

FILMS & TV SERIES INFLUENCE IN FOREIGN LANGUAGE LEARNING  
TO BANGLADESHI LEARNERS: A MIXED METHOD RESEARCH

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of  
the requirements for the degree of  
Masters of Arts in English

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my original work while completing my degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## **Approval**

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## **Ethics Statement**

The current investigation's conduct took ethical considerations into serious consideration prior to initiating the data collection processes. Firstly, the research informed the participants and made sure they are aware of the interview session by giving them a consent form before interviewing them. The form contains the detail information about the research and the interview session where already mentioned their interview going to be recorded and documental. To respect their dignity, the research data's confidentiality has been preserved. During data analysis, no personal information of any type was disclosed. The participants' privacy was preserved by using pseudonyms. No critical remarks on the identities of the participants have been displayed by the researcher.

## **Abstract**

Language expertise and comprehension is very much consequential for potential learners. As world is upgraded day by day, knowing more than two languages is considered a great skill and also appreciated in every sector. This study explores weather watching films and TV series for vocabulary and language learning help Bangladeshi learners for learning new words and language and how do leaners show their attitudes towards this process of learning and what influenced them to acquire new language and how many foreign languages have successfully acquired by the Bangladeshi learners. The study utilized a mixed method approach and the primary criterion for participants were tertiary level students and who are interested in watching films or TV series for language learning and vocabulary. The result of the study claimed that not only English language but also Korean, Chinese, Japanese, Hindi language can be learnt; though it may take more time in the learning process but helps to acquire more new vocabulary and to teach the use of those words in real life settings as it helps in discover language and cultural diversity. It plays a significant role in pronunciation and also benefit from speaking in context and lessening fear of learning foreign language and English subtitle also helps in improve English language writing skill. Eventually it also boosts self-confidence.

**Key Words:** TV series, films, vocabulary and language learning, watching, Bangladeshi tertiary level learners, target foreign language, self-confidence, pronunciation

## **Dedication**

I would like to dedicate my work to my parents and some of my well-wisher batch mates. Without their unconditional and continuous support, it would have been difficult for me to finish my thesis project.

## **Acknowledgement**

Before all, I might want to offer my true thanks and gratitude to my supervisor, Nazah Farhat, whose consistent help and bearing were instrumental in completing my proposition. Her immovable devotion, strong direction, and patient tutoring have been essential during this scholarly way. Without her confidence in my capacities, this achievement would have stayed a distant dream.

My parents deserve vivid appreciation and heartfelt gratitude for grown up me with the diverse knowledge of culture and language that help to think and analyze any circumstances out of the box and from my childhood they created such an environment for me where different kind of stories and discussion were a part of everyday life which boost up my self-confidence and also help me for doing my master's thesis project.

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## **List of Acronyms**

EFL – English as a Foreign Language

TV- Television

LCD- Liquid Crystal Display

DVD- Digital Versatile Disc

KDRAMA- Korean Drama

## Chapter 1

### Introduction

#### 1.1 Background of the study

Learners' ability to use any other language or in target language either it can be verbally or in writing are sign of the learners' success in mastering the target language (Permana, 2020). English is the most widely used language worldwide, thus people have studied it, used it for communication across borders, and used it as a foundation for knowledge, science, and technology. Acquiring English, particularly as a lingua franca, requires learners to master four skills: speaking, reading, writing, and listening (Pustika & Wiedarti, 2019). Any other language can be target language which is very important to communicating with the target people. Having knowledge about different language has created an extra value of a learner's life. If learners want to become fluent in the any other language, one of the most crucial parts of learning the target language is developing one's vocabulary. Vocabulary is one of the keystones and most important aspects of any form of linguistic competency, according to Endarto and Subekti (2020). As vocabulary and hearing are closely related, learners studying vocabulary will also need to focus on improving their listening comprehension. Consequently, the most effective method for expanding one's vocabulary is to include learners in captivating listening exercises that help them pick up new terms and get used to identifying the spoken versions of well-known words. Growing their vocabulary will probably help learners' comprehension in speaking, listening, reading, and writing. Oktaviani (2016) asserts that increasing vocabulary knowledge can help students become more proficient speakers.

Technology use can improve students' vocabulary proficiency, including spelling, pronunciation, and sentence usage, according to Aminatun and Oktaviani (2019). The advancement of technology has resulted in a multitude of media available for language learning. In addition, a wide range of media, such as music, videos, movies, and others, can be used to refine learners' language skills nowadays. Because of streaming services and globalization, which make it easier to acquire content in multiple languages, TV series and films are popular choices for language learners. A growing number of people are using TV shows and films as language learning aids instead of more conventional approaches that don't have as much immersive audiovisual material. Language acquisition benefits greatly from exposure to real language in context, such as TV series and films, since it makes new vocabulary and grammatical structures easier to understand and retain (Wong & Galea, 2011). A fun and interesting method of learning a language is provided by TV series and films. These media also stimulate interest and motivation, two factors that are essential for long-term learning and more effort put into language study. Learning may be made more pleasurable and individualized by utilizing TV series and films that offer a variety of genres and subjects to suit different learning preferences and interests. Watching English-language films is a good way to motivate language learners to get better at the any other target language (Albiladi, Abdeen & Lincoln, 2018). According to Sharjeel & Dadabhoy (2013), learners' emotional responses and behavioral adaption techniques are greatly impacted by

movies, which have animated images and sound; and learners benefit from their ability to "translate" movie life narratives into their own and to comprehend new words. Through online forums, interactive subtitles, and language learning extensions, technology has enabled learners to actively engage with content and this has made it possible for learners to explore content, make customized vocab lists, and connect with other language devotees (Baron, 2010). Learners can increase their ability in English or any other language by watching English-language films, which can teach the concepts such as syntax, vocabulary, and other language skills, this is how learners can learn language through viewing films or TV series (Al-Sarhan, 2013). Through captivating images and life teachings, learners can pick up new vocabulary, develop their listening comprehension, and gain life lessons from movies (Sari & Sugandi, 2015). Learners can acquire vocabulary, conversation, and writing as well as reading and speaking skills by watching target-language films or TV series and these films or TV series also serve as a starting point for their knowledge acquisition (Putra, 2018). Due to the emotive filter hypothesis, dual-coding theory, and context-based learning theory, TV series and films are beneficial for language learning as context-based learning facilitates learners' ability to draw connections and deduce meaning more quickly. According to the dual-coding theory, data is processed more quickly when it is presented in both visual and verbal forms (Paivio, 1986).

In Bangladesh, TV series and films have a big impact on people's attitudes on learning a foreign language, since knowing English is becoming more and more important for social, professional, and academic purposes. But now-a-days learners are more concern about others languages also. For acquiring target languages, vocabulary learning is important as the foundation of every language for improving communication abilities is its vocabulary (Ashraf, 2014). Languages are based on words; therefore, studying vocabulary is a crucial component of learning a language (Alqahtani, 2015). It is nearly hard to acquire a language without words, because human communication is based on words. TV series and films, which make use of audiovisual media and technological breakthroughs, provide a dynamic, immersive approach to language learning. But sometimes it is difficult to move to another language institution to learn a new language. So TV series and films make a great platform to learn a new language. Bangladeshi language learners can hear real-world dialogue, colloquial idioms, and regional accents while watching movies. The target language's cultural specifics, visual signals, and listening comprehension abilities are all improved by this experience. Additionally, it improves communicative efficacy and intercultural competency, resulting in language learning more interesting and fulfilling. Bangladeshi learners of languages can use contextualize guessing, inference, and learning new vocabulary, among other language acquisition techniques, while seeing films (Nation, 2001). Films have a big influence on Bangladeshi language learners' acquisition of foreign languages since they inspire, expose, and facilitate techniques. TV series and films continue to be an important tool for language learners in Bangladesh, where having a solid command of English is highly valued.

## **1.2 Statement of the problem**

Learning a second language has added value to a learner's life. English is currently the most important and extensively spoken language in the world due to its unparalleled worldwide

popularity. Not only English but there are also have many other languages those are become popular to the language enthusiastic learners. To be an expert in any other language vocabulary learning is the first target to the language learners but for language learners, learning new vocabulary is a difficult task that takes a lot of time and effort (Albiladi, Abdeen & Lincoln, 2018). That is why, with the aim of giving learners real-world exposure to language and culture, TV series and films are being utilized more and more in language learning.

Previous studies indicate that movies improve language acquisition by offering real-world language usage, cultural subtleties, nonverbal clues, and visual and aural stimulation (Sari & Sugandi, 2015). TV series and films now play a major role in vocabulary learning, greatly enhancing the English language and also other language and impacting learners' vocabulary. Media, especially Films, can have a big impact on vocabulary and language learning, especially when it comes to English as it helps foreign language learners with language training and improve vocabulary acquisition and understanding (Iskan, 2017). While there have been a lot of studies done in other countries on the use of media, particularly films, in language training, there aren't nearly as many in our own.

The context of learning languages and vocabulary of any other language varies from nations to nations and also where English is spoken as a second language. Bangladesh faces challenges associated with language training since traditional methods cannot offer real-world experiences. This has made enthusiastic language learners more interested in creative approaches like using multimedia resources like films or TV series. Previously limited research has been conducted in other countries and also learners' perceptions on it are not even highlighted in Bangladeshi EFL learners' context in foreign language learning through films and TV series. This study filled the void by focusing on tertiary level learners' perceptions and identifying how TV series and films affect Bangladeshi language learners' acquisition of the language learning in any other foreign language, how it helps learners to enhancing new vocabulary knowledge and also identifying problems, obstacles, and limitations associated with vocabulary and language learning through watching films and TV series in the Bangladeshi context.

### **1.3 Central Research Objective**

This study will assess the importance of vocabulary and language learning and the process of enhancing vocabulary knowledge through films and TV series in the context of Bangladeshi EFL learners.

### **1.4 Research Question**

The following research questions have been formulated to achieve the purpose of the research:

RQ1. Do TV series and films work as language learning materials?

RQ2. How do TV series and films influenced Bangladeshi tertiary level learners to learn a new language?

RQ3. What experiences do they have regarding learning foreign languages and vocabulary through films and TV series?

## **1.5 Scope of the Study**

This mixed method study explores weather watching films and TV series for vocabulary and language learning help Bangladeshi tertiary level learners for learning new words and language and how do they show their attitudes towards this process of learning and what influenced them to acquire new language and how many foreign languages have successfully acquired by the Bangladeshi language learners. There has been limited research done on Bangladeshi context of vocabulary learning through films only focused in English language which is why the current study wants to explore any other foreign language and vocabulary learning through films and TV series. The study is set for tertiary level learners in Bangladesh. The researcher has chosen tertiary level learners because they are more enthusiastic in learning new languages and they are in a learning process and they may face more challenges in this section. Though the study is designed for tertiary level learners but the scope is broader so that the research design can be used for students of different proficiency levels.

## **1.6 Limitations of the Study**

During executing interviews for this study, the researcher made every effort to resolve certain limitations but the researcher needs to take into account some restrictions in addition to the study's scope. To collect the research data, the researcher collected it in two ways as it was a mixed method study. In the quantitative data, there were a good amount of participants but only have basic information of data. In the qualitative data, the participants were instructed to turn on the camera during the zoom interview session to implement interview protocol. But two of the participants were hesitate to turn on the video in front of the researcher, so the researcher faced difficulties to observe two of the participants. The participants were from different area from Bangladesh it was quite difficult to arrange face to face in person interview sessions. So in the Zoom interview session researcher faced some difficulties in observing participants. Though the researcher had gathered a lot of data for the study but it would be more effective if the researcher had the opportunity to arrange a workshop for the study to collect more in depth research information from the participants.

## **1.7 Significance of the Study**

Exploring all the previous research, the researcher found that there were very basic amount of research that has been conducted in Bangladeshi context but those were specifically focus in only English language learning through films; that is why this study filed the gap of this part that were following to learn new vocabulary and learn any other language through watching TV series and films, learners attitude towards it and figuring out what influence them to learn foreign language through TV series or films and also find out how they can improve their



knowledge of vocabulary and learn new language by overcoming the challenges. This study took tertiary level learners as potential participants for the mixed method approach.

In this study, the researcher mainly focused on the media specially TV series and films for foreign vocabulary and language learning. The researcher also inquired about the educational background, instructional method, and interest about foreign language learning experience of the learners as potential participants. This study focused to find out the perception on learning foreign language through TV series and films and how tertiary level learners influenced by TV series or films to learn foreign language and acquire vocabulary. The study also covered the difficulties learners had when picking up new vocabulary for learning foreign language in a Bangladeshi setting including the positive and negative side and the limitations of foreign language learning and influential facts of films and TV series as a language learning tool that was based on the findings of the research. The goal of the study, which involves tertiary level learners, is to enhance vocabulary and foreign language learning processes and inspire participants to advance their language proficiency while offering a framework for future development through media as foreign language learning tool mainly TV series and films.

Finally, the researcher suggested that this mixed method approach can be used in the field of language learning sector and future research projects by different investigators might go deeper into this experimentation.

