

TV SERIES TO DEVELOP PRAGMATIC COMPETENCE

**The use of TV series as authentic materials to develop pragmatic competence in EFL
contexts: a systematic review**

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Licenciatura en Bilingüismo con énfasis en inglés

2022

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Trabajo de grado como requisito para optar por el título de Licenciado en Bilingüismo con
Énfasis en inglés

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Acknowledgements

Quiero agradecer a mis compañeros de trabajo que hicieron posible el desarrollo de este proyecto. Es necesario resaltar las habilidades de liderazgo que tiene Juan David y la dedicación absoluta de Laura Daniela; fue un placer haber compartido esta experiencia con ustedes. De igual forma, quiero resaltar la labor de nuestra asesora Ángela Patricia quien guió el proyecto de la mejor forma posible con sus recomendaciones pertinentes y trato cálido.

Juan Manuel Ángel Villegas

A Isaac Newton se le atribuye la frase «si he visto más allá, es poniéndome sobre los hombros de gigantes». Si bien, a dicha cita se le dan varias interpretaciones (algunas incluso burlescas), su interpretación más recurrente es un reconocimiento por parte del físico hacia los científicos y descubrimientos previos a él que le permitieron hacer los suyos. ¿Qué sería de nosotros, pues, si no reconocemos a los gigantes sobre cuyos hombros nos hemos parado? Un sentido, profundo y cálido agradecimiento a la profesora Ángela Velásquez, en cuyo rol como asesora nos ha guiado y aconsejado hasta la culminación de este proyecto. A los profesores Daniel Murcia, Angélica Arcila y Sandro Echeverry, quienes desde las asignaturas de investigación nos ayudaron a direccionar y verbalizar las vagas ideas que les presentábamos a modo de parciales. A mis padres, por haberme apoyado, ayudado y comprendido en este viaje. A mis amigos, quienes han hecho mi vida universitaria una amena experiencia que llevaré en mi corazón eternamente. Y, finalmente, a Laura Daniela Marín y Juan Manuel Ángel, quienes son los mejores compañeros de proyecto con los que pude haber trabajado. Ambos son personas capaces e inteligentísimas que

pueden lograr en esta vida lo que se propongan y mucho más. Espero que el futuro les lleve por senderos verdosos e iluminados llenos de paz, tranquilidad y satisfacción.

Con gratitud, amor y nostalgia,

Juan David Jiménez Quintero

Quiero agradecer antes que nada a mis padres quienes me han brindado un apoyo total, alentado cada vez que lo he necesitado y reconocido mi esfuerzo. También, quiero agradecerles profundamente a mis familiares que me han recibido con brazos abiertos en sus hogares en las circunstancias que he necesitado para realizar mi formación en el programa durante estos últimos años. De igual forma, agradezco a todos los docentes de la Licenciatura de Bilingüismo que apoyaron este proceso al compartir sus conocimientos, sugerencias y críticas; en especial a nuestra asesora Ángela Patricia Velazco Hoyos cuyo acompañamiento y apoyo fue crucial para este trabajo. Por último pero no menos importante, quiero agradecer a mis amigos y compañeros de proyecto, Juanda y Manu, quienes han hecho las traspasadas más soportables. Siempre con amor,

Laura Daniela Marín Ramírez

Abstract

The present monographic document is a systematic literature review that aims to qualitatively revise the literature that uses TV series in order to develop pragmatic competence in EFL contexts. When teaching in an EFL context, the development of pragmatic competence tends to be overlooked in the classrooms. Additionally, students do not have the real need of using the language outside of class since there are few opportunities of facing a communicative situation; therefore, it is necessary to propose a strategy or tool that helps educators to develop pragmatic competence. In that sense, TV series appear to be an element of realia that fulfills these needs due to their vast amount of authentic communication. Hence, the present document proposes a systematic literature review (SLR) in order to revise studies on the aforementioned subject, so their outcomes can be compiled, compared, and displayed. In order to select the papers, some inclusion and exclusion criteria were created. Then, the documents were filtered through a tool for Study Quality Assessment and analyzed in an Analytical Matrix. Once the analysis was done, the 13 final documents were divided into two chapters of the monograph in which the pedagogical and pragmatic implications were presented.

Keywords: EFL context, EFL learners, pragmatic competence, pragmatics, TV series.

Resumen

La presente monografía es una revisión sistemática de la literatura (RSL) que tiene como objetivo revisar cualitativamente la literatura que utiliza series de televisión para desarrollar la competencia pragmática en contextos de inglés como lengua extranjera. Cuando se enseña en un contexto de inglés como lengua extranjera, el desarrollo de la competencia pragmática tiende a pasarse por alto en las aulas. Además, los estudiantes no tienen la necesidad real de usar el lenguaje fuera de clase ya que hay pocas oportunidades de enfrentar una situación comunicativa; por lo tanto, es necesario proponer una estrategia o herramienta que ayude a los educadores a desarrollar la competencia pragmática. En ese sentido, las series de televisión parecen ser un elemento de la realidad que satisface estas necesidades debido a su vasta cantidad de comunicación auténtica. Por lo tanto, el presente documento propone una revisión sistemática de la literatura con el fin de revisar los estudios sobre el tema antes mencionado, de modo que sus resultados puedan ser recopilados, comparados y mostrados. Para seleccionar los archivos, se crearon algunos criterios de inclusión y exclusión. Posteriormente, los documentos fueron filtrados mediante una herramienta para valoración de la calidad de estudios y analizados en una matriz analítica. Una vez hecho el análisis, los trece documentos finales fueron divididos en dos capítulos de la monografía en los cuales fueron presentadas las implicaciones pedagógicas y pragmáticas.

