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**The Impact of TV Series Viewing and Post Discussion on Intermediate  
EFL Students' Incidental Vocabulary Learning**

**Dissertation submitted in partial fulfillments of the requirements for the degree of  
Master in Didactics of foreign languages**

**Submitted by**

- Maissa Belhimer
- Maroua Zazoua

**Supervised by**

- Souheyla Ghebghoub

**Board of Examiners**

- **Chairperson:** Loubna Kouira
- **Examine:** Sara Mezerreg
- **Supervisor:** Souheyla Ghebghoub

**University of Jijel**

**University of Jijel**

**University of Jijel**

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### **Declaration**

We, Belhimer Maissa and Zazoua Marwa, declare that this dissertation, entitled “The impact of TV series viewing and post discussion on EFL intermediate students' incidental vocabulary learning”, is entirely the result of our original work and research. We affirm that all the information, data, and sources used in this dissertation have been appropriately cited and acknowledged according to the guidelines and standards of academic integrity.

We further declare that this dissertation has not been previously submitted for any degree or qualification at our university. It represents our independent effort and reflects our intellectual growth and development throughout this research.

***Signed by Belhimer Maissa***

Handwritten signature of Belhimer Maissa in black ink, featuring a stylized 'M' and 'a'.

***Signed by Zazoua Marwa***

Handwritten signature of Zazoua Marwa in black ink, featuring a stylized 'Z' and 'M'.

### **Dedication**

To my incredible “Parents”, your presence in my life has been a constant source of strength and love. Thank you for always being there for me, celebrating my achievements, and providing a shoulder to lean on when the going gets tough. I am so blessed to be your daughter.

To my three extraordinary sisters, Sara, Nesrine, and Wissam. As your little sister, I have been blessed to have you as my guiding lights, my pillars of strength, and my greatest cheerleaders. Furthermore, I want to express a special thank you to my sister and best friend Wissam, who has played a pivotal role in shaping the person I am today. Thank you for always being there for me and taking care of me.

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**Maissa**

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## Abstract

The primary objective of this dissertation was to explore the impact of viewing second language television series and engaging in post-viewing discussion on second language incidental vocabulary learning of intermediate English foreign language learners. The study was conducted in 2023 within the “Ahder Longli” English club in Jijel, Algeria, which provided an ideal context for the research. A quantitative research approach was adopted and an experimental design was employed. Thirty participants were randomly assigned to either an experimental group (N=15) or a control group (N=15) from the club members. During the initial session, all participants were required to complete a pretest. In the subsequent week, all participants watched a complete episode “A Study in Pink” of the television program “Sherlock Holmes”, extending to 1.5 viewing hours. The experiment involved a pretest, posttest, and a one-week delayed-posttest. The control group took a meaning recognition posttest immediately after the intervention; whereas, the experimental group participated in a discussion session before taking the posttest. Following a one-week interval, all participants completed a delayed posttest. The results showed that, in general, watching television series significantly improves second language incidental vocabulary learning ( $p < .001$ ). Participants had almost 5 times the odds of scoring correctly in the posttest than in the pretest. The study also underscores the significance of participating in discussions after watching television series; discussion participants were 16 times more likely to score the meaning recognition correctly than the Non-Discussion participants ( $p < .001$ ). The findings suggest that students who actively engage in post-viewing discussion acquire a larger amount of second language low-frequency vocabulary compared to those who passively watch the episode.

**Key words:** Incidental vocabulary learning, post-discussion, television series viewing.

### **List of Abbreviations**

ACTFL: The American Council on the Teaching of Foreign Languages

AVI: audiovisual input

AVM: audiovisual media

BBC: British Broadcasting Corporation

CALL: Computer-assisted language learning

CEFR: The Common European Framework of Reference for Languages

CLT: The communicative approach (Communicative Language teaching)

CSR: collaborative strategic reading

CTML: Cognitive theory of multimedia learning

EAP: English for Academic Purposes

EFL: English foreign language

ESL: English second language

GSL: general service list

L2: Second language

LEP: limited English proficiency

MCT: Multiple-Choice Test

N: number

RQ1: The First Research Question

RQ2: The Second Research Question

SD : Standard Deviation

SLA : Second language acquisition

SPSS: Statistical Package for Social Sciences

TV: Television

VLS: vocabulary learning strategies

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## **General Introduction**

According to William Shakespeare, “The pen is mightier than the sword”; However, in contemporary society, digital screens have gained an equivalent level of influence. As the world becomes increasingly connected and globalized, innovative educational tools have emerged, and one such tool is the use of television (TV) programs. The act of watching TV programs can provide foreign/second language (L2) learners with genuine exposure to language, leading to incidental L2 vocabulary learning. However, merely watching TV series may not be enough for enhancing vocabulary learning. Therefore, it is beneficial to incorporate activities that facilitate active learning such as post-viewing activities. The current piece of the study intends to investigate the impact of TV series viewing and post-viewing discussion on incidental L2 vocabulary learning.

### **1. Background of the Study**

Pedagogy has extensively recognized the noteworthy role of instructional activities during listening, reading, and viewing on improving different aspects of the L2. Instructional activities are numerous; they were the subject of interest to many scholars, and discussion activity is one good example. Garcia and Ascension (2001) investigated the impact of peer interaction (a form of discussion) on the listening comprehension skills of first-semester Spanish students. A total of 39 participants were randomly assigned to either an experimental group or a comparison group. Both groups were required to take notes during a mini-lecture, but only the experimental group engaged in small group discussions for five minutes after the lecture. The study examined the participants’ performance on a post-listening text. The results showed that the experimental group performed significantly better than the other group in the listening comprehension post-test. Based on these findings, the authors concluded that interaction among peers can enhance listening

comprehension skills in language learning. Similarly, Zeeland and Schmitt (2013) conducted research that demonstrated the positive impact of exposing language learners to various spoken input sources, such as talk shows, TV interviews, and informal lectures. They found that L2 listening is a source of incidental vocabulary learning where Learners showed an improved knowledge of about 7 (29%) of the nonwords immediately after listening (p.620). Another study examined the effectiveness of Collaborative Strategic Reading (CSR) in promoting reading comprehension among a group of Spanish-English bilingual students, including those with limited English proficiency (LEP) (Klingner and Vaughn, 2000). The study involved 37 participants who were taught four reading strategies. While the text was in English, the students engaged in discussions after reading the text about the content in both English and Spanish. The findings of vocabulary measures indicated that the students achieved gains in language learning.

It is not surprising that researchers have advocated the potential of reading to boost learners' vocabulary knowledge (Nation, 2015; Schmitt, 2008, cited in Peters and Webb ,2018, p.2). Yet, Cobb (2007) found that L2 learners would unlikely learn the most frequent 3,000 words through merely reading as people listen to spoken input much more than they read (Cited in Peters and Webb, 2018, p. 2). Therefore, the impact of audiovisual material on individuals' L2 proficiency has been a topic of frequent discussion. Pavakanun and Ydewalle (1992) examined the effects of watching a 12-minute cartoon movie on vocabulary learning. They found that two groups of language learners (English native speakers learning Dutch and Dutch native speakers learning Spanish), who watched the movie in the target language, had higher scores on a multiple-choice test (MCT) measuring recognition of meaning. They concluded that watching TV programs in a foreign language may lead to large incidental vocabulary learning of low-frequency words. Similarly, Ruusenun (2011) examined how Finnish English teachers use films in their teaching and

their perceptions on using them for teaching oral language skills, writing, and vocabulary. Fifty randomly selected respondents from Western Finland, who taught at various school levels completed an internet survey. He found that watching 70 movies can have a tremendous growth of vocabulary and it was estimated in 1 year as 1 movie per week. However, movies should be chosen with educational objectives in mind. To support the previous idea, Stephens et al., (2012) suggested that the theme and content should not prove to be purely entertainment for the students rather rich in content while being enticing and motivating for the students to watch and one strategy to achieve that is to engage learners in post-viewing activities (Cited in Kabooaha, 2016, p.249).

Although there is an expanding corpus of literature on the integration of films in language acquisition, only a limited number of investigations have specifically examined the impact of TV viewing and post discussion on the acquisition of vocabulary. For instance, a recent study found that using English movies can be an effective way to improve a student's language proficiency (Huda, 2019). However, it is essential to prepare appropriate activities to ensure that students get the most out of the viewing experience. Huda utilized a mixed-method approach and revealed that 90% of students agreed that movies aid in a better understanding of the text, while 77% considered movie activities as beneficial for enhancing their listening skills. The study suggests that the development of worksheets for pre-watching, while-watching, and post-watching tasks for specific movies warrants further research (p.80). Further investigation concerning the use of video materials in EFL classrooms was conducted by Keene (2003). To help teachers incorporate video materials effectively in their EFL classes, Keene provided practical suggestions that included pre-viewing and post-viewing activities, such as predicting the content of the video, discussing the main ideas, and creating follow-up tasks based on the video content. Consistently, Yelakov (2014) suggested that the use of films and videos in EFL classrooms

can be maximized by incorporating pre-viewing, viewing, and post-viewing activities tailored to the selected material. He further emphasized that the post-viewing phase is particularly important, as it provides opportunities for teachers to review complex points, explain concepts, and assign follow-up activities (p. 161). In another study, Karpova (2020) suggested that the usage of activities which precede and follow viewing such as group discussions can be an effective tool to escalate both listening and speaking skills. After the use of several pre-viewing activities, a post-viewing discussion was held as an assignment. The findings showed that such discussions facilitated closer interaction and idea sharing among students, allowing low achievers to learn from those with higher English proficiency. Up to now, the role of post-viewing discussion in relation to incidental L2 vocabulary learning has not been examined.

In conclusion, the studies mentioned above reveal the need for further research. First, none of the studies above included a control group, which could have helped to better establish a causal relationship between post viewing discussion and vocabulary development. As a result, it is not clear whether any observed improvements were due to other factors. Furthermore, the studies did not follow up with participants over an extended period to assess the long-term effects of treatment. Finally, empirical evidence associating post-viewing discussion with incidental L2 vocabulary growth is lacking. Therefore, the individuality of the current study lies in filling the above gaps by conducting a first attempt to investigate the impact of watching L2 TV series on incidental L2 vocabulary acquisition, and essentially, whether this impact changes a result of having post-viewing discussion.

## **2. Statement of the Problem**

Despite the growing popularity of films as a tool for language learning, the effect of L2 TV series viewing and post discussion on EFL vocabulary development remains unclear. While some studies suggest that exposure to authentic audiovisual input can enhance vocabulary acquisition, others suggest that learners need additional support in order to fully benefit from this experience such as post-discussion activities. For this problem, the current dissertation proposes an approach to foster the acquisition of vocabulary incidentally from L2 viewing through the implementation of post-viewing discussions.

## **3. Aim of the Study**

The aim of this study is to investigate the impact of L2 TV viewing and post discussion on intermediate EFL learners' incidental vocabulary learning in the context of "Ahder Longli Club". Specifically, this study seeks to determine whether watching TV series followed by discussion can enhance EFL learners' acquisition of incidental vocabulary. This research also aims to provide insights into effective and engaging ways of teaching incidental vocabulary to EFL learners.

## **4. Research Questions**

Based on the previously stated objectives, this study aims to address the following questions:

1. Does exposure to a full-length episode of "Sherlock Holmes" series result in significant incidental gains of L2 vocabulary?
2. Does engaging in a post-viewing discussion lead to greater incidental L2 vocabulary gains compared to viewing only?

A-To what extent are vocabulary gains retained for both groups one week after viewing?

## **5. Hypothesis of the Study**

This study puts forward the hypothesis that:

1. If intermediate EFL learners watch an episode of a TV series, they will unintentionally acquire knowledge of meaning recognition of some of the unknown L2 words encountered in the episode.
2. If intermediate EFL learners engage in a post-viewing discussion, their meaning recognition of L2 words encountered in the episode will be greater than that of learners who only watched the episode.

## **6. Methodology of the Study**

To achieve the objectives of this study, a pretest posttest experimental research design was implemented on a sample of thirty intermediate EFL students who were members of an English language speaking club in Jijel, Algeria. The experiment consisted of three sessions. At the beginning of the first session participants were randomly divided into two groups according to the shapes with numerical codes they selected. It was conducted to obtain informed consent from the participants and administer a pretest. During the second session, participants were initially required to view the entire episode. The experimental group engaged in a film viewing session followed by a post-discussion, after which a post-test was administered. In contrast, the second group was solely subjected to an immediate post-test without any additional intervention. The final session was dedicated to conducting a delayed post-test to examine the long-term effects of the treatment on the participants' incidental vocabulary development.

## **7. The structure of the Dissertation**

The present dissertation comprises four distinctive parts. The initial current part is

introductory and identifies the background of the study, the statement of the problem, the aim of the study, the research questions, the hypothesis, the methodology, and the structure of the study. The first chapter is theoretical in nature. The first section of the initial chapter provides an overview of incidental vocabulary learning; meanwhile, the second section focuses on the concept of improving learning outcomes through the utilization of L2 TV series viewing. The last section of the chapter discusses incidental EFL vocabulary learning from post-viewing discussion. Furthermore, the second practical chapter deals with the fieldwork framework. It details the adopted methodology, analyzes the collected data, and presents the result along with an interpretation. The study finally ends with a general conclusion in which the results obtained from the research determined that viewing TV series has a significant impact on the unintentional learning of vocabulary, particularly for less common words. Additionally, the findings emphasize the importance of participating in discussions following TV series viewing as it greatly enhances the acquisition of infrequent vocabulary in L2, surpassing the vocabulary acquisition of individuals who simply watch the TV show without active engagement.