## Chapter 2

### Literature Review

#### Introduction

This study examines the value of learning new language and vocabulary and how TV series and films can improve vocabulary knowledge and influences to learn new languages for Bangladeshi tertiary level students. It also covers pertinent theories from academic research on the subject of language and vocabulary acquisition through TV series and films. The objective of this chapter is also to identify the gaps in the literature about vocabulary and language acquisition.

#### 2.1 The Nature of Language and Vocabulary

Applied linguists first concentrated on vocabulary because it is an essential component of any language (Munir, 2016). Vocabulary is the important parts of languages that matter when learning any kind of foreign language. The four Language skills of listening, speaking, reading, and writing can all be influenced by vocabulary. Any language's foundation is its vocabulary, and mastering language abilities without acquiring or mastering a few vocabularies is extremely challenging (Ashraf, 2014). Vocabulary is the foundation of language that assists in the development of many learners speaking, listening, reading, and writing abilities. This suggests that learning vocabulary comes before mastering grammar for learners to learn any language. Vocabulary mastery is rarely something that learners pick up quickly or readily when studying a foreign language. When a baby speaks their mother tongue for the first time, they begin to learn new words because their vocabulary grows as they listen to simple words; this is how they learn language.

Learning a language requires a disciplined approach. The learner's ability to acquire vocabulary is a prerequisite for the procedure to be effective in the foreign language learning process. Learners should be able to produce and comprehend language with ease if the necessary words are acquired, and their long-term retention and recall should be facilitated (Thornbury, 2002). A variety of approaches to language learning can be seen in the several vocabulary acquisition techniques available, such as lexical, theme-based, lexical phrase, grammar-translation, audio-lingual, and communicative language methods (McBain, 2011). Metacognitive skills should be used in the instruction of new language to learners so they are able to link it to other skills and know when to utilize it (Jane & Nilay, 2021).

##### **2.1.1 Importance of the new vocabulary knowledge for adapting new language**

Effective communication is hampered by a limited vocabulary in a foreign language, therefore vocabulary knowledge is usually considered to be a crucial skill for language learners (Siddiq, 2016). For individuals just beginning their academic careers, vocabulary is

essential in both the educational environment and outside of it (Hasnat, 2017). Enhancing vocabulary acquisition abilities at the early level can have a substantial positive impact on learners' language learning in the future by boosting their ability to understand the language and simplify the journey of acquiring any other foreign language (Seifert, 2016). An extensive vocabulary helps learners read, write, and process words more effectively. It also helps them grasp phrases and their meanings better, which is why these students succeed both academically and professionally. The ability to effectively process a language's words is referred to as vocabulary mastery (Susanto & Fazlinda, 2016). A learner must be motivated and interested in order to achieve vocabulary mastery to proficient in any other foreign language, which is a personal achievement (Alqahtani, 2015). Without mastering in vocabulary, being proficient in any other foreign language is impossible. A key component of language competency is vocabulary mastery, which is the ability to use language terms according to a person's requirements, interests, and drive (Susanto & Fazlinda, 2016).

### **2.1.2 Challenges of learning for enhancing vocabulary and language**

Someone who is a speaker of a foreign language needs to be knowledgeable in its vocabulary before they can hold a meaningful conversation. Vocabulary supports communication. According to this, vocabulary is essential to communication, and without a sufficient vocabulary, it is impossible for us to speak successfully. Understanding vocabulary will make it easier for people to converse in other languages (Aminatun and Oktaviani, 2019; Ambarwati and Mandasari, 2020). If one lacked the language to express what they had wanted to say, having grammatically perfect sentences was not very helpful and absolutely nothing can be expressed without language, but barely anything can be expressed without grammar (Alqahtani, 2015).

Without words, learning a language is extremely difficult; in fact, words are essential to human communication. Based on current studies, learning a foreign language and vocabulary can be difficult because of the pressure to perform well academically. People may also find it difficult to acquire new vocabulary and language since they are unsure of where to start when emphasizing word learned. Learners have difficulty understanding language, remembering words, and telling apart words with similar sounds. Due to the way they utilize sentences, they are uncomfortable to discuss this subject and lack confidence.

Watching a portion of the films or TV series during new words learning of any foreign language might be more helpful. When making a vocabulary list, learners can use the films' plot to their advantage. In order to improve language comprehension, learners can include themselves in understudies' discussions about new terms from a movie and this allows them to explain what's happening and synthesize it with the new vocabulary (Iscan, 2017). Word instruction is a component of learning a new language through movies, which enables learners to debate vocabulary. Before discussing pronunciation, slang, and swear phrases, learners do not need to take into account their educational background, the goal of their educational course, or their workbook (Iscan, 2017).

## 2.2 Interactive knowledge enhancing media

In recent years, the interactive learning approach has drawn attention from all across the world. Interactive learning is a modern cooperative philosophy that emphasizes helping learners interact and share information jointly using a range of techniques (Huang and Liu, 2014). The participatory learning model makes use of projection devices, computers, or interactive screens together with multimodal stimulation, numerous approaches, digital media, and interactive study, exchange of knowledge, text comprehension, and hands-on experience (Rohimajaya, 2021). By acting as channels of communication, media such as text, music, photos, films, and video files can increase the interest of learners in what they are learning like new vocab of any language as media as a channel for bringing communicators and recipients together (Munir, 2016).

There are numerous vocabulary and language learning methods. There may not be enough opportunity for learners to acquire new words of new language early in their education and their path is paved with several roadblocks that stand in their way. Prior research indicates that learners with higher secondary level of proficiency should use subtitles and movies as instructional resources to improve their restricted language and vocabulary (Syensson, 2017). According to Kusumaningrum (2016), watching English-language films allowed students to enhance their language proficiency and develop their speaking, writing, and listening abilities in more interesting and engaging ways. The study's result was that there are; in fact, greater opportunities to teach and acquire vocabulary in a real-world setting through English-language films.

Djamarah and Zain (2010) identify three types of media:

1. Audio media: Media that only display sound, like a radio, cassette recorder, etc., are called audio media. Therefore, deaf students should not use this media.
2. Visual media: Media that only display a picture without sound are called visual media. This indicates that the students only see a picture and do not hear what the actor is saying. Examples of this kind of media include slides, photos.
3. Audio visual media: Audio visual media is the media which show an image and sound. Compared to the other media, this one is superior. This media can be broken down into:
  - (a) Quite audiovisual: Media that present a sound and clear image. Example: audio slides.
  - (b) Movement audiovisual: This moving media display both moving images and sound. Example: animated film
  - (c) Pure audiovisual: Both the sound and the image derive from the same source. Example: video cassette, movie.

(d) Not pure audiovisual: Picture and sound both originate from a different source. For instance, the active speaker provides the sound and the LCD projector provides the image.

### **2.2.1 Films and TV series as interactive tool**

A moving image or film intended for entertainment purposes is called a movie. It is an image in an image that is electronically displayed pixel by frame via a lens of a reflector to create the illusion that the visuals on the monitor are alive. Movies can also narrate stories or exhibit pictures with stereo sound (Azhar, 2011). Movies are a type of media learners may utilize to help them acquire new vocabulary, and because they are entertaining and useful, they are also one of the most beneficial ways to teach vocabulary (Mukti, 2012). Students may watch language in use, get knowledge of foreign culture, and make engaging movies with video, all of which improve learning. In addition to learning new vocabulary and language, it helps students comprehend foreign language communication and observe the responses of native speakers. A useful media medium for language study, films and TV series also gives learners the ability to retain vocabulary and form enduring memories (Rohimajaya, 2016). According to Murshidi, G. A. (2020), learners' speaking, hearing, vocabulary, pronunciation, knowledge of culture, and word learning all improve when they watch films and they offer an enjoyable and captivating educational encounter that stimulates curiosity and focused listening. It refers that films or TV series can able to provide learners the authentic language input in the target language and also open a view for explore cultural diversity. Learning new language and vocabulary through films and TV series also helps the student in term of speaking skills as it is connected to listening approach; the more a learner listens to the target language the more he or she will be capable to speak in that target language. This is how we actually learn our mother language also; we listened the mother language from our childhood and gradually we understand the meaning and can also utter the words. So it is clear that listening skill incorporate with speaking skills that helps to utter the target language. According to Roslim, N., Azizul, A. F., Nimehchisalem, V. & Abdullah, M. H. T. (2021) emphasized that the advantages of using films to learn new languages, including increased vocabulary, interest, and motivation as well as better speech skills and less stress and anxiety.

### **2.3 Audio Visual learning material**

Technology is increasing day by day so fast that it has a great influence in the educational sector for new language learning source for the potential language learners. Technology has proven to greatly increase learners' vocabulary and target language learning rates, fostering native-speaker proficiency, for examples of this technology include audio-visual, meaning-focused input such as DVDs and streamed video material including TV series and films (ASHCROFT, GARNER & HADINGHAM, 2018). Because it offers authentic resources and rich, understandable input, multimedia technology has greatly enhanced the teaching and learning of foreign languages. Target language comprehension, predictability, and memory are improved in schools when audiovisual aids are combined with visual aids. Subtitled videos are a good way to introduce new vocabulary to second language learners, improve

working memory, and encourage conversation, reading, and interaction-based incidental vocabulary learning. English-subtitled that is visualized on the screen, on the target languages TV series or films were proven to be a more effective vocabulary and languages learning-acquisition tool for potential learners. Observing TV series and films with subtitles in English can help with vocabulary mastery and it also improve listening skills (Rinekso, Lesagia, & Setiawati, 2021). Keep listening same words repeatedly helps learners to keep in the memory permanently for long time. Not only that, as an audio-visual material it emphasizes the advantages of using real film materials, urging students to become fully immersed in the local way of life, fostering critical thinking, and improving language and cultural competency (Hughes, 2019). Any kind of foreign language acquisition requires linguistic skills and cultural understanding of the target language region, so in that case traditional textbook-centric methods may not be effective. Media like music, literature, and film can be used to immerse students in the target language's culture and values. Film and TV series can provide authentic visuals, enhance language comprehension, and increase proficiency in reading, writing, listening, and speaking (Hughes, 2019). Studying foreign languages through film can enhance students' confidence and understanding of target language's' culture. Because use this kind of authentic material to explain storylines and broadens understanding, learners love vibrant images and engaging characters and learners may be able to identify terminology and pick up new expressions and metaphors by watching the film two or more times (Kanellopoulou, 2019). Language learners' English language proficiency issues are frequently caused by deficiencies in vocabulary, grammar, conversational skills, and comprehension and through the use of language in narrative films, assignments for writing, and oral presentations, movies can address these concerns (Sabouri & Zohrabi, 2015). Through TV series and films learners can also identify different accent and pronunciation and also learn about those things. According to Goctu (2017), EFL learners can learn authentic conversations and introduce themselves to a variety of accents by using films as a useful learning tool. It helps to develop self-learning and also build self-confidence to the potential learners to the target languages. Movies and TV series helped to develop target language skills, reduce learners' unnecessary anxiety while learning new languages, and improve vocabulary and new language acquisition.

## **2.4 Promoting vocabulary and language learning for Bangladeshi EFL learners**

When learning a language, vocabulary plays a critical role in assessing competency in any other language. In Bangladesh, we only find that students are only focused on English Language as English is our second language. Most of the educational institutes in Bangladesh focused on grammar rules rather than acknowledging the fact of building the vocabulary knowledge of the learners. That is the reason in our Bangladesh, students read English for twelve years in their school and college and even in the university also but there are a lot of students who faced difficulties in this language in term of speaking and also writing. This fact happens because off the lack of exposer of the target language. Multimedia in particular has made vocabulary acquisition easier. Videos and other audio-visual materials have made it easier for learner to pick up vocabulary on their own of the target language. Exploring the

films and TV series can help the learner to explore more over to the target language and help them to acquire the vocabulary knowledge (Roslim, N., Azizul, A. F., Nimehchisalem, V. & Abdullah, M. H. T., 2021). Language learning is an all-encompassing process that begins with concrete experience and includes active exploration, reflection, conceptualization, relearning, and conflict resolution. According to Azlan, N. M. N. I., Rahmat, N. H. (2018) study, films have a big impact on students' experiential learning and language acquisition processes in higher education, which shows how successful they are at learning languages and also include that language learners tend to use reflective observation and active experimentation through watching films in terms of learning a new language. When it comes to subtitles in their mother tongue or target language, learners could find it difficult. Subtitled foreign language films can be a useful tool for introducing learners to real-world communication vocabulary (Sadiku. A., 2018). According to Feng, Y., Webb, S. (2020), a whole television documentary can greatly improve incidental vocabulary learning when seen, read, or heard aloud, indicating that programming should promote prolonged viewing. In terms of leaning new languages, it really effective to the learners' career also. Though it is found that beside academic pressure; it is difficult to go another language institution to learn new languages. In terms of films and TV series can play a vital role. As learner can also use English subtitle to learn any other new languages. According to Katemba, C. V. & Ning, W. (2018), learners find that watching English-language films with subtitles is a useful way to increase their vocabulary as learners, particularly those with limited vocabulary, found them to be engaging, helpful, and pleasurable and reviews of films have been discovered to be more inspirational than reviews of books, which makes learning more pleasurable.