Palabras Clave: contexto de ILE, estudiantes de ILE, competencia pragmática, pragmática, series de televisión.

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Justification

A relevant strategy for teaching English-as-a-foreign-language (EFL) contexts is related to authentic audio-visual material use. The purpose or goal for its implementation commonly aims towards the improvement of specific linguistic competences. This monograph proposes the compilation and review of studies related to the development of the pragmatic competence of EFL learners through the use of TV series as authentic materials. As Rose (1994) states, EFL learners lack a communicative context in which they can both practice and model themselves; therefore, they do not have the real need for using English; hence, it is necessary to specify the components/aspects of pragmatic competence such as speech acts and figurative expressions and their purpose in situational language use.

In the last decade, it has been evidenced in EFL contexts the need to explore the value of the acquisition of pragmatics in second language (SL) learning (Li, 2013; Takkaç Tulgar, 2016 in Khazdouzian et al, 2020), especially in EFL contexts since learners have limited opportunities to interact in the L2 as compared to SL contexts. The problem, as evidenced in Rose (1994), is that most learners will not use pragmatic competence at all, which represents an unbalance in learners' communicative competence. As seen in Khazdouzian et al (2020), this issue is caused by the overlooking of L2 pragmatic competencies in learners of EFL contexts due to time, methodological constraints, and lack of genuine situations (Barón et al 2020), and formal assessment (Taguchi & Roever, 2017).

In Colombia, eleven-grade students of both public and private institutions must present a standardized test held by the Instituto Colombiano de Evaluación de la Educación (Icfes). In this test, students must demonstrate their reading comprehension skill as well as their lexical,

pragmatic, communicative, grammatical, and inferential knowledge in English in order to be placed on a scale between A- and B+ proficiency levels according to the Common European Framework of Reference (CEFR) (Icfes, 2018). In 2020, 57% of public-education students obtained a result of A- level of proficiency, which is the lowest classification possible in the test (Icfes, 2021). It could be inferred, then, that most public-education students are not proficient enough in English to contextualize the language as implied in the pragmatic competence. In fact, pragmatic knowledge is overlooked in the test itself since only 11% of the questions focus on this aspect of language (Icfes, 2018).

Most of the conducted studies with TV series in EFL environments focus mainly on proficiency skills; this fact has to do with the nature of the product. According to Metruk (2019) and Hosogoshi (2016), extensive interaction with TV series result in better listening skills. The reliability to implement this type of material continually aims to improve the four skills; however, the potential of TV series for developing pragmatic competence has not been extensively investigated. Bonsignori (2018), in fact, mentions the need to start implementing audiovisual content in the classroom because it allows students to analyze paralinguistic elements. Nonetheless, regardless of the benefits and needs, pragmatic features do not have the emphasis they deserve in the classes; besides, the benefits of being exposed to audiovisual input to increase pragmatic competence are still uncertain (Khazdouzian et al, 2020). As mentioned in previous paragraphs, pragmatic competence can be important for learners in a context in which there are narrow circumstances to learn and practice said competence. In brief, the gap between developing pragmatic competence and the use of TV series to achieve it needs exploration.

In view of what has been explained above, this monograph aims at analyzing documents about the use of TV series in the role of authentic materials as an educational strategy to foster pragmatic competence in EFL contexts. As Bruti (2016) states, when compared to films, the language used in TV series tends to be more varied, which raises the possibility of finding more commonly-used language that functions to provide students with the pragmatic function of language in a communicative context.

This monograph is important for teachers because it analyses the outcomes of using an element of realia (TV series) as an educational tool, so educators are able to revise it in order to decide to incorporate it in their planning. Additionally, this proposal may contribute to the development of pragmatic competence in EFL students, which can be evidenced in both the use and the understanding of speech acts and figurative expressions when used by others. Finally, this project holds great relevance for research since, as Metruk (2019) mentions, “the exploration of this field of English language teaching and learning is still in its infancy” (p.227).

Therefore, the purpose of this monograph is to compile results through the analysis of studies that execute the described strategy and expose the viability and the limitations the strategy implies based on the revised literature. Lastly, the main limitation of this monograph is the amount of research that has used the mentioned strategy with the mentioned objective inasmuch as there has been little publications regarding this area of EFL teaching/learning.

In view of the aforementioned information, the following research question (RQ) was formulated:

Research Question

What can be found in the literature that uses TV series to develop pragmatic competence in EFL contexts?

Objectives

Based on the RQ, the following objectives were established:

General objective

To review the literature that uses TV series to develop pragmatic competence in EFL contexts.

Specific objectives

- To describe the outcomes of using TV series to develop pragmatic competence in EFL learners.
- To analyze the viability and the limitations the strategy implies to be used according to the explored studies.

Theoretical Framework

The following theoretical framework is the basis that supports this project from a theoretical perspective. This section is divided into two parts: the literature review and the conceptual framework. Firstly, the literature review will display three research studies related to the topic of this monograph. Then, the conceptual framework will present definitions and explore the constructs of *Pragmatic Competence* and *TV Series*, which are central to the purpose of this monograph.

Literature Review

For this literature review, three studies were found that comprise the topics of TV series as a material to teach pragmatic competence, instruction of speech acts, and the effects of using captions; all studies were developed in contexts of Teaching English as a Foreign Language (TEFL). The first study was conducted by Derakhshan and Eslami (2020) in Iran; it explored the use of TV series as a material for pragmatic instruction. The second study was performed by Khazdouzian (2018) in Spain, and it focussed on the effects of captions to support pragmatic competence when present in audiovisual material and the influence of language proficiency in captioned/non-captioned conditions to learn pragmatics. Finally, the third study was developed by Khazdouzian, Celaya, and Barón (2020) in Spain; it examined the effects of captions to enhance second language (L2) pragmatics acquisition and awareness when watching TV series. The previous studies are relevant for this monograph since they implement the aspects that this paper intends to analyze; hence, they offer information which would be meaningful to revise since there is little research on the topics.

