TV series have a positive effect on students' language learning process. Moreover, the findings reveal that learning embedded with entertainment media may help to motivate the language learners and improve their language learning skills and capacities. It can be concluded that the entertainment media turned out to be a useful tool for language learning enhancement. Furthermore, the students agree that songs and TV series have a large effect on their English language learning skills.

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List of Acronyms

AV: Audio Visual

EFL: English as a Foreign Language

IELTS: International English Language Testing System

ILO: International Labour Organization

SAC: Self-Access Centre

SALL: Self-Access Language Learning

TOEFL: Test of English as a Foreign Language

UN: United Nations

UNESCO: United Nation Educational, Scientific and Cultural Organization

UNFPA: United Nations Population Fund

UNICEF: United Nations International Children's Emergency Fund

WHO: World Health Organization

General Introduction

Learning a foreign language is an active complex process, by which the learner must learn all the linguistic characteristics of the target language, besides the long time and efforts it takes and requires. Since language learning is considered as a complicated one, most learners prefer to develop their language capacities in very short time especially the young one, they choose to learn through simple and easy ways that affect positively and improve their language learning.

Recently, entertainment media have become a significant part of the young people's daily life; including TV series and songs, who tend to spend most of their time either watching TV series or listening to music via their laptops, mobile devices, or television. Songs and TV series are considered as a source of everyday speech and colloquial vocabulary, as they always contain useful words, expressions and phrases. By watching and listening to TV series and songs in English, learners are able to get used to the pronunciation of English from native speakers, as it allows them to have a clear understanding of English phoneme, thus they focus on the right pronouncing. In addition, it gives learners a closer look at the way people speak and use the English word in real conversations. In fact TV series and songs tend to be used as effective tools in the language learning process development. Entertainment media have made it possible for a more flexible language learning experience, in which students are given more control and guidance. Such media provide students with a huge amount of words of good meaning, correct grammar and right pronunciation, since learners are determined to improve their language capacities by communicating fluently, using meaningful vocabulary and mastering grammar.

Entertainment media are considered as the most enjoyable time-killing hobby since TV series and music are the favorite media for youth as they motivate them to learn a foreign

language, which can be a strong motivator and good incentive in the language learning process because of the long time that they take in watching and listening to them.

Being a part of a generation that got influenced by the spread of technology such as television and its impact on our abilities in learning languages such as English for instance, we have chosen to tackle this impact on the youth and their adoption of new linguistic learning systems. In addition to that, we believe that this strategy can turn out to be helpful and fruitful in language learning methods. Thus, this extended essay is aimed to investigate on how songs and TV series increased the Algerian youth's interest in learning English as a new language in a very entertaining way, besides to the impact of such media on the youth in improving and evolving the foreign language learning. In addition to that, the investigation aims to shed light on how learning a foreign language by music and TV series can be utilized in an easy, interesting and entertaining way.

Thus, this work aims at investigating the influence of English songs and TV series on language learning of Algerian youth EFL students. It is mainly interested in finding answers to the following research questions:

1. Do entertainment media enhance and boost youth English language learning?
2. Does the use of music and TV series affect the youth's motivation in learning English as a foreign language in Algeria?

Taking into consideration the above research questions, the following hypotheses can be put forward:

1. The entertaining media improve the youth's vocabulary.
2. Algerian youths' foreign language learning, English in particular, is enhanced by songs and TV series.

To check the validity of these hypotheses, this extended essay is divided into three chapters. The first chapter deals with the literature review of the language learning process

and gives definitions to the motivation as it is the main factor behind effective learning of language, then sheds the light on the entertainment media and its main types, which can be a beneficial tool in this process in general. Whereas the second chapter gives a description on how the research will be conducted by discussing the methods used, the research design and the research instruments; a questionnaire and an interview addressed to first year EFL students by taking the first-year students at the center of the University of Ain Temouchent as a sample. In the end, the last chapter through which the data are analyzed qualitatively and quantitatively, also the results are discussed and interpreted to conduct a conclusion.

Chapter One

Language Learning and Entertainment Media in Algeria

1.1 Introduction

Learning a language is a process, by which the learner learns all the linguistic competence of certain language. It takes long period of time through intensified program to improve all the target language skills though, it can be enjoyed when based on effective techniques and fun activities. Algerians as EFL learners, try to find more efficient ways to increase their interest and motivation in learning the language in an entertaining way, far away from the traditional learning methods.

The entertainment media, such as music and TV series, offer a great variety of entertaining content that appeal to the youth. While music listeners and T.V watchers are being entertained they are simultaneously practicing their listening and reading skills, which is valuable experience for EFL learners. However it may not be a fully-fledged language learning method, while, it is flexible way of putting newly gained academic knowledge in use during everyday situations.

This chapter is an overview of related researchers to the topic at hand. First, it defines the language learning process, and then it highlights the role of entertainment media as a source of motivation for learning English. It also discusses two types of educational entertainment, audio and visual one. It focuses on songs and TV series as entertaining tools for language learning.

1.2 Language Learning

Language learning is the ability to use language appropriately and the capacity to communicate in the foreign language with mastering the four language skills; listening, reading, writing and speaking in complex process. Learning a new language has potential importance in recent years, a learner can never learn one language until he learns a second one in a way that learner's analytical skills improve greatly after the process.

1.2.1 Language Learning Process

Language is a system of arbitrary acoustic symbols, which allow all people or learners of certain culture and language to communicate and exchange thoughts .(Finocchiaro, 1964) According to Oxford Learner`s Pocket Dictionary the word “language” means a system of sounds and words used by humans to communicate with one another. In another definition, language is a particular style of speaking or writing. Also, it can be defined as knowledge gained by studying distinguishable sounds and words. In light of these definitions, language is a symbolic system where it is spoken or written, it is an exclusively human property used to communicate. Learning is knowledge acquired by study, investigation or experience.

Elham (2015) claims that language learning is an organized process in which the learner learns the language in detail with its structures (grammar, vocabulary, culture and literature) to master it. Language learning is to know all the structure of the target language not only the rules but also culture and literature. Since languages are different, each language has its own structure that distinguishes it from other languages. Kramina (2000) in her research, states that language learning is a conscious process and it results from formal learning or a self-study program, this has also been maintained by Krashen (1982), where he claims that learning is well acknowledging the rules and grammar of the target language consciously, and also being able to use its structure correctly while utilizing its words and grammar during real-life situations.

Moreover Sankar, Soundararajan and Suresh. K (2016) explain how foreign language learning process can be a long-term achievement. They discuss how any person is committed to foreign language learning and practicing it in all parts of their lives, therefore he/she can develop his own ways of learning and gains special set of skills such as self-discipline, time management and boost confidence. Hence, language learning plays a major role in ones` self-

development in multiple aspects of life, so it is only natural for people to seek the best methods to learn and practice languages.

1.2.2 Language Learning Skills

In any foreign language learning, being competent in it has great importance for many learners. In particular, the English language learners, where they should focus on the mastery of language skills mainly speaking and listening, also on being good in pronunciation and acquiring a large number of vocabularies. Furthermore, the learners are assessed at their language level, according to the extent of their knowledge of the target language.

1.2.2.1 Listening Skill

Listening is an important part of the learning process; it is one of the four skills of a language (listening, speaking, reading and writing). The listening skill is considered as an active process not only a fact of sending and receiving sounds, but a process of sending and transmitting messages to the brain, Rost (2002 :3) states that listening is “equal to experiencing contextual effects, that is listening as a neurological event (experiencing) overlays a cognitive event, that is creating a change in a representation”. It involves the speaker’s pronunciation, accent, grammar, intonation and vocabulary. Listening is the abilities to get information, instruction and comprehension in general for every language user. As a very active process, listening can improve personal interaction by solving problems, increasing cooperation and boosting comprehension.

1.2.2.2 Speaking Skill

Speaking has been considered as a prominent productive skill while learning a foreign language. Ur (1996, p120) believes that speaking is the most important skill among the four skills (listening, speaking, reading and writing), he states “Many if not most foreign language learners are primarily interested in learning to speak”. Speaking skill refers to the production of sounds that we use to convey meaning. Nunan (2003, p.48) declares “Speaking is the

productive aural/oral skill; it consists of producing systematic verbal utterances to convey meaning". Therefore, it is expected from EFL learners to be able to speak and communicate in the target language.

Mastering the speaking skill requires the good learning of its components mainly: vocabulary and pronunciation since they play an important role in the language learning process.

a. Vocabulary

Vocabulary means a list of words or phrases used by a particular person, it also called lexicon and word-stock. It is an essential part of language learning speaking skill and making meaningful communication. Schmitt (2002:55) points out that lexical knowledge are essential for learners to improve their communicative competence and second language acquisition. Knowing a large number of vocabularies is a successful key in the process of learning a foreign language and the mastery of speaking skill. However, the lack of that knowledge makes the language learners' abilities too limited and face problems in communicating with others.

b. Pronunciation

Pronunciation means the way the person pronounces and spells the words or a language. It is an integral part of the right speaking because it makes the speech ideal and comprehensible. Goh (2007:129) emphasizes that pronunciation is very important in the intelligibility of persons' speaking and communication. Pronunciation strengthens the students' communication because the correct production of words makes the speech understandable.

1.2.3 Language Learning and Motivation

There is a strong relationship between learning and motivation. Motivation plays a significant role in the language learning process because learners achieve better scores and gain knowledge at a faster pace when they are motivated.

1.2.4 Definition of Motivation

Many researchers have provided several definitions of “motivation”. Generally, motivation is an inner state that impulses the achievement of goals and guides people behaviour, Harmer (2001). According to Gardner (1985), motivation is a collection of aims or goals, that strengthens desire to reach the objective of learning, it also guides ones’ efforts and behaviour toward the activity. Many terms are associated with the word motivation such as: desire, intention, ambition, satisfaction and impulse. Similarly, Dornyei and Skehan (2003) emphasize that motivation is the reason behind people’s decision in doing things, and their ability to maintain their activity, regardless of how hard it can get to realize it.

Moreover, according to Elliot and Covington (2001), motivation provides people with the reasons for their actions and needs. Additionally, Keller, (2010, p.3) states that: “Motivation is referred broadly to what people desire, what they choose to do and what they commit to do”. According to Johnson & Johnson (2003), motivation is seen as the driving force that pushes people towards the achievement of their goals, which they perceive as being meaningful and worthwhile. Motivation means goals, needs, aim and wants; it stimulates people to actions to fulfill their goals and encourages them to do something in the best performance and a good pace. The same idea is conveyed by Johnstone (1999), who states that motivation is an animator for realizing specific goals.

1.2.5 The Role of Motivation in Foreign Language Learning

Motivation plays an important role in learning and mastering a foreign language, as it is considered as a fundamental factor in this process. Dörnyei (2009) states that learner with

strong motivation to learn the language usually is not an external one but it is inner in the learner itself by the actual process of learning a language. Basically the language learners are concurrently motivated to learn English language Miinvaziri (2009), and Al-Otaibi (2004) has also suggested that the learners who are motivated anticipate most of their time in learning foreign language and have impressive ability to learn comparing with unmotivated ones. In the same view, Al-hazemi (2009) agree that the language learners who are strongly motivated to learn a language conduct a better competence level in learning a target language. Motivation is considered as a key factor in the process of learning, either it is internal or external. However, it certainly needs efforts and endurance to apply strategies and lead the learners with helping them to achieve their objectives, goals and aims as far as learning is concerned. Brown (2000) explains the importance of motivation in language learning. Motivation is probably the most frequently used catch-all terms for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation¹. Ellis (1994) declares that language teachers emphasize the importance of learners' motivation and that their own sense of failure can only show to students' lack of motivation. Williams and Burden (1997: 120) define motivation as: "a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort". Motivation considers both the initial stage of language learning; any knowledge in fact, and the actions and decision that follow. They treat motivation simply as the starting point of an activity that leads to energizes, directs and sustains behavior and acts.

¹Proper motivation: refers to self-motivation. It is, in its simplest form, the force that drives someone to do things, to achieve goals or reach objectives and aims, however, people can be motivated by many things, both internal and external, such as desire, love, or for money.

