

REVIEWING THE USE OF TELEVISION SHOWS FOR LEARNING AND TEACHING OF ENGLISH LANGUAGE AND LITERATURE: POTENTIALS AND LIMITATIONS

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Abstract

As technology innovation grows rapidly, teaching media related to the use of technology for English learning and teaching are also more varied. One of teaching media related to the use of technology is using television shows for learning and teaching. This paper aims to review the use of television shows for learning and teaching of English language and literature. Besides, this paper also discusses the potentials and limitations of using television shows for language learning and teaching. There are some activities using the television shows, such as asking the students to describe elements of literature in the television shows, explain the language features that probably appear in the television shows, and many others. Furthermore, the students' listening and writing skills can be improved through those activities. Students can also be taught cultural aspects of the television shows. The good impacts of using television shows are improving children's ability to recall story plots, crucial details, and abstract problem-solving skills, affecting students' higher grades in English, mathematics, and science, increasing students' leisure-time for reading books, and improving students' academic performance and self-esteem. The limitation of using television shows for language learning and teaching can be found in the difficulty of finding the television shows that use English. Then, related to cultural contents, English teachers have to make sure that the television shows have appropriate scenes to watch. Lastly, using television shows for learning and teaching needs more preparation and special assistance. Therefore, teachers have to be careful in utilizing television shows for language learning and teaching so that the limitations can be minimized and the potentials can be increased.

Keywords: Television Shows, English, Learning, Teaching

Introduction

Reading, listening, speaking, and writing are four language skills that students need to develop for communication. From those four language skills, reading and listening are considered as receptive skills, while speaking and writing are considered as productive skills. Reading and listening, as receptive skills in language learning, are activities that can give input to students because students can get information or insight so that they can produce something by writing or speaking as the output. By reading, students can get information or insight so that they can produce something by writing or speaking as the output. Besides, according to Klatzky, the listening

process happens through the stages of information registration, pattern recognition, information registration, rehearsal, and information preservation[1]. Therefore, students of English are hoped to be able to master those four language skills in order to be a successful language learner.

It is undeniable that technology has been rapidly developing and offering many innovations for education improvement in recent years. One of the products of technology innovations is television. The use of television has been rapidly increasing over the past two decades. Technological innovation has facilitated the distribution of television contents through a variety of new

screen devices and platforms. Because of that, people's behavior in using television is also changing. People watching and engaging with more than one screen at a time are replacing a single screen viewing of people's behavior. Pay TV, digital television channels, internet streaming and video-on-demand provide more viewing options for people and force the television industry to grapple with fragmenting audiences[2].

Television that percolates into people's home and social life is being incorporated into learning and teaching practices every day. Although textbooks have accompanied screen resources for many years, the number and type of screens is still changing. Policy literature affirms the digital revolution has now infiltrated schools and affected the classroom pedagogy[2]. The education sector is also in transition. Despite relying entirely on sources of knowledge from written hardcopy texts, education policy research shows that searching for screen-based information is becoming a common practice especially across multiple screens. As a result, teaching media related to the use of technology as well as television for English learning and teaching is also more varied. One of teaching media related to the use of television is using television shows for learning and teaching.

Television is a valuable resource for language learning and teaching[3]. It is because educational television can influence a variety of skills and knowledge areas[4]. In other words, televisions provide programs or shows that can possibly be used as one of sources of knowledge or medium for education including learning and teaching of English language and literature. Besides, Frumuselu et al. (2015) stated that the practice of watching TV programs and shows is associated with non-intentional and unconscious pedagogical tasks that can foster learners' motivation and promote incidental learning. Then, by making use of these types of tasks and materials, learners can take advantage of the assets of

incidental learning in formal institutions and classroom based environments[5]. Based on these backgrounds, this paper aims to review the use of television shows for learning and teaching of English language and literature. Thus, it also discusses the potentials and limitations of using television shows for language learning and teaching.

Methodology

This paper is attempted to review the use of television shows for learning and teaching of English language and literature. In this study, the author conducted a library research. A qualitative research method was used in the study. The data collection technique used in this study is documentation as some previous studies related to the topic of using television shows for learning and teaching of English language and literature are used to gather the data. In this study, the process of the data review was conducted qualitatively through document analysis. In addition, this paper also discusses and examines some potentials and limitations of using television shows for learning and teaching of English language and literature. Therefore, the results and discussions are presented by utilizing and combining ideas from some previous studies related to the topic and then its potentials and limitations are also discussed.