As Bangladesh is developing day by day, knowing more than two languages can help a person's one step forward to the career run and also in the educational sector, specially who are studied in a foreign county or wants to study in a foreign country where English is not the first or second language. In that phase, watching TV series or films create a platform to those learners to learn the target language by their own with a big explore of realistic view which is also help to discover cultural diversity and differences at the same time. And with the subtitle of English language eventually helps learner in English language and also in that target language what they are wanted to acquire like, Korean, Chinese or Turkish language.

The researcher found only a limited researcher on this study that have conducted but was only focused on the English language learning in the Bangladeshi context. As a result, the researcher's primary focus in this study was on the various types of interactive media especially films and TV series, that learner could find a scope of learning new vocabulary and languages and to improve their knowledge in the future on tertiary level learners' perceptions and identifying whether learning vocabulary through films and TV series helps Bangladeshi tertiary level learners to acquiring and enhancing new vocabulary and language knowledge and also identifying problems, obstacles, and limitations associated with the learning process through watching films in the Bangladeshi context and also find out what influence the learners to learn the target language through watching films and TV series.

## **Chapter 3**

### **Methodology**

#### **Introduction**

The research approach used to carry out this study is covered in this chapter. A thorough analysis of the body of existing academic literature and pertinent research questions led to the development of the research design used in this study. Finding out the key information on how TV series and films affect Bangladeshi tertiary-level language learners' acquisition of foreign languages is the primary goal of this study. To solve this issue, the researcher has decided to employ a mixed-methods technique that combines a qualitative approach using various case studies with a quantitative approach using a survey. The chapter goes on to explain the reason for using a mixed method approach, how participants were chosen and data was collected, the framework for data analysis, and the procedures used to determine the study's credibility.

#### **3.1 Research Design**

This study developed by the various scholar's points of view in literature review section and the mentioned research questions. This research considers various points of view of the participants who are interviewed by the researcher and also the collected data though the survey questions. The interview was the face to face interview where the researcher asked the participants relevant questions about learning language from various TV series and files and those how influenced them and motivated them and what they learnt from it and wanted to know their experiences about learning language and also try to figure out how TV series or films can be effective for the language learning for the future. On the other hand, the collected quantitative data was to find out the general idea or perceive of the fact about learning various language from TV series or films and how many languages can be learnt through this process and is it helpful or not for the tertiary level learners. The researcher has chosen to use a mixed-methods strategy, which blends a quantitative approach- using a survey, with a qualitative approach-using a variety of case studies.

Qualitative studies that are based on design type, sampling, coding, participant quotes, and validation. They valued clear components, appropriate sampling, coding methodology, participant voices, and detailed validation techniques for accuracy and comprehensiveness of findings. Understanding people's attitudes, behaviors, value systems, concerns, motives, objectives, cultures, and lifestyles is the aim of qualitative research (Verma, 2015). And the quantitative studies are determined by the design, limits, sample techniques, research topics, and instrument selection. The significance of validity, reliability, and control for impacts of independent variables was underlined. Also, limitations were underlined for upcoming studies. Mixed methods studies are more valuable than quantitative or qualitative research, as they provide more evidence for findings and interpretations, increasing confidence in the study, both quantitatively and qualitatively (MCKim, 2017).



Mixed methods research offers perceived benefits over quantitative or qualitative studies, but requires additional resources, time, and experience due to the need for combining two distinct data types and analysis (Creswell & Plano Clark, 2011). In contrast to non-mixed approaches, mixed methods improve validity, guide data collecting, and support knowledge generation in investigations, offering a deeper understanding of phenomena (Hurmerinta-Peltomaki & Nummela, 2006). Researcher can come up with ideas for new studies by using mixed techniques.

This study was more preferable for using mixed method approach because the researcher wanted to find out a deeper understanding of the study because it provides more evidence for findings and interpretations, increasing confidence in the study, both quantitatively and qualitatively.

### **3.2 The Position of the Researcher**

As the researcher is a student and has been studying English for sixteen years. Among all the courses that learnt, new language and vocabulary is the preference part because it helps to develop the language skills and also help to enhance the word knowledge of English and also any other language. However, the majority of the students and the teachers only focus on the English grammar more than vocabulary or any other language in the educational institute in every area like urban and rural. Some educational institutes those are actually universities, have different language courses for learners for language skill betterment. The researcher had the urge to learn new languages from various sources and also found that tertiary level learners also have the urge to learn new languages but sometimes it found quite difficult to go another institute and then learn a new language. The researcher figures out that those learners make them fluent in new languages through watching TV series. As the researcher also found it difficult and also discover that it was interesting and fun to learn new languages through films and TV series. As the researcher was a non-native English speaker and also faced difficulties and had the urge to learn new languages and the participants also faced the similar issues so that they found comfort zone in the interview. That is why the researcher was confident enough to conduct this research. And the researcher was not biased because wanted to find out the challenges of this study; show and out come to the solution and did not put any types of opinion to the participants.

### **3.3 Selecting the Participants**

The careful selection of a sample strategy is crucial for obtaining pertinent information for a study as this study build in mixed method approach. For qualitative findings, in this particular study, the purposive sampling strategy was utilized to obtain data rich in information from the limited sources available (Patton, 2002). This approach empowered researchers to concentrate on specific characteristics or populations that were pertinent to their work, thus enhancing the relevance and comprehensiveness of the gathered data. For this study, the primary criterion for participant selection was the identification of individuals who had graduated or study in universities in Bangladesh. The secondary criterion was to select participants who had interested in watching films or series for language learning. Employing

purposive sampling proved to be more effective, as I focused on individuals who met specific criteria rather than randomly selecting from a larger population. Also, as a university student, I chose to work with tertiary-level students. The study observed a total of six participants, aiming to meticulously assess their conduct and gather comprehensive research. This study utilized purposive sampling in selecting participants who could offer relevant information (Black, 2010). Participants are frequently accessible if they express interest in being part of the sample. The researcher selects participants based on their proximity and does not consider whether they accurately represent the overall community. This approach simplifies the monitoring of individuals' behaviors, perspectives, and thoughts. For quantitative findings, I randomly collected data from a larger population who also studied or graduated from universities. So that the researcher could figure out the difference between the two types of collected data and could analyze the collected information.

### 3.4 Profile of the Participants

No	Name	Gender	Academic qualifications	Medium of the instruction of educational institute
1	A	Female	Undergrad	English
2	B	Female	Post-Undergrad	English
3	C	Male	Undergrad	English
4	D	Female	Post-Undergrad	English
5	E	Male	Undergrad	English
6	F	Male	Undergrad	English, Chinese

### 3.5 Data Collection Procedures

According to Gillham (2000), in conducting multiple case study research, data can be gathered from a range of sources such as documents, interviews, recordings, observations, and physical artifacts. In this particular study, the researcher opted to use interview questions with target interviews for qualitative data and survey questionnaires for quantitative data.

The research questions in this study were investigated through a semi-structured interview. In a semi-structured interview, the interviewer can utilize a range of open-ended and personal questions in place of a typical questionnaire. According to Houllis (2019), the interview can flow like a casual chat and allow the interviewee to reply more imaginatively. To find out how Bangladeshi tertiary level learners perceive learning language and vocabulary through watching films and TV series, the study's researcher used a semi-structured interview format for qualitative study and collected survey data from large population but that criteria was also tertiary level learners.

### 3.6 Designing the Interview Protocol

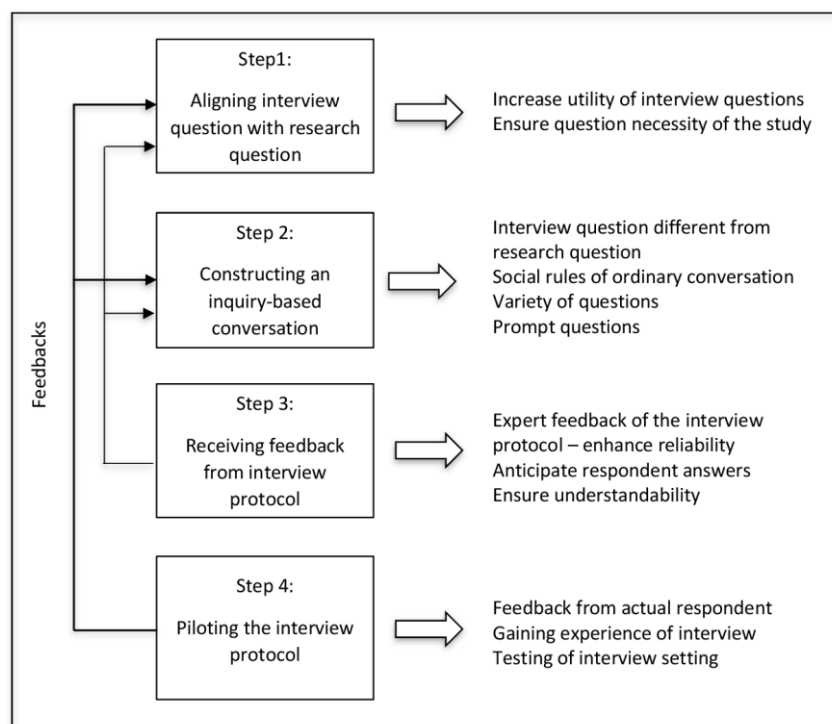
Qualitative interviews are a useful method for finding out what individuals think and feel about their experiences (Rabionet, 2011). Creating an interview protocol involves planning the questions and interview structure to ensure that the study's data is collected. The researcher adopted Interview Protocol framework from Yeong, M., Ismail, R., Ismail, N., & Hamzah, M. (2018); which is based on semi-structured interview questions; consists of four phases as the following:

Phase 1: Aligning interview questions with research questions

Phase 2: Constructing an inquiry-based conversation

Phase 3: Receiving feedback from interview protocol

Phase 4: Practical implementation through piloting (Yeong, M., Ismail, R., Ismail, N., & Hamzah, M. , 2018; Castillo-Montoya, 2016,)



Using the primary research question and other research questions as a guide, the researcher creates interview questions (IQs) in phase one. The general research questions will be addressed with some information in each interview question.

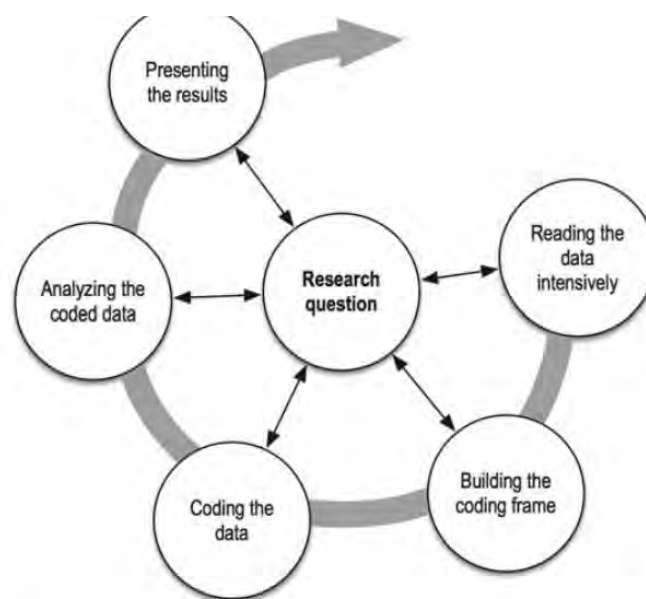
The researcher must make sure that the interview questions are arranged in a way that conforms to the usual pattern of social discussion while writing the interview questions (IQs), which are distinct from the research questions (RQs), in the second phase.

By closely reading the questions, experts are required to respond in the third phase. To provide feedback on the interview questions, the researcher gets in touch with a professor in the English and Humanities department who has extensive experience teaching linguistics courses at a private institution in Bangladesh.

Using piloting or practical implementation to put the expert's feedback into practice is the last step. It was in these phases that the researcher was able to finalize the interview questions, establish the study's interview protocol's credibility and reliability, and create a framework for data analysis.

### 3.7 Data Analysis Procedure

The researcher has used qualitative thematic analysis for analyzing this study.



The five phases of qualitative content analysis

The researcher employed qualitative thematic analysis (Kukkartz, 2019) to analyze this study. The research question is the main element of this approach. After gathering the data, the researcher has to transcribe it using Microsoft Word in the first phase. The data must then be coded. Subsequent to coding, the researcher must produce a theme that surfaced from data analysis. In the last stage, the researcher must evaluate and assess the results in relation to the topics. This study's objective was to obtain a summary of the pertinent individuals; hence the final stage was skipped.

The phone recordings of the student interviews were verbatim transcribed using transcriber software in order to analyze the interviews. Following that, seven-column coding templates were used to code the transcription (Ahmed, 2017). It is divided into two sections. In the first, the researcher codes the whole participant interview, which has already been transcribed. The researcher has then chosen significant codes from the transcript and categorized them in the following section. After that, each case's categories were examined to

identify recurring themes. Subsequently, every theme was arranged and contrasted in order to address the study inquiries.