1.2.6 Self Learning

English language students are expected to master the English language to high levels. They are required to improve their abilities through independent learning without the need for a teacher, because almost all language learning happens outside the classroom and courses given by the teacher may not be enough. Therefore, the learners have to create ways and a positive learning environment and use materials that can help their own learning and construct a new language learning method. However, each student has his/her method in learning and this is called self-access language learning (SALL) derived from self-access centre (SAC), which is considered as a system which provides available tools to the language learners to work with by themselves without the worry of confusion or misguidance, and continue usual learning without any support. It is indeed a useful complement to learning which enhances the learners' experience. Self-access refers to design and organization of resources in a way that facilitates independent learning (Dickinson, 1987; Benson, 1992). Also, Self-directed learning can be considered as self-learning. According to Knowles(1975; p. 18):

Self-directed learning is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Thus, autonomous language learning is synonymous with self-access language learning, autonomy in language learning refers to the ability of learners to use the target language correctly outside the classroom. Chun (2017) agrees when he writes about autonomous language learning and points that autonomy focuses on the language users' freedom and the self-expression in their learning also on the creation of a suitable environment of learning through the use of materials such as technological products. The learners need to learn the majority of the aspects of the language, not only understanding the text or writing but also speak it fluently, and they also need to improve all language skills

through activities or any tool that facilitates learning. Dickinson (1987) has also described autonomy as a situation where the learner makes the right decisions to achieve his/her goals in learning, and being responsible by implementing self-made decisions in reality.

In foreign language learning, Littlewood (1999) states that the goal of education is making the learners autonomous in their learning and to be able to use the language and to transmit meanings in situations that they face daily, which eventually results in generalized autonomy in life. Littlewood (1996) suggests that the independent approach is used as a learning methodology that focuses on language learning outside the classroom.

1.2.7 Audiovisual Aids in Language Learning

Nowadays, the language learning process cannot be far away from technology, since it provides the learners with knowledge based on their interest and satisfies both auditory and visual senses. So, it has added new dimensions that facilitate the process of learning using authentic materials such as audio-visual aids.

Audio-visual learning is an integral part of learning a language through which the learners enhance their language learning capacities and facilitate it. A previously done study by Saima, Qadir and Shazia (2011) show that A.V aids are devices that offer knowledge and information through auditory and visual stimuli in order to help the learning. They concretize the offered information and help in making learning experience apple real, practical and vital. Audio-visual aids are the various digital media types such as videos and songs which are used to make learning active, real and interactive, it positively impacts learning in a way the learners use their senses sight and hearing. Visual learning is the use of visual materials such as movies, animations and other media sources. Similarly, auditory learning is learning by listening, it involves activities and tasks using listening skill; for example, listening to songs, audio recorders or dialogues from movies. Keene (2006) claims that information picked from video aids demand processing different communication methods that include visual, auditory,

and verbal. He believes that these types of aids are used in multi-skills courses to reinforce learners' interaction via productive and receptive skills.

Audiovisual aids should be included in the language learning process, current research done by Constantinos, Maria and George (2019) demonstrate that many efforts have been made to integrate audio-visual aids in learning and educational process in order to promote a certain language as a start in enhancing learning. In other words, audio visual media technologies can accelerate and support the learning process through representations because it reflects and strengthens the objective by breaking it down for the learner and it transmits information between transmitter and receiver (Constantinos, Maria, and George, 2019).

In the light of those definitions, audiovisual aids are important methods that can be used in learning because they create a suitable environment and a positive attitude to the learners toward the target language and increase their motivation to learn.

1.2.8 Youth and Language Learning

Youth is a term given to a stage in human age, it is a part of life following childhood; it is the epitome of vitality and activity among all stages of human life. The UN defines the term youth as a period of transition from the dependence of childhood to adulthood's independence. According, to UN youth are those people between the ages of 15 and 24 years.

Several definitions are given by the UN entities, instruments and regional organizations for youth and the precise age, the following table presents these differences:

Table 1.1: Several definitions of youth age

Entity/Instrument/organization	Age	Reference
UN secretariat/UNESCO/ILO	Youth: 15-24	UN Instruments, Statistics
UN habitat (Youth Fund)	Youth: 15-32	Agenda 21

UNICEF/WHO/UNFPA	Adolescent:10-19, YoungPeople:10-24, Youth: 15-24	UNFPA
UNICEF/The Convention on Rights of the child	Child until 18	UNICEF
The African Youth Charter	Youth: 15-35	African Union, 20061

What can be inferred from **Table 1.1** is that the age stage for young people ranges between their childhood and when their adulthood starts.

The stage of youth is one of the most important stages that the individual goes through, where the human personality begins to take shape through what the individual acquires from the skills and knowledge with his/her free choices.

Humans pass through stages of life, and each stage has distinct characteristics and requirements that a person must fulfill in order to be able to move to the next stage. The youth stage is considered as the main stage in learning and knowledge acquisition in individuals' lives. People in this stage are imposed to study and learn a foreign language and follow an educational system even in a classroom or choose system by themselves outside the classroom in order to promote communication with others, culture or achieve success.

Age has a great impact on the process of language learning, each group has its own style and strategy of learning. It is known that most youths nowadays learn a foreign language, especially the English language, which has become the desired language by them since English is the global language. Moreover, youth at this period are still developing linguistically, socially and cognitively by contacting others and practicing multiple activities and present many factors that make them different from other age groups. The population believes that young learners are somehow, much capable of learning than adults. Young learners greatly differ from adults in terms of requirements because young learners prefer to

use more useful and quick methods to learn a foreign language by identifying their needs and goals and using materials.

Young EFL students often have an obvious reason to learn the English language such as passing secondary school or university. Therefore, learners are motivated to learn it in order to pass exams and to improve their abilities or other personal reasons.

Many researchers attempt to acknowledge and address the differences between adult and young human learning experiences. Though they faced some difficulties with carrying out their research, such as the kept of young students' performance records with educational facilities. However, there are no learning progress trackers for adults as they learn from multiple occasions in their adult life such as home, group of friends and professional associations. Consequently, for the mere ability to track and measure the study subjects, it is easier to study students in schools and universities than studying adults. Therefore, researchers had to develop special tasks for both parties to perform, to gauge certain characteristics related to learning capabilities, such as speed, intelligence, general knowledge tests and physical tests.

The common knowledge about speed is that humans tend to react slower and less efficiently as they grow older, Brinely (1962) has performed a study on how age affected the speed of performance. The general trend observed was the older test subjects took longer than the young ones. Another study by Goldfarb (1964) has concluded that the reaction time of men is generally quicker than that of women and it slowed with age. The average young person, one the other hand, reacted faster than the average 60-year-old person.

As for intelligence, people do not become boring as they age. In fact, teachers and professors of schools and universities are the eldest in those learning environments as they lead and guide the younger knowledge seekers. Merely growing older does not affect one's ability to think and learn, a 60-year-old person can still learn to drive just like a 20-year-old

would. However, adults have less free time and more matters to attend to compared to youngsters; this apprehends their learning continuity rather than their ability to learn.

To summarize, as young students have untapped energy, motivation, potential and time their learning capabilities are limitless; in fact; it is only limited by how well one can manage their daily life routine. Youth is a golden stage on a golden plate of opportunity that Algerian students must grasp and for the Algerian educational facilities to strongly support endlessly.

1.3 Foreign Languages in Algerian Media

Algerian linguistic situation is very complex, it is considered as a multilingual country concerned with at least four major languages: the Algerian Arabic (the everyday speech or what is called Darija), the classical Arabic for formal situations, the French language, and the Amazigh (Berber). However, as the world is becoming truly global, Algerian people, especially the youngest, tend to learn foreign languages such as the English language. Since the fact that the English language is the most widely spoken language in today's world, it's absolutely necessary for Algerian students to master it, using all that they can to enhance their language capacities.

In Algeria, and during the colonization era, the media reflected French interest; as a result, speech in Algerian community was restricted to the French language and centered on French culture, they controlled the media in Algeria and encourage the population to learn French as a language of civilization. Newspaper, radio, and television were all dominated by the French language. However, recently the media language has changed and turns to stay far away from the French language and more closely to what is trendy such as Modern Standard Arabic and the English language. Media waves can change the face of language use and open the door to the exploration of new language, vocabulary and pronunciation in Algeria especially the way that the young generation uses it by acting as a role model. The choices

made by young Algerians in terms of media, for both news and entertainment are oriented to be resources for language learning.

The media strength is in its widespread in the Algerian community in where it is presented as a tool to receive linguistic improvements because youth can be exposed to the correct usage of language by means of screen media such as TV shows, TV series, videos, internet and auditory media such as radio shows and songs. The changes in the media language in Algeria are due not only to the emergence of new media but also to the decrease in usage of traditional media. Algerians are watching television differently from the way they did in previous decades. They are now turning to the internet to watch more online programs or recording it to watch it later, even risk contact with other people. Now, they watch TV series and movies but only when they feel they like it, and sometimes it goes on for hours which increases and motivates them to learn the target language and strikes balance between learning and entertainment.

1.4 Algerian Education System

The Algerian Educational system consists of primary, secondary and tertiary education (Lakehal-Ayat, 2008). Students are primarily taught in Arabic, however the first Algerian students' exposure to foreign languages is in the French class of the fourth grade, this was a planned reintroduction of the French language in 2002 to Algerian education and it also introduced the English language for 7th graders. These changes were deemed necessary as the Ministry needed the students to be prepared for higher level subjects which were partially taught in French such as science and math, and English for certain specializations and degrees in Universities Rezig (2011).The shift from bilingualism in French and Arabic to monolingualism in Arabic has created issues with graduates trying to enter the economic market.

The Algerian linguistic background has become very diversified and a bit complex too, this is due to the multiple languages an Algerian student has to learn. From the Ministry's point of view, the system has provided multiple language choices for their students to expand their career horizon, but on the other hand, students graduate with unsatisfactory mastery of foreign languages of English and French, this is true because the time and effort students should spend is divided by two of them (Rezig, 2011). Therefore, Linguistics has been a cause of endless argument for the Algerians and Algerian educational system.

Naturally, experienced educational systems provide students with a well-managed all-year-long language learning plan. This comes also with a grading system to gauge students' performance upon graduating Scholaro (2018). Most of the time it is up to the teacher to supplement the students with strong motivation to overcome or fill-in the gaps the educational system has created.

The grading system is important for the students, the better marks the student scores the better image they build for themselves and the employers to see. Despite that, Algerian students score weak English language grades each year even though they have strong willing to learn the language (Rezig, 2011). This is true because English compared to French is relatively new for students to learn and teachers to teach and subsequently, they have less time to master its fundamental skills, which eventually weakened Algerian students trust in themselves and their educational system.

However, throughout the years the Algerian educational system has not seen any reforms regarding foreign languages; it is the perception of Algerian teachers and students that have changed towards the English language which is the current international language for most international practices all over the world. This made students put English on higher priority as it motivate them even more towards achieving better grades for better future.

1.5 Language Learning Centers

There are many language learning centers and private teachers in Algeria for a variety of languages and other classes, people often enroll to occupy their personal time with beneficial learning experience, some students may join during summertime to prepare for the next academic year. Therefore, for English and French languages, these language learning centers, and private courses are a support or, at the best, an alternative for the already existing Algerian education system, as students exchange money for a well-planned language learning course and a motivating experience.

Normally, students join these private lessons based on a positive feedback from other students, family and friends to boost their language learning experience in school and to gain higher marks. On the other hand, professionals who are already out of school seek to learn a language to proceed with their professional careers, which to them a certification is a priority and that is a problem, as majority of language centers and private teachers are not certified or do not provide an internationally recognized certificate upon finishing the course. The solution is rather simple, in order for English language learners to prove their language skills they can take a well renowned proficiency test such as IELTS (British Council, 2020) and TOEFL (ETS, 2020).

Hence, the pathway the language learning centers provide can be summarized into beginner, intermediate and advanced levels. After the successful passing of these levels', students can prepare to take IELTS and/or TOEFL proficiency tests. For many, youth is a very unique stage in ones' life, it opens a world of endless opportunities as by nature, youngsters are brave explorers and as they grow learning from their mistakes and gaining vast experience in their lifetime, they become wise adults that will guide and teach the next generation.

1.6 Language Learning and Entertainment Media

Many researchers claim that entertainment is beneficial for learning. Some of them such as Rose and Nicholl (1998), Bisson and Luckner (1996) suggest that when entertainment is involved the brain enjoys the workload and works potentially and efficiently. Thus, putting the brain at a relaxed and motivated state increases the learners' comprehensive capacities. Young people nowadays use entertainment media as an essential element of learning. There are enormous entertaining materials with educational values that can captivate the learners' attention and keep them engaged with the language. Youngsters are growing up with entertainment media such as books, movies, songs, TV series, and games, such media maintains a strong relationship with language since it is available in several kinds with different languages as well, where the learner uses it according to ones' needs. The use of entertainment media such as songs and TV series has become evident in language learning recently, where it plays an enormous role in language development.