Findings and Discussion

Using Television shows for Learning and Teaching of English Language and Literature

Television has some definitions according to some dictionaries. In the Oxford English Dictionary, television is defined as a piece of electrical equipment with a screen on which people can watch programs with moving pictures and sounds. Besides, based on Collins English Dictionary, television is defined as a system of producing a moving image and accompanying sound on a distant screen; device for receiving broadcast signals and

converting them into sound and pictures; and content of television programs. Then, in Merriam-Webster's collegiate dictionary, television is defined as an electronic system of transmitting transient image of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound. Thus, it can be concluded that television is an electronic system with a screen that shows moving images and sounds for people to watch.

Educational Television

Television is a sophisticated communication media that has unique qualities and opportunities for people in general. Besides, television can also be useful for influencing education. In other words, television is an audio-visual device that can widen the intellectual horizon of both the students and the teachers. The proper use of television can provide benefits for students and teachers to take on more responsibilities for learning. It is also a fact that an effective television teaching demands more preparation and more specialized assistance or personnel than the conventional one. It is because television is an instrument that is significant only in the particular educational situation in which it is employed. Besides, the use of television series, which are popular culture products, can enrich teaching work in classrooms and allow university students to have virtually experiences that they have not yet experienced[6]. Therefore, if television is utilized for education, it can provide new and better ways of connecting the activities of students, teachers and parents and demand a continuous appraisal of the ways in which it is utilized.

There are many advantages of using television shows for education in supporting the learning and teaching. First, television is a convenient and economical tool that can be used to reach numerous cross sections of the population with simultaneous presentations. Then, television can combine sounds, which are the best elements of

radio, with the potency of motion that obviously can be a great media for learning and teaching in home or classroom. Furthermore, television can overcome learning barriers for many people and presenting important ideas, help to shape attitudes, and provide information in ways that need neither high verbal proficiency nor physical presence at the scene of action. Not only that, television is a tool of multiplying "personal" interactions for great TV instructors with students and adults all over the country or the world. Lastly but not least, television can bring the need for social improvements and developments.

Instructional Television

The term 'instructional television' refers to the use of the television media in any of its various technical forms to provide information, ideas and experiences in any subject areas and at any levels of organized educational program[7]. The methods and practices of educational television evolved rapidly after educational philosophies changed and new communication alternatives developed. In other words, television nowadays can be used to support people's education not only for personal or general need but also for instructional learning and teaching in the classroom. Thus, the primary goal of instructional television is to improve the quality of education and classroom utilization because instructional television now becomes the most significant crossroad in its history.

The instructional television is divided into four types when it is implemented for learning and teaching in the classroom; total television teaching, supplemented television teaching, television supplementing the classroom, and television as a teaching aid[8]. The first type is total television teaching. In total television teaching, the entire instructional presentation is done by television. The students receiving this type of instruction are entirely on their own. The responsibility is entirely on the student for complementing the presentation with the other means

necessary for learning. The second type is supplemented television teaching. In supplemented television teaching, the medium of television is used to present demonstration of lectures, illustrated lectures, and laboratory demonstrations. These presentations are supplemented in the receiving classrooms with group discussion, laboratory periods, drill sessions or supervised practice. The third type is television supplementing the classroom. In television supplementing the classroom, receiving teachers do their instructional planning in the classroom in terms of their students and the course of study. This type of instructional television is planned to enrich the instruction and to assist the teacher with supplemental materials. The fourth type is television as a teaching aid. In television as a teaching aid, the primary purpose of the instruction is to provide a better opportunity for students to observe under more optimum conditions permitting closer and more varied observation.

The Use of Television Shows for Learning and Teaching of English Language and Literature

As technology innovation grows rapidly nowadays, teaching media related to the use of technology can also be more varied. One of teaching media related to the use of technology is using television shows for learning and teaching of English language and literature. In using television shows for learning and teaching of English language and literature, there are some considerations that teachers have to be aware of. The first consideration is the television shows or programs that are suitable and appropriate in the terms of the language use and the purpose to be achieved in the classroom. The next consideration is the appropriate scenes or parts of the television shows or programs that will be used for learning and teaching. Teachers have to make sure that those scenes or parts are in line with the purpose of learning and teaching. The third consideration is the television shows or programs that must be suitable with the students' age and level of

knowledge. Therefore, television shows can help teachers to provide both learning materials and entertainment for the students.