### **3.8 Ethical Consideration**

The current investigation's conduct took ethical considerations into serious consideration prior to initiating the data collection processes. Firstly, the research informed the participants and made sure they are aware of the interview session by giving them a consent form before interviewing them. The form contains the detail information about the research and the interview session where already mentioned their interview going to be recorded documental. To respect their dignity, the research data's confidentiality has been preserved. During data analysis, no personal information of any type was disclosed. The participants' privacy was preserved by using pseudonyms. No critical remarks on the identities of the participants have been displayed by the researcher.

### **3.9 Establishing Trustworthiness and Credibility of the Study**

Validity and reliability are crucial aspects of quantitative research. In a quantitative study, the methods for gaining validity and reliability are very clear and well-established. Member checking and triangulation were used by the researcher to verify the validity of the data. Member check is confirming information with participants following analysis of the results. The researcher is ensuring that the information that has analyzed is accurate and that the people that have interviewed concur with the findings.

## Chapter 4

### Findings and Discussion

#### 4.1 Introduction

The study will find out the experience and the perceptions of foreign language learning through films and TV series and how those TV series and films influenced tertiary level learners to learn the target language; it will discuss through qualitative studies that was individual case studies and also quantitative studies that will show the result of a huge populations basic perceptions in a pie chart, as this research was based on mixed method approach. The primary goal of the study is to investigate whether watching TV series and films can influence and motivated Bangladeshi tertiary level learners in learning foreign vocabulary and language. Additionally, this study aims to learn what they think of it, what obstacles they might encounter, and how to apply for new vocabulary and language learning. In order to achieve the aim of the study, the subsequent research inquiries have been developed. The investigator has separated the primary study aim into the subsequent research inquiries.

Following are the research questions that will guide this chapter's presentation of the study's findings:

RQ1. Do TV series and films work as language learning materials?

RQ2. How do TV series and films influenced Bangladeshi tertiary level learners to learn a new language and what experiences do they have regarding learning foreign languages and vocabulary through films and TV series?

#### 4.2 Interview result of the Participants

The qualitative findings were based on interviewing six potential participants and among those participants three of was female participant and another three of was male participants. Researcher select both gender of participants equally because to find out the better output of this research as male and female viewing prospective of a thing or situation is always different from one another thoughts and experiences. As the researcher interviewing them separately, so every participant had the space to share their experience and journey of learning new language and vocabulary through watching TV series and films. Every participant shared that how TV series and films help them as an effective material, how this learning process helped them to save their time beside the academic studies, how it helps tem boost up their self confidence in speaking the target language.

From the qualitative finding, researcher found that not only English language can be learnt from watching TV series or films but also can be learnt other languages like, Hindi, Korean, Chinese languages. From the potential participants, two of the participants were very much good at speaking in Korean language and another one participants were good at in Chinese language. The two participants who were good in Korean Language, they used to watch K-

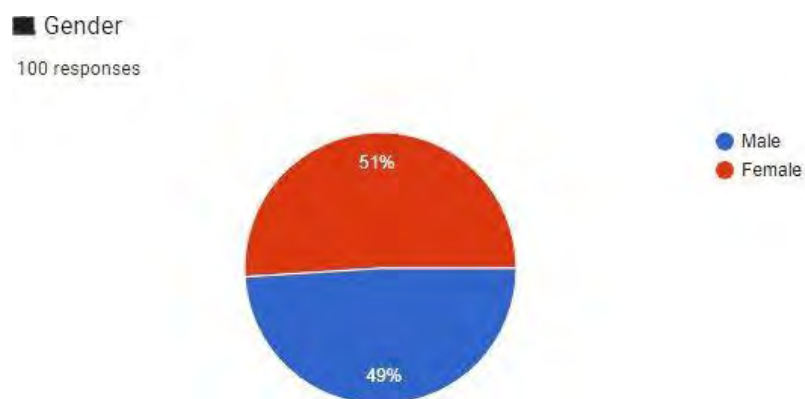
drama and they are fan of it. It has been more than four to five years they were watching K-drama and they already watched more than 400 k-dramas and films. Gradually visualizing and listening more and more help them to acquire the language. Apart from this Hindi language is kind of similar to the Bangla language so it does not take much time to understand but other language like Korean and Chinese take a more time and also need help of English language subtitle to better understanding at beginning of the learning of the target language.

The researcher found out few aspects from the interviewing participants from their journey and experience of learning new language and vocabulary like, interesting story line, words are easy to remember through real-life context, visualization of the word and subtitle helps to learn the context, independent learning, gathering ideas about new culture, academic interest, listening more help to acquire the target language and phonological similarities and differences. These aspects are briefly described on the point of participants in the discussion section.

### 4.3 Brief survey result of the responses in pie chart

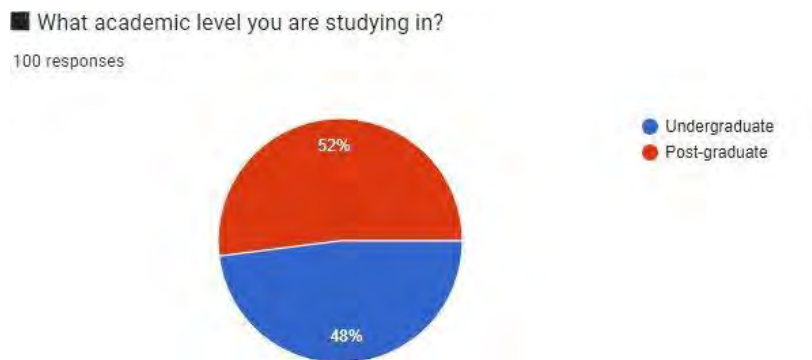
Google survey forms are used to solicit opinions from tertiary level students. For the purpose of gathering quantitative data, the researcher obtained 100 responses. The response from the Google Form provides Bangladeshi language learners with basic information about the impact of TV series and films on learning foreign languages. The result is in given below-

- **Gender:**



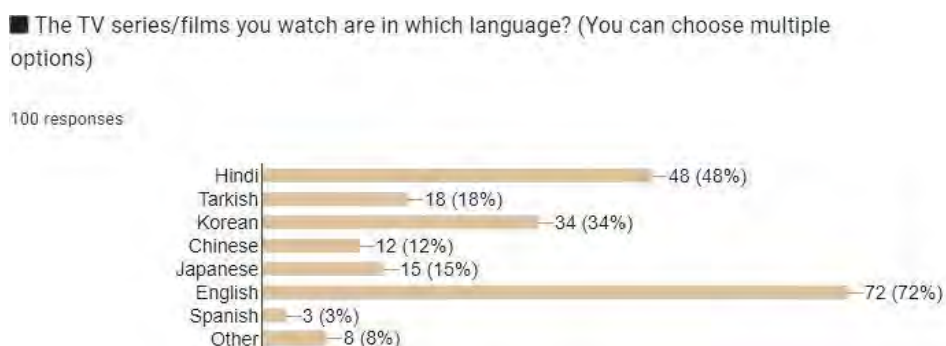
Firstly, in the survey form it showed that there were 49% male respond and 51% female respond as the researcher wanted to know both perspectives.

- **Academic Level:**



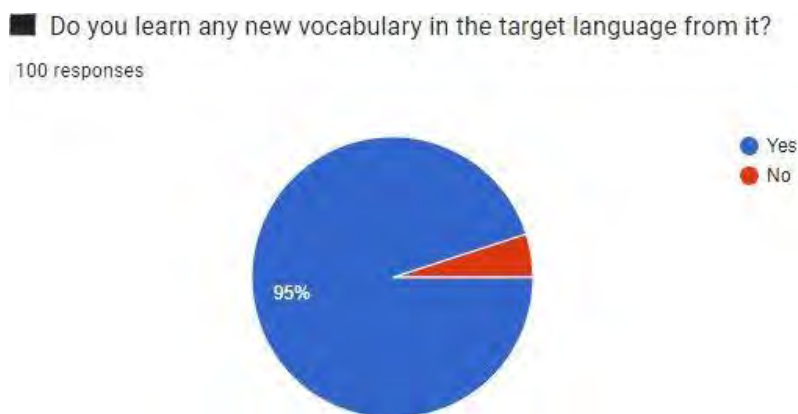
To know the academic background of the participants were also important in this study as it was based on tertiary level learners.

- **TV series or film in target languages:**



The following chart showed that English TV series and films were mostly watched by Bangladeshi tertiary level learners because it showed 72%. Then the second dominated language of TV series and films were Hindi as it showed 48% of watching it. And lastly now a day's Korean language dominated our young generation as the chart showed 34% of watching TV series and films of Korean.

- **Vocabulary learning from TV series and films on target language:**

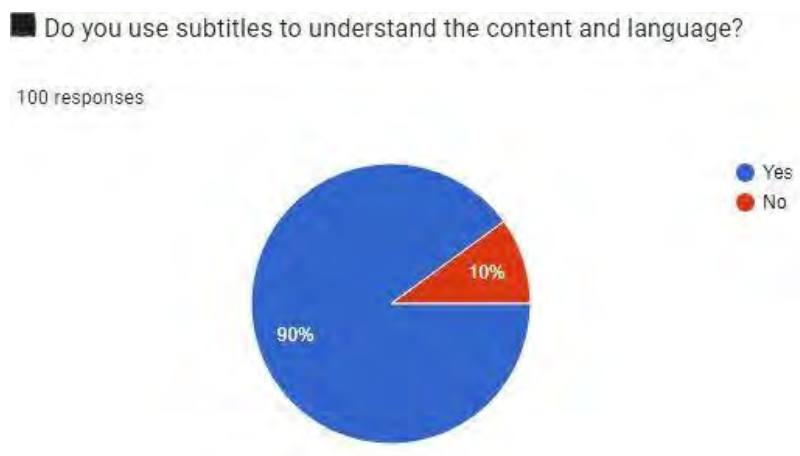


The methods used by various learners to pick up vocabulary and language vary from one another. It is completely different for every individual. The chart shows that there were 95%



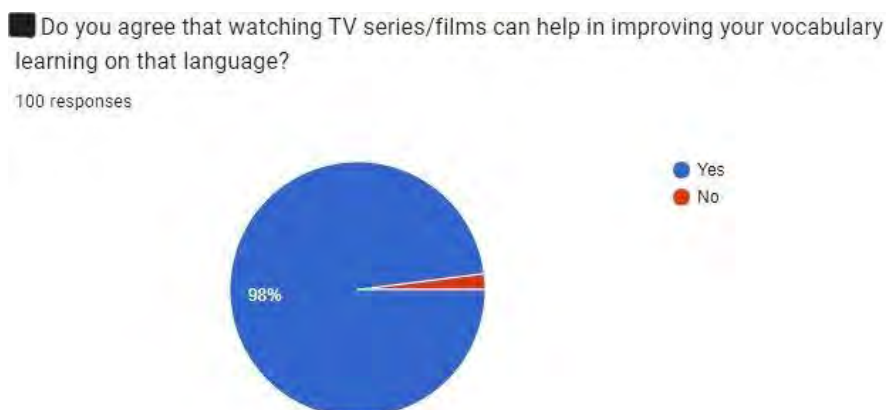
of responses agree on that they were learning new vocabularies from watching TV series and films.

- **Use of subtitle while watching TV series and films:**



The result showed that 90% of the learners use subtitle to understand the context and content of the TV series or films while watching on that target language. It represented that they were beginner level of learners. On the other hand 10% of learners did not use subtitle it represented that they were in the advanced level of learning so that they did not need to use subtitle at all to watch TV series or films in the target language.

- **Influence of TV series and films improving vocabulary:**

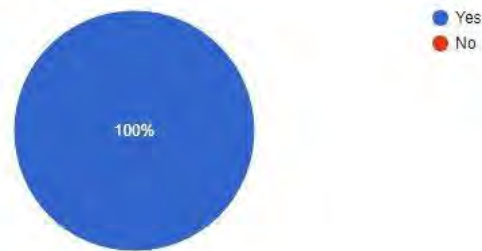


The following chart showed a great impact of TV series and films in terms of learning new vocabularies and languages. As the chart represented that 98% of Bangladeshi tertiary level learners improved their vocabulary knowledge by watching TV series and films on their target language. It showed watching TV series and films could be the important language learning element for the learners.

- **Discovering culture through TV series and movies:**

Do you agree that watching TV series/films helps you to discover new cultures?

100 responses



The chart illustrated that TV series and films not only helped the learner in learning new vocabulary and languages but also open the door for learner to explore new culture at the same time as the response was 100% from the survey.

- **Help to build listening skill better:**

Do you agree that watching TV series/films helps you to comprehend listening activities better?