1.7 Types of Entertainment Media

Entertainment is any activity done by people that gives the feeling of joy fun and comfort for both the audience and the performers. The need for "recreational activities" is an essential component of human psychology and biology. Its forms vary depending on the individual interests and the surrounding social structure, as well as it can be effective or ineffective and by group or individual. With that definition in mind, entertainment media are products of various entertainment industries made for people to enjoy.

There are numerous kinds of entertainment media; each type has its characteristics:

- Reading: Books, Comic Books, Novels, Newspapers, Magazines.
- Performances: TV series, Music, Concerts, Theatre, Cinema and film.
- Games: Sports, board games, video games.

- Internet surfing.
- Social media.

1.8 Songs and Language Learning

In recent years, songs are introduced to the educational system as an effective method in foreign language learning in which they can both support each other. Edden (1998) states that music and language have a profound relationship, they sit together comfortably. Throughout history, songs were sung for storytelling, but currently they are used not just for entertainment and mood elevation but they are also used as a medium for delivering learning or simplifying lessons, as well as facilitating the work of both teachers and students in the field of education. Thus, for young learners' musical activities provide them with underestimated opportunities for the development of the language. For them, songs are the better sources of language which allow them not only with access to different languages but also to satisfy their needs of fun, joy and entertainment. In this respect, Cabal (2017) says "make learning fun by using games, competitions, songs ... it gives students a nice opportunity to interact with each other, have fun and learn at the same time".

Song, according to the English Dictionary is a short musical composition intended by sung with human voice. It is a piece of music contents written words, or lyric with pitches and patterns using sound often includes the repetition of sections, which is designed to be entertaining. Music crosses all the culture, the language, the age and the gender barriers acting as a mean of communication.

English language learners are inspired by listening songs and music to achieve better in the process of language learning, as well as other aspects of the target language. As cited in an article by Sariçobann and Metin (2000) songs are one of the precious resources that easily can be used in language learning. They insist that songs create diversity in classroom activities far away from routine, hence becoming a rich source of new vocabulary, rhythm,

sentence patterns and improvement of the four language skills. This has also been explored in a prior study by Horn (2007), who states that music is a universal language in which tones, pitch, timbre and rhythm are presented in songs as a form of language. Both of language and music are inherited, including components of semantic, syntactic and phonetic. He also proposes that music must be used to encourage learners to listen in an active and analytical way, suggesting that learning the music language, is the same as learning any language, where learners should listen to the language with its sound patterns than they will be able to use it. In addition, Horn (2007) notices that music and songs enhance learner's vocabulary and pronunciation. He also adds that music has an indispensable role in teaching and learning foreign languages. Music role is apparent in the quick ability of students to learn, understand and experience music, because language develops by the positive progress of listening skill that allows the learner to improve the other language skills: speaking reading and writing. It is clearly that listening skill is the basic and central component of learning a language. Thus, music and songs are appreciated materials for language development and improvement.

Listening is a vital skill in learning a language, it is too important because it helps students to perform a good speaking and writing (Rivers, 1978). Most of the youngsters spend a long time listening to music, which often involves the evaluation of vocabulary and pronunciation, hopefully enhancing them in the process alongside with the other skills that are needed for learning a target language. This method allows the learners to tell right from wrong considering the oral and written form of the target language. Listening to songs in English will prepare EFL learners for the authentic English language that they are to face.

Learning a language through lyrics and melody, the most significant elements of songs, they are a vital method by which learners learn language through the music that they enjoy and their own culture. As an integral part of the target language trial, songs can offer a great support to foreign language learning by transforming the learning experience into more

realistic and incorporated with the language. When listening to songs, listeners are often presented with repetition of phrases and words; such repetition invigorates the brain to remember the content that they listened. Maess and Koelsch (2001) study has indicated that the processing of music and language executes in the same part of the brain as the musical and linguistic syntax are processed. The first step taken by most learners is to understand what the singers are trying to express then attempt to sing it by themselves, the singing enables and allows learners to discover the target language structures and new vocabulary incidentally.

In the same idea, Mora (2000) confirms that the repetition of songs enables the rehearsal of the learned language. With such repetitions, EFL learners will feel surprised; they can remember all the words that appear in the lyrics, even difficult ones. Songs are not always composed of simple sentence structure or grammar, some words and phrases that show up in some songs' lyrics are difficult to understand, they are often slangs and every day speech expressions since they differentiate completely with the formal language. However due to repetition language learners will easily memorize and familiarize with the relatively new structure and difficult lyrics. Moreover, Woodall and Ziembroski (2002) insist that music plays a huge role in language development and literacy. Music and songs give an access to language and sounds patterns. They can be used to develop the speaking skills, by keeping rhythm. Songs are an instrument that helps the vocabulary recall or the new words learning.

The specific utilization of English songs is reinforcing different aspects of EFL learners' skills. Songs are a perfect medium for motivation; people who are musically attracted seem to have an enhanced aptitude in learning foreign languages as sited in a study by Saricoban and Metin (2000). They agree that songs are extremely memorable and motivating. Many English songs are quite popular among EFL learners. Those English songs reflect the themes that appeal to young people such as celebration, love, memories and friendship, which increase their desire to learn these English songs or improve their language

status among their peers. The greater their desire is, the faster they learn and continuously making progress, they will be more confident and highly motivated to the learning process.

Learning English as a foreign language through songs and music is a great alternative to improve youths' ability to master the language. Using media, not only songs but TV series as well, are considered beneficial materials which can make EFL learner more comfortable, motivated and interested in a certain language.

1.9 TV series and Language Learning

Johanna, S. (2014) defines TV series as a visual storytelling medium. They differ from other media such as books and films in the duration. TV series are a collection of episodes that are shown on one TV program and usually divided into seasons; they come with many languages and different contents such as drama, documentary, comedy and cartoons. In addition, TV series can be watched on TV channels or on the internet, they are similar to movies/films but differ from each other only in the show length, so it can be considered as films and what applies on films can be applied on TV series because they share the same characteristics, advantages and effects. TV series become trending among youth now since they help them explore a new culture, improve their language skills and motivate to learn foreign languages. Apparently, when an EFL learner watches their favorite TV series, their brain is continually processing language inputs in order to understand the context. In this way the learner becomes more interested to this language. It is evident when learners encounter a totally new word they have an instant opportunity to realize it and learn its real usage and how it is applied in the real-world speech.

We rely in the researches that have been conducted to study the impact of movies on language learning since TV series are very similar to movies. Many researchers agree that movies enhance and improve the language learning process. Also find that movies offer a significant support learners' motivation, as they provide them with many opportunities to

learn the correct pronunciation and a large number of vocabularies. Ismaili (2012) assumes that movies are source of enjoyment, entertainment and language learning, they are more than just an entertainment tool; they are an effective way to learn. Tafani (2009) finds that the use of English movies as a tool in learning should be applied by language learning system. Using English TV series facilitate the process of learning and help the learners to develop both listening and speaking skills in an interactive way. Moreover, English movies provide learners with an authentic environment (Kusumaningrum, 2016). Taking into consideration the similarities between TV series and movies, it is clear that TV series also affect the learning process in a positive way whereby the learners learn authentic language because they listen to native speakers. Also they catch new vocabulary and learn when they can use the language in the right situation with correct sentence patterns and pronunciation. TV series can be more effective for language learners than movies due to the long time of showing in forms of seasons and their multiplicity.

The use of English TV series by EFL students is a refreshing learning experience for them comparing with the other techniques of learning like reading English books. They are also a precious resource of vocabulary and colloquial English that is used in real life context; this technique makes learners more autonomous and easily boosts their skills.

Most of the currently available TV series that are mostly viewed by young people around the world are in the English language. In recent years, thanks to technology, viewers no longer have to watch TV series on TV only, but now they can also be viewed on the Internet and online streaming devices which provide freedom for viewers to watch them anywhere, anytime and choose the language of subtitles. Gilbert (2018) states that Netflix is beneficial for language learning, since Netflix is one of the famous websites that contains a thousand kinds of TV series and movies in high quality, and it allows entertainment media

consumers to choose any language for both subtitles and vocal translation. Therefore, it can be a source of enjoyment and language learning.

The main support factor of the relation between TV series and youth language learning is that the learners are listening while reading subtitles, by which they can recognize new words and seek its translation by comparing what they hear with what is written in the subtitle. Furthermore, subtitles play an important role in learning and offer learners a new path to language comprehension and enhance their motivation to learn the target language. Subtitled TV series are very useful to learners especially in improving their listening skills. Canning & Wallace (2000) state that subtitled movies are significant in motivating language learners to use new words and idioms consciously and acquire new vocabularies. Other studies done by Vandergrift and Goh (2012) agree that the use of subtitles enhances vocabulary learning and listening comprehension. Those learners who watch regularly TV series with subtitles could have further benefits and help to their English learning process.

In the language learning process, the methods used for learning are the most important factor. In today's world, technology becomes an integral part of the learning process, where it changes the language learning and teaching techniques and provides learners with unlimited resources and aids.

In the light of what have been researched and found about learning through watching movies, learning a foreign language can include the use of audiovisual materials such TV series. Thus far, TV series have great effects on learners' pronunciation, listening, speaking and vocabulary.

1.10 Conclusion

This chapter is an overview of how entertainment media such as TV series and songs are involved in the language learning process. It sheds light on one of the main factors of successful learning which is self-motivation. In other words, self-motivation is moving on to

the self-learning process as a strategy to improve during the learning process. Additionally to the motivation factor, the chapter one contains audiovisual learning as a type of learning that all young EFL learners should be aware of. Moreover, the chapter discusses the main foreign languages in the Algerian media while giving the readers an overview of the language learning inside and outside of the Algerian Educational System. It also manifests several kinds of entertainment media and mainly demonstrates the relationship between songs and TV series and language learning

Chapter Two

**Research Methodology
and Design**

2.1 Introduction

The present research is set to investigate the effectiveness of Entertainment Media (TV series and Songs) on EFL young learners. To reach this research the researchers addressed a group of EFL students at the university center of Ain Temouchent, to find out how songs and TV series increase the Algerian youth interest to learn the English language. Hence, the first chapter presents an overview of previous researches linked to the topic, while this part is concerned to present the research design and the methodology. It also gives a general description of the participants chosen, and the data collection tools used namely a students' Questionnaire and an interview. This chapter proposes an overview of the qualitative and quantitative methods used in this research, in order to analyze the data that were gathered from various sources, besides, discussing the authenticity and accuracy of the present study.

2.2 The Research Design

Research design is the plan of how the study will be conducted. It includes the methodology used to gather available data and techniques to analyze them in order to get answers to the research questions and test the hypotheses to draw conclusion of the study. Parahoo (1997:142) defines research design as “a plan that describes how, when and where data are to be collected and analyzed”. Research design is intended to provide an appropriate framework for a study. It is very important in organizing any research study, since it determines how relevant information for a study will be gained and obtained.

The study attempts to explore the impact of using such entertainment media both songs and TV series by EFL students in learning English language, and how they can benefit from TV series and songs in increasing their language learning process. EFL first year students of English department at Belhadj Bouchaib University Center of Ain Temouchent were taken as a case of study.

According to Yin (1994:13), case study is defines as “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident”. Case study is a depth investigation of a phenomenon in order to get more information; this case the students can provide the research with data needed about the topic.

2.3 The Sample Population

The term ‘sample’ is referring to a group of people and objects that are chosen from a specific population depending on the topic of the research and its objectives. Smith (2002:84) points out that: “A sample population is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire populationSampling should also determine the best representation, so as to allow for an accurate generalization of results”. The sample represents the population where the findings can be generalized from the research sample to the population as a whole.

The sample chosen to be the representative and to respond to the target research instruments of this study is first year license EFL students at Belhadj Bouchaib University Center of Ain Temouchent. From this large population, the sample includes fifty (50) students of different ages and both genders (males and females). Therefore, the respondents were non-randomly chosen, however they were selected for a particular reason. As the research focuses on youth only, the first year EFL students were the participant of it, since their age alternate between 18 and 30. The Algerian young students, specifically those of Belhadj Bouchaib University Center, have been chosen as sample population for this study.