The greatest value of using television for language learning might be its potential to provide large amounts of L2 spoken input, which can contribute to the EFL students' development of vocabulary knowledge and listening comprehension, as well as other aspects of L2 learning[9]. Webb (2015) stated that EFL students may typically experience language learning through watching L2 television in two ways. First, they might encounter L2 television in the language classroom. This will usually involve watching random episodes or shows in television programs and then completing activities designed around teaching points. These short intensive viewing activities can be an enjoyable change from more common paper based learning activities. However, these activities provide little L2 input, and may a bit help to develop listening comprehension and vocabulary knowledge. Besides, the second way that EFL students may experience L2 television is on their own outside of the classroom. For some students, their determination to learn language through watching television may outweigh any comprehension difficulties that they experience and they may persevere and continue to watch L2 television to some scopes[9].

Wigren (1962) stated some opportunities for language learning and teaching which televisions can provide. First, television can serve as a vehicle for transmitting many enriching opportunities for learning and teaching including English classes. By using televisions, it is possible to give students access to a wide range of learning opportunities as televisions offer many choices of programs or shows so that the needs and special interests of students can be met. Second, television can be used to stimulate critical thinking on the part of the students. This is one of the most promising areas for the use of televisions in

the communication arts field. Students need to learn to give responses or insights related to the television presentation and develop their proficiency in the skills of critical observation and analysis. The last but not least, televisions can be used to motivate students to give creative self-expression in a variety of ways, both oral and written. In this case, television viewings can be a means of sharpening listening and viewing skills. By differentiating viewing assignments the teachers give, so that individual students are looking for different things in each telecast, much valuable learning can result and added skills can be mastered. Therefore, by using televisions to support the learning and teaching of English, the classroom can become a more exciting place to live and learn[10].

Using television shows for learning and teaching of English language and literature is also possible in order to make the lesson more authentic, interesting, and meaningful. In other words, teachers can make use of many programs or shows on televisions. Below are the examples of television shows used for learning and teaching English in the classroom offered by Miščin & Miščin (2018).

a. TV Show: Black Books

Level: Intermediate to Advance

Time: 10-15 minutes

Aims: Guessing what is going on by only listening to the clip, describing the scenes, discussing how students feel about the strangers coming to their door and especially Jehovah's witnesses, and guessing what may happen next.

Procedure: A clip from 'Black Books' could be preceded by comprehension questions connected with the name of the show. Students listen to the clip without watching it and they have to guess who the characters are, how many of them are there, and what is going on. After that, they can watch the clip to see whether they are right or wrong. Since the clip deals with Jehovah's witnesses, students could be asked later if they will let someone

unknown come into their flat. They can also try to guess what happens next by writing a story on their own.

b. TV Show: Friday Night Dinner

Level: Intermediate to Advance

Time: 10-15 Minutes

Aims: Discussing family relationships, guessing what comes next, developing listening skills, writing a summary, and analyzing grammar points like modal verbs, the imperative, and causative 'have'.

Procedure: 'Friday Night Dinner' is a TV show about two brothers who do not live with their parents anymore but come to dinner every Friday night when many funny and unexpected events occur. The brothers usually play pranks on each other so it can be used to discuss family relationships. The clips are about brothers trying to put profiteroles in the freezer but are stopped by their father who is obviously hiding something. The clip can be stopped several times and students can ask questions, such as 'What is the father hiding in the freezer?' and 'Who will they accuse of dropping the profiteroles?'. Later, students can also describe the scene, how they find it, and compare it to some of their experiences. Students can also listen again and note down modal verbs ('It shouldn't be open too much'; 'Might we assume...') they hear, as well as causative have ('I'm going to have it cleaned') and explain its use. The video clip contains some strong language (e.g. 'bloody') so that it is suggested to be used with older students (15-18) who are probably exposed to even stronger language. The activities can also be extended by asking students to finish the story and write their own experiences that can be assigned for homework.

c. TV Show: Buffy

Level: Pre-intermediate to Advance

Time: 10-15 minutes

Aims: Identifying the situation and interpreting what the characters say in the clips.

Procedure: In this exercise, opposed to the previous task, the students watch a part of the episode ‘Hush’ from ‘Buffy’(season 4 episode 10 – from 12:48 to 15:55), in which the main characters lost their voices and can just move their lips and use gestures to talk. While watching the clips, students have to guess what the characters are saying. There are four major characters in this scene – Buffy, Willow, Spike and Xander. Students can work in groups to determine what each of the characters is saying and then present their suggestions in a role play. There are no wrong answers because they cannot hear them. Thus, they can only guess the meaning based on their body language[11].