The study developed in Gorgan, Iran, by Derakhshan and Eslami (2020) named *The effect of metapragmatic awareness, interactive translation, and discussion through video-enhanced input on EFL learners' comprehension of implicature*, aimed to answer two research questions. First, to determine if teaching implicatures through different approaches (interactive translation, metapragmatic awareness-raising, and discussion) could improve their comprehension of them in Iranian upper-intermediate EFL learners. Second, to establish whether there is or not a statistical difference between the aforementioned approaches in the learners' comprehension of implicatures. The researchers applied the Oxford Quick Placement test (2004) in order to select

the participants from the major of English Literature and TEFL at Golestan University; then, the 51 learners (15 male and 36 female) that were placed in the upper-intermediate level of proficiency in the test were divided into three groups according to the amount of the above approaches plus a fourth group which would not have direct instruction of implicatures. The participants were asked to attend a total of eight classes divided into two sessions per week in which fragments of TV series (Friends and Desperate Housewives) were presented to the groups. Three of the groups worked explicitly on the implicatures embedded in the fragments while the other group did not receive direct explanations about it. Finally, the participants' comprehension of implicatures was evaluated through audio-listening multiple-choice tests. The researchers identified that the groups that were exposed to direct teaching demonstrated more comprehension of implicatures in the tests than the group that did not have such exposure; additionally, the researchers discovered that the group that used a metapragmatic awareness-raising approach outperformed the groups that used other approaches. The study concluded that "providing learners with contextually appropriate input through video using methods of pragmatic instruction [...] is effective to promote their ability to comprehend implicatures" (Derakhshan & Eslami, 2020, p. 25).

On the other hand, the study developed in Spain by Khazdouzian (2018) named *The Effects of TV Series on Pragmatic Development* reports the findings of a study that aims, first, to examine how captions may affect the pragmatic development while using TV series and how the results of using captioned and non captioned audiovisual material may vary depending on the proficiency level when learning pragmatics through the exposure to a TV series without previous pragmatic instruction of two participants groups (captioned/non-captioned). The participants of

the project were twenty-nine students (aged 19-24) at different levels of English proficiency (A2, B1, B2, C1, and C2) according to the CEF that belong to second and third-year of English Studies or Modern Languages majors at the University of Barcelona. The participants were asked to take an Oxford placement test to see their English language proficiency; then, as a part of a pre/post-test strategy, students answered through Google forms two Written Discourse Completion Tasks (WDCT) before and after watching the TV series "Modern Family."

According to the initial results, participants were assigned to the control groups, group A in caption conditions (14 participants) and group B in non-caption conditions (15 participants), and were instructed to watch all 24 episodes of Modern Family season six in a deadline of 45 days. After the deadline, participants completed the WDCT again. Six participants answered an in depth-interview. The study conclusions highlight that audiovisual support can help students expand their pragmatic notions regardless of captions or previous instructions; nonetheless, there is no evidence that TV series can help lower-level participants since it was only possible to see a significant change in the B2 and C1 learners.

Lastly, the study developed by Khazdouzian et al. (2020) named *When Watching is not Enough: The Effects of Captions on L2 Pragmatics Acquisition and Awareness* explores the possible effects of captions to enhance second language pragmatics acquisition and awareness when watching TV series without explicit pragmatic instruction at a Catalan University in Spain. The participants were 28 undergraduate EFL learners (levels B2 to C1) whose ages ranged from 19 to 24 years old and who volunteered for the study as an out-of-class activity. They were asked to watch one season from the TV sitcom "Modern Family" for 45 days; specifically, the participants were divided into two groups, group A with captions and group B without captions.

Regarding the compilation of data, a background questionnaire was used designed by the GRAL Research Group to inquire into the general and detailed language exposure of the learners; additionally, the grammar and the listening parts of the Oxford Placement Test (OPT) were used to evaluate the participants' level of English. More importantly, a written discourse completion test (WDCT) was used following a pre/post-test design to test the acquisition of the L2 pragmatics (requests and suggestions); precisely, the situations in the WDCT were created on the basis of those appearing in the series, and the test was provided online via Google Forms. As well, a month after the post-test of the study, 6 random participants were orally interviewed for 15 minutes. The results show a positive effect of the audiovisual support on the use of strategies to request and suggest and on certain aspects of pragmatic awareness; however, there was no significant evidence that captions affected pragmatic awareness. Nevertheless, there seem to be evident implications related to autonomous learning when performing in activities that focus on pragmatics out of the classroom context.

In summary, the study by Derakhshan and Eslami (2020) contributes to the present monograph by providing evidence of both the success of teaching pragmatics in TEFL and the use of TV series as authentic material for teaching pragmatic competence, so the study is meaningful for the analysis that will be showcased in this paper inasmuch as it uses the element of realia (TV series) of our interest. Therefore, Derakhshan and Eslami (2020) provide us with a basis for understanding how TV series can be successfully implemented in TEFL as a tool to develop pragmatic competence. Additionally, Derakhshan and Eslami (2020) focus only on implicatures, which are a key aspect at the moment of dealing with pragmatic competence. On the other hand, Khazdouzian (2018) and Khazdouzian et al (2020) present an overview of the

effects of captioned audiovisual input, and state that an audiovisual input like TV series can foster pragmatic knowledge in learners in spite of both captions and direct instruction; however, Khazdouzian (2018) expresses that there is no significant evidence of improvement in language proficiencies lower than B2. As well as the study by Derakshan and Eslami (2020), Khazdouzian (2018), and Khazdouzian et al. (2020) are meaningful for this monograph since they also suggests that TV series can be useful as a pedagogical tool to improve learners' pragmatic knowledge.