## **CHAPTER ONE: Incidental Vocabulary Learning from Television Series Viewing and Post-discussion**

The first chapter of this dissertation is dedicated to exploring the theoretical frameworks that are pertinent to the study at hand. This chapter comprises three distinct sections that delve into different aspects of incidental vocabulary learning. The initial section sheds light on the phenomenon of incidental vocabulary learning, delving into the vocabulary strategies employed by learners and examining various related factors. The subsequent section focuses on investigating how incidental vocabulary is acquired through audio-visual media (AVM) consumption. Lastly, the third section delves into the process of L2 incidental vocabulary acquisition through post-viewing discussions, while also exploring other pertinent aspects.

### **Section One: Incidental EFL Vocabulary Learning**

According to Zeeland and Schmitt (2013) "Incidental vocabulary learning generally occurs when learners acquire new aspects of their L2 without being focused on doing so" (p.609). In the following section, we will present various definitions and factors that are related to incidental vocabulary learning, as well as strategies that can assist learners increase their lexicon repertoire, and the potential gains of this kind of vocabulary learning.

#### **1.1 Definition of Vocabulary**

Research in Second Language Acquisition (SLA) indicates that vocabulary is the bedrock of language learning. In the words of McCarthy: "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way" (McCarthy, 1990, p.viii). In the context of SLA, the term 'vocabulary' has been defined in various ways. The famous Oxford Dictionary defines vocabulary as all the

words that a person knows/uses or all the words that exist in a particular language.

From an academic standpoint, Diamond and Gutlohn (2006) defined vocabulary as “the understanding of words and their respective meanings” (p.72). In other words, it refers to an individual's knowledge and comprehension of words in a particular language and their associated definitions. Constantly, Ur (1996) stated that Vocabulary can be defined, roughly, as the words we teach in a foreign language; however, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea” (p. 60), these words are referred to as collocations.

### **1.1.1. Word Meaning**

“To many learners, mastering the meaning of a word means to master the definition of the word in dictionaries” (He, 2010, p.11). According to He “the meaning of a word in dictionaries is the basic meaning elements; However, a word can have different meanings in different contexts “(p.11). It can also have a connotative meaning which is the emotional and imaginative association surrounding the word.

### **1.1.2 Word Form**

The term ‘word form’ can refer to the phonological or orthographic sound or appearance of a word that can be used to describe or identify something. There are two important aspects of word form that students should be aware of which are the spoken form which refers to the phonological knowledge of a word and the written form which refers to the orthographic knowledge of a word.

### **1.1.3 Receptive Vocabulary Versus Productive Vocabulary**

Nation (2001) has mentioned two distinctive types of vocabulary: receptive and productive. Webb (2013) summarized, “Receptive or passive knowledge is what is

required to understand words when they are encountered in listening and reading.

Productive or active knowledge is the knowledge necessary to use a word in speech and writing” (p. 2). In other words, receptive knowledge allows individuals to comprehend spoken language or written texts and grasp the intended message. It involves passive skills since the focus is on understanding rather than actively producing language, while productive knowledge involves the ability to produce and effectively use words when expressing oneself orally or in writing. It includes active skills such as speaking or writing, where individuals are required to generate language and convey their thoughts and ideas.

#### **1.1.4 Incidental Versus Intentional Vocabulary Learning**

“The essential distinction between incidental and intentional vocabulary learning in terms of psychological processing lies in the learner’s initial ‘intention’ or ‘consciousness’” (Zhu, 2015, p.968), much like the contrast between learning and acquisition in Krashens' theory. Incidental vocabulary learning is defined according to Nation (2001) “as an important strategy in vocabulary learning which refers to the learning that occurs without a specific intention to focus on vocabulary” (p.232). In other words, its aim is to understand the input, not to learn words deliberately. Incidental vocabulary learning usually contrasts with intentional vocabulary learning. Hulstijn (2003) stated that “the intentional vocabulary involves a deliberate attempt to commit new information to memory (e.g., by applying rehearsal)” (p.360). In other words, it is a learning approach where the learner is aware and knowledgeable about the subject matter they will be studying.

#### **1.2 Meaning Recall Versus Meaning Recognition**

Sternberg (2006) defined recall as “produce a fact, a word, or other item from memory (p.178). Recall is often required in tests that involve fill-in-the-blank questions or essay prompts, as they require the ability to retrieve information from memory. On the

other hand, He defined recognition as “select or otherwise identify an item as being one that you learned previously” (p.178). In the context of tests, recognition is often involved in multiple choice and true/false questions.

The present study aims to assess incidental L2 vocabulary learning at the level of meaning recognition. It is believed that meaning recognition is the ability to understand and interpret the intended meaning of something such as words, phrases or symbols by connecting them to related knowledge learned before.

### **1.3 Importance of Vocabulary in Language Learning**

The importance of vocabulary is highlighted by the oft-repeated observation that when students travel, they don't carry grammar books, they carry dictionaries (Lewis, 1993, p. 25). According to McCarthy “no matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way” (1990, p. VIII). He emphasized the crucial role of vocabulary in successful communication and overall success in life, indicating that without a wide range of words to express various meanings, effective communication in L2 is not possible. Furthermore, Konza (2016) notes the importance of explicit teaching of vocabulary to support students to become confident in a words' meaning and use in context so that it will become part of their own repertoire. (p.4)

### **1.4 Incidental Vocabulary Learning Strategies (VLS)**

According to Cameron (2001), incidental vocabulary learning strategies are “actions that learners take to help themselves understand and remember vocabulary” (p.92); Therefore, there are a plethora of strategies:

### **1.4.1 Use of Context Clues (Guessing)**

Context clue strategy is a method for determining the meaning of new words by examining the clues provided in the surrounding context, such guessing can occur consciously or subconsciously. Rott's (1999) study supports the effectiveness of contextual support in facilitating incidental vocabulary learning, as learners were able to infer the meaning of target words and promote vocabulary acquisition without relying on dictionaries or direct instruction.

### **1.4.2 Word Association**

Many people rhyme new words they learn with words they already know to improve retention. This is called "association". Associating new vocabulary with something already stored in people's brains makes it much easier for their brains to recall the new word in the future.

### **1.4.3 Active Engagement**

“It has long been known that students learn more rapidly and retain knowledge longer when they take an active role in the learning process” (Goldsmid and Wilson 1980, p.174). This contrasts with passively listening to a lecture or video. To support this idea, Chickering and Camson (1987) suggest that “Learning is not a spectator sport. Students do not learn much just by sit-ting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves” (p.4).

All the above mentioned strategies are relevant to the present study. For instance, students who will discuss the viewing material are expected to learn better than students who will not, because they will have an opportunity to practice an incidental VLS which is

actively engaging in the material.

## **1.5 Factors Affecting Incidental Vocabulary Learning**

There are a number of factors (covariates) that exert an effect on incidental L2 vocabulary learning. The present study takes into consideration the following factors.

### **1.5.1 Frequency Band**

This factor can be categorized as high frequency or low frequency. High-frequency words are simply those words that are the most basic and essential words in a language. For example, "the" occurs 61,187 times per million words (leech et al., 2001, cited in Schmitt ,2010, p.68). Some words occur very frequently and thus make up a large proportion of any given spoken or written text. *Low-frequency* words, such as “persnickety” occur only once in many millions” (Schmitt, 2010, p.68). These words are rare and unpredictable, providing poor coverage for many words. They are not likely to occur frequently or consecutively in speech or writing.

### **1.5.2 Frequency of Exposure**

According to Nation (2000), frequency of exposure in vocabulary refers to how often a word is frequent (p.23). That is, it refers to how often a word is encountered or used within a given context or text. The more frequently a word is encountered, the more exposure learners have to it, and this exposure can influence their ability to understand, recognize, and use that word effectively. By considering the frequency of exposure in vocabulary, language learners and educators can prioritize the learning of high and low frequency words and provide ample opportunities for learners to encounter and practice using them in meaningful contexts.

### **1.5.3 Length**

Baddeley et.al., (1975) referred to word length as the number of syllables of a word (p.576). Generally, longer words tend to be more complex and may contain more syllables or multiple morphemes (units of meaning) that need to be learned. The researchers were interested in investigating the relationship between word length and memory. Therefore, this study tends to use shorter words in the context of meaning recognition. When individuals are presented with shorter words, they can easily focus their attention on understanding and interpreting the word's meaning, rather than getting bogged down by complex or lengthy linguistic constructs.

#### **1.5.4 Relevance**

Peters and Webb (2018) defined word relevance as “the degree to which a word is important for understanding a text” (p.06). This means that certain words carry more weight than others, conveying crucial information or clarifying the text's meaning. Understanding word relevance enables individuals to focus on the most important aspects of a text, saving time and cognitive effort.

### **1.6 Vocabulary Presentation Techniques**

#### **1.6.1 Visual Techniques: Pictures and Videos**

Visual techniques, such as using pictures/realia or videos, can be powerful tools for teaching vocabulary. Presenting learners with concrete examples of words can help them better understand and remember their meanings. For instance, showing learners a picture or pointing to an object, like a chair, can provide a clear and simple illustration of the word's meaning. In addition to static images, videos can be an effective way to introduce and reinforce vocabulary. By watching videos that demonstrate the use of new words in context, learners can see and hear how they are used in real-life situations. For example, a video that shows people laughing and smiling can be a great way to teach the word *happy*.

### **1.6.2 Verbal Techniques: Elicitation and Personalization**

One effective verbal technique to activate students' memories and help them learn new vocabulary is through elicitation techniques. These techniques involve drawing out the vocabulary from students by using simpler language, such as providing an explanation or a short example of a situation. Another useful technique for enhancing vocabulary retention is to personalize the words by connecting them to the learner's interests, experiences, or goals. By doing so, learners can see the relevance of the words, making them more meaningful and memorable.

In conclusion, incidental vocabulary development plays a vital role in language acquisition by helping learners build a robust and diverse vocabulary. This process enhances communication skills, contributes to academic success, and improves overall language proficiency. By continually encountering and learning new words in various contexts, individuals can become more effective communicators in both academic and real-world settings.

### **Section Two: Incidental EFL Vocabulary Learning from Viewing**

Graddol (1997, p. 16) states that technology now lies at the heart of the globalization process; affecting education, work and culture. In this section, we will briefly define and discuss the history of CALL and examine different sources of audiovisual input. Additionally, we will discuss previous studies on incidental vocabulary learning from viewing and explore other aspects related to this fascinating topic.

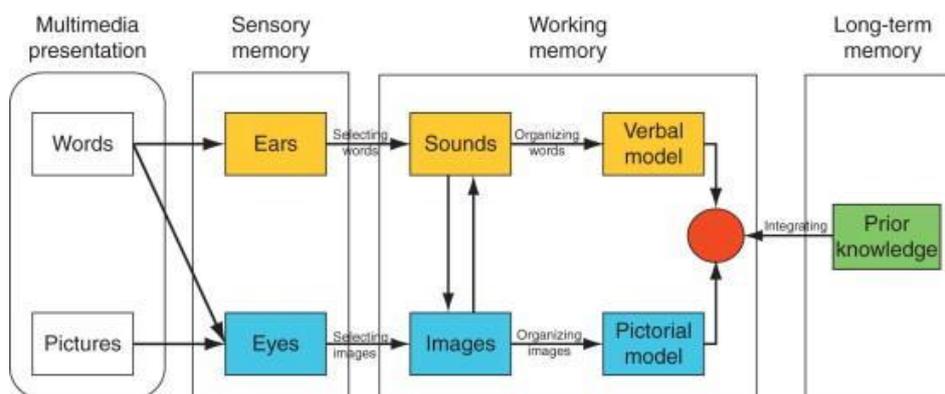
### **1.7 Definition of CALL and its History**

The combination of language learning and technology has become a significant aspect in the field of SLA. Computer assisted language learning (CALL) is an instructional approach that utilizes computer-based tools and information technology to introduce,

reinforce, and evaluate language learning materials (Allard et al., 2010, p. 598). CALL has developed gradually over the last 30 years, this development can be categorized in three distinct phases which are: behavioristic CALL, communicative CALL, and integrative CALL (Barson & Debski 1996). They further mentioned that the behavioristic phase was marked by the use of computers for drills and repetitive exercises; hence, no sufficient interaction opportunities were provided; while the communicative phase employed personal computers to support discovery and expression in language learning. The integrated phase; However, emerged in the early 21st century, and emphasized the integration of technology to develop key language skills such as reading, listening, speaking and writing in authentic social contexts. Moreover, it can provide several digital resources, including texts, audio recordings, videos and multimedia content.