100 responses

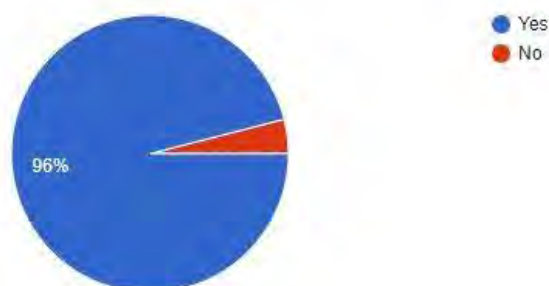


97% of the Bangladeshi learners agreed that their listening skills were also getting better by watching TV series and films. As we also know that if anyone's wants to learn a new language, repetitions of listening of the target language helps us to acquire the language more easily as the way we learn our mother tongue, we listened that first from our very childhood then we can utter the words.

- **TV series and films motivate to learn new language:**

Do you agree that watching TV series/films motivates you to learn English or any other language?

100 responses

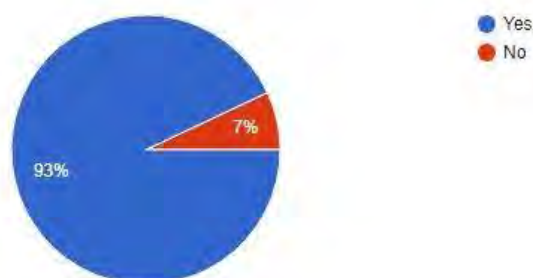


The pie chart showed that 96% of the response made it clear that TV series and films motivated Bangladeshi tertiary level learners to learn new languages.

- **Considering TV series and films for learning element:**

If you want to learn any other language in the future, do you consider TV series/films as one of the learning elements for that target language?

100 responses



In the survey, the researcher wanted to collect the data about considering TV series and films as a language learning element if the responders wanted to learn any new language in future 93% learners wanted to but on the other hand 7% did not want to.

#### 4.4 Perception and reaction of learners to language acquisition and vocabulary learning through films and TV series

The researcher has taken a few steps to examine the findings. At first the researcher interviewed participants with their consent. The investigator will talk about their perspectives on learning foreign language and vocabulary through TV series and films.

##### 4.4.1 Interesting story line

Interesting story line of films or TV series captivate learners mind to motivate to learn a new language. Films are a fun way to learn a language because they have different voices and

noises, texts, characters, and messages in addition to visual elements. In term of various new language learning, the emotional bond between the learner and the target language is essential to language acquisition. Because they tell gripping stories that hold viewers' attention, films offer a special platform for fostering these qualities. Enhancing retention and comprehension, the visual and aural stimuli excite many senses. Before Participant B said,

*“The story background, beautiful hero heroines, graphics of the films and TV series mainly influenced me to learn Korean language; I want to mention the Korean films storyline so beautiful that without knowing the language it difficult to understand the emotion.”*

Grammar, pronunciation, and vocabulary are reinforced through multimedia learning, which facilitates deeper comprehension and knowledge retention. Films offer real-world examples of language use in social contexts, offering perspectives not found in textbooks. According to participant C said,

*“I was not that much interested to learn the language but gradually I found that the storyline of Korean TV series and films were very interesting that represent different social context.”*

According to Krashen's (1981) Input Hypothesis, receiving clear input is the most efficient. Films and TV series offers a great sense of mastery that motivates learners to learn new languages.

#### **4.4.2 Words are easy to remember through real-life context**

The majority of learners find it easier to remember words learned through real-world contexts. Learners don't need to keep any structure to remember those words in this way. Isabelle (2020) says that social conversations, films, TV shows, books, meetings, and songs are all great sources of common words because they always involve a scene, a person, or a real-life event. They can also serve as a great platform for memorizing vocabulary and learn new language. The participants mention that through films and TV series they can relate the example of real life situation of the word of the target foreign language. As participant A mentioned that,

*“It helps me a lot improving my vocab knowledge because I can hear the words and instantly know how and where to use as it represents in such a way that open up a real life scenario.”*

Storyboards that use words in a real-world setting are a great way for learners to practice their target language and vocabulary as learners use a word and learn how to use it when they define something in everyday life to keep it in their vocabulary (Ray, 2017). Therefore, real-world contextualization through films and TV series are absolutely necessary for new vocabulary and target foreign language learning.

As participant D said that,

*“Films and TV series shows us real life context it helps me to understand and help me to remember the words. And I also used those types of various new words that I learnt from series or films in the real life situation.”*

#### **4.4.3 Visualization of the word and subtitle helps to learn the context**

We learn more about the world through the media, which also introduces us to modern education and subtitle help to visualize new words. Participant A said that,

*“I used English subtitle when I watched those TV series and films most of the time in the first stage of learning because I felt difficulties of understanding the sarcasms of those but in the time being I am very used on that so I most of the time I did not look upon the subtitles.”*

We can learn more unusual or different foreign words and languages through the media, like films or TV series. Alharthi, Bown, and Pullen (2020) say that media platforms are effective enough to boost learners’ motivation, vocabulary development, and engagement. They also suggest that media sites can be useful resources and tools for improving foreign language learning. Another way for learners to learn vocabulary quickly is through visualization.

Participant B said that,

*“I strongly said that watching Korean TV series I not only learnt the languages but also the using subtitle helped me improving in English language and writing not only that watching TV series and films help me a lot to increase my vocabulary knowledge on that target language and also in English language.”*

Scurletis (2016) claims that allowing students to imagine an image that accurately conveys a word's meaning can help them remember the word the next time they encounter it.

Participant C claimed that,

*“I was not good at English but when I started to watch Korean TV series and films with the English subtitle it helped to develop both languages parallel.”*

And Participant D explained that,

*“I always used subtitled while watching movies or series because I liked to more focused on each and every words and if I somehow missed any on the part I did paused and back that scene and watched again while watching English TV series or films. In terms of Hindi films or series I also used subtitle sometimes to understand the concept more clearly and to learn new vocabulary.”*

#### **4.4.4 Independent learning**

Through watching films and TV series, helps the learner learn the new vocabulary and language easily and also motivate them to learning foreign language and using it in real life situation. They do not feel any kind of pressure in learning new language and vocabulary,

they can learn independently. Learners will be more likely to study English if they are exposed to it through the use of media like film or TV series is one interesting form of media that can assist learners in learning vocabulary and learn a new language by self-learning. Participant E claimed that,

*“As it helped me on self-learning process and I did not feel any mental pressure in learning like academic pressure. Watching TV series and films discover an open platform of leaning and improving new languages for me. I want to mention that language institute could option but as I had academic pressure; it would be difficult for me to make time to go to language institute rather than I felt watching TV series and films more time saving and interesting at the same time so I could greatly enjoy my English language learning journey. I also said that may be watching TV series and films took more time might be rather than language institute as language institute also focused on other aspects like phonemes but I really enjoyed my self-learning process. I would explore any other language in near future I would consider TV series and films one of the most important learning elements.”*

Films provide learners with actual spoken language in real-life circumstances, supporting meaningful vocabulary learning via conversation, narrative, and visual cues and it address daily speech, idiomatic idioms, and specialized terminology (Yildirim, 2016). Films assist learners reinforce vocab through repetitions and context, so improving comprehension and recall of new terms. Visual context converts passive recognition into active usage, facilitating vocabulary learning (Schmitt, 2000). In term of this participant D said that,

*“As films and TV series shows us real life context it helps me to understand and help me to remember the words and it helps me in my self-learning journey. I had to pause the movie to focus the new words then I searched in the Google and then sometimes I also noted down the new words in my copy with the narrative meaning. So it took more time to end one film in time to me but now I overcame these types of difficulties as I am continued my learning process at a time.”*

Participant E and F also used subtitle and that also help them to remember the word and understand using of the word clearly.

#### **4.4.5 Gathering ideas about new culture**

Films and TV series offer immersive experiences of other societies, helping audiences to learn customs, traditions, and cultural norms that transcend geographical bounds. Films and TV series offer an immersive cultural experience through visual and auditory narrative, taking audiences to foreign locations even introducing foreign languages, art, architecture, and landscapes. These stimuli engage and pique viewers' interest, prompting them to find out more about the world of culture. Films and TV series provide insights into cultural behaviors and processes, helping audiences understand principles, opinions, and societal conventions and it encourage viewers to acquire empathy and awareness for the variety of human situations, emphasizing the value of decorum and respect (Rohimajaya, 2021). Participant D said that,

*“I want to expressed that there were huge cultural differences, we Bengali people are more emotional than them, English people care but not that much expressive and they did not interrupt anyone’s business. European people have pride about their own culture as they are very much strong culturally and they also preserve their own old culture and they celebrate people that mesmerized me a lot and also influenced me. I also want to add that the European people celebrate little-little things and moments; I want to quoted this as “They celebrate life”. On the other hand, Indian people are very much loud and showed us more unnecessarily.”*

It promotes cross-cultural discourse by expanding understanding of different cultures through talks, challenging stereotypes, and encouraging intercultural compassion through film organizations, discussion panels, and internet forums. Participant C said that,

*“As I will be the upcoming fashion designer, I have interest in dresses and I loved Korean historical elements and culture as they are very much polite as generation and a dress called HANBO (historical dress for girls); that makes me more interested to learn the language of Korea. Not only that I want to mention one more thing that some of my friend lived in Korea for study purpose, they informed me about the Korean culture how polite they are and how the people of Korea are helpful and think about others to talk something in front of others; this all the things also influenced me a lot to learn the language.”*

Films can inspire individuals to explore new cultures, sparking curiosity and wanderlust. They can trigger travel, leading to experiences. Participant D also said claimed that,

*“I also told that TV series and films influenced me to learn new language; the reason behind of this I just finish a new TV series that called “Emly in Paris” was a French TV series, I watched that with English subtitle but after watched that series I wanted to learn French Language; she found that French people are very romantic and their culture is also rich; they have the pride of their own language that they are not interested to learn English so if anyone wants to survive there they have to must learn the French language.”*

Films promote cross-cultural understanding and enjoyment by immersing audiences in many cultures, instilling fascination, empathy, and global citizenship. They enrich the fabric of life for people and foster a greater awareness for the world's diversity. Participant F claimed that,

*“I discover many cultural differences like Chinese people are very much straight forward, they maintain their regular life routine very strictly, they have specific new year celebration as they have specific calendar of their won so they celebrate “Chinese New Year”. Chinese people are very humble but they are resist. They believe in sacrificing.”*

#### **4.4.6 Exposer of language diversity**

Films and television shows highlight language diversity through a variety of personalities, environments, and narratives, creating a diverse collection of spoken language and dialects from other cultures and regions. Films and television shows frequently represent multilingualism, with actors fluidly switching between languages dependent on context,

social milieu, and participants, exposing audiences to the continuous nature of language use in everyday contexts (Wei, 2018). Participant B said that,

*“I strongly said that watching Korean TV series I not only learnt the languages but also the using subtitle helped me improving in English language and writing not only that watching TV series and films help me a lot to increase my vocabulary knowledge on that target language and also in English language. So I can learn both language at a single moment.”*

The film employs translations and contextual clues to show the region's range of languages and complexity of culture, emphasizing the interdependence of identity and language. Regional dialects and dialectal variants, formal and informal are highlighted in films and television programs, expanding the linguistic environment with accurate portrayals of local patterns of speech and vernacular phrases, and affecting regional identities (Hornsby & Smith, 2016). Participant C said that,

*“I want to mention first that Korean language has formal and informal terms. I will give basic introduction example, AHNIOASEO (hello) it is informal which they used to their friend circle and in formal they use ANNYEOGHASEO (hello) which they used to the elder person to show respect. She gave basic more example like- JHAL JINAESEYO (how are you), KHAMSAMIDA [informal]/ GUMAWO [formal] (thank you), IREUM-I-MWO-EYO (what is your name?), JOESONGHAMIDA [formal]/ MIANHE [informal] (sorry).*

Not only that films and television programs play an important role in supporting indigenous and minority groups of languages by promoting diversity of languages, linguistic freedoms, and cultural pluralism via storytelling. Films and television series highlight global language variety, raising linguistic appreciation as well as awareness. They portray multilingualism, regional dialects, and indigenous languages, which help to recognize and celebrate language diversity as a basic aspect of human civilization. Participant F said that,

*“I also discovered there were a huge change in Chinese word after decades, for that reason Chinese language have a huge number of Chinese letters. I want to give some example like, hello (NI HAO), how are you (NI HAO MA), thank you (XIE XIE), what is your name (NI JIAO SHENMI MINGZI), sorry (DUIBUCHI), we are coming (WOMAN LAILA), I am coming (WO LAILA), where are you going (NI YAO CHU NALI), how much (DOSHAO), it (CHEGA), that (NEGA), where are you from (NI CHONG NA LAI), I am from Bangladesh (WO LAIZI MANJALAGUO). I am now very much fluent in Chinese language. As I am now academically also learning so I can write also.”*

#### **4.4.7 Listening more help to acquire the target language**

Listening comprehension, like communicating through speech, reading, and writing, is critical for language acquisition and improving competency in the target language. It is also required for efficient interpersonal interaction and fluency. Listening similar content more and more helps learner to acquire the target language more fluently. Participant D said that,



*“I felt that watching TV films and series is one of the greatest platforms for me to learning new vocabulary and those words lasted in my memory in the long run because when I heard those words over and over time and also followed up the using of words in the series or films. We can remember a word by hearing so many times approximately 90 times otherwise we might forget that word this is how our brain works; as I watched a lot of films and TV series, I found so many repetitive words so it helped me to remember the word more correctly.”*

According to Feng & Webb (2020), consuming media, reading, as well as listening to a sitting television demonstration can considerably improve incidental vocabulary learning, therefore programming should encourage lengthy viewing. As observing TV series and films with subtitles in English can help with vocabulary mastery and it also improve listening skills (Rinekso, Lesagia, & Setiawati, 2021). Keep listening same words repeatedly helps learners to keep in the memory permanently for long time not only that, as an audio-visual material it emphasizes the advantages of using real film materials, urging students to become fully immersed in the local way of life, fostering critical thinking, and improving language and cultural competency (Hughes, 2019).