Conceptual Framework

In the present section, two main constructs to support the development of this Systematic Literature Review (SLR) will be defined. The first construct to be explored is Pragmatic Competence, which was first coined by Thommas (1983) and expanded by Bialystok (1993) and Nordquist (2020). Some sub-constructs underlying this topic that will also be revised are *pragmatic properties*, as defined by Balconi and Amenta (2010); pragmatic features, in which authors such as Austin (1960) and Drew and Holt (1998) will be taken into account; and *pragmatics in second language teaching* according to Deda (2013).

Secondly, it is also important to revise the construct of TV series; hence, definitions by Mazziotti (2001) and Rojas-Lamonera (2021) will be displayed. Additionally, the sub-constructs that will be presented are *TV series in EFL*, as proposed by Shabani and Zanussi (2015) and Frumuselu et al. (2015); *TV series as authentic materials* following the ideas by Ahrabi (2016); *TV series as authentic materials over other audiovisual sources* according to Kobashi (2017).

Pragmatic Competence

Communicative competence is a key aspect of the field of ELT. It conveys three elements: linguistic competence, sociolinguistic competence, and, precisely, pragmatic competence, which is the element to be explored in the present segment. The term was firstly introduced by Thommas (1983), who defined it as both the ability to accurately use language to fulfill a specific aim and the capacity of understanding language in context. As well as Thomas's definition, Bialystok (1993) provided a set of elements that compose the umbrella term of pragmatic competence: the use of language by a speaker in order to reach a purpose, which is a common aspect within both the definitions, the ability of a listener to understand the speaker's real intentions when communicating something, and the command of the rules that strings utterances with the purpose of creating discourse. In that view, Bialystok's perception of pragmatic competence contributes to the development of the concept. In that sense, Nordquist (2020) provides a precise synthesis of the above perspectives when stating that "pragmatic competence is the ability to use language effectively in a contextually appropriate fashion" (para. 1), which also addresses the use of language in context. Finally, after the previous definitions were displayed, it is valid to say, then, that pragmatic competence is interested in the actual use of the language instead of the 'correct usage of it' (Council of Europe, 2020).

Pragmatic Properties. Concerning pragmatic competence, Balconi, and Amenta (2010) state that individuals constantly undergo processes of decision-making regarding the linguistic options that are available when communicating. At the pragmatic level, these choices involve communicative strategies that are based on six pragmatic properties that the authors define and are important to revise in the outlook of the present segment.

Variability is a pragmatic property that has the aim of defining the range of communicative options, including the formulation of communicative choices. *Negotiability* has the function of allowing the decision-making process based on flexible strategies. *Adaptability* is responsible for, based on the communicative context, regulating the individual's communicative choices. *Saliency* refers to “the degree of awareness reached by communicative choices” (Balconi & Amenta, 2010, p.96). *Indeterminacy* facilitates the option of re-negotiating pragmatic choices as the interaction occurs in order to accomplish the communicative intentions of the individuals involved in the interaction. Finally, *dynamicity* conveys the action of developing the communicative intention in time.

Concluding, the aforementioned concepts are relevant for this document inasmuch as they allow us to expand and comprehend the definition of pragmatic competence that is being constructed.

Pragmatic features. In order to develop pragmatic competence in second language learning, exposure to several pragmatic features is needed for the understanding of social and cultural contexts in which the target language exists. Typically, the familiarization with said pragmatic features is unconscious as it takes place through the use of the target language and their frequency of occurrence in communicative situations. However, as pragmatic features can be of great extent and variety, second language teaching can enhance its focus on the following elements as they are often dependable on discourse patterns and implicitness:

Speech acts. For Austin (1960), speech acts can be classified as the total situations in which an utterance is issued. Currently, speech acts are characterized by their propositional content and illocutionary force. According to Wunderlich (1980), speech acts are not performed

in isolation but rather categorized within certain variable discourse patterns. For language learners, the realization of speech acts can be difficult as these often vary due to social and situational contexts. Unlike native-speaking children that grasp how to modify the form of speech acts through participating in conversations, adult language learners often gain an understanding of this pragmatic use through explicit contextualization since speech acts are utterances with meaning attached to certain contexts, conditions, and interactions (Bialystok, 1993). In second language learning, exposure to speech acts allows the learners to acquaint themselves with sociocultural conventions that manifest during the authentic use of the language in conversations.

Figurative expressions. This concept has been discussed by Drew and Holt (1998) as a feature of the design of turns at talk composed of conventionalized complex units full of clauses that play a role in creating coherent interaction for the speakers in sequentially embedded activities such as conversations. Figurative expressions have metaphorical meanings as these do not have the meaning of their constituent words. For example, to comprehend that the utterance *break a leg* means *good luck* requires the receptor of the message to understand the non-literal meaning, which is a metaphor that has been fossilized in common language use. Drew and Holt (1998) regards the use of figurative expressions as a systematic and organized practice to produce certain types of conduct that can be performed in conversation, as these happen regularly to summarize and bring a topic to a close. In second language learning, to recognize the metaphorical character of figurative expressions, it is crucial to distinguish them from other fixed expressions in contextualized situations. They appear in order to comprehend their non-literal role and social function in the communicative interaction which, according to Barnden and Gargett (2020), involves coalescence of understanding and production of figurative expressions,

and avoids significant obstacles to the discernment of the learners in the aforementioned interactions.