### **1.8 Multimedia Learning**

Thamarana (2016) stated that the use of multimedia technologies in teaching the English language is one of the best recent and technological approaches in language learning” (p.15). Multimedia refers to the integration of multiple forms of media, including texts, images, audio, videos and other elements, often utilizing technology to improve comprehension and retention (Guan et al., 2018). There is a famous Chinese proverb which states that “one sight is worth a hundred words”; however, multimedia can offer both of them. Mayer (2011, p.2) and Sweller (2005, p.19) stated that multimedia is the provision of both words (printed and spoken) and pictures (photographs and videos). Furthermore, Mayer (2001) formulated the Cognitive Theory of Multimedia Learning (CTML), which posits that the human mind operates through two primary information processing systems: the verbal system and the visual system. This theory attempts to explain how individuals process and assimilate information from multimedia sources. (See Figure 01)



**Figure 01** Cognitive theory of multimedia learning (Adapted from Mayer,2014)

The diagram in Figure 1 shows memory stores and cognitive processes involved in learning. The initial box represents the multimedia instructional message that consists of words and pictures. Spoken words are briefly held in auditory sensory memory, while pictures and printed words are held in visual sensory memory. If the learner pays attention as indicated by the selecting arrows, some of the information is transferred to working memory, which has limited processing capacity. In working memory, the learner can organize the information into verbal and pictorial models as indicated by the organizing arrows. Long-term memory is the final box, which contains permanent knowledge. The learner can activate prior knowledge and connect it with incoming information in working memory, where the verbal and pictorial models are also connected as indicated by the integrating arrows.

### 1.8.1 Types of Media

There are three types of media that can be utilized, each with its own uniqueness and they are audio, visual, and audiovisual media

Firstly, *audio media* is a form of media communication that uses audio or voice recording as a medium in the delivery of information. Secondly, *visual media* “is the media that only rely on the sense of sight (Charts, real objects, photographs, transparencies)”

(Alfin, 2019, p.295). In a quote attributed to Bill Gates, “What you see is what you get”.

Finally, *audio-visual media* is regarded as those sensory objects or images which initiate or stimulate and reinforce learning (Aggrawal,2009). In simpler words, it is a form of multimedia that conveys information through two simultaneous sensory channels: auditory and visual.

### **1.8.1.1 Sources of Audio-visual Input**

There has been an extraordinary growth of audiovisual technologies that have transformed the learning process. These technologies encompass a diverse range of sources, including but not limited to TV, online videos and other various sources. TV is an excellent source of AVI for language learners which offers vast and valuable input. Additionally, learners who engage with TV programming can concentrate on meaning and interact with the content using various modes (Perego and Pavesi, 2007, cited in Caruana ,2021, p.3). On the other hand, online videos offer students the chance to improve their language skills at any place and time, providing them with new possibilities for enhancing their proficiency conveniently. It can be hosted on multiple platforms, including YouTube that can offer teachers the ability to utilize interactive and engaging features to provide their students with more effective lessons (Ghasemi et al.,2011).

## **1.9 Aspects of Selecting Appropriate Viewing Input**

### **1.9.1 Language Proficiency Level**

Stoller (1988) and Allan (1985) provided guidance for educators on selecting appropriate movies for their students, as reported by Ruusunen (2011, p.34-35). One of the key factors to consider is the language proficiency level of the students. The movie’s comprehensibility should align with the student’s proficiency level to ensure that the teacher does not have to expend significant effort in facilitating their comprehension.

### **1.9.2 Genre and Purpose**

When selecting movies for educational purposes, it is essential to consider the richness and engagement of the content to motivate students while still aligning with the educational objectives. As pointed out by Stephens et al., (2012, p.15), the theme and content should not be solely for entertainment but should offer a valuable educational experience. On the other hand, Herron and Hanley (1992) suggest that movies can provide background information that activates prior knowledge, thereby stimulating the four language skills (p.424). While movies hold significant educational and informative purposes, they also serve as a popular means of entertainment, providing a temporary escape from daily stress. Moreover, selecting a genre that aligns with the purpose is a crucial aspect of choosing appropriate viewing input. Film genres are not limited by specific guidelines and can serve various purposes. For instance, historical, crime, and comedy genres can be educational while still being informative and enjoyable to watch.

### **1.9.3 Culture**

The appropriate choice of AVI, particularly in the context of religious and cultural diversity, requires careful consideration. As noted by King (2002) “films with explicit gratuitous violence and excessive profanity should be ruled out, while those with minor scenes could be skipped or fast-forwarded to avoid offense. In this vein, teachers must remain cognizant of the cultural nuances that define what is considered appropriate in one community may not be in another” (p. 514).

### **1.9.4 Subtitles Versus Captions**

Captions and subtitles are both text-based forms of communication. *Captions* facilitate language learning by helping learners visualize what they hear (Danan, 2004, p.67). In simpler words, Captions typically consider background noises, such as laughter and relevant information that make content more accessible to learners who are deaf or

hard of hearing. On the other hand, *subtitles* are most often the translation of movie or TV dialogues to another language, presented simultaneously at the bottom of the screen (Gottlieb, 2001, pp. 244-245). Subtitles are primarily intended for viewers who can hear as a linguistic aid in understanding the foreign dialogue being spoken in the audio. Furthermore, the multimodal nature of subtitles allows different modes of communication, such as text, sound, and image, to convey meaning more effectively. It also manifests through the existence of various types such as English-English and English-Arabic subtitles.

The current research supports the utilization of L2 captions, which involves transcribing the text into English, as it encourages learners to direct their attention towards the L2 words they are hearing and contemplate their significance within the target language, rather than relying on their native language comprehension. This can be supported by Korucu-Kıř (2021) study on the effectiveness of captioning in L2 listening:” Due to the visual support captions provide, L2 listeners can link what they hear to the on-screen text. They can easily break down continuous speech streams, recognize words, understand form-meaning connections, and identify meaningful speech units.” (p. 518).

### **1.10 Incidental EFL Vocabulary Learning from TV Viewing**

Incidental vocabulary learning through TV program viewing has been a topic of interest among researchers in the past few years. Feng and Webb (2020) found that reading the transcript, listening to, and viewing a documentary TV program was equally effective for incidental vocabulary learning among EFL university students in China. Similarly, Ashcroft et al., (2018) found that watching movies, which provide meaning-focused audio-visual input, can be a valuable additional tool for language learners. The study suggests that incorporating movies into language learning can significantly enhance incidental vocabulary acquisition and contribute to a more rapid learning process for learners.

In the same vein, Peters and Webb (2018) conducted a study that examined the incidental vocabulary learning that occurred through one-hour documentary viewing. The study involved two experiments that measured meaning recall, meaning recognition and form recognition which their results showed that there were gains in learning of approximately four words between the pre- and post-tests. The findings of this study contribute to the growing body of evidence suggesting that L2 learners can acquire new words incidentally while watching audiovisual content, such as documentaries. Similarly, Ghebghoub (2021) in her research aimed to explore the impact of extensive TV viewing on the incidental acquisition of L2 vocabulary. Over a six-week period, participants watched two full-length seasons of an L2 captioned documentary series, totaling 8 hours of viewing. The study also investigated the role of imagery in L2 captioned videos for vocabulary learning, the study assessed word knowledge using different measures, including recall, recognition of meaning, recognition of spoken form, and recognition of written form. The results revealed that the approach of extensive TV viewing resulted in enhanced incidental L2 vocabulary learning. Overall, there has been an extensive body of research focusing on viewing impact on incidental vocabulary learning (e.g., Lindgren & Muñoz, 2013; Peters, 2018; Peters et al., 2016).

However, viewing by itself may not be enough to reinforce the incidental learning of words. As Gass (1997) put it, “TV learning without an aid in associating meaning and structure is not sufficient for language learning, as learners need assistance to crack the code of the language being learned” (p. 55). In other words, passive exposure to language through TV is not extremely effective for language learning without some form of assistance or additional activities. Also, as noted by King (2002), “Films, however, offer endless opportunities to generate pedagogically sound activities for developing fluency. The key to using films effectively lies with the teacher’s ability to prepare students to

receive the film's message" (p. 511). For instance, EFL learners may encounter language learning through watching L2 television in the classroom, involving random episodes followed by activities designed around teaching points. These short intensive viewing activities can provide an enjoyable alternative to paper-based learning activities. Therefore, incorporating well-designed activities alongside TV programs is crucial for incidental vocabulary acquisition.

An increasingly crucial example of the previously noted activities is "*post-viewing discussion*". The present study holds the view that discussions can be beneficial for teachers to incorporate into their lesson plans to expand vocabulary learning following TV viewing. Despite its potential, research in this area has been insufficient and failed to give attention to its significance. Overall, incidental L2 vocabulary learning from viewing TV programs is a promising area of research that has the potential to enhance language learning in the modern world, especially when it is implemented with effective activities for educational purposes, such as post-viewing discussions.

### **Section Three: Incidental L2 Vocabulary Learning from Post-Viewing Discussion**

Learning activities can be categorized into pre-learning, while-learning, and post-learning activities, each of which plays a significant role in the academic performance of students. However, discussion is a valuable but often overlooked activity. In the upcoming section, we will discuss definitions, types, importance, benefits, limitations, and factors that affect discussion as a learning activity.

#### **1.11 Definitions: Discussion, Classroom Discussion, and Group Discussion**

##### **1.11.1 Discussion**

Dunbar (1996) stated that "Everyday communication commonly takes place in groups. Whether in the workplace or in the home, many, if not most, complex decisions are

made through such group discussions” (as cited in Fay et al., 2000, p .481). According to various definitions provided by reputable dictionaries, the word *discussion* is defined as “the activity in which people talk about something and tell each other their ideas” (Cambridge Dictionary of English), “a conversation or debate for the purpose of understanding a question or subject” (Merriam-Webster Dictionary), and “a detailed conversation about something that is considered to be important” (Oxford Learner’s dictionary).

Moreover, scholars highlighted different aspects of this concept based on their theoretical frameworks from different angles and perspectives. According to Gall and Gillett (1980), discussion is a strategy for achieving instructional objectives that involve a group of persons, usually in the roles of moderator and participant, who communicate with each other using speaking, nonverbal, and listening processes (pp. 168-169). Furthermore, Cashin (2011) stated that “discussion could be considered an activity that involves written or oral expression of different points of view in a given situation” (as cited in Abdulbaki et al., 2018, p.119).

### **1.11.2 Classroom Discussion**

The word discussion can be associated with classroom discussion as one of the most popular activities in educational settings. According to Shaughnessy & Forzani (2012), “classroom discussion is a sustained exchange between and among teachers and their students with the purpose of developing students’ capabilities, skills, or instructional goals” (p. 6). In simpler words, the main purpose of this discussion is to help students enhance their abilities, skills, or achieve the goals set for their learning. It involves active participation from both teachers and students to create an interactive and engaging learning environment.

### **1.11.3 Group Discussion**

A group discussion is a form of interactive conversation led by a trained moderator or researcher where he guides the conversation, asks probing questions, and encourages students to articulate their thoughts and engage in meaningful dialogue. Students, on the other hand, actively contribute to the discussion by sharing their insights, asking questions, challenging ideas, and building upon each other's contributions. It typically involves a group of people who engage in a dialogue to explore and exchange their ideas and perspectives whether in a large group or small group. Group discussions can be organized in various settings, such as educational institutions, workplaces, and social gatherings.

### **1.12 Discussion Types**

#### **1.12.1 Socratic Discussion**

Socratic discussion was modeled after the teaching style of Socrates and it is based on a question-and-answer format, where the facilitator poses a series of questions to encourage critical thinking and promotes a deeper understanding of a topic. It can be used in a variety of educational contexts, from classroom discussions to professional development workshops.

#### **1.12.3 Debate**

Akerman and Neale (2001) stated that debate can be described as a structured discussion in which two opposing sides follow a set of guidelines and engage in an oral exchange, presenting contrasting perspectives on a certain topic or issue (p.9).

#### **1.12.4 Roundtable Discussion**

A roundtable discussion is an organized conversation with one moderator, several chosen speakers that bring a variety of perspectives to a subject, and an audience who may simply observe or participate by asking questions. The purpose of it is to explore a

particular topic in-depth and to bring together a diverse range of perspectives and experiences.

### **1.13 Theories of Discussion**

#### **1.13.1 The Communicative Language Teaching Approach**

Known as CLT and originated in England during the 1970s, it is an approach for teaching English as a second language. The core idea behind this approach is that language serves not only a functional purpose but also a social one. In this approach, language is taught through authentic communication activities that replicate real-life situations, such as role-playing, debates, and discussions.

#### **1.13.2 Discussion-based Teaching**

Discussion-based teaching is an instructional approach that prioritizes learners' acquisition of knowledge, skills, and attitudes through discourse rather than passive approaches that focus on lectures, reading, or viewing. The founding of this theory is generally attributed to Socrates. In this approach, teachers facilitate learning through open-ended questions and active listening, encouraging students to share their own ideas, experiences, and perspectives. The teacher may also use a range of teaching aids, such as visual aids, audio recordings, or videos, to prompt discussion and engagement.

#### **1.13.3 The Constructivist Learning Theory**

Jean Piaget is credited with founding the Constructivism Learning Theory (1980). This theory stresses the significance of inquiry and integrating real-world and classroom activities, to facilitate student learning. The idea behind this approach is to allow students to explore and understand the world around them through inquiry-based learning. Constructivism holds that learners are most effective when they are actively constructing their knowledge through hands-on experiences and reflection. The instructor serves as a

facilitator to support students' learning, but learners are encouraged to be responsible for their knowledge acquisition.