2.4 Data Collection

Data collection method is a fundamental aspect in which the researcher collets data and information from various recourses on specific variables in form of responses from the respondents. Those data should be relevant to the topic. Therefore, the research study heavily

relies on the collection of data. It all starts with a question, where the data is nothing than an answer to that question. Basically research hypotheses can be evaluated on the basis of collected data. Data collection is the primary and most important step for conducting research work. This process of gathering information is done by selecting appropriate methods and instruments. The type of the instrument is determined by the kind of data, purpose and time. Those methods are divided into two categories qualitative and quantitative; the qualitative one deals with numbers and something that can be counted and measured, while qualitative methods deals with meanings. The research can include one of those methods or both of them.

To conduct the present study both qualitative and quantitative methods are mixed and used together in form of questionnaire and interview. Wendy explains (2004: 03): “The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study”. This method of mixing quantitative and qualitative data within a single investigation helps to enhance the research and provide it with large number of information and deep meanings to get right answers to research questions.

The integration of both, quantitative and qualitative data, in mixed form of methods in this study has great potential benefits. It provides an ideal opportunity to enrich the analysis of findings and extend the study with different kind of resources. The results will be resolved by using carefully the mixed method, which is the one of the best method to get deeper and more meaningful understanding about the effectiveness of songs and TV series on youth EFL learners.

2.4.1 Research Instruments

The use of different research instruments is important to gather data related to the research topic and reliable results to achieve the stated objectives. Both qualitative and quantitative approaches to collect data as a combination are applied in this research work. Two different research tools were selected (Questionnaire and structured interview) in order

to measure and verify the credibility of the hypotheses. The questionnaire is addressed to fifty first year EFL students, whereas the structured interview is addressed to six students to get deeper information, as well as highlighting the youth interaction with songs and TV series. In addition, the questionnaire was chosen for the purpose of gaining a quantitative data, while the interview was selected to gain the qualitative one and many information in a short time.

2.4.1.1 The Questionnaire

The questionnaire is considered as the most useful and popular tool in collecting data; it has been widely recognized by researchers as an effective instrument that provides them with more reliable data, beliefs, different opinions and attitudes in very short period of time. It is defined as a collection of questions asked to individuals for statistically objectives which give useful information about a given topic. Generally those questions are different; closed-ended questions where the respondents have to choose one of the suggested answered or open-ended questions in which the respondents answer freely and give their own opinions. As well as the other type of questions is multiple choice questions; the respondents are provided with a list of answer options to select one or more choice. The questionnaire is a suitable method of collecting a huge amount of information from a large number of populations, often referred to as respondents.

2.4.1.1.1 The Questionnaire's Description

Certainly, the questionnaire of this work emphasizes the impact of media of entertainment; songs and TV series, on EFL learners. The students' questionnaire was designed to evaluate their attitudes toward the use of songs and TV series mainly in learning English as foreign language, as a new language learning technique. All the students, who were given the questionnaire, were first year English students at the University Center of Ain Temouchent. This questionnaire was in written form, with different types of questions such as open-ended, yes/no questions and multiple choice questions. It consists of thirteen (13) main

questions. The questions were related to their watching and listening activities in their daily life. This instrument was divided into two parts; the very first one was containing two main background questions in order to know the exact age of the participants and their level in English language, while the second one consists of seven multiple choice questions: three Yes/No questions and two open-ended questions that deal with the effect of both TV series and songs in improving language level and how they can learn through those media. Through those several questions, better explanation and different perspectives can be achieved which can supply a great help to the study.

2.4.1.1.2 Aims of Questionnaire

In this study, the questionnaire is used as an instrument of gathering data. The questionnaire is the most appropriate means to investigate learners' point of views about the effects of Entertainment Media on youth foreign language learning, mainly the English language, and its impact on developing their language learning skills. In fact, the students' questionnaire aims to identify the role of songs and TV series in increasing their language learning abilities and how this type of media increases their interest in learning English as new language in very entertaining way. It tends to investigate how the language has been improved by Entertainment Media in line with the learners' tendency of watching TV series and listening to songs.

2.4.1.2 The Interview

Interview is an essential tool in qualitative data collection methods. It involves a verbal conversation between an interviewer who asks a number of questions and an interviewee, the one who answers the asked questions. Interviews can be conducted in several ways; it depends on the purpose of the researchers to choose the appropriate one for conducting the research. There are three major types of interview; structured interview, which has predetermined set of questions in order, it is also called a standardized interview, the

respondent should answer on the question without getting deep conversation. However, the unstructured interview is an interview where the questions are not limited and predetermined with a less control by the interviewer. This interview can be continued freely, it is more like conversation than interview. The last type of interview is the semi-structured interview. This type falls between the structured and unstructured interview because it is done in a formal way without following a pre-prepared questions but a list of general topic; the interviewer controls and the interviewee responds freely. The interview is used when the researcher need to collect depth data, detailed information, real experience, thoughts and opinions.

2.4.1.2.1 The Interview Description

In addition to the questionnaire, the research relied also on an interview, which was difficult to be done face to face because of the case of covid-19(corona virus) and the imposed lockdown that made us rely on the online interviews via Skype. The interview contains a set of useful questions in a way that each question seeks to investigate a certain idea. It is addressed to six students of first year EFL students among all the English department students at the University Center of Ain Temouchent. The students were chosen according to their English language level, they were excellent students besides having an experience and being familiar with both activities (watching TV series and listening to songs). The interview consists of 11 questions; each question has its objective, as is summarized in the following table:

Table 2.1: Interview questions' objectives.

Question	Objective
1/ Where and when did you start learning the English language?	The purpose of asking this question is to know the linguistic background and students' experience with the English language.
2/How do you learn English through both TV	This question is designed to know how to use

series and songs?	such things to learn in detail by young learner.
3/ How exactly does music take part in strengthening your current English language capacities?	This question aimed to find out the various aids that the learner can benefit from using songs as a mean of learning.
4/What do you do when you listen to English songs and come up with something that you do not understand?	The objective of this question is knowing the method used to acquire a new vocabulary and words.
5/What kind of songs do you use to learn English? How many words and rules have you learnt from these songs?	This question was set to perceive the kind of songs can be used to help process learning and how much it can be helpful.
6/ How do you use TV series in the English language learning process?	The aim behind this question is to see which ways learners use the English TV series as technique in English learning process.
7/ What do you do when you come to a word you have trouble to understand while you watch TV series?	The question is aimed to know how the learner can benefit of TV series in achieving new words and enriching vocabulary.
8/Do TV series and songs help you to motivate your English language learning process?	The purpose of the eighth question is to see if songs and TV series provide young learners with motivation to learn English language.
9/In your opinion which language skill is mostly improved by TV series and songs?	This question seeks to investigate which skills are improved the most by using this kind of learning, and approving the fact that watching and listening to songs and TV series is helpful in perfecting the language

	learning skills.
10/ Do such kinds of materials provide you with the help while writing texts in English?	This question is asked to know if these materials enhance the English learners' level of writing capacities.
11/In the end, what tip can you give to the new language learner about the best way for foreign language learning?	The conclusions that can be drawn about the use of new technique in language learning.

2.4.1.2.2 Aims of Interview

The aim behind using this method is to obtain more detailed and reliable information for the research, and get knowledge about the effectiveness of both watching English TV series and listening to English songs in language learning process in deep. In addition, the interview aims to show how those kinds of Entertainment Media can provide the EFL students with motivation to learn English, and also how they use them in improving their language learning far away from just entertaining.

2.5 Data Analysis Procedures

The analyzing of data process is one of the most essential steps in any research. Naturally, it is the process of transforming data collected into useful and logical information which can be examined, evaluated and discussed, in order to answer to research questions being set and test the hypotheses to draw conclusions to the findings. In other words, it is the process that applies logical and statistical techniques and methods to describe, explain, clarify, summarize and evaluate the amount of information collected before. The selection of the appropriate and accurate types of analyzing research findings is a fundamental component that ensures data integrity, additionally to the discussion of what the researcher has found. Data analysis procedures depend on the type of the tools of the selected data collection method, where each one has its own way of analyzing.

This research relies on both approaches quantitative and qualitative; this combination provides the research with a solid base and a comprehensive understanding by different methods and data.

2.5.1 Quantitative Data Analysis

Generally, quantitative data are analyzed statistically and collected using questionnaires or surveys to a specific section of a population (sample population). Quantitative data analysis deals with numbers, numeric and stable data logic. In the process of quantitative analysis, the researcher or the analyst calculates the hesitation of variables and differences between them either to support or reject the hypotheses at the early stages of the research process. In analyzing quantitative data, researchers use their rationalistic, logical, critical and reasonable thinking to transfer the numbers into significant and meaningful data, without forgetting the careful judgment within collected data, and focusing more on what is rationale and reasoning.

In quantitative data analysis, all the collected data embrace numbers and statistics. To analyze these kinds of information, the researcher may prefer to transform the gathered data into tables, figures, charts and non-textual forms. The analysis of quantitative data must have an explanation of all the collected data in details with statistical treatment without the need of researcher interpretation.

2.5.1 Qualitative Data Analysis

Qualitative data differ from quantitative one because it is non-numeric data and comes in text form where the researcher transforms the data collected into explanations, description and deeper understanding, as Cohen et al (2005: 461) state: “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities”. In the Qualitative analysis, the researcher interprets the data gathered in

sentences document and text forms. The use of this approach strengthens and validates the research study. The findings and results of qualitative data often rely on the researcher and the context of the study interpretation. Conducting a qualitative data analysis is a challenge by itself; however, the use of the right methodology along with appropriate analyzing tool can provide reliable data analysis.

In this type of analysis, the researcher investigates the data to conclude an explanation for the topic. The analysis is conducted by revealing the various data patterns and themes, which can provide a better understanding of a research objective. The mainly purpose of qualitative data analysis is to organize, explain and recognize the picture from the gathered data, and examining all the received information, that lead to reveal a reliable and valid conclusions.

2.6 Conclusion

The second chapter contains the description of the practical part of the research. It includes the main sections of it. Firstly, it sheds the light on the methodology by giving a detailed description of the research design, the instruments selected to collect data and the sampling of population and by providing clarification of the reasons behind choosing the participants. Secondly data collection methods are explored by giving a definition to both approaches: qualitative and quantitative, and describing the tools used. Furthermore it contains also a definition to the data analysis procedure and its two main types.

Chapter Three

Data Analysis

3.1 Introduction

After presenting the data collection methods and providing a clear description to the research instruments, besides the selection of the sample population and the case study in the previous chapter, the third chapter aims to analyze the data gathered through the instruments chosen. It also discusses the main results and findings obtained from the students' questionnaire and the interview quantitatively and qualitatively. Generally, this part is very important in any research paper because it helps to find answers to the research questions and to approve or disapproves the hypotheses.

3.2 Analysis and Interpretation of the Questionnaire

The questionnaire was distributed to fifty (50) first year EFL students at the University Center of Ain Temouchent; it consists of thirteen questions in two rubrics. After the process of collecting data, the results have been analyzed, interpreted quantitatively and qualitatively through graphs and explanations; which are presented as follows:

Rubric One: Sample Profile

The purpose of this rubric is to determine the age of students who participated in this research and express their average in the English language.

Question 01: What is your age?

This question tries to look at the age of the students who participated in this research in order to know if they are young enough to fit the research requirement; **Figure 3.1** illustrates the statement above:

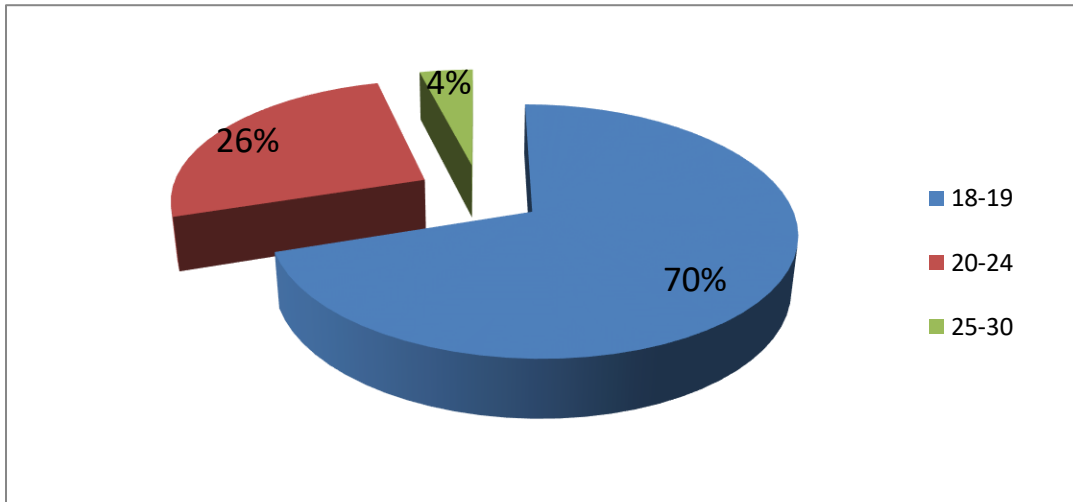


Figure 3.1 Percentages of Students' Ages

Most of students' ages are between 18-19 years old (70%), (26%) of the students are between 20-24 years of age, and just two of them are between 25-30 years old.