Pragmatics in second language learning. Nowadays, the implementation of communicative methodologies for second language learning considers the main component of the learning process the effective and appropriate use of language in the culture and context. According to Deda (2013), due to the perception of English as the language of globalization, contemporary methods and approaches conceptualize the L2 as a practical tool that enables students to link theory with possible communicative situations. These appreciations and changes continuously reinforce the strict and dependent relation between methods/approaches and pragmatic competence in second language learning. However, the purpose of this competence in language learning environments can be broad. Additionally, the knowledge and awareness of the sociopragmatic and pragmalinguistic aspects of the language also ought to be taken into account in the definition of pragmatic competence.

Sociolinguistic Competence. Sociolinguistic competence relies on how language use depends on the awareness and application of the social-cultural rules. According to Erton (2007), these types of parameters function as clues that speakers use to convey meaning regarding the different situations they encounter. As part of pragmatic competence, sociolinguistic competence emphasizes the embedded cultural rules recognition with the usage according to the possible circumstances.

Interactional Competence. Interactional competence contemplates the negotiation of meaning among speakers. For Kramsch (1986), interactional competence is the speech

adjustments to deliver the speaker's intention. In that sense, this competence establishes mutual comprehension, and clarity of the speech acts as the intrinsic part of pragmatic competence.

Strategic Competence. According to Canale and Swain (1980), strategic competence regards the ability to consciously use language knowledge as the situation, environment, or audience implies. As part of this competence, there is a critical thinking aspect when the language learner has to plan the speech and evaluate the possibilities when constructing it. Part of the pragmatic competence relationship concerns the experiences and context analysis for implementing the strategies.

Discourse Competence. Discourse competence highlights as the primary ability the proper formation of sentences into cohesive structures (Erton, 2007). Nonetheless, there are many discourse types. In that sense, this competence relies on the experiences and understanding of the different interactional patterns. Concerning its link to pragmatic competence, the ability described in discourse competence intends to enhance the language learner's communicative insights by interacting with various settings.

Additionally, the Council of Europe (2020) states that discourse competence, since it is interested in text-designing skills, includes aspects such as thematic development, coherence and cohesion, and turntaking. Thematic development refers to how ideas are logically presented following a certain rhetorical structure. Coherence and cohesion deals with the ways in which different parts of a text are connected to each other through the use of linguistic devices such as discourse markers,, substitution, referencing etc. Lastly, turntaking involves “the ability to take the discourse initiative” (p.139), which can be evidenced when starting, maintaining, intervening, and finishing a conversation.

Functional competence. It is concerned with how the language is used to perform communicative functions. Under this competence, the Council of Europe (2020) only includes flexibility, which refers to the ability to adapt the language to new scenarios, articulating ideas in different ways, and making the pertinent sociolinguistic choices.

Propositional precision. It is the ability to precisely express what the language users want to express without compromising their messages (Council of Europe, 2020).

Fluency. The Council of Europe (2020) mentions that there are two ways of understanding the concept of fluency. First, a holistic way interpreted as the ability to articulate possibly difficult messages, and a narrower way viewed the ability of the speaker to access their repertoire evidenced in communicating messages lacking long pauses and breaks in speech.

Metapragmatic awareness. Language and culture are closely connected; therefore, when learning a new language, there is also learning of a new culture. According to McConachy and Liddicoat (2016), Meta-pragmatic is a prominent component of intercultural competence since it revolves around the knowledge of the social meaning implied in the language. Additionally, it also regards awareness of how people convey their communicative intention in a specific setting. On the other hand, Mey (1993) states that meta-pragmatic awareness concerns linguistic actions recognition according to contextualised utterances. Specifically, L2 learners have high metapragmatic awareness when they are aware of the importance and the differences that their L1 and L2 have in their pragmatic component, and can accurately demonstrate it in L2 language use.