#### **1.13.4 The Sociocultural Theory**

Vygotsky (1978) believed that cognitive development and knowledge are built through social interaction and communication with others, such as parents, peers, and teachers rather than solely transmitted from teachers to learners. Therefore, discussion involves opportunities for collaborative work, which provide learners with practice and social interaction with their classmates and teachers.

### **1.14 Factors Affecting Group Discussion**

#### **1.14.1 Cognitive Diversity**

Cognitive diversity is “the ability of the group to differently process, perceive and interpret information and varying stimuli” (Milliken & Martins, 1996, p .94). In this book “The Difference”, Page (2008) argued that diversity in a group is crucial for achieving optimal results. He explained that group decisions and predictions are instrumental when they incorporate a range of unique perspectives that each individual brings to the table.

#### **1.14.2 Communication Style**

The communication style of the participants can also affect the discussion. Individuals who are more assertive or extroverted are more likely to speak up and take control of the conversation unlike introverts. In other words, “communication style is defined as the set of speech characteristics of a person in the act of communication” (Pânișoară et al., 2015, p. 203) which reflects how a person interacts and behaves in a certain situation.

#### **1.14.3 Size Scale of Group Discussion**

The impact of class size on group discussions and its relation to student learning

has been moderately researched. Nicol and Boyle (2003) found that both small peer instruction groups and larger class-wide discussions led to improvements in students' conceptual understanding. Furthermore, large group discussions offer a range of benefits to learners and facilitators alike. However, a small-group discussion is a student-centered methodology that encourages active participation and collaboration among students (Roshni and Rahim 2020).

#### **1.14.4 The Role of the Facilitator in a Group Discussion**

The facilitator plays a crucial role in guiding the conversation towards targeted pedagogical goals. To achieve this, the lecturer can use questioning, listening, and response activities to steer the discussion toward the desired aims (Rotenberg ,2010). Additionally, “the lecturer should be able to guide the students away from irrelevant ideas without dominating the entire discussion, dividing the class, and setting a time limit for the beginning and the end of discussion activities” (Abdulbaki ,2018, p.120).

#### **1.15 Importance of Discussion**

To facilitate productive discussion, it is crucial for both the organizers and participants to be aware of the importance and purposes of the discussions. To begin with, one of the main purposes for discussion is to develop a deeper understanding of the content domain as it can help to improve self-awareness and self-criticism (Brookfield and Preskill ,1999). This can also relate to Simpsonss' (1939) goal of “to develop objectivity and tolerance by overcoming misunderstanding and prejudice” (p.25).

#### **1.16 Benefits of Discussion**

Scholars have asserted the benefits of engaging in discussions. Harmer (2001) highlighted that discussion activities are considered the most useful and interesting form of oral practice in the classroom as they provide opportunities for students to share ideas,

discuss personal experiences, and express opinions; thereby enhancing their communicative skills (p.351).

The present study sheds light on the fact that discussion activity does not only help to develop students' oral communication skills (Dallimore et al.,2008) but also improves learning (Bender 2003; Davis and Murrell 1993; Huerta 2007) as cited in (Hamann et al., 2012, p.65), specifically unintentional word learning. To support this idea, if the objectives of a course are to promote long-term retention of information, to motivate students toward further learning, or to allow students to apply information in new settings, then the discussion is preferable to lecture (Abdulbaki ,2018, p.119). Moreover, it encourages learners to learn from one another, articulates content in their own words, and most importantly, process information (e.g., vocabulary) rather than simply receiving it.

### **1.17 Drawbacks of Discussion**

Discussion may also show signs of limitation. Examples include getting off track or being dominated by only a few students throughout the session (Howard,2015) as cited in (Abdulbaki et al., 2018, p.118). There are various challenges that can hinder meaningful discussions in the classroom, as highlighted by different scholars. Firstly, Gall and Gillett mentioned that “some students feel unable to say what they mean and are afraid of being wrong if they contribute” (p.98). Additionally, students may not always come prepared for the discussion, resulting in shallow contributions. In addition to the above challenges, this process can be time-consuming, particularly when it goes off track (Howard, 2015) as cited in (Abdulbaki, 2018, p.118).

### **1.18 L2 TV Series Viewing and Post-Discussions**

Several studies have recommended the implementation of discussion after classroom viewing, but there is insufficient if no data about the extent of the effect of post-

viewing discussion on acquisition of L2 words. According to King (2002) and Stoller (1988), using L2 TV as a teaching tool in second language learning can be effective in enhancing comprehension and engaging students in meaningful activities. King recommended post-viewing discussions as a way to stimulate students' application of acquired knowledge, and these discussions can be open-ended or focused on specific aspects of the film (p.518). Stoller indicated that:

It is important to design post-viewing activities that extract the main ideas/concepts/issues from the film since the small details may have been missed. Post-viewing activities can easily lend themselves to writing practice, speaking practice, or both" (p.15). He further suggested group discussions as an effective post-viewing activity to help students collaborate, share insights, suggest possible solutions, and present their ideas both verbally and in written form. (p.16)

Furthermore, Bodensteiner (2012) found that incorporating discussion as a learning method in courses has several benefits. Students who engage in discussions not only have a better retention of information over an extended period but also develop increased self-confidence in themselves and their responses. This outcome surpasses the performance of students who solely receive information through instructional methods. Similarly, Pandey's (2012) research has underscored the significant impact of movies on students' cultural understanding and theories in cross-cultural management. The study highlighted the use of post-viewing discussion as a pedagogical technique to facilitate learning. In the same vein, Hamann et al., (2012) findings indicate that "Discussions, then, in their various forms, appear to be a valuable tool to enrich the lecture-class experience with critical thinking elements, and, according to student surveys, provide the opportunity for engagement for students of varying backgrounds, even in a large-class setting." (p. 73).

In short, post-viewing discussion has been recommended as an effective activity to enhance learning in various language aspects. However, despite these recommendations, there has been limited research conducted on the effectiveness of post-viewing discussions as a learning tool.

In conclusion, the first chapter was divided into three sections: the first section explored incidental EFL vocabulary learning, the second section delved into incidental EFL vocabulary learning from viewing, and the third section covered incidental L2 vocabulary learning from post-viewing discussion. All sections contributed to our understanding of different concepts, variables and theories relevant to vocabulary, viewing and discussion research. The chapter as a whole indicates the need to conduct an empirical controlled study about the effect of post-viewing discussion on incidental L2 vocabulary learning from TV viewing. As post-discussion can be an effective and engaging way for language learners to expand their lexicon.

## **CHAPTER TWO: Fieldwork**

The second chapter is devoted to the empirical investigation which is classified into three sections. The initial section describes the methodological framework implemented in this study, including the systemic paradigm, the data collection tools used, and the decisions made by the researchers. The second section deals with the analysis of data, while the last section focuses on the reporting and interpretation of the results. The fieldwork chapter will be followed by a general conclusion that highlights certain limitations of the study, implications, and provides some pedagogical recommendations and suggestions for future research.

### **Section One: Methodology**

This section reviews the methodology used in this research by describing the research design, the population and sample, the study setting, as well as the instruments implemented.

#### **2.1. Research Design**

The present study is quantitative and takes the form of a true experiment. Quantitative research is based on the positivism paradigm that calls for the collection of numerical data to quantify and analyze variables and the relationship between them. An experimental design, in particular, is considered the traditional approach to conducting quantitative research (Creswell, 2012, p. 26). It is based on the random assignment of students to pre-defined groups and the control of extraneous factors that may exert an effect on the outcome of interest; this is done to ensure that any observed effects are attributed to the study treatment. The objective of the current experimental study is to determine whether a cause-and-effect relationship exists between two variables: post-viewing discussion and L2 incidental vocabulary acquisition.

## **2.2 Research Participants**

This subsection introduces the population and the sample for the study, along with the reasons for their selection. It ends with an explanation of how ethical concerns were addressed.

### **2.2.1 The Population**

The present study recruited EFL intermediate-level students (arranged from B1 to B2 according to the Common European Framework of Reference [CEFR]) enrolled in the “Ahder Longli Club” Jijel, Algeria. This population was selected because:

1. Intermediate students typically have sufficient English language proficiency to engage in more complex language tasks and produce more reliable data.
2. “Ahder Longli Club” is the first established English club in Jijel and no previous study has addressed this context before.

### **2.2.2 The Sample**

Thirty (30) students participated in this study. Participants were randomly assigned to either a Discussion group (N=15) or a Non-Discussion group (N =15). The sample was selected from a pool of fifty (50) club members who agreed to participate and signed the consent form. Exclusions were made due to absence from any of the experimental sessions (i.e., pretest, posttest, treatment, delayed post-test). That is, 20 members were excluded while data collected from 30 participants were kept for analysis.

Participants were native speakers of Arabic with French as a second language. The study had different age groups (13 to 18 years old) and various academic levels (middle and high school). In order to ensure the validity of the experiment, all participants undertook a modified version of the Vocabulary-Level test to ensure the homogeneity of the sample.

### 2.2.3 Ethical Considerations

This study adopted a code of practice: informed consent, confidentiality, anonymity, freedom of participants, and respect for sociocultural norms related to respondents (Black, 2002 & Crewssel, 2008). Firstly, informed consent (see Appendix A) was obtained from both participants and the head of the club after reading the details of the study. The true purpose of the study was not exposed until after it ended to maintain the incidental nature of learning. To ensure the privacy and protection of the participants, the identities of the respondents have been anonymized. Finally, we made sure that the selected viewing material was culturally appropriate and lacked any depictions that are offensive to the beliefs of the participants.

### 2.3. Research Setting

The research was conducted at the Scientific Center of Entertainment located in Jijel, Algeria. (See Figure 2).



**Figure 2** The setting and the logo of the English club

The name of the Club “Ahder Longli” is in the Algerian dialect and means “Speak English”. The study was conducted in two different settings depending on the type of data collected. Pre- and posttest were carried out in a large meeting room while the treatment was held in the amphitheater of the center. Moreover, the input was presented via VLC media using a laptop and a data-show. The screen was large enough to create a cinematic atmosphere and trigger participants’ attention.

## 2.4 Materials

### 2.4.1 The Audio-Visual Input

The full-length episode of “A Study in Pink” which aired in July 2010 from the first season of the Sherlock Holmes series produced by the British Broadcasting Corporation (BBC), was selected as the audiovisual input for this study (see Figure 3).



*Figure 3* The cover and a selected scene from the TV series

This episode is a mixture of drama, crime, and mystery that seeks analytical thinking and was mainly based on the first Sherlock Holmes novel “A Study in Scarlet”. The episode contains some low-frequency words that are above the participant’s level in line with Krashen’s input hypotheses (1977). Thereby, serving as potential target words. The episode is 1h and 30 mins, providing adequate exposure time for the participants, and offering three modalities - spoken (audio), written (L2 captions), and pictorial (imagery); this combination is thought to enhance the learning experience. All the participants confirmed that they had not watched the episode previously.

### 2.4.2 Techniques of Extracting the Items

The target items were selected following a few steps. The episode “A Study in

Pink” was found in English subtitles at <https://soap2day.rs/watch-tv/watch-sherlock-full-39382.4892419>, a free film streaming website. Transcripts were downloaded from <https://www.tvsubtitles.net/> and transformed in an online tool <https://www.subtitletools.com/convert-subtitles-to-plain-text-online> into plain text (i.e., by excluding timestamps). The text then was subjected to analysis using The Compleat Lister function in the online analysis tool *Lextutor* (<https://www.lexutor.ca/>) (Cobb, n. d) to extract low-frequency words that are unlikely to be known by participants but which occur in the episode at least twice. This can be supported by Schmitt (2010) who stated that in order to minimize the presence of pre-existing knowledge, it is beneficial to employ rarely used vocabulary from the L2 that learners are acquiring. We also decided to implement, as target items, single words only, “because they have been traditionally seen as the ‘words’ that make up vocabulary” (Schmitt, 2010, p. 158).

### **2.4.3 The Vocabulary Items**

After converting the episode's transcript into plain text, it was placed in the Lextetur website to determine the frequency bands and exposure levels of all the items. Once the Lextetur website identified the frequency bands and exposure levels, researchers selected ten target items from the episode. These items were identified as low-frequency words ranging from K4 to K23 with an exposure of at least two (2) up to eight (8) times, aligning with the study's objectives. In this context "K" refers to a thousand and It represents the number of occurrences per thousand words. For example, K4 means that a word occurs four times per thousand words such as “Arch”, while K23 indicates that a word occurs twenty-three times per thousand words such as “Aneurysm” (See appendix H). The 10 target words comprised 5 nouns, 3 adjectives, and 2 verbs and appeared at least two (2) times and up to eight (8) times. A total of ten (10) filler items were also created. The list of all target and filler items in the study is in Table 1.