#### **4.4.8 Academic interest**

The researcher found that there are students who were interested to go to the abroad for study were very much interested to learn their target languages. And there were also some students who were working their university given project that may contain about another countries' culture, that makes few learners interested to that countries languages. One of participants said that, as going for higher studies in the abroad was the goal so for self-learning equipment watching TV series and films for the target language learning was so much effective. Participant F claimed that,

*“Before admitted the university I want to acknowledged all of the academic changes through one of my senior when I was in the college section. From then took suggestion from my senior about language learning especially Chinese language. My senior gave me a language course book of learning Chinese language and also suggested me to watch Chinese films or TV series so that I could have the environment to learn the language and hear through interactive media. It helped me to learn the language by myself at the very first stage.”*

Another participant shared when working on university project that represents Korean attire that made the participants felt interested in learning Korean languages-vocabularies and for the self-learning journey watching Korean dramas was so much effective. Participant C said that,

*“As I will be the upcoming fashion designer, I have interest in dresses and I loved Korean historical elements and culture as they are very much polite as generation and a dress called HANBO (historical dress for girls); that makes me more interested to learn the language of Korea, from then I started to watch K drama. Not only that I want to mention one more thing that some of my friend lived in Korea for study purpose, they informed me*

*about the Korean culture how polite they are and how the people of Korea are helpful and think about others to talk something in front of others and their TV dramas; this all the things also influenced me a lot to learn the language.”*

#### **4.4.9 Phonological similarities and differences**

TV series and films help to discover phonological differences and similarities on that target languages. Hind language came to understand naturally because India is our neighboring country and as Bengali Language came from Sanskrit language so there was a lot similarity in both languages to me so there was no need for any language training institution rather than watching TV series or films on that target language was enough. Participant A said that,

*“Hindi and Bangla language have similarities that is was it is not that much difficult to learn the language. I can easily understand and can also speak in that language fluently. And I learnt this Hindi language just by listening and visualizing through TV dramas from the young age.”*

One of the participants said that in Korean language there were many similarities in pronunciations of many words and sometimes it was really hard to differentiate even. For example, in Korean language its sounds kind of similar. In the same way I Chinese languages there are also so many similarities in the word sounds that sometimes make conflict to understand and leaning the target languages. Participant B said that,

*“NOON (eye), FOON (hand) in Korean language it sounds similar sometimes so I understood those differences through understanding the context and subtitle.”*

### **4.5 Major Findings**

Many people have supported their life goals by using English because it has become a universal language of communication. To be able to communicate effectively in a foreign language like- Japanese, Hindi, Korean and Chinese, including English, one must be familiar with its vocabulary. According to Simamora and Oktaviani (2020), one interesting form of media that can assist students in learning vocabulary is film or video. Now a-days not only English but also many foreign languages became popular to the potential language learners. For this reason, learners felt interested learning new languages through digital technology like TV series and films. According to Sabouri and Zohrabi (2015), when it comes to learning new languages, watching films and TV series can help with problems like not understanding, having a limited vocabulary, reading slowly, using bad grammar, and having low-level conversation skills. Watching films and TV series are not only fascinating and enjoyable, but it would also be more exciting and have many advantages to learn by watching. Additionally, not every films needs to be seen in a theater. Anywhere is possible for any student. Using a CD or the internet, students can watch on a laptop, or they can watch on a smartphone. According to Ayu (2020), this online films can make learning new target language easier for learners at any time and from any location. According to the study's findings, students have a

favorable opinion of the use of films and TV series enhance new language and vocabulary mastery. As a result, it might be able to assist them in expanding their new vocabulary knowledge, which they will eventually use in writing or in conversation when they use English or any other language. Film and TV series are powerful learning tools that can aid students in developing new vocabulary and language mastery, according to the current study's findings.

## Chapter 5

### Conclusion

#### 5.1 Introduction

The researcher came to the conclusion that students do believe that watching films and TV series, especially those with English subtitles, can help them to understand and learn the target language. As presently a-days not as it were English but moreover numerous foreign language got to be prevalent to the potential language learners. For this reason, learners felt interested learning different new language and vocabulary through advanced modern innovation like TV arrangement like films or dramas. In addition, the students' responses demonstrate that they concur that films and TV series are enjoyable and entertaining and found it as a self-sufficient and also time consuming learning element for learning new languages and discover new vocabularies. Because sometimes it quit difficult for some learners to move to a language learning center to learn language beside academic studies. For conducting this research, the researcher used mixed method approach including qualitative data and quantitative data and in terms of qualitative data, the researcher did purposive sampling. This study was more preferable for using mixed method approach because the researcher wanted to find out a deeper understanding of the study because it provides more evidence for findings and interpretations, increasing confidence in the study, both quantitatively and qualitatively. Next, in terms of the outcome, not only English language but also Korean, Chinese, Japanese, Hindi language can be learnt through films and TV series. Learners believe that films and TV series help them to learn the target language quiet easily though it may take a little bit more time in the learning process but they did not feel boarded. The learners also agree that watching films and TV series can teach them how to use a lot of new vocabulary, accent and pronunciation and it also helps to use those words in their real life settings. As a result, it helps them acquire more new vocabulary of that target language, and English subtitle help them a lot in which they will eventually use in writing when they use English and conversation in any other target language. Through films and TV series, it can be easily discovering language and cultural diversity. The major finding also demonstrates that watching films and TV series plays a significant role in pronouncing with a foreign accent and those who watch films and TV series frequently may also benefit from speaking in context and lessening their fear of learning the target foreign language and it also boost their self-confidence.

#### 5.2 Implication for the knowledge

In this study, the researcher has discussed about the new vocabulary and language learning though watching films and TV series. Each participant's perspective on this has been highlighted by the researcher. Previously limited research has been conducted in other countries and also student perceptions but the focus was only in English language learning so this study filled the void by focusing on students' perceptions associated with any kind of different new vocabulary and new language learning through films and TV series in the Bangladeshi context and how it can be great language material for potential language

learners. As the study describe the significant of using modern audio visual technology like films and TV series or drama, as an effective tool for new language learning for the enthusiastic language learners and how technology and entertainment media encourage linguistic diversity. Educators of all the different institution can encourage students in terms of learning new language and also can incorporate audio visual tool in the language learning lesson as it amplifies students' participation more and help them to develop their skills as it also fosters in listening skills and language-cultural diversity so it can be an irresistible educational tool. And it is not only applied for the tertiary level learners, it can be also applied for high school level learners. This is also offers a huge range different types of learning content for the learners. In order to benefit students and society, policymakers ought to give priority to incorporating multimedia materials into language education policies. This could include subsidizing for mixed media assets, preparing instructors, and teaming up with media outlets. This strategy has the potential to bridge the gap between formal education and contemporary linguistic environments.

### **5.3 Recommendation**

Referring to the findings of the study, the researcher would like to recommend that the watching of a films and TV series are one way that students can learn any kind of new language and vocabulary more effectively. Even when students are unaware that they are learning English or any other new languages while watching films or TV series, it has a significant impact on target language and vocabulary acquisition. Using films and TV series as a learning tool could make the idea of joyful learning very useful. In the future, films and TV series could be played as an interactive teaching and learning tool for vocabulary and listening and speaking English, as the findings indicate. The more technology used by the educators, the more of the teaching and learning process will be involved. This will promote the teaching learning process towards learner friendly. Films or TV series or drama of the target language can aid education in all formal study settings, including secondary, and other levels, just as they can in any other setting. In addition, films or TV series transform the formal study setting into an informal, friendly environment, which attracts slow learners to learning. The research highlights the necessity for additional investigation into language learning methods that utilize multimedia, such as exploring the efficacy of various multimedia materials, subtitles, and their influence on language skills and cultural understanding. These findings will support evidence-based learning strategies and contribute to the advancement of language education.

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## Appendix – A

### LETTER OF CONSENT FOR PARTICIPANTS

Dear participant,

My name is Aysha Asgar. Currently, I am pursuing my master's degree in English and Humanities in a private university in Dhaka. I am working on my final research project and for my research purpose you have to participate in a discussion interview approximate for 20 minutes.

Your interview and the conversations that follow will be recorded, kept confidential, and utilized exclusively for this study's objectives. Furthermore, I will be protecting your identify by utilizing pseudonyms.

If you want to participate in this study, kindly read the information provided in the consent form and sign it. I will be very grateful for your kind help in carrying out the study.

Thank you

Aysha Asgar

Email: [ayshaasgar17@gmail.com](mailto:ayshaasgar17@gmail.com)

### Research Participation Consent Form

Please read the following statements and put a tick (✓) in the box.

1. I understand the information provided in the description, which explains the purpose of the study and the data collection techniques that will be used.
2. I voluntarily participate, and I'm free to stop at any moment.
3. I consent to participate in the study's interview sessions.
4. I give my permission to have my voice and face recorded on audio and video.
5. I give the researcher permission to get in touch with me at the aforementioned phone number or email address for any questions after the data collection is over.

Name.....

Date:

Phone No:

Signature.....

Email address:

## Appendix - B

### Interview Questions for Participants

Data for answering central research question and research questions were collected through interviewing:

Interview questions (IQs)	Back ground	RQ1. Do TV series and films work as language learning materials?	RQ2. How do TV series and films influenced Bangladeshi tertiary level learners to learn a new language and what experiences do they have regarding learning foreign languages and vocabulary through films and TV series?
1.How many languages do you speak?	x		
2. Do you watch TV series/films in that target language?		x	
3. Which genre of TV series/films do you watch?		x	
4. The TV series/films you watch mostly are in which language?			x
5. How often do you watch those?			x
6. How much time do you spend watching that content?			x
7. Do you use subtitles to understand the content and language?			x
8. Do you learn any new vocabulary in the target language from it?			x
9. Can you give me some examples?			x
10. Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?			x
11. Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?			x
12. Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence			x

you?			
13.If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or you think language training can be helpful to you?			x
14. Do you feel difficulties when you learn a new language and vocabularies?			x
15. What type of difficulties do you face? And how do you overcome it?			x

## **Appendix - C**

### **Survey questions**

1. Gender
2. Academic level
3. Do you watch any foreign TV series/films?
4. Which genre of TV series/films do you watch?
5. The TV series/films you watch are in which language?
6. Do you learn any new vocabulary in the target language from it?
7. Do you use subtitles to understand the content and language?
8. Do you agree that watching TV series/films can help in improving your vocabulary learning in that language?
9. Do you agree that watching TV series/films helps you to discover new cultures?
10. Do you agree that watching TV series/films helps you to comprehend listening activities better?
11. Do you agree that watching TV series/films motivates you to learn English or any other language?
12. If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language?

## Appendix - D

### Theme Generation

Research question 2.		How do TV series and films influenced Bangladeshi tertiary level learners to learn a new language and what experiences do they have regarding learning foreign languages and vocabulary through films and TV series?				
A(C1)	B(C2)	C(C3)	D(C4)	E(C4)	F(C4)	Themes
*interesting *self-learning *discover culture *subtitle help to remember vocab more *real life context	*self-learning *discover culture *subtitle help to understand the context *visualization and listening more help *regional dialect and variant *phonological similarities and differences *storyline	*subtitle help develops in English writing and also learn English new vocabularies *cultural and language diversity *independent learning *listening more help to learn and remember *academics	*discover new vocabulary self-learning *repetitive words listening *cultural diversity *language dialect *independent learning	*repeated words help through listening *visualization of word *discover new culture *open platform to develop and acquire new language *self-learning	*phonological similarities and differences *discover new culture *Subtitle helps to understand the context *self-learning *listening more help to remember and acquire *language diversity *real life context *academics	*Interesting storyline *Words are easy to remember through real-life context *Visualization of the word and subtitle helps to learn the context *Independent learning *Gathering ideas about new culture *Exposer of language diversity *Listening more help to acquire the target language *Academic interest *Phonological similarities and differences



## Appendix – E

### Sample Coding template by the researcher

#### (Coding Participant A's interview)

RQ2. How do TV series and films influenced Bangladeshi tertiary level learners to learn a new language and what experiences do they have regarding learning foreign languages and vocabulary through films and TV series?