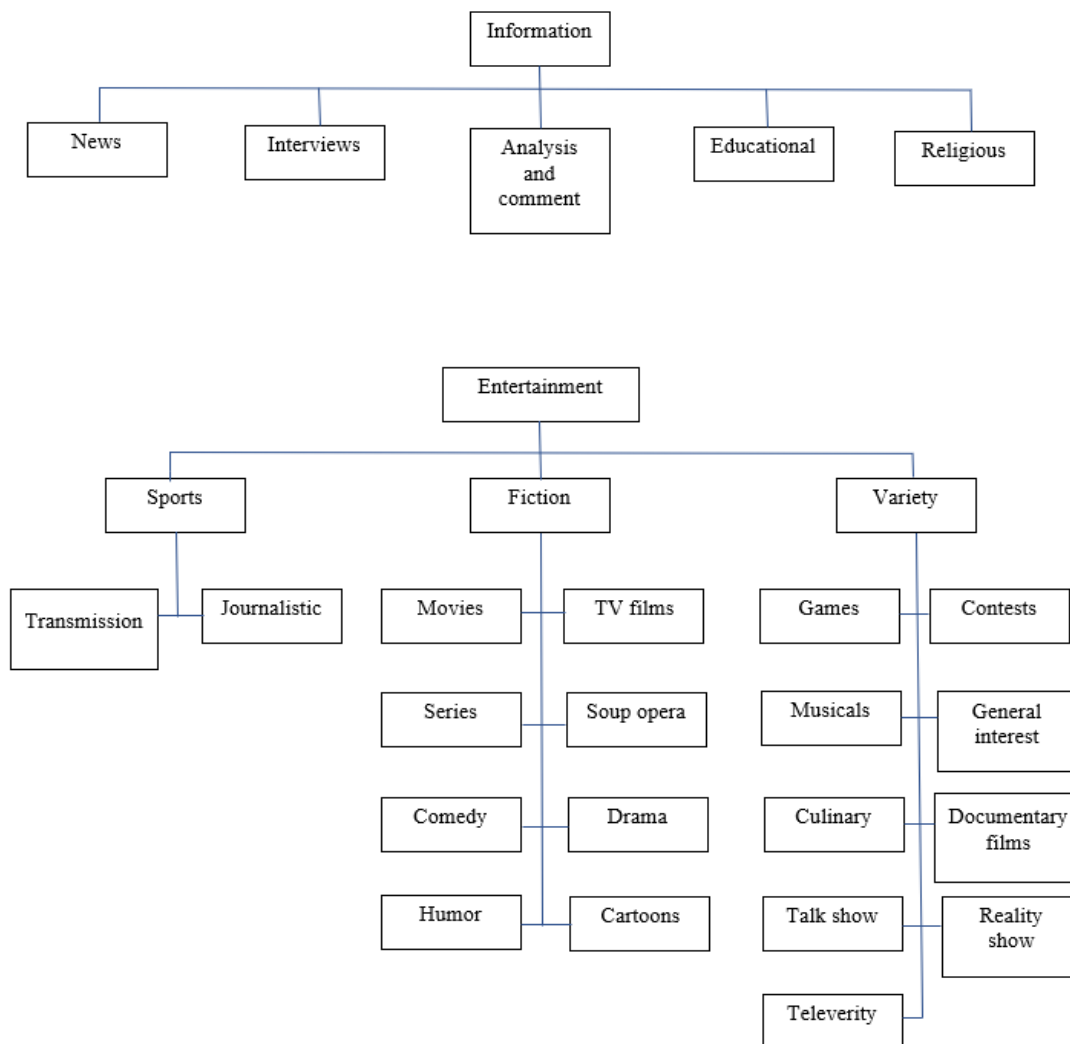
Considering the former paragraphs, the concept of pragmatic competence has been explored. Some definitions of the term were introduced, as well as the pragmatic properties,

pragmatic features, pragmatic aspects regarding ELT, and meta-pragmatic awareness. In the following section of the paper, a similar exploration of the term *TV series* will be displayed.

TV series

Television (TV) arrived in Colombia during the 1950s, and the first broadcast of Colombian Television occurred on June 13th of 1954, which consisted of an inaugural speech from former president Gustavo Rojas Pinilla (RTVC, 2021). Since then, TV has heavily influenced the way Colombian people receive information and entertainment. According to DANE (2021), 89.7% of the total number of homes in Colombia had a television in 2019, and one of the five states with the highest percentage of TVs per total number of houses was Risaralda with more than 95% of households. In this respect, it is clear that TV has an important role in both the national and the local context.

Even if nowadays it might be perceived that thanks to the internet, computers, smartphones, tablets, laptops, and others, the use of the TV as a physical device is not as common as it was in former times, its content is still relevant in society and education. According to Condry (1987), TV is exceptional at the moment for getting the attention of an audience, and whatever it shows has the power to mold people's beliefs, attitudes, values, and actions. Hence, the genres of TV content are current even if they have migrated to other platforms and devices. In that sense, Mazziotti (2001) proposed a classification of the TV genres (figure 1), which will be useful for contextualising the concept of TV series:

Figure 1*Classification of TV Series by Mazziotti (2001, p.188)*

Note. Mazziotti, 2001

In figure 1, two main groups can be evident: information and entertainment. In the entertainment group, there is a genre named “series”, which will be addressed as “TV series” in this document. Rojas-Lamonera et al. (2021) mention that TV series are a massive multimedia

product characterized by a series of episodes broadcasted at frequent intervals; each episode provides a long pause between the previous one and follows a narrative. In contrast, Mazziotti (2001) states that the episodes of TV series are not interwoven due to a continuous narrative but due to a topic or a set of characters.

TV series in EFL. Over the past fifty years, multimedia technologies have intrinsically impacted the methods and contents implemented to teach languages. Shabani & Zanussi (2015) explained that the increased use of multimedia technologies to display content like TV series in the classroom involves two main qualities. The first one regards facilitating authentic input, and the second concerns engaging students to interact with the L2. Both features have improved teachers' opportunities to highlight cultural and situational elements of the language. It is undeniable the positive effects that TV series have in the learning process of the target language and its pragmatic properties. As Frumuselu et al. (2015) stated, TV series provide context-embedded language to students rather than artificial situations; therefore, students have the chance to grasp linguistic and cultural knowledge in and outside the classroom.

Regarding viewing conditions of the TV series for EFL learners, Khazdouzian et al (2020) mention two different options for subtitling that teachers can suggest. The first one is the 'intralingual' option, mainly known as 'captions', which shows subtitles in the original language of the speakers in the series. On the other hand, the second one is the 'interlingual' option, where subtitles are translated into the language of the viewer; in this case, the EFL learner. It is important to notice that each viewing condition has benefits and drawbacks; therefore, teachers should examine which is more fitting to the learners' proficiency and background when recommending the usage of either in the implementation of the TV series as material.

Usage of TV series as authentic material. According to Ahrabi (2016), authentic listening material, like TV series, can help to bring the view content to life and provide meaningful and easier language learning for students since authentic input allows learners to both practice language skills required outside the classroom and autonomously learn about the target culture. He provides several uses of TV series to learn English like the use of subtitles, the possibility of pausing and repeating discourse content, learning about aspects of the target culture (communication stages, facial expressions, body language, etc.), and recording and reviewing new grammar structures and vocabulary in context.