**Table 1***Target and Filler Items and Related Covariates*

Items	Frequency band	Frequency of occurrence	Length	
			Characters	Syllables
<i>Target items</i>				
Aneurysm	K-23	2	8	3
A cabby	K-11	8	5	2
Alibi	K-9	2	5	3
A feud	K-7	2	4	1
Dull	K-4	3	4	1
Vicious	K-5	2	7	2
Frailty	K-6	2	7	2
Dreadful	K-5	2	8	2
To bust	K-5	4	4	1
Arch	K-4	5	4	1
<i>Filler items</i>				
Reticent	Low	–	8	3
Plight	Low	–	6	1
Glee	Low	–	4	1
Dusk	Low	–	4	1
Weary	Low	–	5	2
Prodigious	Low	–	10	3
Limpid	Low	–	6	2
To limp	K-5	3	4	1
Fief	Low	–	4	1
To parch	Low	–	4	1

*Note.* The measure of the frequency band of target words was based on <https://www.lex tutor.ca/>.

#### **2.4.4. Creating Filler Items**

A total of 10 filler items were also created to be included in the pretest and posttest in order to prevent the participants from recognizing the target vocabulary. As Schmitt (2010) stated, “It is also useful to have distractors in the pretest to minimize the chances of learners becoming aware of the target items” (p. 180). All items were created with the assistance of the dictionary except for one word “to limp” which occurred in the input. Items were matched as much as possible to target items orthographically, that is, based on the number of syllables and characters. This was done to preserve the same ease or difficulty of target and filler items. For example, “Dull” as the target and “Dusk” as the filler.

#### **2.4.5 Data Collection Instruments**

##### **2.4.5.1 The Meaning Recognition Test**

Incidental L2 vocabulary learning was measured through the meaning recognition test which takes the multiple-choice form (MCT). We opted for meaning recognition (receptive test) for being less time-consuming and easier for intermediate-level learners than meaning recall knowledge in which participants have to retrieve information without any assistance. Also, it could be unlikely that participants had developed meaning recall knowledge from limited exposure (one viewing session).

In this test, participants were provided with the target/filler items and were asked to indicate the correct definition among three options (A, B, and C; see Appendix B). They were encouraged to skip the word if they were uncertain of the answer. Definitions were short to prevent boredom and were randomized using the two websites “pseudo-randomly” and “<https://www.random.org/>” to prevent guessing.

Meaning recognition was assessed at the level of *pretest*, *posttest*, and *one-week delayed posttest*. Pretests are crucial because “if pre-existing knowledge is not established at the beginning, it is impossible to know whether post-test knowledge is a new acquisition, or simply the knowledge that was in place before the study began” (Schmitt, 2010, p.179). Pretests also help ensure that experimental groups are comparable before the treatment.

## **2.5. The Experiment**

### **2.5.1 Session 1: Consent Form and the Pretest**

In the first session (on March 4th), we first disclosed our identities as researchers to the participants, then provided participants and the head of the club with the printed consent forms which took approximately six minutes to be read and filled. Subsequently, participants were asked to choose between two distinct paper figures, a heart and a square figure, which were numbered from 1 to 30 and distributed to the Discussion and Non-Discussion group, respectively. Participants were requested to keep the figures throughout the duration of the study. This was done to ensure reliable data tracing while also preserving their anonymity.

Afterwards, participants who consented to participate were requested to write their individual codes in the space provided within each answer sheet they were asked to answer. The pretest was administered in a paper format and was labeled as an entry test to prevent participants from deducing the actual intention of the research, thus, enabling them to acquire new vocabulary incidentally. Also, the pretest was placed face-down on tables to limit exposure to the target words. They were then instructed to lift the front sheet and begin the test. The allotted time was 15 minutes.

### **2.5.2 Session 2: The Viewing, Discussion, and Immediate Posttest**

The second session was held one week after the pretest (March 11th) to allow a period of forgetting. All participants (N = 30) watched the episode (1h and 30 mins) with English subtitles in an amphitheater of the institution. Afterwards, the Discussion group (N = 15; Males = 7, Females = 8) was directed (with the assistance of the first researcher) to a separate classroom specifically arranged for the discussion activity while the Non-Discussion group immediately sat the posttest (with the assistance of the second researcher).

### ***Discussion***

The discussion was audio recorded using two phones to measure the amount of speech from each participant. In this activity, the participants were engaged in a guided, rounded-circle discussion of the episode where they were required to follow the democratic discussion strategy proposed by Brookfield (2011), which included using the Circle of Voices technique. In this approach, the ground rules included speaking one at a time for two minutes as called by the facilitator, ensuring that every member of the group had the opportunity to contribute. Additionally, each participant had the right to speak without being interrupted during their contribution (p. 11). To facilitate the discussion, the researchers provided the moderator with a set of twelve questions (See appendix F), which were presented orally to guide the conversation. The discussion began with a question from the moderator about the plot of the episode, followed by several open-ended questions. To initiate the discussion, the moderator asked for a volunteer to answer the first question using a microphone and then randomly selected individuals, including those who did not volunteer or indicated their interest through hand-raising, while mentioning their assigned numerical code before they spoke. To encourage the participants, applause was given after they answered. In addition, participants had 1 minute to contemplate the answers and 2 minutes to share their viewpoints.

Worthy of noting is that whenever the participants requested the meaning of any word including target items, the moderator provided it from the dictionary. This was done because this form of learning is thought to remain incidental since the aim is to discuss the input as a whole and unknown words may get in the way of overall comprehension. Studies consistently show that a teacher's explanation of word meanings at learners' request increases the extent of L2 vocabulary learning (Biemiller & Boote, 2006). The discussion lasted approximately 60 minutes.

### **Repeated Exposure of Words in the Form of Discussion Questions**

In the conducted study, the researchers devised a strategy to facilitate incidental vocabulary learning among participants while ensuring that they were not explicitly focused on the target words. To achieve this, open-ended questions were carefully designed as means to guide the discussion with the intent of promoting repeated exposure to the target items (See Appendix F). The purpose of employing this technique was to reinforce the acquisition of vocabulary in a manner that did not demand the participants' conscious attention towards the specific words being taught.

### **Immediate Post Test**

Conversely, the Non-Discussion group (N=15; Males = 8, Females = 7) did not receive any more intervention after viewing the episode and was instead directed to the posttest; an identical test to the pretest to assess the difference between the Discussion and the Non-Discussion groups in the increase/decrease in meaning recognition scores following the treatment. The Discussion group, on the other hand, sat the posttest following the discussion session.

### **2.5.3 Session 3: The Delayed Posttest**

Finally, one week after the immediate posttest (March, 18th) a delayed posttest was

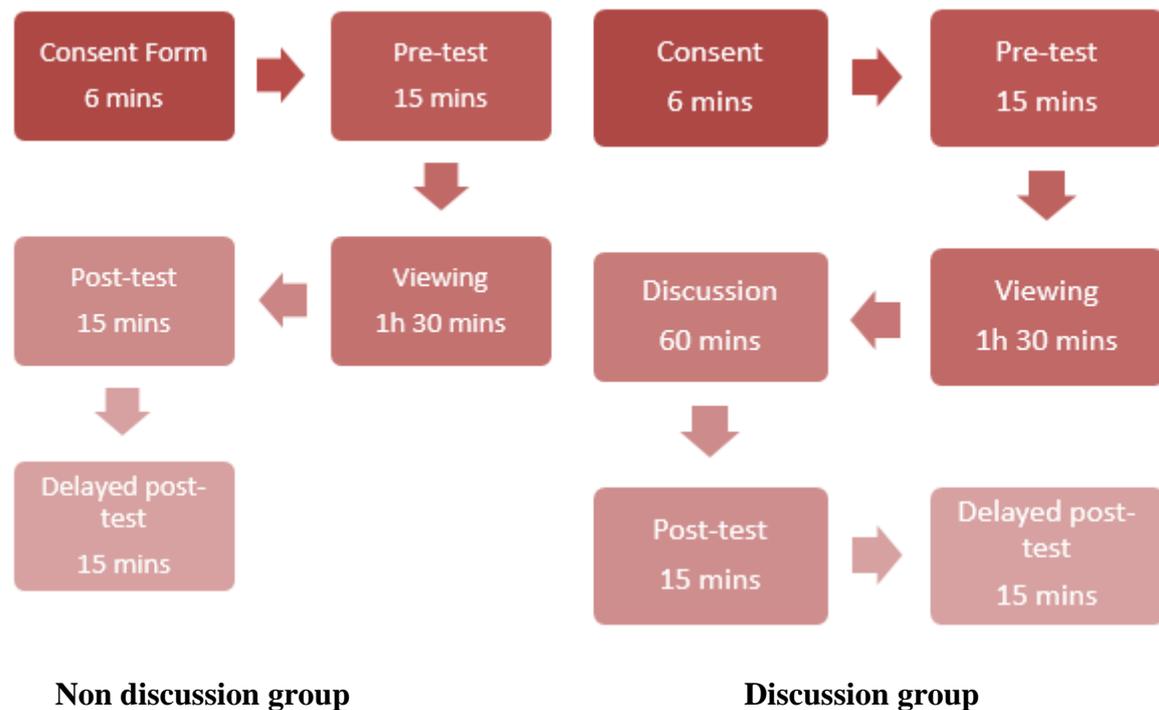
carried out in a third session for both groups. In contrast to the pretest and posttest, the delayed post-test featured a modified design whereby 10 filler words were omitted, and only the 10 target words were presented (See Appendix C). This modification was done to reduce boredom and fatigue and focus solely on analyzing the target items. Vocabulary researchers have not set a standard period for conducting the delayed test; they nonetheless recommend that it should not be less than two days following the posttest (Schmitt, 2010, p. 156); therefore, the present study opted for a one-week delayed posttest. A time limit of 10 minutes was provided to the participants to complete the test.

We implemented a delayed posttest because the study included one treatment session only. According to Schmitt (2010) “one or a small number of exposure are unlikely to lead to long-term acquisition, and so an immediate post-test has the very real danger of overestimating the degree of durable learning” (p. 155). Therefore, a delayed posttest may help assess the durability of the treatment effect on participants’ long-term memory retention over one week. This allows for an evaluation of the extent to which participants have retained the knowledge gained from the treatment intervention.

At last, the club members were thanked for their participation and had been debriefed about the true aim of the study.

#### **2.5.4 Research Schedule**

The experiment was conducted in March 2023 every Saturday over a period of three weeks. The sessions were scheduled during the weekend because it is the time that is most convenient for all participants involved. The Discussion group spent around 3h and 21 mins in the experiment while participants in the Non-Discussion group participated for 2h and 21 mins. The schedule is illustrated in Figure 4.



**Figure 4** The research schedule and time spent with each activity.

To conclude, this section has highlighted key elements of this study's methodology. It first described the paradigm and the design and then delineated the population, sample frame, the setting, and ethical considerations, which play an important role in contributing to the integrity of this study. The section also encompasses several subsections, namely, an examination of the materials employed in the treatment process, a discussion on the data collection instruments utilized to gather relevant data and an elucidation of the experimental design.

## Section Two: Analysis

### 2.6 Data Coding

Data was input into Excel first. We inserted codes to 901 rows  $\times$  6 columns, making the total number of the added codes 5406. We utilized binary codes to represent the scores which are the dependent measure. Specifically, we adopted a dichotomous approach, assigning a value of 1 to indicate the correct answer and 0 to represent the

incorrect answer for each test item. This coding allowed us to capture the performance of participants in a clear manner. Also, we classified related variables of group and time as categorical” nominal” variables while frequency was treated as continuous” scale” variable that represents the number of occurrences to each word.

Each item was coded as 1 for a correct answer and 0 for an incorrect answer (i.e., binary coding). More details about how we coded the data in Excel can be obtained from Table 2.

**Table 2**

*The Codebook as Created in Excel*

Variable	Meaning	Codes
Student ID	Participant's identification	from 1 to 30
Item	Target words in the study	aneurysm=1; cabby=2; allibi=3; feud=4; dull=5; vicious=6; frailty=7; dreadful=8; to bust=9; arch=10
Frequency	The number of times the word is repeated	aneurysm=2; cabby=8; allibi=2; feud=2; dull=3; vicious=2; frailty=2; dreadful=2; to bust=4; arch=5
Group	The experimental groups	With discussion = 1; without discussion = 0
Time	The time of administering the test (3 repeated measures)	Pretest = 1; posttest =2; delayed posttest = 3
Score	Score on each test item per each participant	Correct = 1; Incorrect = 0

*Note.* Codebooks contain information intended to be complete and self-explanatory for each variable in a data file. Codes = Labels or values.

The final view of raw data is shown in Figure 5.

	A	B	C	D	E	F
	Student ID	Item	Frequency	Time	Group	Score
2	1	1	2	1	1	0
3	1	2	8	1	1	0
4	1	3	2	1	1	0
5	1	4	2	1	1	1
6	1	5	3	1	1	1
7	1	6	2	1	1	0
8	1	7	2	1	1	1
9	1	8	2	1	1	1
10	1	9	4	1	1	1
11	1	10	5	1	1	0
12	1	1	2	2	1	1
13	1	2	8	2	1	1
14	1	3	2	2	1	1
15	1	4	2	2	1	1
16	1	5	3	2	1	1
17	1	6	2	2	1	1
18	1	7	2	2	1	1
19	1	8	2	2	1	1
20	1	9	4	2	1	1

*Figure 5* The final view of data in Excel

## **2.7 Analysis**

RQ1 examined whether viewing one full-length episode of a TV series of 90 minutes in the form of L2 captioned video increases incidental L2 vocabulary acquisition. We; therefore, analyzed the meaning recognition performance of all 30 participants by comparing the difference between pretest and posttest scores. RQ2 assessed the effect of embedding discussions post-viewing on the extent of the effect observed in RQ1. As a result, we analyzed the meaning recognition performance by comparing the scores of Discussion and Non-Discussion groups. Finally, RQ3 looked at the difference between the two groups in vocabulary gains after a one-week period. To address the question, the same procedures for RQ2 were followed, we only replaced the pretest by posttest and posttest by the delayed-posttest.