Question 02: What is your level in the English language?

This question aims to know the level of English language of these students and how they evaluate their English; **Figure 3.2** shows the answers given by the respondents:

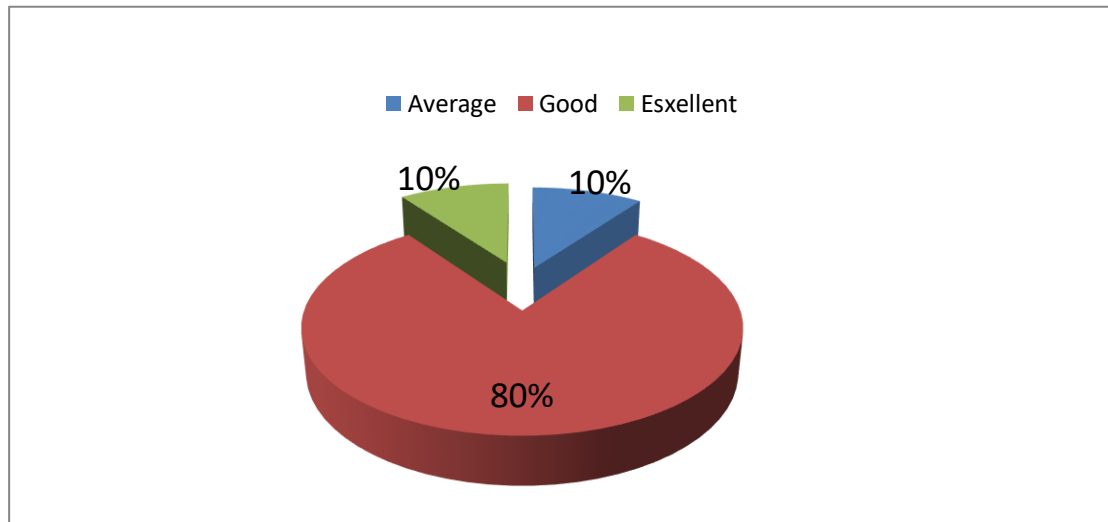


Figure 3.2: EFL students' English language level

The results show that the majority (80%) of students are good in the English language, (10%) of them assess that their level of English is excellent, and (10%) of the students with average level.

Rubric two

Question 03: Do you enjoy watching and listening to English TV series and songs?

This question tries to find out if the watching and listening to TV series and songs in English is enjoyable for students; the findings are presented in the following **Figure 3.3**:

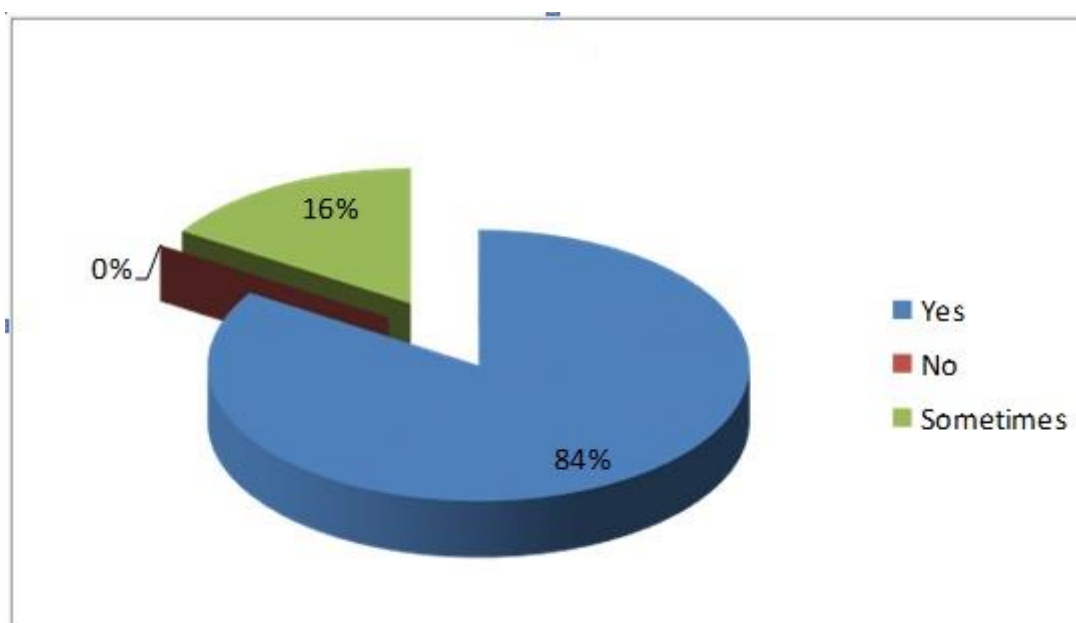


Figure 3.3: Percentage of students' enjoyment of English media

The results reveal that (84%) of the students are enjoyed when they listen and watch English TV series and songs, while only (16%) of them are occasionally enjoyed. Finally, none of them (0%) are not enjoyed by such activities.

Question 04: As an English learner, which language do you prefer for doing the following activities?

Watching TV or TV series: Listening to music:Chatting with friends:.....

The fourth question reveals what language the participants use while watching TV, listening to songs and connecting with friends on social media as they are young English learners; **Figure 3.4** displays the students' answers:

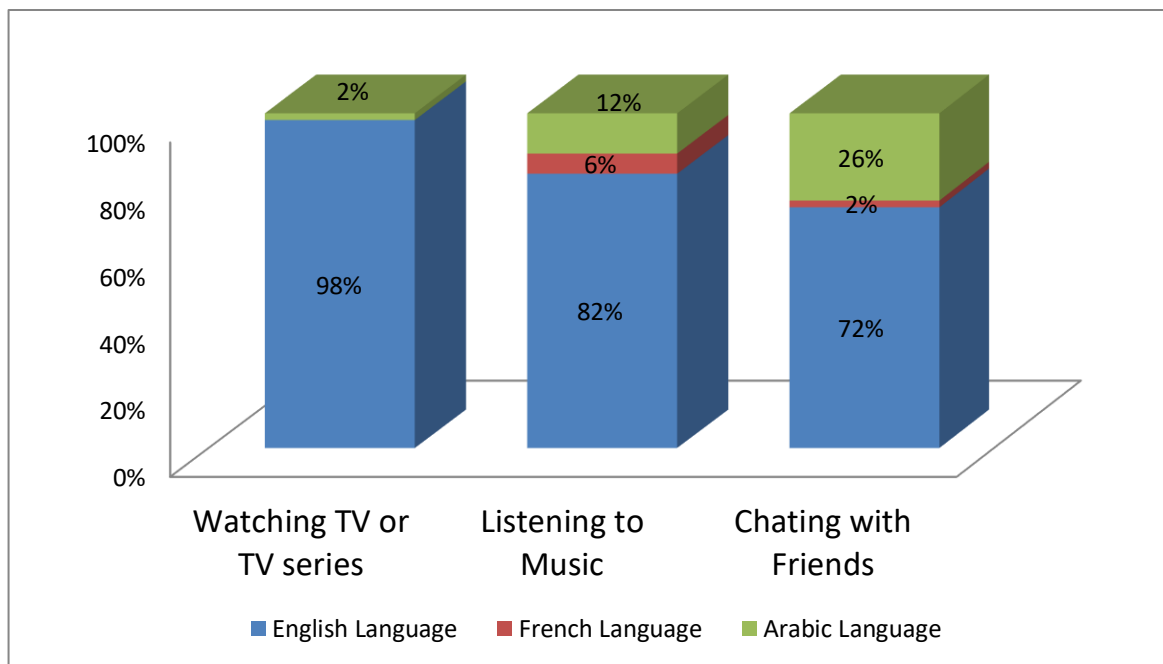


Figure 3.4: The preferred language for every activity.

Firstly, the majority of the students (98%) watch TV series in English language while the minority of them watch it in the Arabic language (2%). Secondly, as for listening to songs, most of the students (82%) enjoy listening to English songs, however, (6%) of students prefer French songs and few of them (12%) listen to Arabic songs. Finally, for chatting with friends, over (72%) of the students say that they use English for chatting while (26%) of them chat in Arabic language and the minority use French. As noticed, most participants use English in doing those activities.

Question 5: Why do you watch English TV series and listen to English songs?

- Entertainment Language improvement. Others.....

This question tries to investigate the main reasons behind watching English TV series and English songs by students since they are considered as youth whether for fun or English language improvement or for other reasons; the pie-chart in **Figure 3.5** illustrates the answers:

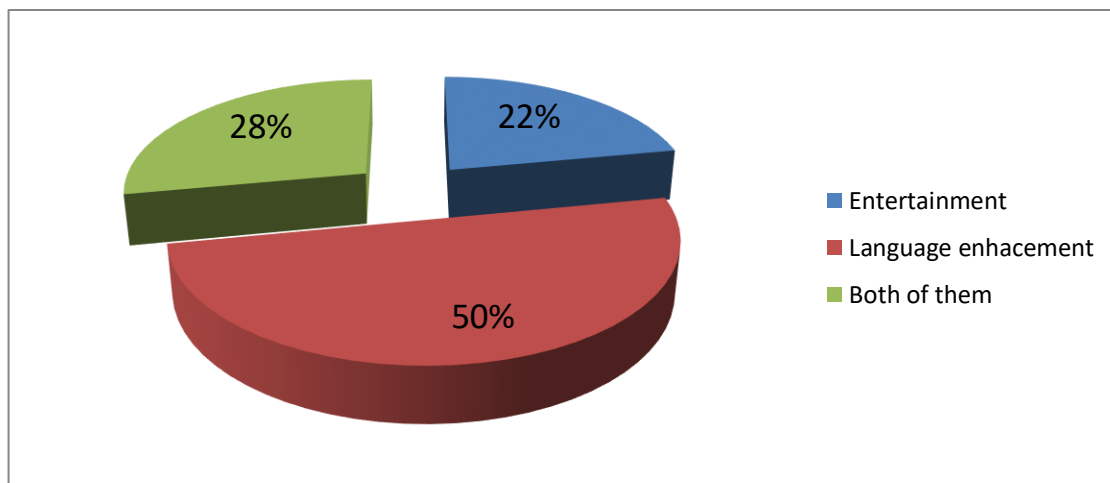


Figure 3.5: Students' reasons behind watching and listening to English and TV series songs

The results obtained show that half of the participants watch English TV series and listen to English songs to improve their English language (50%), while (28%) of them state that they do such activities for both entertainment and language improvement in the same time. The remaining participants are watching and listening to English TV series and songs just for enjoyment (22%).

Question 6: Estimate the average time you spend in watching and listening to English TV series and songs per day?

- 2 hours. 2-3 hours. 5 hours.