Subordinate key word of question (1)	Subordinate main point from conversation (2)	Elaborated examples from verbal evidence to support the subordinate main point (3)	Occurrence of main idea transferred into the form as key word(s) (4)	Frequency of occurrence (5)
*influenced	*real life using	“I was not very much fond of reading English books and novels or newspaper so watching TV series and films made me learning language easier because I found that it interesting and I did not feel board and I also wanted to mention that it helped me in learning grammatical errors through observing the subtitles.”	*not that much hard	1
*Easy or hard	*easily remember		*real life using of words	3
*Remember	*English subtitle		*easy to remember through visualization and repeated listening	4
*motivates	*interesting			
*subtitle	*self-learning			
*target language	*discover culture, historical event		*interesting content and no border	2
*discover culture				

## Appendix – F

### Interview Transcription of Participant A

DU	Part	Questions & Answers
1	I	Aassalamualaikum, how are you?
2	A	Walaikumassalam, I am fine and you?
3	I	I am also fine. Thank you so much for asking. I am going to take a short interview. First, please share your educational background. What was the medium of instruction?
4	A	I proudly declare that I am a graduate of these esteemed schools, which I considered to be the pinnacle of Bangladeshi scholarship. I studies in a private university in undergrad level in computer sciences department and my medium of instruction in my educational institution is English.
5	I	How many languages do you speak?
6	A	I do speak 3 languages at a time. My own mother tongue, English and Hind. I am very much enthusiastic about learning new languages over the time.
7	I	Do you watch TV series/films in that target language?
8	A	Yes. I watch films and TV series on that target language.
9	I	Which genre of TV series/films do you watch?
10	A	I mostly watched mystery types and fantasies TV series and films.
11	I	The TV series/films you watch mostly are in which language?
12	A	English.
13	I	How often do you watch those?
14	A	I watch those on my free time mostly.
15	I	How much time do you spend watching that content?
16	A	I spend more than two hours in a day and most of those are in English languages because I mentioned that I was not big fan of Hindi series or movies. As Hindi and Bangla language have similarities that is was it is not that much difficult to learn the language. I can easily understand and can also speak in that language fluently. And I learnt this Hindi language just by listening and visualizing through TV dramas from the young age.
17	I	Do you use subtitles to understand the content and language?
18	A	I used English subtitle when I watched those TV series and films most of the time in the first stage of learning because I felt difficulties of understanding the sarcasms of those but in the time being I am very used on that so I most of the time I did not look upon the subtitles
19	I	Do you learn any new vocabulary in the target language from it?
20	A	I learned various types of vocabularies and terminologies but mostly those were in sarcastic types those I used in the group of friend circle and that all depends on the situation. Films and TV series helped me a lot improving my vocabulary.

21	I	Can you give me some examples?
22	A	Few days ago I found a word “Tyranny” while watching a series but I did not figure out and understand the proper using of the word after that I asked that AI to narrate that word and then I understand that.
23	I	Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?
24	A	Yes, a lot. I also want to strongly mentioned that by watching TV series and films helped me to build the confidence in speaking; because to talk in a foreign language in the first stage, I felt shy but after watching TV series or documentaries and films it helped me to remove those kinds of coldness while speaking. It helps me a lot improving my vocab knowledge because I can hear the words and instantly know how and where to use as it represents in such a way that open up a real life scenario.
25	I	Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?
26	A	I want to refer that I did not discover any kind of culture from those TV series or movies because mostly I watched were those fantasies movies so there nothing to discover cultural thing but there were some documentaries I watched that helped him to know various historical events, like I had a very little knowledge about Second World War, mid wise fight with Japanese and America; but I learned and gained knowledge about those through films and I strongly mentioned another thing that was films and TV series were great platform to learn and know about the historical events.
27	I	Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence you?
28	A	Yes, I was not very much fond of reading English books and novels or newspaper so watching TV series and films made me learning language easier because I found that it interesting and I did not feel board and I also wanted to mention that it helped me in learning grammatical errors through observing the subtitles.
29	I	If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or you think language training can be helpful to you?
30	A	Hind language came to understand naturally because India is our neighboring country and as Bengali Language came from Sanskrit language so there was a lot similarity in both languages to me so there was no need for any language training institution rather than watching TV series or films on that target language was enough; but for any other language only watching TV series or films were not enough but it could be a good learning element; I want to say as English is our second language it would more great if someone took support from language intuition; not only that if I wanted to learn any other languages in future I

		was not going to take TV series or films one of the only element for language learning because subtitle not going to helpful for me as I want to learn Spanish or Italian it would not be that much helpful to learn those languages by only watching TV series or films through only the subtitle it would not be helpful for me because those were kind of difficult languages, I mostly preferred to learn those languages in a language institutions.
31	I	Do you feel difficulties when you learn a new language and vocabularies?
32	A	Yes, sometimes.
33	I	What type of difficulties do you face? And how do you overcome it?
34	A	While learning new languages and vocabularies I faced difficulties in that moment I used Google translator until CGTP was introduced after that I used that one because I found it more elaborative describer.

### Interview Transcription of Participant B

DU	Part	Questions & Answers
1	I	Aassalamualaikum, how are you?
2	B	Walaikumassalam, I am fine and you?
3	I	I am also fine. Thank you so much for asking. I am going to take a short interview. First, please share your educational background. What was the medium of instruction?
4	B	I am study in renowned private university in post-grade level in English department and obviously my medium of instruction is English.
5	I	How many languages do you speak?
6	B	As my education and college experience took me across many Bangladeshi districts, as I am government officer's daughter. Throughout the time spent in various places, I had experienced various types of dialectical languages. From the time being I had built the interest to learn new foreign languages rather than dialectical language. Now I could talk in four languages including my mother tongue Bengali with foreign language English, Hindi and Korean languages.
7	I	Do you watch TV series/films in that target language?
8	B	Yes, I do. But I mostly watch Korean Drama. And I more over watched 500+ k dramas.
9	I	Which genre of TV series/films do you watch?
10	B	I mostly watched thriller types and romantic types TV series but now a days I mostly watched Korean TV series and dramas.
11	I	The TV series/films you watch mostly are in which language?
12	B	Korean language with English subtitle.
13	I	How often do you watch those?
14	B	I watched those mostly every day and spend my me-time.
15	I	How much time do you spend watching that content?
16	B	I spent three to four hours in a day to watch those.
17	I	Do you use subtitles to understand the content and language?
18	B	I used subtitles in the first stage but after watching those for a long time I did not need subtitle that much now a days even if in the time of watching Korean TV series.
19	I	Do you learn any new vocabulary in the target language from it?
20	B	I learnt a lot of new vocabularies and terminologies of using those from TV series and languages both Korean and English languages.
21	I	Can you give me some examples?
22	B	I want tell some Korean then, like- HAENGBOGH (happy), SEULPEO (sad), BOGO SIP-EOYO (I miss you), SARANGHAE (I love you), KHAJA (lets go), GWAENCHANHA (it's okay). TMI (too much information), this is not a vocabulary I learnt it from an English films; NOON (eye), FOON (hand) in Korean language it sounds similar

		sometimes so I understood those differences through understanding the context and subtitle.
23	I	Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?
24	B	I strongly said that watching Korean TV series I not only learnt the languages but also the using subtitle helped me improving in English language and writing not only that watching TV series and films help me a lot to increase my vocabulary knowledge on that target language and also in English language. I watched Korean movies more than 5 hundred and Koreans TV series more than 2 hundred. By watching these amounts of TV series and films, I learnt Korean language automatically though it took a lot of time. It helps me in my self-learning process beside my academic studies and also boost up my self-confidence.
25	I	Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?
26	B	There is so doubt. Before I had no idea about the cultural difference. But Korean drama help me to figure it out. Korean people are very much polite and they drink quite often.
27	I	Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence you?
28	B	Yes. The story background, beautiful hero heroines, graphics of the films and TV series mainly influenced me to learn Korean language; I want to mention the Korean films storyline so beautiful that without knowing the language it difficult to understand the emotion because subtitle could not reflect that emotion for example – in the seen subtitle about “mother in law” but in the next seen probably the lady called as mother but still the subtitle will show “mother in law”; it happened because of the similarities of the pronunciation and phonetics. I also want to add that I faced phonetics and pronunciation difficulties to understand the Korean languages in the first stage of learning because a lot of words sound similar in Korean languages.
29	I	If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or you think language training can be helpful to you?
30	B	If I wanted to learn any other foreign language in future, I will prefer watching TV series and films as one of the learning element beside of language training institute. Because I had no experience in language learning institute while learning the Korean Language, I learnt it all by myself and it took a lot of time to learn and understand the phonetics and pronunciation but if I went to leant from an intuition it would be helped me to learn the language more quickly; I wanted both parallel because it would be more helpful and fun to learn the new language.
31	I	Do you feel difficulties when you learn a new language and vocabularies?

32	B	Yeah faced difficulties in the first stage of learning. As I already mention before about pronunciation and phonological part
33	I	What type of difficulties do you face? And how do you overcome it?
34	B	I had to look up on the subtitle part a lot at the beginning of learning. Sometimes I played it repeatedly to understand the phonological differences. As I watch Korean drama for a long period of time, I don't face any kind of difficulties now.

### Interview Transcription of Participant C

DU	Part	Questions & Answers
1	I	Aassalamualaikum, how are you?
2	C	Walaikumassalam, I am fine and you?
3	I	I am also fine. Thank you so much for asking. I am going to take a short interview. First, please share your educational background. What was the medium of instruction?
4	C	Okay so, my objective was to get a degree in textile engineering. However, my shifted my attention to becoming a fashion designer when the list fell short of my expectations. Now I study fashion designing in private institution in Dhaka in undergrad level. And my educational medium of instruction is English.
5	I	How many languages do you speak?
6	C	I do speak in 4 languages. As my mother tongue is Bangla so already know that. Apart from that. I know English, Hindi and Korean.
7	I	Do you watch TV series/films in that target language?
8	C	Yes. Of course I do.
9	I	Which genre of TV series/films do you watch?
10	C	I mainly watch historical, fantasies and horror categories.
11	I	The TV series/films you watch mostly are in which language?
12	C	Mostly I watched all are in Korean language. I really enjoy it and it has been more than 3 years I am watching K Drama. And I watched over 200+ k dramas.
13	I	How often do you watch those?
14	C	I am always try to watch in a quite often of time. As I love to watch series so it is going on a season basis. So it is depending on that.
15	I	How much time do you spend watching that content?
16	C	Okay so it may be 3 hours in a day or sometimes a whole night.
17	I	Do you use subtitles to understand the content and language?
18	C	Yeah I do use English subtitle in the first stage and was carefully observed each and every sentence to connect the context as it is Korean language, it was very helpful for me.
19	I	Do you learn any new vocabulary in the target language from it?
20	C	As I already said so of course.
21	I	Can you give me some examples?
22	C	I want to mention first that Korean language has formal and informal terms. I will give basic introduction example, AHNIOASEO (hello) it is informal which they used to their friend circle and in formal they use ANNYEOGHASEO (hello) which they used to the elder person to show respect. She gave basic more example like- JHAL JINAESEYO (how are you), KHAMSAMIDA [informal]/ GUMAWO [formal] (thank you), IREUM-I-MWO-EYO (what is your name?), JOESONGHAMIDA



		[formal]/ MIANHE [informal] (sorry).
23	I	Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?
24	C	Yes, it helps me. I had the issues that I can understand Korean fluently and I could to talk in that language but could not talk fluently and I want to mention that I did not use subtitle that much now a day. And it has been 5 years since she started to watch Korean TV series and films. I was not good at English but when I started to watch Korean TV series and films with the English subtitle it helped to develop both languages parallel.
25	I	Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?
26	C	As I will be the upcoming fashion designer, I have interest in dresses and I loved Korean historical elements and culture as they are very much polite as generation and a dress called HANBO (historical dress for girls); that makes me more interested to learn the language of Korea from then I started to watch K drama. Not only that I want to mention one more thing that some of my friend lived in Korea for study purpose, they informed me about the Korean culture how polite they are and how the people of Korea are helpful and think about others to talk something in front of others and their TV dramas; this all the things also influenced me a lot to learn the language.
27	I	Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence you?
28	C	In the first experience I was not that much interested to learn the language but gradually I found that the storyline of Korean TV series and films were very interesting that represent different social context so I started to watch those regularly in a time being after few months I started to feel that the language became very much familiar to her. And I already mention it has been 5 years since she started to watch Korean TV series and films. I was not good at English but when I started to watch Korean TV series and films with the English subtitle it helped to develop both languages parallel.
29	I	If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or you think language training can be helpful to you?
30	C	I want to say strongly that language training could be helpful to learn the target language but watching TV series and films would be more effectual for me as I mentioned that I was not felt bored and can passed the time beside learning a new language. But I also preferred language training as it will help to learn the language fluently.
31	I	Do you feel difficulties when you learn a new language and vocabularies?
32	C	In the first stage I felt difficulties but gradually I overcome.
33	I	What type of difficulties do you face? And how do you overcome it?