### **2.7.1 Descriptive Statistics**

We summarized data by calculating the mean and standard deviation of vocabulary gains, which represent the improvement in vocabulary knowledge from the pretest to the posttest. We subtracted each participant's score from their corresponding posttest score. In RQ2 and RQ3, paired boxplots were also created in the statistical software R (with the assistance of the supervisor) to clearly visualize the pretest to posttest gains for every word.

### **2.7.2 Inferential Statistics**

The output data frame resulting from data coding was imported into SPSS for inferential analysis. To determine whether there were differences in meaning recognition accuracy before and after viewing for all participants (RQ1,  $N = 30$ ) as well as with ( $N = 15$ ) and without ( $N = 15$ ) post-viewing discussions, a logistic regression model was

performed. Logistic regression is a statistical analysis method that is used to predict a binary/dichotomous dependent measure (0 incorrect, 1 correct). This analysis generates p values (an index of the presence of an effect) and odds ratio (a measure of the size of this effect); both will help confirm or disconfirm the null hypotheses in the present study.

### Section Three: Results and Discussion

*RQ1. Does exposure to a full-length episode of “Sherlock Holmes” series result in significant incidental gains of L2 vocabulary?*

Vocabulary gains were calculated in Excel (see Appendix G) and presented in Table 3.

The pretest mean score of 4.3 indicates the average knowledge of target words for all participants before viewing the episode. The standard deviation (2.05) suggests the existence of a slight difference between participants in their language proficiency.

**Table 3**

*Descriptive Statistics for Meaning Recognition Test (10 Items)*

	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Pretest	4.3	2.05	0	8
Posttest	7.83	2.53	3	10
Vocabulary Gains	<b>+3.53</b>	2.57	0	9

*Note.* N = 30, M = mean, SD = Standard deviation. Max score = 10

The posttest mean score greatly increased to 7.83, reflecting a +3.53-word gain. That is, after watching the episode, learners became able to recognize the meaning of approximately 3.5 previously unknown words.

Inferential statistics were computed to assess the significance of the increase observed in Table 3. The results revealed a significant effect of time ( $p < .000$ ) on meaning

recognition accuracy. To explain, meaning scores in the posttest were significantly higher than pretest scores. Participants had almost 5 times the odds of scoring correctly in the posttest than in the pretest.

### **RQ 1. *Discussion***

The findings showed that exposure to the episode resulted in a statistically significant increase in incidental L2 vocabulary knowledge among the participants. The present findings seem to be consistent with the previous study conducted by Peters and Webb (2018) who's findings revealed the significant influence of authentic and engaging materials in promoting incidental vocabulary learning, particularly in terms of learners' capacity to recall and recognize word meanings. It's also further support the idea of Webb and Rodgers (2009a) who found that watching L2 TV might be a way to increase learners' word knowledge, because, within a relatively small amount of television viewing, there are repeated encounters with lower-frequency words which may be sufficient for adequate comprehension and incidental learning to occur (Cited in Peters and Webb, 2018, p. 2). However, it is important to note that individual differences in the extent of vocabulary gains were observed. This indicates that learners may respond differently to exposure to authentic materials, with some individuals benefiting more than others.

### ***RQ2. Does engaging in a post-viewing discussion lead to greater incidental L2 vocabulary gains compared to viewing the episode only?***

Descriptive statistics for meaning recognition gains are summarized in Table 4.

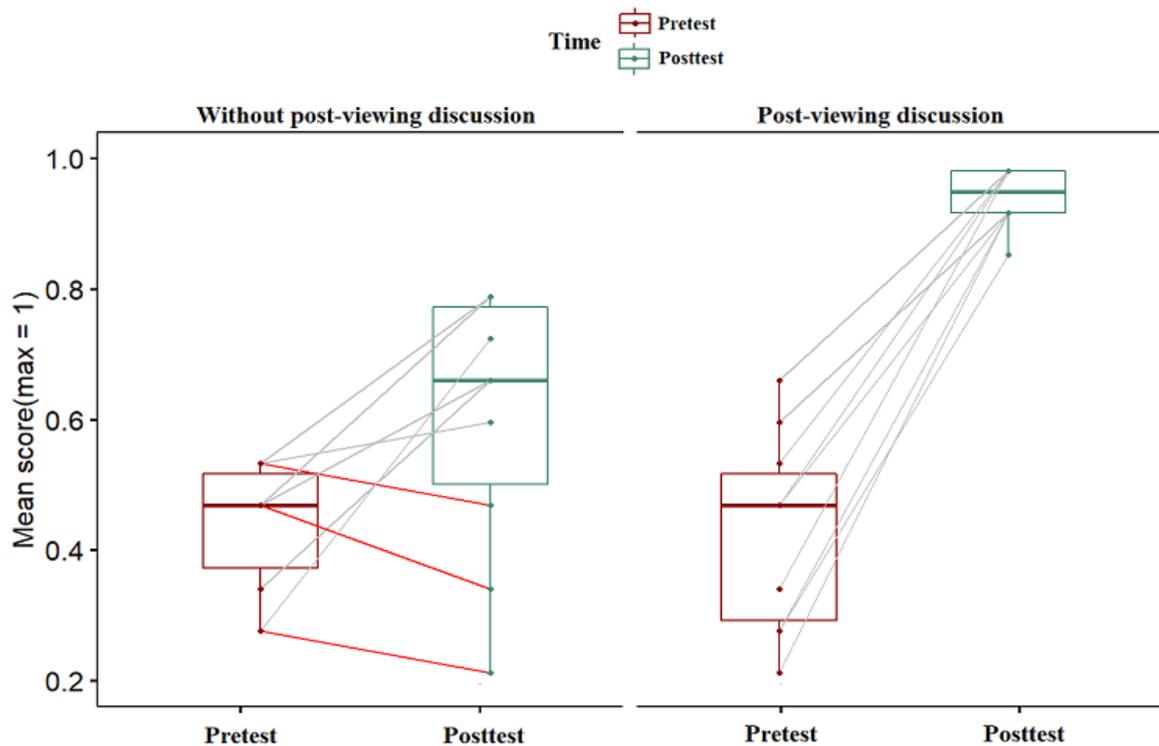
**Table 4***Meaning Recognition Test Scores for Discussion and Non-Discussion Groups*

Time	Non-Discussion Group		Discussion Group	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Pretest	4.33	1.84	4.27	2.28
Posttest	6.07	2.12	9.6	0.51
Post-gains	<b>1.73</b>	1.33	<b>5.33</b>	2.23

*Note.* Max score = Target words = 10. Discussion, N = 15, Non-Discussion, N = 15. M = mean, SD = Standard deviation.

It could be observed that participants in the two groups scored almost the same on the pretest. This may imply that there should not be an initial significant difference in English language proficiency between the two groups. The table shows an average indication of the number of words that students learned in the two different conditions. Specifically, in the discussion group, students demonstrated an average gain of 5 words (see Appendix D), while in the group without discussion, they showed an average gain of less than 2 words in the post-test (1.73) (see Appendix E). These statistics were then utilized to create the paired boxplots shown in Figure 6.

The paired boxplot provided more insights into the differences between the two groups. The figure shows the change in mean score (mean max=1) from meaning recognition pretest to posttest of the Discussion and Non-Discussion group at the level of the ten words.



**Figure 6** Paired boxplots of changes in mean scores from pretest to posttest per word and for Discussion (N = 15) and Non-Discussion (N = 15) groups. Gray lines indicate gains, and red lines indicate drops in scores.

The graph clearly shows that there was an increase in incidental L2 vocabulary gains from pretest to posttest for both groups (gray lines). However, the Non-Discussion group displayed minimal gains compared to the Discussion group. Also, participants of the Discussion group experienced droppings in accuracy; a few words that were scored accurately in the pretest were scored incorrectly in the posttest. However, this decrease was absent in the Discussion group; there are no red lines in the graph.

Inferential statistics results (see Table 6) showed a significant interaction of Time with Group ( $p < .001$ ). In other words, when we analyzed the differences between groups (between-subjects design) by also considering gains from pretest to posttest within each participant (within-subjects design), it was shown that gains from pretest to posttest were

different between the groups. Specifically, this two-way interaction between group and time revealed that the Discussion group participants had 16 times ( $EXP(B) = 15.99$ ) the odds of scoring correctly than Non-Discussion group participants did.

**Table 5**

*Inferential Statistics for Meaning Recognition Scores*

Variables	<i>B</i>	<i>SE</i>	<i>p-values</i>	<i>Odds Ratio (EXP (B))</i>
Intercept	-.26	.17	.10	.77
Time = Pretest	.70	.24	.00	2.02
Group = Non-Discussion	-.03	.23	.91	.97
Time (Pretest) × Group (Non-Discussion)	2.7	.51	<b>.001</b>	<b>15.99</b>

**RQ 2. Discussion**

The results of RQ2 revealed a significant difference in vocabulary gains between the post-discussion group (N=15) and the group without post-discussion (N=15). The finding showed that the discussion group, characterized by its interactive nature, demonstrated a higher average gain (mean=5) which provides strong evidence supporting the positive impact of post-viewing discussions on students' incidental vocabulary learning. This finding is in agreement with Rula's (2016) findings which showed the effectiveness of the strategy of dialogue and discussion in enhancing academic listening skills. It can also be aligned with He and Ellis (1999) study which found that interaction following a listening activity particularly through "dialogically symmetrical discourse" (1999, p. 132) between peers was more conducive to incidental vocabulary acquisition (Cited in Swain, 2002, p. 180).

In our research, the discussion was captured through the utilization of audio

recording techniques, and upon analysis, an interesting observation emerged regarding student engagement and vocabulary acquisition. Numerous students spontaneously inquired about the meanings of words being discussed, without realizing that they were actually focusing on the target vocabulary (i.e., incidental learning). Their purpose was to address the questions guiding the discussion and engage in a comprehensive analysis of the story. This unintentional inquiry demonstrated their acquisition of the words.

Additionally, students exhibited the ability to grasp word meanings within a contextual framework. For example, one student creatively associated the word 'feud' with a family dispute based on their familiarity with the TV program 'Family Feud.' Another student demonstrated remarkable comprehension of the word 'aneurysm' within the given context. Therefore, teachers can consider incorporating post-viewing discussions or similar interactive activities into their lesson plans to reinforce any word development that result from authentic input exposure. As reported by Nystrand (2006), it can offer the lecturer an opportunity to check students' understandings of the material and ideas through expressing their own viewpoints and questions. Also the observed unconscious acquisition of vocabulary through student-initiated inquiries during discussion suggests that teachers can harness the power of student curiosity which plays a vital role in engaging the student with the material. In contrast, the findings of the group that lacked post-discussion exhibited a lower average gain (mean=1), indicating that the absence of post-viewing discussion potentially limited the opportunity to develop a thorough understanding of word meanings.

***RQ 2. A. To what extent are vocabulary gains retained for both groups one week after viewing?***

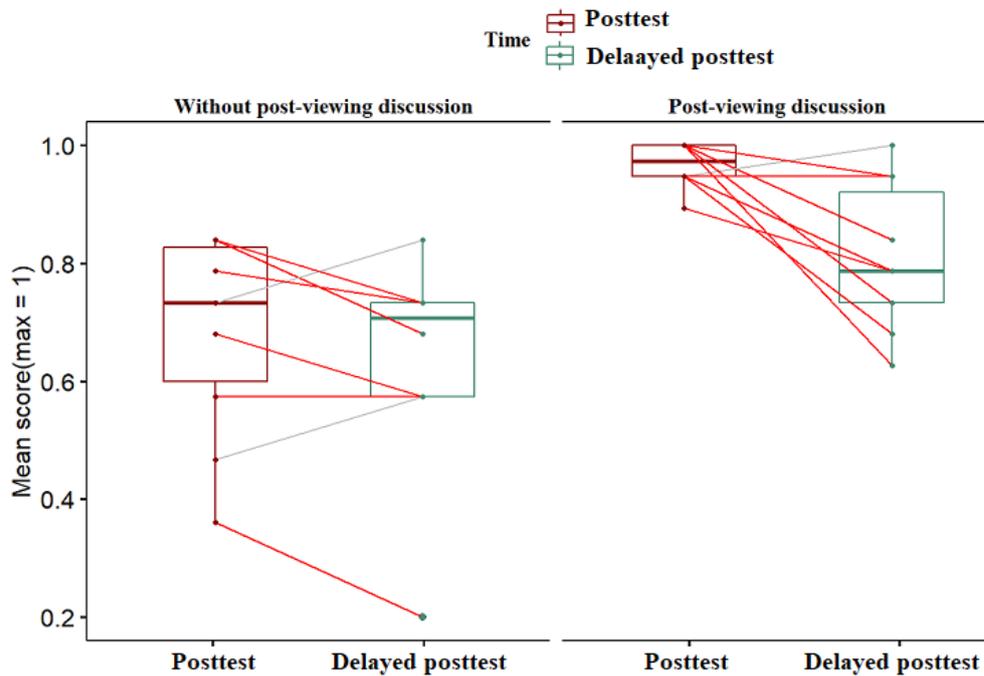
Meaning recognition gains one week after the treatment were calculated for the Discussion and the Non-Discussion groups and summarized in Table 6 and plotted in Figure 7.