The purpose of this question is to see how long the participants take while watching and listening to English TV series and songs during the day; the findings are shown in **Figure3.6:**

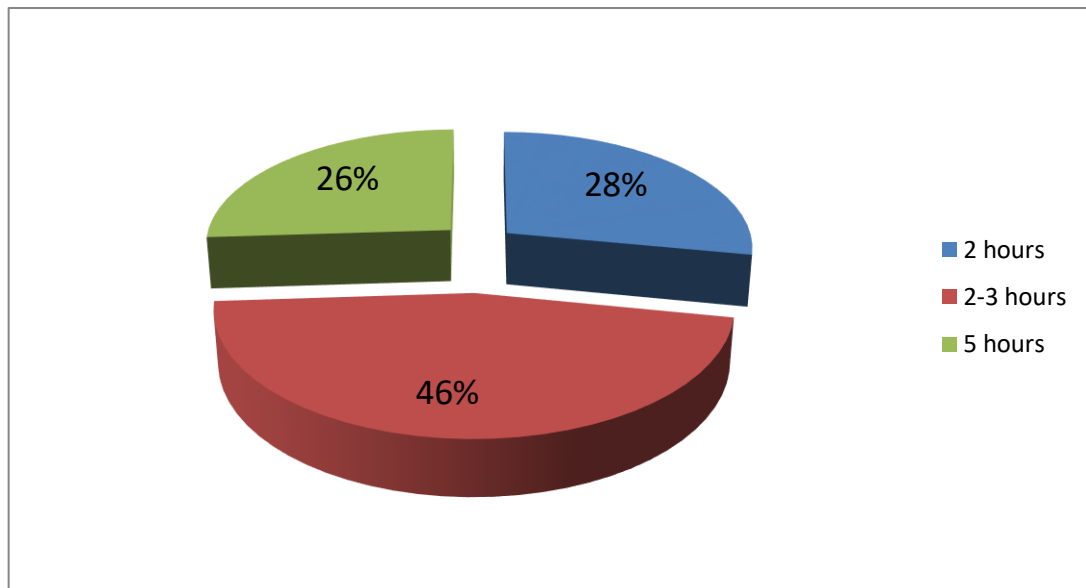


Figure 3.6: Time spend in watching and listening to English songs and TV series

The findings reveal that (46%) of the students take about 3 hours in the day to watch English TV series and listen to English songs, whilst (28%) of students spend only 2 hours per day in watching and listening English TV series and songs. The rest of the students that represents a percentage of (26%) spend 5 hours doing these activities, which is considered as long duration.

Question 07: Approximately how much do you understand when you are listening to English songs or watching TV series?

- Almost all More than a half Less than the half Almost none

This question helps figuring out the amount of English language understanding by students during listening and watching songs and TV series in English, the graph in **Figure 3.7** shows these results:

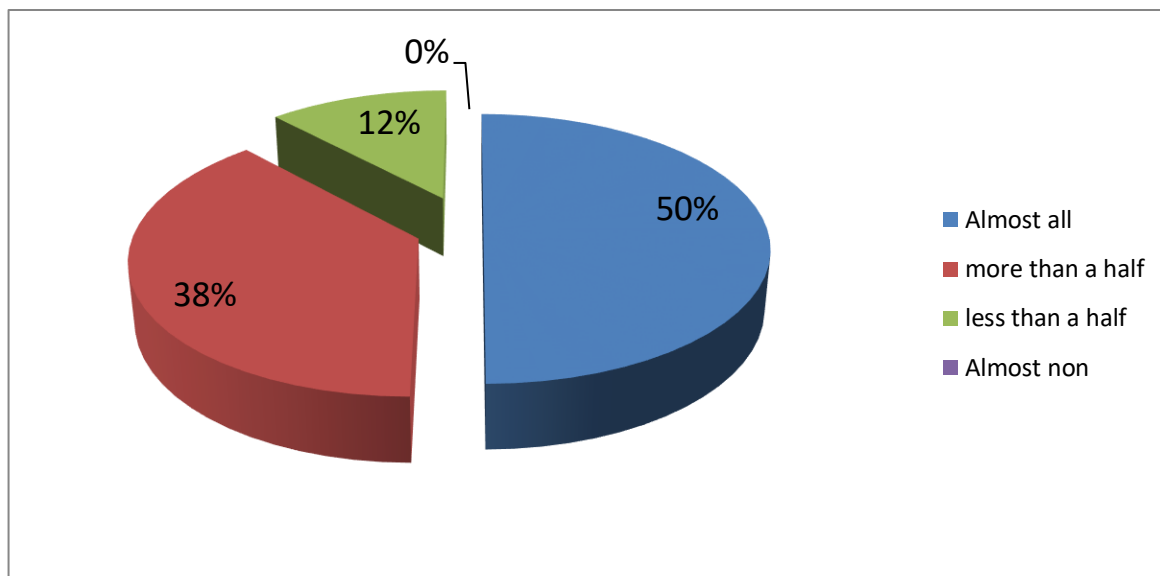


Figure 3.7: The amount of students' understanding of English words during watching and listening to songs and TV series.

The results reveal that half of the students understand and recognize every single word from what they listen to and watch (50%), while 19 of 50 understand more than half during the use of this entertainment media (38%), the 6 remaining students answer that they can understand only some words when they are exposed to listen and watch English TV series and songs (12%). However, none of the students declare that they do not understand any word (0%), as it is expected in an EFL university students.

Question 08: Does watching or listening to English TV series and songs increase your motivation and interest to learn the language?

This question seeks to point out whether watching or listening to English TV series and songs can increase their motivation and make students more interested to learn the language, these findings are shown in **Figure 3.8:**

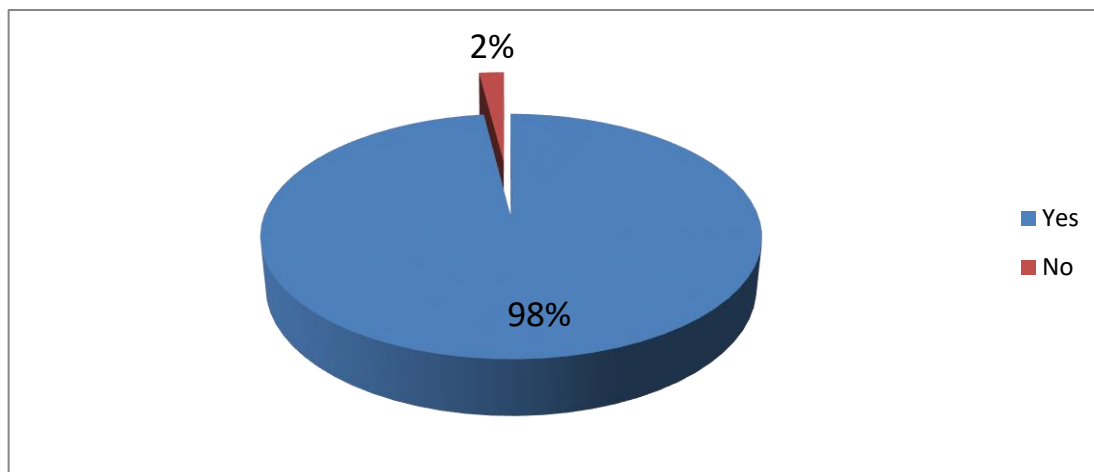


Figure 3.8: Students' motivation to learn the language by TV series and songs.

The results show that nearly all of the respondents (98%) declare that such activities of watching or listening to English TV series and songs have strongly motivated them to learn the language and significantly captured their attention. Only one student declares that this type of media has no relationship with the interest and motivation in learning the language (2%). Thus, it is obvious that students are aware of the existing relation between language learning and watching or listening to English TV series and songs.

Question 9: Do such activities enhance your English skills? How?

The main objective of asking this question is to find out whether activities those can help the English language learners and how they can get better in the different English language skills. The findings are presented in **Figure 3.9**:

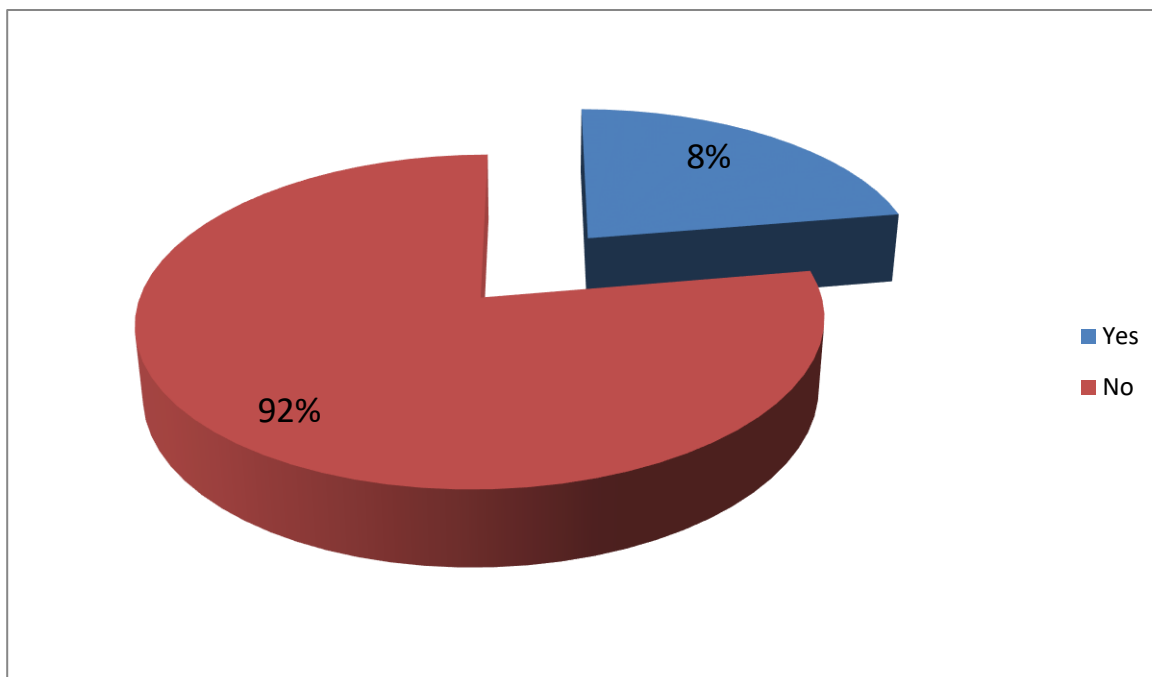


Figure 3.9: English language enhancement.

As the results show, the majority of students by a large percentage (92%) agree that English TV series and songs enhance English language learning and develop their English skills; they say that by watching English TV series and listening to songs:

- They discover new words and expressions which enrich their vocabulary skill.
- They listen to the right accent and pronunciation of the words, thereby improving their speaking skills.
- Acquiring many vocabulary helps students with writing and reading books.
- They help with learning sentences structure and grammar rules.

According to the participants' answers, such activities reinforce all the English language skills and affect positively their English language capacities. However a few number of participants (8%) disagree with the idea that such activities enhance English skills.

Question 10: If you answered yes, say which English skills are improved by such activities?

- Listening.** **Speaking.** **Grammar.** **Vocabulary.**

This question was asked to the participants who answered 'yes' to the previous question. It was about stating the most affected and improved language skill by such activities, and this is displayed in **Figure 3.10**:

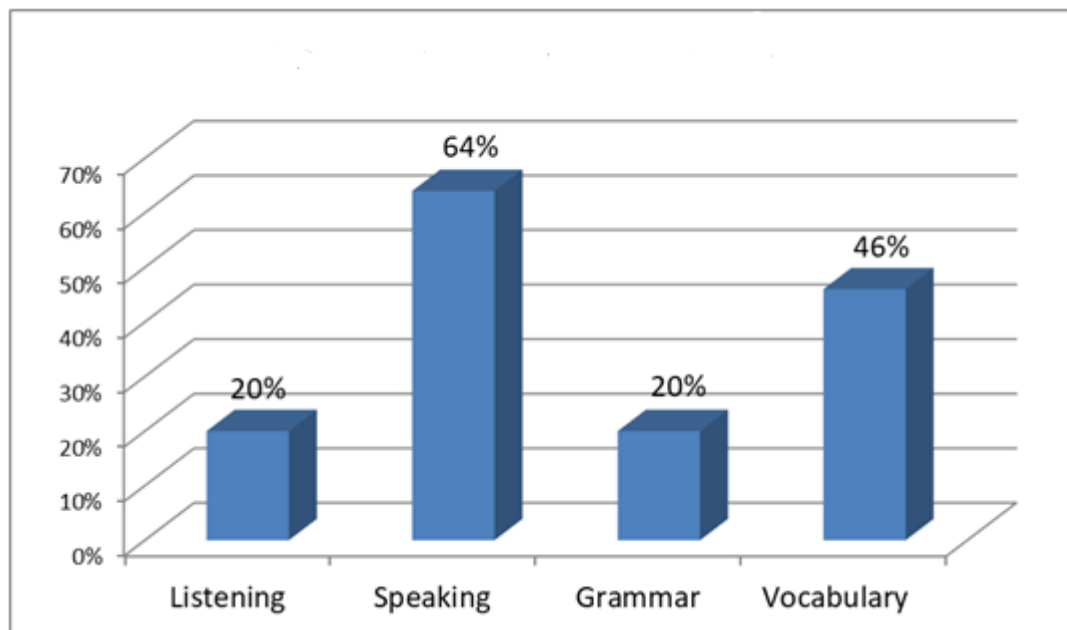


Figure 3.10: Percentages of English language learning skills improvement.