34	C	Phonological difficulties were there. There were many words those sounds like similar but actually different. The more I listen the more I felt its known to me. Just like Hindi language though it similar our Bangla language. I feel that listing to the Korean language more help me to acquire it. Though it takes a lot of time.
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### Interview Transcription of Participant D

DU	Part	Questions & Answers
1	I	Aassalamualaikum, how are you?
2	D	Walaikumassalam, I am fine and you?
3	I	I am also fine. Thank you so much for asking. I am going to take a short interview. First, please share your educational background. What was the medium of instruction?
4	D	My educational upbringing is in the Dhaka city now I study in private university in post-grad level in the department of English. And the medium of instruction is English.
5	I	How many languages do you speak?
6	D	I can talk in three languages Bengali, English and Hindi
7	I	Do you watch TV series/films in that target language?
8	D	I have desired e to learn English language more accurately. As English is our second language it is quit challenging for to build a strong background in the foreign language. So I watched English TV series and films.
9	I	Which genre of TV series/films do you watch?
10	D	As I already mentioned I watched TV series and films in that target language but mainly I focused on the English languages TV series and films a lot and the genre she mainly followed those are suspense, psycho thriller, horror, sometimes utopians films like peaceful simple films and also award winning films those are classic and I did not like comedy films or TV series at all. When I was teenager I was not interested to watch a lot of films or series but when I was in my undergrad level in fourth year I started to watch English films and TV series to develop my English language skill.
11	I	The TV series/films you watch mostly are in which language?
12	D	I already mentioned I watched TV series and films in that target language but mainly I focused on the English languages TV series and films.
13	I	How often do you watch those?
14	D	Frequently. And spend more time on weekend.
15	I	How much time do you spend watching that content?
16	D	I approximately spent two to three hours in a day to watch TV series and films.
17	I	Do you use subtitles to understand the content and language?
18	D	I always used subtitled while watching movies or series because I liked to more focused on each and every words and if I somehow missed any on the part I did paused and back that scene and watched again while watching English TV series or films. In terms of Hindi films or series I also used subtitle sometimes to understand the concept more clearly and to learn new vocabulary.
19	I	Do you learn any new vocabulary in the target language from it?
20	D	In my case I strongly mentioned that most of the new vocabularies I learnt in my life those especially from the films she watched thoroughly; I learnt and gained a lot of vocabulary knowledge from my experiences. And whenever I find new words she immediately paused the movie and go to the Google to search the meaning of that specific word, I did that activity

		a lot.
21	I	Can you give me some examples?
22	D	I want to said that now a day I have been watching “vampire dairies” one of English TV series, I discovered that vocabularies reform generation to generation, I found a word “JONSINGS (addicted to)” that was totally new to me, I noticed this word when one of the character of that series repeat that word more than two times. And I also used those types of various new words that I learnt from series or films in the real life situation.
23	I	Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?
24	D	Watching TV films or films helped me lot to increase my vocabulary knowledge as I also mentioned I am a vocabulary addicted person because I loved to learn new vocabulary; it helped me to up to date in new words. I am a hunger of new words because the more I know new words, the more I can relate with different concept and different situation and different idea. So I can think and express more in transparent way and I also feel confident. As films and TV series shows us real life context it helps me to understand and help me to remember the words. I felt that watching TV films and series is one of the greatest platforms for me to learning new vocabulary and those words lasted in my memory in the long run because when I heard those words over and over time and also followed up the using of words in the series or films. We can remember a word by hearing so many times approximately 90 times otherwise we might forget that word this is how our brain works; as I watched a lot of films and TV series, I found so many repetitive words so it helped me to remember the word more correctly
25	I	Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?
26	D	I want to expressed that there were huge cultural differences, we Bengali people are more emotional than them, English people care but not that much expressive and they did not interrupt anyone’s business. European people have pride about their own culture as they are very much strong culturally and they also preserve their own old culture and they celebrate people that mesmerized me a lot and also influenced me. I also want to add that the European people celebrate little-little things and moments; I want to quoted this as “They celebrate life”. On the other hand Indian people are very much loud and showed us more unnecessarily.
27	I	Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence you?
28	D	I also told that TV series and films influenced me to learn new language; the reason behind of this I just finish a new TV series that called “Emly in Paris” was a French TV series, I watched that with English subtitle but after watched that series I wanted to learn French Language; she found that French people are very romantic and their culture is also rich; they have the pride of their own language that they are not interested to learn English so if anyone wants to survive there they have to must learn the French language.
29	I	If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or

		you think language training can be helpful to you?
30	D	As I already mentioned I watched that series and noticed two characters communicating with each other and the subtitle was not showing what they were talking about it pinched me in my mind and made me curious to know what they were talking about so that I wanted to learn the language in future and I also wanted to visit the French and adapted myself with their culture. As in the series Emly was a European lady and gradually she also admitted herself in a language intuition to learn French so I also felt motivated to learn this language in future. I considered films and TV series one of the language learning elements but I also preferred language learning institute; it should go parallel as I believed if anyone wants to learn a new language then she or he had to live in that context and watching TV series or films would be a great platform. As French is hard language it will take time to learn. But I believed that continuously watching TV series and films on that target language would make easy to learn a new language.
31	I	Do you feel difficulties when you learn a new language and vocabularies?
32	D	Yes, I felt. But not that much.
33	I	What type of difficulties do you face? And how do you overcome it?
34	D	As films just keep going, sometimes it difficult to catch the word. So whenever I find new words she immediately paused the movie and go to the Google to search the meaning of that specific word, I did that activity a lot.

### Interview Transcript of Participant E

DU	Part	Questions & Answers
1	I	Aassalamualaikum, how are you?
2	E	Walaikumassalam, I am fine and you?
3	I	I am also fine. Thank you so much for asking. I am going to take a short interview. First, please share your educational background. What was the medium of instruction?
4	E	My school and college was in rural area of Bangladesh but when I started my undergrad life, I moved to Dhaka city and got admit in a private university in Department of English.
5	I	How many languages do you speak?
6	E	I can talk in three language including mother tongue Bangla with English and Hindi.
7	I	Do you watch TV series/films in that target language?
8	E	Yes.
9	I	Which genre of TV series/films do you watch?
10	E	I mainly watched thriller, comedy and horror TV series and films.
11	I	The TV series/films you watch mostly are in which language?
12	E	I am quite weak in English so I do watch English films.
13	I	How often do you watch those?
14	E	In weekend I mostly watch.
15	I	How much time do you spend watching that content?
16	E	I spent approximate two to three hours in a day to watch those to improve my English language skills. In first stage I tried to read novel and books to improved English skill but eventually I lost my motivation and I also felt too tired to read those beside academic books but watching TV series and films got me rid of his boredom. I found it as interesting element of learning English vocabulary and languages more fluently.
17	I	Do you use subtitles to understand the content and language?
18	E	Yes, I do. And still now I am in learning process so I still use English subtitle.
19	I	Do you learn any new vocabulary in the target language from it?
20	E	A lot.
21	I	Can you give me some examples?
22	E	Recently I learned few but I don't know why I can't recall any of them.
23	I	Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?
24	E	I strongly mentioned that watching TV series and films built my confidence in speaking in the target language as I felt very shy in the first stage to speak publically. When I watched those TV films and series I always used subtitle; in a result I gradually kept learning various new vocabularies at a time and it helped me to remember in the long run as in TV series or films there was repetition of words. Watching TV series and films helped me to develop my listening skill also. I also mentioned that my English language skill is developing day by day as I am still in the process of learning.
25	I	Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?

26	E	I discovered foreign culture through watching TV series and films. I want to tell that European greeting are very much open than our Bangladeshi greetings as we are very much restricted generation.
27	I	Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence you?
28	E	In first stage I tried to read novel and books to improved English skill but eventually I lost my motivation and I also felt too tired to read those beside academic books but watching TV series and films got him rid of me from boredom. I found it as interesting element of learning English vocabulary and languages more fluently. I strongly mentioned that watching TV series and films built I am confident in speaking in the target language as he felt very shy in the first stage to speak publically.
29	I	If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or you think language training can be helpful to you?
30	E	As it helped me on self-learning process and I did not feel any mental pressure in learning like academic pressure. Watching TV series and films discover an open platform of leaning and improving new languages for me. I want to mention that language institute could option but as I had academic pressure; it would be difficult for me to make time to go to language institute rather than I felt watching TV series and films more time saving and interesting at the same time so I could greatly enjoy my English language learning journey. I also said that may be watching TV series and films took more time might be rather than language institute as language institute also focused on other aspects like phonemes but I really enjoyed my self-learning process. I would explore any other language in near future I would consider TV series and films one of the most important learning elements.
31	I	Do you feel difficulties when you learn a new language and vocabularies?
32	E	In the first stage of learning process I faced a lot of difficulties.
33	I	What type of difficulties do you face? And how do you overcome it?
34	E	I had to pause the movie to focus the new words then I searched in the Google and then sometimes I also noted down the new words in his copy with the narrative meaning. So it took more time to end one film in time to me but now I overcame these types of difficulties as I am continued my learning process at a time.

### Interview Transcript of Participant F

DU	Part	Questions & Answers
1	I	Aassalamualaikum, how are you?
2	F	Walaikumassalam, I am fine and you?
3	I	I am also fine. Thank you so much for asking. I am going to take a short interview. First, please share your educational background. What was the medium of instruction?
4	F	I had a great educational experience in Bangladesh and now I studied in a University in China. But I started my semester in online when I was in Bangladesh, because of the COVID. My Chinese teachers mostly taught in the class through in Chinese language and rarely use English language in the class.
5	I	How many languages do you speak?
6	F	I could speak four including mother tongue Bangla, English, Hindi and Chinese.
7	I	Do you watch TV series/films in that target language?
8	F	Yes. Before admitted that university I acknowledged all of the academic changes through one of my senior when I was in the college section. From then took suggestion from my senior about language learning especially Chinese language. My senior gave me a language course book of learning Chinese language and also suggested me to watch Chinese films or TV series so that I could have the environment to learn the language and hear through interactive media. It helped me to learn the language by myself at the very first stage.
9	I	Which genre of TV series/films do you watch?
10	F	I basically watched historical and documentary films
11	I	The TV series/films you watch mostly are in which language?
12	F	Chinese language
13	I	How often do you watch those?
14	F	When I have managed the time. And generally in weekend.
15	I	How much time do you spend watching that content?
16	F	Approximately two hours
17	I	Do you use subtitles to understand the content and language?
18	F	Yes, I do a lot. I used English subtitle to understand the language and meaning of the context at the very beginning as this language was very much new to me at the first stage. Gradually I found easy to figure out the languages.
19	I	Do you learn any new vocabulary in the target language from it?
20	F	Of course because I'm learning a new language right?
21	I	Okay so, can you give me some examples?
22	F	Sure like; hello (NI HAO), how are you (NI HAO MA), thank you (XIE XIE), what is your name (NI JIAO SHENMI MINGZI), sorry (DUIBUCHI), we are coming (WOMAN LAILA), I am coming (WO LAILA), where are you going (NI YAO CHU NALI), how much (DOSHAO), it (CHEGA), that (NEGA), where are you from (NI CHONG NA LAI), I am from Bangladesh (WO LAIZI MANJALAGUO). I am now very much fluent in Chinese language. As I am now academically also learning so I can write also.



23	I	Do you agree that watching TV series/films can help in improving your vocabulary learning in that language? How is it helpful to you?
24	F	As my senior gave me a language course book of learning Chinese language and also suggested me to watch Chinese films or TV series so that I could have the environment to learn the language and hear through interactive media. It helped me to learn the language by himself at the very first stage. I want to mentioned about the phonological similarities that I discovered when I started watching TV series and films. I also discovered there were a huge change in Chinese word after decades, for that reason Chinese language have a huge number of Chinese letters. I want to tell that I am still in a learning process. But I want to say that without helping of the films and TV series it would be difficult for me to capture the vocabularies and languages in such a way of self-learning process.
25	I	Do you agree that watching TV series/films helps you to discover new cultures? What have you discovered till now?
26	F	I discover many cultural differences like Chinese people are very much straight forward, they maintain their regular life routine very strictly, they have specific new year celebration as they have specific calendar of their won so they celebrate “Chinese New Year”. Chinese people are very humble but they are resist. They believe in sacrificing.
27	I	Do you agree that watching TV series/films motivates you to learn English or any other language? How did it influence you?
28	F	As it helps me in my Chinese leaning process. As I already mentioned that academically I was influenced and when I started to watch I found it interesting also their films graphics work is incredible that also influenced me and attracted me to learn the language more appropriately.
29	I	If you want to learn any other language in the future, do you consider TV series or films as one of the learning elements for that target language? Or you think language training can be helpful to you?
30	F	In my case yes of course but I also prefer language institute if someone is not interested in self learning or don't ha patient for long as required a lot of time and patient.
31	I	Do you feel difficulties when you learn a new language and vocabularies?
32	F	Yes. As I have the language book also with myself it helps me to
33	I	What type of difficulties do you face? And how do you overcome it?
34	F	As it is a new language I found every word and letter similar to each other that was painful to me but I had strong desire to learn this language. And I already to that that book helps me in the learning process through audio visual media.