**Table 6***Meaning Recognition Test Scores for Discussion and Non-Discussion Groups*

Time	Non- Discussion Group		Discussion Group	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Posttest	6.07	2.12	9.6	0.51
Post-gains	<b>1.73</b>	1.33	<b>5.33</b>	2.23
Delayed	5.6	1.40	7.60	1.64
Delayed-gains	<b>1.27</b>	1.10	<b>3.33</b>	2.23

*Note.* Max score = Target words = 10. Discussion, N = 15, Non-Discussion, N = 15.  
M = mean, SD = Standard deviation.

The paired box plots in figure 7 depicts the changes in scores from the posttest to the delayed posttest per each word for participants with post-viewing discussion and participants without post-viewing discussion group. The results revealed that both groups experienced a decrease in accuracy of meaning recognition from posttest to the delayed posttest. However, it is noteworthy that despite this decrease, both groups demonstrated an improvement in vocabulary gains. Comparing the two groups, the discussion group exhibited greater vocabulary gains compared to the other group. To demonstrate, the mean values for the delayed test and posttest provides an average indication of the amount of vocabulary acquired by the learners. The results demonstrate that the discussion group achieved a notable average gain of 3 (see Appendix D), indicating an improvement despite experiencing some setbacks. On the other hand, the group without discussion showed an average gain of 1 (see Appendix E), which can also be seen as an increase but falls short compared to the discussion group



**Figure 7.** Paired boxplots of changes in mean scores from posttest to delayed posttest per word and for Discussion (N = 15) and Non-Discussion (N = 15) groups. Gray lines indicate gains, and red lines indicate drops in scores.

### **RQ 2.A Discussion**

RQ2.A showed that participants in the discussion group forgot approximately 2 words after one week. This is not surprising, because long-term learning of words requires repeated encounters in different contexts at different time intervals. Importantly, the result that participants were able to recognize the meaning of 3.3 words that were unknown before the treatment is still a positive result. The findings indicate that participating in group discussion can have a positive effect on retaining receptive knowledge of words even after 7 days which can be aligned with HE and Ellis (1999) study which its finding suggested that peer interaction group outperformed the other groups in terms of comprehension and in posttests measuring recognition of the lexical items given one week after the activity (Cited in Swain, 2002, p. 180). These findings emphasize the significance

of utilizing discussions as an efficient approach to enhance vocabulary retention. The act of engaging in discussions and sharing ideas within a group setting seems to strengthen the learning process and facilitate the integration of newly learned words into one's vocabulary, which contradicts the outcomes observed when group interactions were absent.

## **General Conclusion**

This dissertation aimed to investigate the impact of L2 TV series viewing and post-viewing discussion on incidental vocabulary learning of intermediate EFL learners within the context of the “Ahder Longli Club”, situated in the Scientific Entertainment Center in Jijel, Algeria. The study sought to determine whether engaging in active participation, specifically, discussing the episodes, would reinforce EFL learners’ acquisition of incidental vocabulary compared to passive viewing. The study tested the hypothesis that when intermediate EFL students view one episode of a TV series embedded with unknown words, they will incidentally (without awareness) acquire some of these words. It also puts forward the hypothesis that participating in the post-viewing discussion will reinforce the vocabulary acquisition process, contrary to merely watching the film passively.

The initial theoretical chapter of this study shed light on various aspects of incidental vocabulary learning. The opening section presented a comprehensive overview of this type of learning, highlighting its significance in language acquisition. Continuously, the second section delved into the concept of leveraging L2 TV series viewing as a means to enhance learning outcomes. This section emphasized the potential benefits of using TV series as a resource for language learners. Lastly, the final section outlined the role of post-viewing discussion in facilitating incidental EFL vocabulary learning.

The final chapter of this study primarily concentrated on presenting a practical framework aimed at assessing the efficacy of incidental vocabulary acquisition through L2 TV series viewing and post discussion through employing a quantitative research design, mainly an experiment. The study included a sample of thirty participants who were randomly divided into two groups.

Researchers utilized a pre-test that was administered to measure the participants' prior knowledge and ensured that they were unfamiliar with the target words used in the treatment. Pre-tests may facilitate the participants' incidental acquisition of the target words (i.e., the negative effects of pretesting). Subsequently, a post-test was conducted to determine if there was a significant impact observed in both groups after the treatment. Finally, after one week, a delayed post-test was administered to evaluate the participants' ability to retain the incidental vocabulary learned during the treatment.

Based on the findings obtained from the research, it was determined that watching a single episode of TV series has a substantial influence on the incidental vocabulary learning. This finding supports the initial hypothesis that if intermediate EFL learners watch an episode of a TV series, they will unintentionally acquire knowledge of meaning recognition of some of the unknown L2 words encountered in the episode. Furthermore, the results also indicated that engaging in discussions after viewing plays a crucial role in enhancing incidental vocabulary learning. This outcome confirms the hypothesis that if intermediate EFL learners engage in a post-viewing discussion, their meaning recognition of L2 words encountered in the episode will be greater than that of learners who only watched the episode. The null hypotheses in this study were rejected and the alternative hypothesis were accepted.

To sum up, the present research highlights the advantage of incorporating discussion as a means of incidental L2 vocabulary learning and elucidates how it facilitates the acquisition process. This medium has the potential to greatly enhance the educational system if appropriately utilized. It is imperative for teachers to reassess the significance of incorporating discussion within the classroom and adapt to technological advancements, encouraging the utilization of contemporary teaching methods in the foreseeable future.

## **Pedagogical Implications**

The research findings suggest several implications for language learning and teaching. They offer educators an additional tool to complement traditional language teaching methods. By incorporating L2 TV series and post-viewing discussions into the curriculum, it can be an effective strategy to enhance vocabulary acquisition. This approach allows students to interact with the language in a genuine and enjoyable manner, both inside and outside the classroom. Students can watch episodes independently, fostering authentic engagement with the language. This promotes self-directed learning and broadens knowledge, preventing the monotony associated with traditional methods.

Furthermore, during the discussion when learners come across unfamiliar or challenging words, the teacher can offer explanations to help them comprehend the meaning. By providing clear definitions, the teacher ensures that learners have a solid understanding of the vocabulary being used. Moreover, TV series contain a substantial number of infrequently used words, affording educators the opportunity to select shows that are lexically rich and cover a diverse range of topics, thereby maximizing the potential for vocabulary expansion. These insights contribute to existing knowledge by offering effective approaches to enhance vocabulary beyond basic words and phrases.

## **Limitations**

Similar to any other academic investigation, this particular research had its own limitations that need to be recognized and addressed. These limitations include the following:

- The sample size of the study was relatively small, which may restrict the ability to apply the findings to a larger population.
- Due to time constraints, interviews with teachers and participants to gather their opinions

on the experience were not conducted. Also, the participants were unable to watch more than a single episode, thus preventing an extensive viewing experience.

-We were unable to incorporate an additional (one month) delayed post-test due to constraints with the participants' schedules, compounded by the arrival of the holy month.

-We only tested meaning recognition. Other researchers may replicate the study by testing other aspects of word knowledge such spoken form.

### **Recommendations for Further Research**

Additional investigation for further research can be suggested:

- Researchers can extend the study by examining multi-word items, such as collocations, idioms, and other complex language items in addition to single words. This aid researcher explores the effectiveness of post discussion in promoting the mastery of more complex language structures of the learners.

- Teachers can enhance language learning by organizing extensive viewing sessions where authentic videos or films are shown, followed by group discussions. This approach offers a more comprehensive language learning experience and can be assessed through meaning recall, which helps students acquire new vocabulary naturally.

-Future researchers can conduct a longitudinal study to observe the long-term effects of TV series viewing and post-discussion on incidental vocabulary learning. This could involve tracking participants' vocabulary growth over an extended period, such as several months.

-Teachers can replicate the research in various locations with larger samples, such as universities, to investigate the extent to which the findings can be applied and generalized.

-Other researchers can perform a parallel study using a qualitative approach to gather the students' opinions regarding the use of discussions as a tool to enhance their learning.

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## Appendices

### Appendix A

#### Consent Form (The head of the Club)

Dear the head of the club

We are writing to request your assistance with conducting an experiment for our research project. We are hoping to gather data on “The impact of TV series viewing and post discussion on EFL intermediate students ‘incidental vocabulary learning’” and would greatly appreciate the opportunity to conduct our experiment in your English club “Ahder longli “.

The experiment is safe, and all necessary precautions will be taken by researchers to ensure that it is conducted in a responsible and respectful manner and that we will be present throughout the experiment to supervise and answer any questions.

If you are willing to participate, please fill out the following consent form:

I, the head of the club, gave my permission for Balhimer Maissa and Zazoua Maroua to conduct their experiment in “Ahder Longli” club on 11/03/2023 at the scientific center of entertainment.

I understand that the experiment investigates” The impact of TV series viewing and post discussion on EFL intermediate students ‘incidental vocabulary learning’” and that my students will be participating voluntarily. I acknowledge that I will take all necessary precautions to ensure the safety of my students.

Signed:

Date: 04/03/2023

Thank you for considering our request. We greatly appreciate your time and assistance.

Sincerely, Belhimer Maissa and Zazoua Maroua

**Appendix A (Continued)****Consent Form (Participants)****Date: 04/03/2023**

Researchers: Belhimer Maissa / Zazoua Maroua

You are invited to participate in a research study conducted by Maissa and Maroua. Your participation in this study is entirely voluntary, and you may choose not to participate. If you decide to participate you are obliged to attend the whole experiment.

Procedures:

If you choose to participate in this study, you will be asked to attend the three sessions that will cover our experiment and take three weeks each Saturday.

Benefits:

The potential benefits of participating in this study are enhancing the speaking and writing skills through listening to native speakers and viewing subtitles.

Confidentiality:

Your identity and personal information will be kept confidential. As well as your data will be stored securely and only the researchers involved in this study will have access to it.

Consent:

I have read and understood the information and instructions provided above. I understand that my participation in this study is voluntary. By signing below, I consent to participate in this study.

Full name:

Signature:



c) A way of hiding the circumstances of a crime

**6-Glee**

a) Happiness

b) Sadness

c) Anger

**7- A feud**

a) An animal

b) An accessory

c) A conflict

**8- Dull**

a) Boring

b) horrible

c) Interesting

**9-Dusk**

a) Dawn

b) Midnight

c) Twilight

**10- Vicious**

a) Honest

b) Violent

c) Intelligent

**11-Weary**

a) Exhausted

b) Spirited

c) Focused

**12-Frailty**

a) Strength

b) Weakness

c) Intelligence

**13-Dreadful**

a) Peaceful

b) Pleasant

c) Horrible

**14-Prodigious**

a) Mysterious

b) Miraculous

c) Luxurious

**15-Limpid**

a) Murky

b) Clear

c) Rough

**16-To Bust:**

a) To break apart violently

c) To make a loud noise

c) To speak loudly

**17-To limp**

a) To run quickly

b) To spin rapidly

c) To walk with difficulty

**18-Fief**

a) A small forest

b) A piece of land

c) A Medieval dance

**19-Arch**

a) A rival

b) A thief

c) A killer

**20-To Parch**

a) To burn out with a flame

b) To dry out due to heat

c) To freeze due to

cold

Please write the number that was given to you \_\_\_\_\_ Thank you for your cooperation ☺

## Appendix C

### The Delayed Post-test Form for the Participants

Indicate the meaning of the following words by selecting a, b, c, or skip to the next word if you don't know the answer

1- Aneurysm

- a) A code word used by criminals in an underworld
- b) A type of flower that blooms in spring
- c) A weakened area in a blood vessel that can bulge

2- cabby

- a) Driver
- b) Hat
- c) Taxi

3-Alibi

- a) A way of admitting a crime
- b) A way of proving not committing a crime
- c) A way of hiding the circumstances of a crime

4- A feud

- a) An animal
- b) An accessory
- c) A conflict

5- Dull

- a) Boring
- b) horrible
- c) Interesting

6- Vicious

a) Honest

b) Violent

c) Intelligent

7-Frailty

a) Strength

b) Weakness

c) Intelligence

8-Dreadful

a) Peaceful

b) Pleasant

c) Horrible

9-To Bust

a) To break apart violently

c) To make a loud noise

c) to speak loudly

10-Arch

a) A rival

b) A thief

c) A killer

**Please write the number that was given to you\_\_\_\_\_ Thank you for your cooperation ☺**

## Appendix D

### The Mean of the Gains for the Post-Viewing Discussion

	A	B	C	D	E	F
1	student	pre test	post test	delayed	post gain	delayed gain
2	1	5	10	7	5	2
3	3	5	9	7	4	2
4	5	4	10	5	6	1
5	7	6	10	6	4	0
6	9	4	10	10	6	6
7	11	7	9	9	2	2
8	3	1	9	8	8	7
9	15	7	10	9	3	2
10	17	1	10	5	9	4
11	19	3	10	9	7	6
12	21	7	10	8	3	1
13	23	0	9	6	9	6
14	25	3	9	7	6	4
15	27	5	10	10	5	5
16	29	6	9	8	3	2
17	mean	4,26666667	9,6	7,6	5,33333333	3,33333333
18						
19						
20						
21						
22		pre test	4,26666667			
23		post test	9,6			
24		delayed	7,6			
25		post gain	5,33333333			
26		delayed gain	3,33333333			
27						

## Appendix E

### The Mean of Gains for the without Post Discussion Group

	A	B	C	D	E	F
1	student	pre test	post tes	delayed	post gain	delayed gain
2	2	4	7	7	3	3
3	4	2	6	4	4	2
4	6	2	3	4	1	2
5	8	8	10	8	2	0
6	10	4	8	6	4	2
7	12	2	4	4	2	2
8	14	7	8	8	1	1
9	16	4	6	4	2	0
10	18	5	8	5	3	0
11	20	6	7	7	1	1
12	22	4	6	5	2	1
13	24	3	3	6	0	3
14	26	6	7	6	1	0
15	28	3	3	5	0	2
16	30	5	5	5	0	0
17	mean	4,33333333	6,06666667	5,6	1,73333333	1,26666667
18						
19						
20						
21						
22						
23						
24						
25		pre test	4,33333333			
26		post tes	6,06666667			
27		delayed	5,6			
28		post gain	1,73333333			
29		delayed gain	1,26666667			
30						

## Appendix F

### Questions to Lead the Discussion

**1-**Did you find the plot interesting and engaging?

**2-**Who did you initially suspect as the killer in the movie? Did you expect that the cabby is the killer?

**3-** The character of Jefferson hope (the murderer) suffers from an aneurysm, which plays a crucial role in the plot. How does this medical condition affect the story?