Concerning the tenth question the respondents choose more than one suggestion, where they pick up multiple skills that have been improved by entertainment media. The results show that (64%) of young students believe that speaking is the most improved skill by such activities, while almost half of these answers approve that entertainment media has a noticeable impact on the vocabulary (46%). The other language skills which are listening and grammar were equally selected by the participants by getting (20%) of the answers for each skill.

Question 11: How helpful such entertainment media (TV series and songs) effect your language learning?

- Extremely. Very. Slightly. Not at all.

This question attempts to reveal how good the students' language learning can be

influenced and affected by TV series and songs as an entertainment media, the results are illustrated in **Figure 3.11** below:

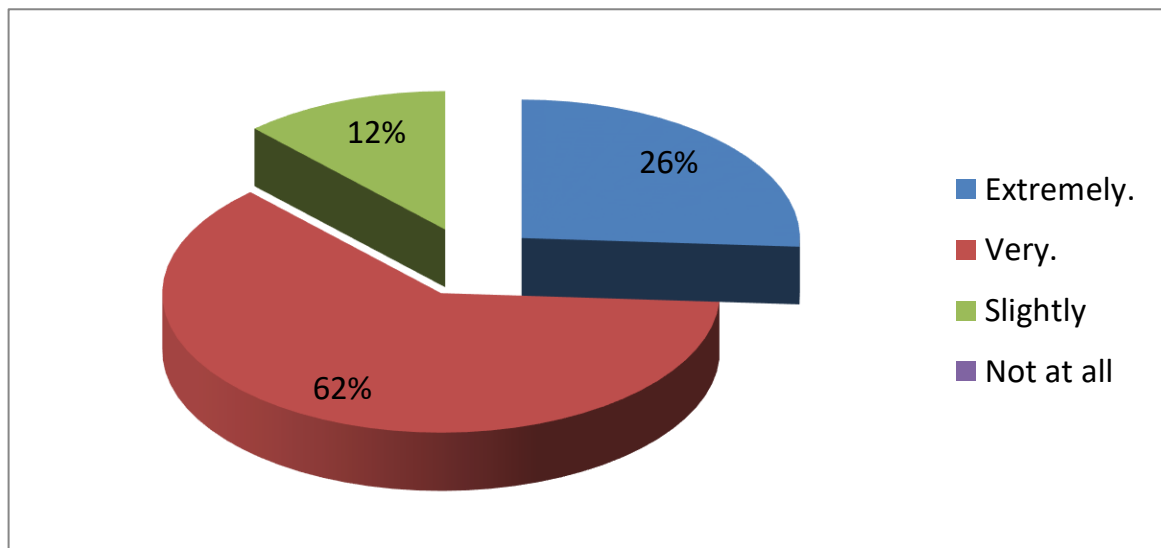


Figure 3.11: The effectiveness of Entertainment Media on language learning

The results show that (62%) of EFL students agree that media (TV series and songs) are very effective in language learning process. Also (26%) of them see that songs and TV series are slightly successful in achieving the English language proficiency. However, only (12%) of the participants think that such media influence just a bit of their language learning and have a slight effect on this process. None of the participants believe that Entertainment Media have no effect on the English language learning process.

Question 12: According to you, what is the best way to improve your English?

- Watch TV series with and without subtitles.
- Search for the lyrics of a certain song and use the dictionary.
- Others.....

This question was asked to point out the suitable methods that the students use to improve and enhance their English language level while getting some suggestions to other ways that they prefer. The results are shown below:

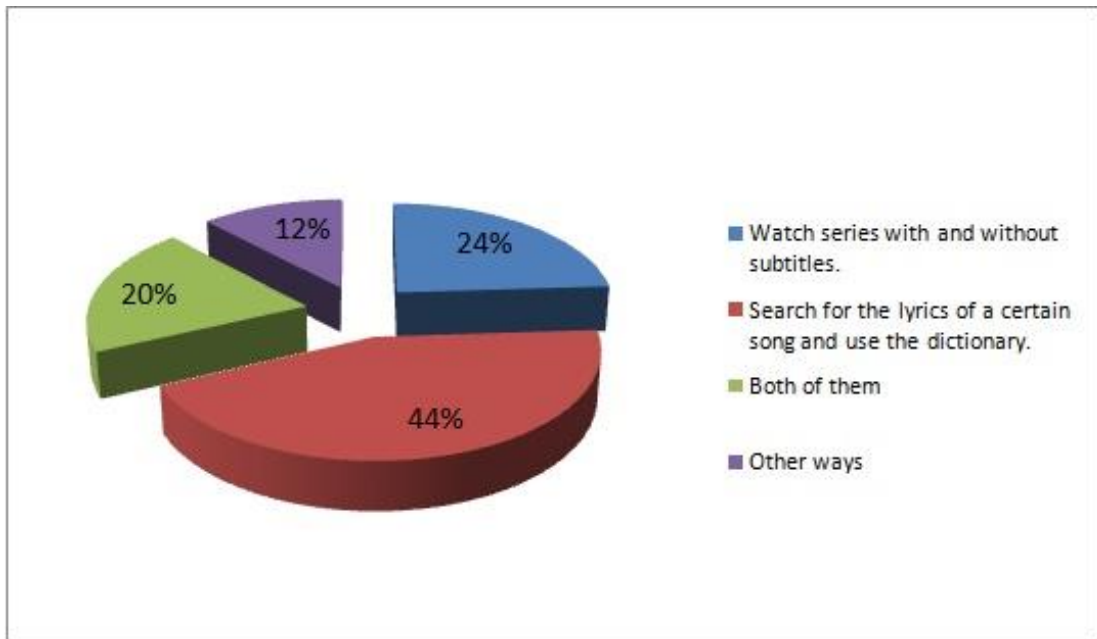


Figure 3.12: Methods to improve the English language.

As the **Figure 3.12** illustrates above, it is indicated that (44%) of the participants find that the best technique to improve their English is to use the lyrics of songs as a source of new words to enhance their English, while (24%) of the population state that watching English TV series with or without subtitles is an effective method to improve the English language. Moreover, (20%) of the students state that using both methods watching with or without subtitles and searching for the lyrics songs in the same time is the best way to increase English skills. Whereas other participants (12%) suggest different best ways to improve English language such as speaking and chatting with English native speakers and foreign people all over the world or reading books as much as possible.

Question 13: As a young English learner, are watching and listening to songs and TV series effect your way of learning the English language? Why?

The final question in the questionnaire was designed to know if their English language learning is positively affected by those different kinds of entertainment media, English TV series and songs. The question also reflects on personal views of those who have had positive

learning experienced with the methods mentioned; the findings are shown in the following

Figure 3.13:

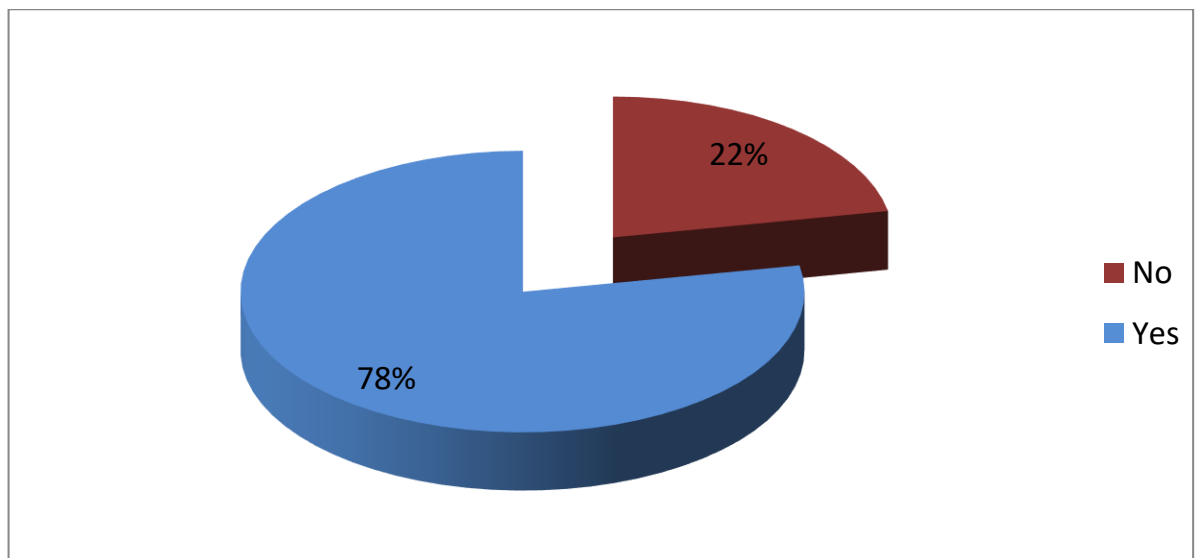


Figure 3.13: English TV series and songs impact on English language learning.

The results gathered determine that a large majority of the students (78%) declare that English TV series and songs affect their English language learning in a positive way and justify their answers by some explanations as follows:

- They help to learn the language in an entertaining way and getting motivated.
- They allow learning faster and letting them know more about the English language.
- They motivate and influence them to learn the English language.
- They help them to facilitate their learning and increase their level in English.
- They provide them with new words and vocabulary.
- Through various media, they learn by correcting their spelling mistakes and pronunciation and due to such activities, they speak English fluently.

Through those answers, it seems that watching English TV series and listening to English songs have a great impact on English language learning and it might be beneficial. In contrast, (22%) of the respondents say no and claim that such activities do not affect their learning as they only helps to get entertained.

3.3 Analysis and Interpretation of the Interview

In order to attend the necessary results, 11 questions have been addressed to 6 young EFL students to give their opinion about whether songs and TV series are beneficial or not for language learning process. Thus, students' interview consists of different questions, which are analyzed in the following lines:

Question1: Where and when did you start learning the English language?

Various answers were given by the interviewees; three of them say that they started learning the English language academically in the middle school at the first grade, while two other students declare that they learnt it since their childhood at home.

Question 2: How do you learn English through both TV series and songs?

The students' replies reveal that all the learners have the experience of using songs and TV series for language learning purposes. They orient their English language learning from TV series and songs towards improving their listening and reading skills. Some respondents add that they learn the right pronunciation and new vocabulary from TV series and songs. As such, songs and TV series are having a great impact on the language learning process by presenting a model of proper pronunciation and enriching students' vocabulary.

Question 3: How exactly do songs take part in strengthening your current English language capacities?

All the responders agree that songs are a successful way to learn the language since they can provide access to new vocabulary, expressions, and words, and it also display the correct pronunciation and the reinforcement of the ability to memorize. Not only that but they also motivate the students to learn the language as they can be very interesting and entertaining, that way students will not get bored easily and stay focus on tasks given at hand.

Question 4: What do you do when you listen to English songs and come up with something that you do not understand?

All interviewees give approximately the same response for what they do when they face difficulties while listening to songs, they always use a dictionary. Sometimes, they try to understand the word by the meaning of the sentence or the context, which is an advance in language comprehension ability in any language. This process also involves writing down newly picked up words, which improves a student's spelling. Thus far, all students try to enhance their comprehension and understanding capacities and improve upon them by practicing newly obtained words in real-life situations.

Question 5: What kind of songs do you use to learn English? How many words and rules have you learnt from these songs?

The majority of the responses show that young EFL students listen to many kinds of songs, mainly Pop and Rap songs, because they are much clearer, simpler and easier to understand. For grammar rules, the students disagree that music can teach rules; therefore, they are mainly concerned with the vocabulary and pronunciation.

Question 6: How do you use TV series in the English language learning process?

All the interviewees reply that they choose the expressive and interesting TV series to watch and try to learn different sentences and social expressions, since TV series provide them with a huge number of expressions and words with the right usage in real conversations. Additionally, the students mention that the subtitles are very important and helpful in understanding some incomprehensible words, and also TV series may help in learning grammar rules. Hence, students are watching their favourite movies and T.V shows with their favourite actors as a role model serving as a goal to reach.

Question 7: What do you do when you come to a word you have trouble to understand while you watch TV series?