TV series as authentic materials over other audiovisual sources. When implementing or suggesting the use of TV series in the EFL context, it is important to consider the current viewing trends and habits. As Kobashi (2017) emphasizes, thanks to the availability of the Internet, the sources of entertainment have evolved to create viewers with shorter attention spans and with different preferences that generate a possible obstacle when promoting authentic input through TV series. Accordingly, episodes of TV series, in comparison with movies as authentic materials, tend to consist of shorter runtimes per episode that could enable learners to maintain attention and focus on listening skills through considerably short and frequent periods. Besides, episodes of TV series usually have significant amounts of lines, which is a factor that helps the learner to listen to dialogues intensively, and with few interruptions; the learner can focus on the language itself. However, it is questionable if runtime on its own is a valid measure of energy consumption in learners, and the attention focus varies from learner to learner, yet students themselves in autonomous settings have control over their viewing time (Kobayashi, 2017).

In this section, many authors were presented in order to construct a definition of TV series; nonetheless, one of the authors proposes a problematic perspective: Mazziotti (2001) provides a clear explanation of what TV series are, but, as displayed in figure 1, she considers cartoons, comedy, drama, and humor as different from TV series. This distinction will not be taken into consideration due to two reasons. On the one hand, the only difference between cartoons and TV series is that cartoons use an animated format instead of live-action; therefore, the mere difference in their formatting does not seem like a strong and valid reason to exclude cartoons from the revision. On the other hand, comedy, humor, and drama are chained to the concept of TV series since TV series can be comic, humorous, and dramatic, so excluding them from the analysis would drastically limit the amount of available literature. Therefore, cartoons, comedy, humor, and drama will be considered as TV series in this document.

All in all, the previous constructs are relevant for our monograph since they provide definitions of key terms that are being addressed. As it was evidenced in the literature review, there is a connection between the use of TV series and the teaching of pragmatic competence in the classroom; therefore, considering those terms as the main constructs to be revised seems like a logical and coherent procedure.

Methodology

The present document corresponds to qualitative research which, according to Minichiello (1990), is the process in which researchers collect, analyze, and interpret qualitative data. In that sense, the main feature of qualitative data is that it is non-numerical and not measurable but observable such as texts, language, audio recordings, and videos. Accordingly, the present monograph corresponds to a type of study known as a Systematic Literature Review (SLR) that will be used in order to qualitatively synthesize studies from different authors in the area of pragmatic competence teaching through the use of TV series in EFL contexts. The SLR will follow a meta-synthesis approach, which aims to reach a tentative theoretical or conceptual level of understanding (Efron and Ravid, 2019) with an emphasis on exploring the significance of TV series as an educational tool in the field of pragmatics teaching in (EFL) contexts. It will be supported by the methodological structures proposed by Kitchenham (2004) and Garcia-Peñalvo (2017) and the contributions provided by Siddaway et al. (2018).

Following what Kitchenham (2004) proposes, the methodology will be divided into three stages: Planning (Review Protocol), Conducting the Review, and Reporting the Review; additionally, their corresponding sub-processes are complemented with the ideas suggested by Siddaway et al. (2018) and Garcia-Peñalvo (2017). The sub-processes of each stage are the following: First, the *Planning Stage* consists of the review protocol, the research question and the objectives, and the search strategy for the data sources. Secondly, the *Conducting the Review Stage* states both the criteria selection of inclusion and exclusion of literature and the study quality assessment to screen the studies for examination later. Lastly, the *Reporting the Review*

Stage systematically displays the data extracted from the selected primary studies. In the subsequent paragraphs, each of these sections will be described in detail.

Context

Prior to explaining the sections of the methodology, it is important to clarify the context of the papers that will be used in this SLR. The setting established for the monograph converges on English as a foreign language (EFL) contexts. EFL education develops in non-English speaking countries. Due to this, EFL teachers have to follow strategies and activities that gather cultural and pragmatic elements since there is no contextualization of the language outside the classroom. Besides, according to Barrow et al. (1999), the EFL context focuses mainly on functions to satisfy the lack of opportunities to use the language. Considering the nature of EFL environments, it is possible to see how it fits with the use of TV series as authentic material to develop the pragmatic competence that the present monograph seeks to explore.

Planning Stage

According to Kitchenham (2004), the planning stage enables the systematic review to collect and compile data thoroughly without falling into the researcher's prejudices, biases, and expectations. Due to this, it is crucial to contemplate this process as essential for the development of any project that intends to review a phenomenon present in studies. This stage is formed by the *Review Protocol* and the *Search Strategy*.

Review Protocol

Kitchenham (2004) affirms that a predefined review protocol specifies the method reviewers can use to conduct an SLR to reduce the possibility of research bias. The components

of the Review Protocol suggested by Kitchenham (2004) and Garcia-Peñalvo (2017) require the reviewers to state the following: a research question and objectives, the search strategy, criteria selection of inclusion and exclusion of studies, the study quality assessment, data extraction strategies, and synthesis of the extracted data.

In that sense, the present monograph, in order to guide the SLR about the use of TV as a strategy to teach pragmatic competence in EFL contexts, proposes the following research question (RQ): *What can be found in the literature that uses TV series to develop pragmatic competence in EFL contexts?* As a response to the RQ, the following general objective was established: *To review the literature that uses TV series to develop pragmatic competence in EFL contexts.*, and subsequently, the following specific objectives: To describe the outcomes of using TV series to develop pragmatic competence in EFL learners, and to analyze the viability and the limitations the strategy implies to be used according to the explored studies.