**4-**In the episode, Holmes's partner serves as an alibi; how does his partner's presence influence the investigation?

**5-**Sherlock Holmes has a reputation for being a brilliant deductive but he can sometimes be perceived as dreadful. Why?

**6-**According to you, what does "frailty of genius" mean?

**7-**Sherlock describes the routine of every day's life as "dull dull dull" do you agree with this statement. Why or why not? Can you provide an example from your own life?

**8-**Does Sherlock Holmes have arch enemies or arch friends? Which one do you personally have?

**9-**What do you think caused the feud between the police and Sherlock Holmes?

**10-**Do you think that the drug bust in the scene was part of the police work or were they exaggerating for the sake of drama?

**11-** Did you notice any moment where Sherlock's behavior could be described as vicious?

**12-** Would you recommend this movie to others?

## Appendix G

### The Mean and Standard Deviation of Gains for all Participants

	A	B	C	D	E	F	G	H	I	J
1	student	Pre-test	Post-test	post-test gains						
2	1	5	10	5						
3	2	4	7	3						
4	3	5	9	4						
5	4	2	6	4						
6	5	4	10	6						
7	6	2	3	1						
8	7	6	10	4						
9	8	8	10	2						
10	9	4	10	6						
11	10	4	8	4				mean	SD	
12	11	7	9	2			Pre-test	4,3	2,03673166	
13	12	2	4	2			Post-test	7,83333333	2,35010394	
14	13	1	9	8			post gains	3,53333333	2,56949389	
15	14	7	8	1						
16	15	7	10	3						
17	16	4	6	2						
18	17	1	10	9						
19	18	5	8	3						
20	19	3	10	7						
21	20	6	7	1						
22	21	7	10	3						
23	22	4	6	2						
24	23	0	9	9						
25	24	3	3	0						
26	25	3	9	6						
27	26	6	7	1						
28	27	5	10	5						
29	28	3	3	0						
30	29	6	9	3						
31	30	5	5	0						
32	mean	4,3	7,83333333	3,53333333						

## Appendix H

## Selecting the Ten Target Items from the Lextutor

Home > VocabProfilers > VP-Compleat Input > Output (Back preserves inputs) FRAMEWORK IS bnc\_coca (Props: To 1k; Compounds: Separated)

How's your blog going? Yeah, good, very good. You haven't written a word, have you? You just wrote "still has trust issues". And you read my writing upside down. You see what I mean? John, you're a soldier and it's going to take you a while to adjust to civilian life and writing a blog about everything that happens to you will honestly help you. Nothing happens to me. "What do you mean there's no ruddy car?" He went to Waterloo, I'm sorry. Get a cab! I never get cabs! I love you. When? Get a cab! My husband was a happy man who lived life to the full. He loved his family and his work, and that he should have taken his own life in this way is a mystery and a shock to all who knew him. Taxi, taxi! I'll be just two minutes, mate. What? I'm just going home to get my umbrella. You can share mine. Two minutes, all right? She still dancing? Yeah, if you can call it that. Did you get the car keys off her? Got them out of her bag. Where is she? The body of Beth Davenport, Junior Minister for Transport, was found late last night on a building site in Greater London. Preliminary investigations suggest that this was suicide. We can confirm that this apparent suicide closely resembles those of Sir Jeffrey Patterson and James Phillimore. In the light of this, these incidents are now being treated as linked. The investigation is ongoing but Detective Inspector Lestrade will take questions now. Detective Inspector, how can suicides be linked? Well, they all took the same poison. They were all found in places they had no reason to be. None of them had shown any prior indication. But you can't have serial suicides. Well, apparently you can. These three people, there's nothing that links them? There's no link we've found yet but we're looking for it. There has to be one. If you've all got texts, please ignore them. It just says "Wrong". Well, just ignore that. If there are no more questions, I'm going to bring this session to an end. If they're suicides, what are you investigating? As I say, these suicides are closely linked. It's an unusual situation, we're

2\_pants  
10\_serial  
2\_sniff  
2\_soothe  
4\_tan  
2\_triple  
3\_umbrella  
2\_vicious  
2\_violin

K-6  
3\_bluff  
2\_chess  
2\_freak  
2\_luggage

K-7  
2\_feud

K-8  
2\_beep

K-9  
2\_alibi  
2\_landlady

K-10  
3\_psychopath

K-11  
8\_cabby  
2\_deodorant

K-12

now-1 you-1 blog-14 going-1 year-1 good-1 very-1  
good-1 you-1 have-1 not-1 written-1 a-1 word-1 have-1  
1 you-1 you-1 just-1 wrote-1 still-1 has-1 trust-1  
issues-1 and-1 you-1 read-1 my-1 writing-1 upside-1  
down-1 you-1 see-1 what-1 i-1 mean-1 john-1 you-1  
are-1 a-1 soldier-2 and-1 it-1 is-1 going-1 to-1 take-1  
you-1 a-1 while-1 to-1 adjust-3 to-1 civilian-3 life-1  
and-1 writing-1 a-1 blog-14 about-1 everything-1 that-1  
1 happens-1 to-1 you-1 will-1 honestly-1 help-1 you-1  
nothing-1 happens-1 to-1 me-1 what-1 do-1 you-1  
mean-1 there-1 no-1 ruddy-9 car-1 he-1 went-1 to-1  
waterloo-1 i-1 am-1 sorry-1 get-1 a-1 cab-4 i-1 never-1  
get-1 cabs-4 i-1 love-1 you-1 when-1 get-1 a-1 cab-4  
my-1 husband-1 was-1 a-1 happy-1 man-1 who-1  
lived-1 life-1 to-1 the-1 full-1 he-1 loved-1 his-1 family-1  
and-1 his-1 work-1 and-1 that-1 he-1 should-1 have-1  
1 taken-1 his-1 own-1 life-1 in-1 this-1 way-1 is-1 a-1  
mystery-2 and-1 a-1 shock-2 to-1 all-1 who-1 knew-1  
him-1 taxi-2 taxi-2 i-1 will-1 be-1 just-1 two-1 minutes-1  
1 mate-2 what-1 i-1 am-1 just-1 going-1 home-1 to-1  
get-1 my-1 umbrella-5 you-1 can-1 share-1 mine-1  
two-1 minutes-1 all-1 right-1 she-1 still-1 dancing-1  
yeah-1 if-1 you-1 can-1 call-1 it-1 that-1 did-1 you-1  
get-1 the-1 car-1 keys-1 off-1 her-1 got-1 them-1 out-1  
of-1 her-1 bag-1 where-1 is-1 she-1 the-1 body-1 of-1  
beth-1 davenport-1 junior-2 minister-2 for-1 transport-3  
3 was-1 found-1 late-1 last-1 night-1 on-1 a-1 building-1  
1 site-2 in-1 greater-1 london-1 preliminary-4  
investigations-2 suggest-1 that-1 this-1 was-1

## Résumé

L'objectif principal de cette étude est d'explorer l'impact du visionnement de séries télévisées en langue étrangère suivit d'une participation à des discussions, après le visionnage sur l'apprentissage spontané du vocabulaire par des apprenants de langue Anglaise comme langue étrangère appartenant à un niveau intermédiaire. L'étude a été réalisée dans le cadre du club "Ahder Longli" à Jijel, Algérie. Afin de prouver l'exactitude de notre hypothèse, une approche de recherche quantitative et un plan expérimental ont été utilisés, comprenant trois tests devisés sur trois semaines. Trente participants ont été répartis au hasard en deux groupes : un groupe expérimental (N = 15) et un groupe témoin(N=15). Lors de la première session, tous les participants dévoient passer un prétest, après une semaine, tous les participants ont regardé un épisode complet " A Study in Pink" de Sherlock Holmes , après lequel le groupe témoin passé un posttest tandis que le groupe expérimental a participé à une séance de discussion juste avant de passer le post-test. Après une période d'une semaine, tous les participants ont passé un posttest différent. Les résultats obtenus à partir de l'analyse ont montré que le visionnage de séries télévisées améliore significativement l'apprentissage du vocabulaire, en particulier pour les mots moins courants utilisés. Les résultats mettent également en évidence l'importance de participer à des discussions après le visionnage d'une série télévisée, car cela joue un rôle crucial dans l'amélioration de l'acquisition du vocabulaire. Les résultats suggèrent que les apprenants qui participent activement aux discussions après avoir regardé une série acquièrent un bagage linguistique en langue étrangère se composant d'un vocabulaire rarement utilisé comparant aux appemants regardent uniquement la série télévisée.

**Mots clés :** discussion après le visionnage. Visionnage de séries télévisées, Vocabulaire incident.

## المخلص

الهدف الأساسي لهذه الدراسة هو استكشاف مدى تأثير مشاهدة المسلسلات التلفزيونية باللغة الأجنبية الانجليزية ثم المشاركة في مناقشات ما بعد المشاهدة على التعلم لمفردات جديدة لدى متعلمي اللغة الإنجليزية كلفة أجنبية في المستوى المتوسط وقد تم إجراء الدراسة ضمن إطار "نادي أهدر لونغلي" المتواجد في الجزائر بولاية جيجل والذي يوفر سياقًا مثاليًا للبحث حيث استخدام منهج بحث كمي باتباع تصميم تجريبي يتكون من ثلاثة اختبارات: تقييم أولي تقييم يليه تقييم اخر و تقييم نهائي مؤجل اين تم تقسيم 30 مشاركًا من أعضاء النادي على مجموعتين بشكل عشوائي وهما: المجموعة التجريبية (15 عضو) والمجموعة الضابطة (15 عضو). خلال الحصة الأولى طُلب من جميع المشاركين في هذه الدراسة الخضوع الى تقييم أولي ثم قام جميع المشاركين في الأسبوع التالي بمشاهدة حلقة كاملة "A Study in Pink" من البرنامج التلفزيوني المقدم "شارلوك هولمز" والتي دامت ساعة ونصف. بعد ذلك قامت المجموعة الضابطة بعد المشاهدة مباشرةً بإجراء تقييم نهائي، بينما شاركت المجموعة التجريبية في جلسة مناقشة قبل إجراء هذا التقييم و بعد فترة انقطاع دامت لمدة أسبوع خضع جميع المشاركون لتقييم أخير وقد أظهرت النتائج بصفة عامة أن مشاهدة المسلسلات التلفزيونية تحسن بشكل كبير من عملية اكتساب المفردات تلقائياً وبشكل خاص بالنسبة لكلمات غير شائعة الاستخدام بقيمة احتمالية تساوي 0.001 و كانت احتمالات النتيجة صحيحة لدى الاختبار النهائي بما يقارب 5 أضعاف احتمالات النتيجة الصحيحة في الاختبار الأولي وقد كان المشاركون في المناقشة أكثر قابلية لتحقيق اجابة صحيحة بما يقرب 16 مرة أكثر من لم يشاركوا في المناقشة. تشير النتائج إلى أن الطلبة الذين يشاركون بنشاط في المناقشات بعد مشاهدة الحلقة يكتسبون بدون وعي مزيدياً من المفردات التي تستخدم بنسبة منخفضة في اللغة الثانية مقارنة بأولئك الذين يشاهدون الحلقة بدون المشاركة في نشاطات اخرى.

**الكلمات المفتاحية:** تعلم المفردات تلقائياً، مشاهدة مسلسلات تلفزيونية، مناقشات ما بعد المشاهدة.