In using the television shows for learning and teaching of English language and literature, some activities can be done by the teacher and students. The first activity is that the teacher can ask the students to describe the plot, setting, characters, point of view, symbol, and theme of the shows in the television. Not only that, teachers can also ask students to find the language features that are probably used, such as alliteration, hyperbole, imagery, irony, metaphor, personification, simile, and many others. Related to teaching English skills, listening and writing skills of the students can also be improved through those activities in the classroom. Students can also be taught cultural aspects in the television shows such as thoughts, values, beliefs, customs, roles, relationships, etc. Therefore, the learning and teaching of English language and literature can be more interesting, authentic, and meaningful by using television.

Television shows can provide a great support and source for students’ language learning if teachers are able to utilize the televisions well. Webb (2015) listed six principles related to making the better use

of televisions as a resource for language learning. First, the benefits of television viewings related to language learning must be clear to everyone involved. Second, students should be at the appropriate levels when the televisions are utilized for language learning. Third, the students’ listening comprehension should be supported through the activities. Next, precise comprehension should be a goal rather than requirements as well as making the students realize that their comprehension should gradually increase over time. Then, the teachers should have good strategies related to students’ extensive viewings of televisions in order to support the students’ comprehension when they watch televisions outside the classroom. Last but not least, the students should be encouraged to watch L2 television as much as possible so that it can be a sustainable activity to develop their language competence.

The Potentials and Limitations

Television shows can bring some good impacts related to the learning and teaching of English language and literature if it is utilized well. Repeated viewings of educational television shows can improve children’s ability to recall story plots, crucial details, and extract abstract problem-solving skills[4]. Furthermore, preschool viewing of educational television affected higher grades in English. Educational viewing of television was also associated with increasing leisure-time for reading books. In addition, it also affected the higher value of high school students’ academic performance and a tendency of having higher levels of academic self-esteem[4]. Therefore, using television shows for learning and teaching English language and literature can potentially lead to students’ better improvement in academic performance in general.

Besides having some potentials, using television shows for learning and teaching of English language and literature also have some limitations. In Indonesia, it is not easy

to find television shows or programs that use English because most of the television shows or programs use Bahasa Indonesia. In other words, English teachers have to carefully and patiently select the appropriate television shows or programs that use English so that the shows or programs can be used for learning and teaching of English language and literature. One of the ways in solving this issue is teachers can use television shows online like Netflix, Disney+, and others because those shows use English so that it can be used for learning and teaching. In addition, related to cultural contents, English teachers have to make sure that the television shows or programs have appropriate scenes to watch because as we know that our country has different culture or values with English countries, such as kissing scenes, alcohols drinking, and many others. Lastly, using television shows for learning and teaching of English language and literature in the classroom needs more preparation and special assistance to utilize. Therefore, English teachers have to be careful in utilizing television shows for learning and teaching of English language and literature so that the limitations can be minimized and the potentials can be increased.

Conclusion

As technology innovation grows rapidly nowadays, teaching media related to the use of technology can also be more varied. One of teaching media related to the use of technology is using television shows for learning and teaching. In using the television shows for learning and teaching of English language and literature, some activities that can be done are asking the students to describe the plot, setting, characters, point of view, symbol, and theme and asking the students to find the language features that are probably used, such as alliteration, hyperbole, imagery, irony, metaphor, personification, simile, and many others. The English listening and writing skills of the students can also be improved through those activities in the

classroom. Students can also be taught cultural aspects in the television shows such as thoughts, values, beliefs, customs, roles, relationships, etc. Therefore, by using television shows, the learning and teaching of English language and literature are hoped to be more interesting, authentic, and meaningful.

Television shows have some good impacts and limitations when it is utilized for learning and teaching of English language and literature. The good impacts are improving children's ability to recall story plots, crucial details, and extract abstract problem-solving skills, affecting students' higher grades in English, increasing students' leisure-time for reading books, improving high school students' academic performance, and having a tendency on higher levels of academic self-esteem. Besides having some potentials, using television shows for learning and teaching of English language and literature also have some limitations. In Indonesia, it is not easy to find television shows or programs that use English because most of the television shows or programs use Bahasa Indonesia. One of the ways in solving this issue is English teachers can use online television shows like Netflix, Disney+, and others because those shows use English so that it can be used for language learning and teaching. Then, related to cultural contents, English teachers have to make sure that the television shows or programs have appropriate scenes to watch because as we know that our country has different culture or values with English countries, such as kissing scenes, alcohols drinking, and many others. Lastly, using television for learning and teaching of English language and literature in the classroom needs more preparation and special assistance to utilize. Therefore, teachers have to be careful in utilizing television shows for learning and teaching of English language and literature so that the limitations can be minimized and the potentials can be increased.

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