All the interviewees share the same view when they face trouble to understand. They say that they search for the incomprehensible words or expressions on the dictionary and

translate it. Also sometimes they figure out the meaning through the overall conversation and understand the situation in the scenes of the watched TV series. Some take the extra step of writing it down and finding its meaning and synonyms and use it to write a useful sentence

Question 8: Do TV series and songs help you to motivate your English language learning process?

Concerning this question, all the students agree that TV series and songs motivate them to learn English language and add that they help them practice their language skills.

Question 9 and 10: In your opinion which language skill is mostly improved by TV series and songs? Do such kinds of materials provide you with help while writing texts in English?

The majority of interviewees state that speaking and listening skills are the most enhanced by TV series and songs because they provide them with new words that enrich their vocabulary. Also they provide them with examples of slangs which they use in their daily speaking with classmates and chatting on social media apps and of course in the classroom. The students add that such kinds of media help them in correcting their pronunciation. In addition to that, they agree that TV series and songs help them in writing texts and becoming more expressive since they support their vocabulary with words in different meaning especially songs in their opinion because they use an easy language.

Question 11: In the end, what tip you can give to the new language learner about the best way for foreign language learning?

Different answers and tips are proposed by the students such as social media, online games and downloading the applications that are designed to learn English and other language as “duolingo”, but all of them have a total agreement to use entertainment media as a different source of education. The most agree advice was to entertainment media to develop listening

and speaking skills. In addition, EFL students are also encouraged to be aware of the importance of songs in the learning process as it is a significant part of every student's life.

3.4 Discussion and Interpretation

After the analysis of the results obtained from the two research instruments namely the students' questionnaire and the interview, this section aims to discuss, interpret and summarize the analyzed results. Furthermore, it helps the researcher to investigate the effectiveness of songs and TV series on young EFL learners in Algeria, and draw conclusions that prove the validity of the formulated hypotheses.

According to the results gathered from students' questionnaire, it seems that the majority of students confirmed that entertainment media such as watching and listening to English TV series and songs can be more than just entertaining. In the case of EFL students, they are used as tools of learning and language improvement. Certainly, learning is more effective when it captures students' attention because the learning process can be a long and exhausting one.

Furthermore, most of the students declared that such entertainment media reflect their interest in the English language and foreign culture. This in return increases their love to English language and their desire to continue and persevere their learning; in other words, they motivate them to learn since motivation is a successful key of language proficiency and plays an important role in the language learning process. As students stated, they are able to spot the different accents thanks to various cultural movies and TV series.

In addition, all students agreed that English TV series and songs support all language skills that the learner must know and master; mainly speaking and listening skills. English TV series and songs enrich their vocabulary and provide them with words that they can incorporate in real-life communications with the right pronunciation. That serves as an adequate exercise that enhances their skills such as the appropriate pronunciation, the well

practicing of grammar rules and other language comprehension skill such as idioms and context understanding, further improving upon the other two main language skills, reading and writing.

Another point emphasized by EFL students is that entertainment media are mostly free and readily available. They take various forms as well as they are consumed as movies, books, songs, videos etc. This freedom of choice gives the students more chances in finding and strengthening their interest in foreign language learning, that way they will be motivated more than ever in exploring out of their 'comfort zone'.

More importantly, EFL students mentioned that they are blessed with the interactivity of current entertainment media. They can discover new cultures, ways of life and languages also raise awareness. This interactivity with such entertainment media as TV series and songs open more windows of opportunities to them especially in the process of language learning. The students mentioned in the interview that entertainment media are not much used in their study program, although they are effective; they believe that the educational system should catch-up with the current state of technology and trends for it to be more desirable for the younger generations.

On the other hand, the interview answers have shown that all students have positive attitude towards the use of English TV series and song during the language learning process. They declared that such media have a great impact on their English language. Moreover the answers denote that the good use of the English TV series and songs helps the learners to catch words and rules in various ways. Thus, the results assert the important role of entertainment media in improving and enhancing English language capacities such as speaking, listening and vocabulary, which give them opportunity to make conversation with correct spelling and rich vocabulary. Songs and TV series give learners the opportunity to

check the correct writing of words, through learners' attempts to search for these vocabulary and words in dictionaries in order to understand them.

With all previous points mentioned, it is proved that watching and listening to English TV series and songs have been helpful in the long run for young EFL students, which prefer to learn through entertainment media. As they help learners engage and develop their language learning skills by catching and recognizing words, vocabulary, expressions, pronunciation and different English accents. Hence, these findings lead the researcher to assert the role and the importance of entertainment media which confirm the second hypotheses.

3.5 The Conclusion

This chapter presents an empirical part of the research. It provides the investigation with the analysis of the results gathered from both instruments, the questionnaire and the interview. Then it discusses those findings, which enable the researcher to reach the main objectives of the study and confirm the proposed hypotheses. The results present a positive image on the effect of English TV series and songs on the learning of language skills; mainly speaking and listening, reading and writing subsequently, and increase their motivation in the language learning process.

General Conclusion

The current research seeks to shed light on the two main kinds of entertainment media that are considered the most popular means of entertaining among the younger generation. Young people always try to use simple, effective and easy ways to ameliorate their language learning. In fact, those songs and TV series as kind of entertainment media can be used as a tool in the language learning process and help in developing the young learners' motivation and language skills. This study attempts to investigate the impact of TV series and songs in the language learning process and the role they play in enhancing students' language skills, and their motivation to learn a foreign language. Also it focuses to identify the students' perception and opinion towards the use of those kinds of media as a tool and a strong supporter to their English language learning rather than for entertainment, in addition, the way they follow to learn through these kinds of entertainment media.

To conduct this research two instruments were used, a questionnaire and an interview, in order to explore the effectiveness of the entertainment media (TV series and songs) in the process of language learning on first-year EFL students at the university center of Ain Temouchent. Both instruments allowed the researcher to confirm the proposed hypotheses.

The results of both questionnaire and interview indicate that TV series and songs affect the students' language learning in a good way. They also reveal that students have a positive perception towards the use of these two kinds of entertainment media in the process of language learning because they develop their learning through them in enjoyable ways.

Moreover, the analysis of both questionnaire and interview found that TV series and songs help them in improving their major language skills. Entertainment media; as a language learning tool, provided them with a huge variety of vocabulary, expressions and the authentic spelling, what enable them to speak fluently with proper pronunciation. Therefore, through TV series and songs the students increase their grammar language practicing.

In addition, the findings revealed that this effect of TV series and songs on EFL students is not centered only on the language and its skills, but also they enhance the most important factor in the complete successful learning process: the motivation. TV series and songs have a great role in increasing the students' motivation in learning the language.

To conclude the goal of this paper is achieved; entertainment media (TV series and songs) affect in a powerful and positive way in the language learning purposes. Most importantly, it strengthens students' language capacities and desire to learn more.

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Appendices

Appendix A

The Questionnaire

Learning a new language can be fun and entertaining. Hence, the aim of this Questionnaire is to look out how listening songs and watching TV series influence the way you learn the English language. We are thankful for your cooperation to fill in this questionnaire:

1- What is your age?

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2- How is your level in English language?

average

good

excellent

3- Do you enjoy watching and listening to English TV series and songs?

yes.

No.

Sometimes.

4- As an English learner, which language do you prefer for doing the following activities?

- Watching TV or TV series:
- Listening to music:
- Chatting with friends:

5- Why do you watch English TV series and listen to English songs?

Entertainment.

Language improvement.

Others.....

6- Estimate the average time you spend watching and listening to English TV series and songs per day?

2 hours.

2-3 hours.

5 hours.

7- Approximately how much do you understand when you are listening to English songs or watching TV series?

- Almost all.
- More than the half.
- Less than the half.
- Almost none.

8- Does watching or listening to English TV series and songs increase your motivation and interest in learning the language?

- Yes.
- No.

9- Do such activities enhance your English language skills? How?

- Yes.
- No.

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10- If you answered yes, say which English skills are improved by such activities?

- Listening.
- Speaking/Improving pronunciation.
- Mastering grammar.
- Vocabulary.

11- How helpful such entertainment media (TV series and songs) affect your language learning?

- Extremely.

Very.

Slightly.

Not at all.

12- According to you, what is the best way to improve your English?

Watch with and without subtitles.

Search for the lyrics of certain song and use dictionary.

Others.....

13- As a young English learner, do watching and listening to music and TV series affect your way of learning the English language? Why?

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Appendix B

The Interview

We are working on a research paper about the use of Entertainment Media by the youth as language learning, since it has received much attention in the past decades. Our extended essay aims to investigate the use of new techniques in learning a foreign language which replaced the traditional one in order to make this process easier. The language learners turn on to learn with fun from Movies, TV series and Songs. Our study addresses to first year English students at the University Center of Ain Temouchent. You are kindly requested to answer a group of question to help us.

Table 2.1: Interview questions' objectives.

Question	Objective
1/ Where and when did you start learning the English language?	The purpose of asking this question is to know the linguistic background and students' experience with the English language.
2/How do you learn English through both TV series and songs?	This question is designed to know how to use such things to learn in detail by young learner.
3/ How exactly does music take part in strengthening your current English language capacities?	This question aimed to find out the various aids that the learner can benefit from using songs as a mean of learning.
4/What do you do when you listen to English songs and come up with something that you do not understand?	The objective of this question is knowing the method used to acquire a new vocabulary and words.
5/What kind of songs do you use to learn	This question was set to perceive the kind of

English? How many words and rules have you learnt from these songs?	songs can be used to help process learning and how much it can be helpful.
6/ How do you use TV series in the English language learning process?	The aim behind this question is to see which ways learners use the English TV series as technique in English learning process.
7/ What do you do when you come to a word you have trouble to understand while you watch TV series?	The question is aimed to know how the learner can benefit of TV series in achieving new words and enriching vocabulary.
8/Do TV series and songs help you to motivate your English language learning process?	The purpose of the eighth question is to see if songs and TV series provide young learners with motivation to learn English language.
9/In your opinion which language skill is mostly improved by TV series and songs?	This question seeks to investigate which skills are improved the most by using this kind of learning, and approving the fact that watching and listening to songs and TV series is helpful in perfecting the language learning skills.
10/ Do such kinds of materials provide you with the help while writing texts in English?	This question is asked to know if these materials enhance the English learners' level of writing capacities.
11/In the end, what tip can you give to the new language learner about the best way for foreign language learning?	The conclusions that can be drawn about the use of new technique in language learning.

Summary:

The present work tries to investigate how English language learning is enhanced and affected by songs and series as entertaining media among the young Algerian Language Learners. The results reveal that the majority of participants agree that songs and series are very beneficial for language improvement in fanny way far from boring. Students are using this new media of entertaining as a motivator for language proficiency, and successful key for language learning that helps them to explore new vocabulary and language learning skills development

Key words: entertainment media, language learning, English, motivation, songs and series.

Résumé:

Cette étude essaie d'investiguer sur l'influence des chansons et des séries en tant que outil médiatique de divertissement sur l'amélioration de l'apprentissage de l'anglais, chez les jeunes Algériens. Les résultats ont montré que la majorité des participants confirme que les chansons et les séries sont très utiles pour améliorer la langue d'une manière amusante, loin de tout ennui. Les étudiants utilisent ces nouveaux moyens de divertissement comme facteurs de motivation dans la maîtrise de la langue, et d'une clé efficace pour l'apprendre ainsi découvrir de nouveaux termes et développer les compétences de l'apprentissage des langues..

Mots-clés: medias de divertissement, apprentissage des langues, anglais, motivation, chansons et séries.

ملخص:

يسعى هذا العمل الحالي للبحث إلى كيفية تحسين تعلم اللغة الإنجليزية وتأثره بالأغاني والمسلسلات ، كوسائط اعلامية ترفيهية ، بين متعلمي اللغة الجزائريين الشباب. تكشف النتائج أن غالبية المشاركين يتفقون على أن الأغاني والمسلسلات مفيدة جداً لتحسين اللغة بطريقة مريحة بعيدة عن الملل. يستخدم الطلاب هذه الوسائط الجديدة للترفيه كمحفز لإتقان اللغة ، ومفتاح ناجح لتعلم اللغة يساعدهم على استكشاف المفردات الجديدة وتنمية مهارات تعلم اللغة الكلمات المفتاحية: وسائل الإعلام ترفيهية، تعلم اللغة ، اللغة الإنجليزية ، التحفيز ، الأغاني والمسلسلات