Search strategy

Kitchenham (2004) states that it is necessary to establish and adhere to a search strategy, which allows, firstly, to explore for initial studies to be examined through the use of online data sources, search engines, and key terms for research; and secondly, to record the found information.

Data sources and Key terms for searching: Kitchenham (2004) states that “a systematic literature review aims to find as many primary studies relating to the research question as possible using an unbiased search strategy” (p.7). Accordingly, Finfgeld-Connett and Johnson (2018) suggest that a broad selection of electronic reference databases is necessary to ensure an

adequate sample of the state-of-the-art in the field of interest. The literature search in the present SLR is limited to electronic databases affiliated with the Universidad Tecnológica de Pereira (UTP) and public access that allows users to download content without monetary compensation. The databases consulted to identify published literature can be found in Table 1. The table contains information for published literature such as the name of the site and hyperlink, date of the search, years searched, key terms/concepts, and the number of results per key term.

The main key terms for exploration in English are

- TV series to teach pragmatic competence in EFL.
- Teaching pragmatic competence in EFL through TV series.
- Series de televisión para desarrollar la competencia pragmática

The search will be done in English and Spanish since these are the languages that the researchers know. In an initial search, it has been identified that most of the target papers are written in English. We must address that not all the documents found will be used since article selection depends on the usefulness it represents for the monograph. Following that pattern of ideas, the crucial articles will be chosen using a criterion selection.

Table 1.*Data Sources to document the search*

Data Sources Table						
Reference Manager: Mendeley www.mendeley.com						
Data source		Name of the source/URLs	Date of the search	Years searched	Search Strategy (Key terms/concepts explored)	Number of Results
Published Literature	Databases	JSTOR - https://www.jstor.org/	(08/02/2022)	2011-2021	TV series to teach pragmatic competence in EFL	25
		ScienceDirect - www.sciencedirect.com	(08/02/2022)	2011-2021	teaching pragmatic competence in EFL through TV series	23
		ERIC- https://eric.ed.gov/?	(14/02/2022)	2018-2021	TV series to teach pragmatic competence in EFL	50
		Semantic Scholar - www.semanticscholar.org	(14/02/2022)	2011-2021	Series de televisión para desarrollar la competencia pragmática	52
		ResearchGate - https://www.researchgate.net/	(21/02/2022)	2011-2021	TV series to teach pragmatic competence in EFL	63

Note. Original Design

Conducting the Review Stage

According to Kichetham (2004), once the protocol has been defined, the review can properly start. It involves *study selection criteria* and the *study quality assessment* that will allow the compilation of studies to be further examined.

Study selection criteria

As its name states, study selection criteria determine the parameters for including in or excluding a study from the systematic review. It is usually helpful to pilot the study selection criteria on a subset of primary studies. The protocol should describe how the criteria will be applied; for example, how many researchers will evaluate each prospective primary study, and how disagreements among researchers will be resolved.

After the search of the articles is completed through the established databases mentioned in Table 1, the articles will be analyzed in consideration of the *inclusion and exclusion criteria*, a specific set of characteristics that will determine if these articles are qualified to be considered in this SLR. According to Siddaway et al. (2018), inclusion and exclusion criteria should be designed to ensure that only relevant work is included in the SLR; hence, the study quality should allow drawing conclusions that closely reflect the nature and quality of the available evidence.

Then, according to the aforementioned information, the following criteria are proposed with the aim of determining the studies that will be revised in the present SLR:

Inclusion criteria. A document will be included in the present monograph if:

- The selected paper includes at least two of the keywords of this monograph.
- The selected paper includes in its keywords close terms to at least two of the keywords of this monograph.
- The selected paper conducts a study within the EFL field.
- The selected paper conducts a qualitative study.
- The selected paper is written in either English or Spanish.
- The selected paper was written during or after 2001.
- The selected paper clearly states its findings.
- The participants of the selected paper are a population of EFL students AND do not examine special populations (e.g., children with disabilities, ADHD).

Exclusion Criteria. A document will be excluded in the present monograph if:

- The paper is not written in English or Spanish.
- The paper uses an audiovisual input different from TV series.
- The paper is not conducted in an EFL context.

Study Quality Assessment

Following Kitchenham's (2004) procedure, once the starter documents have been selected through the databases, it is crucial to assess the quality of the articles by using a checklist. This instrument enables the consistent selection of the studies based on their relevance. To follow this

process correctly, the researcher must identify if the criteria stated in the checklist align with the document. Incidental to the results, the article will be respectively included or excluded from the study.

To determine the relevance of the articles for the presented study through the examination of their abstract, Table 2 was created. This instrument assesses from 1 to 10 points five dimensions related to the use of TV series to improve pragmatic competence in EFL contexts. The dimensions are the following: Implements TV series (3 points), aims to develop pragmatic aspects (3 points), EFL participants (2 points), addresses the methodology (1 point), states findings/results (1 point). Articles that have 5 points or less in total will be excluded.

Table 2.

Criteria for Evaluating the Quality of the Literature

Study Quality Assessment									
Title/DOI	Author(s)	Aims to develop pragmatic aspects (3 points)	Population: EFL participants (2 points)	Implements TV series (3 points)	Addresses the methodology (1 point)	States findings/results (1 point)	Total of points		Comments
							0- 5 X	6 – 10 ✓	

Note. Original Design

Reporting the Review Stage

Kitcheham (2004) states that it is essential to effectively communicate the results of a systematic review clearly and concisely that allows the readers to evaluate the vigor and validity

of the present systematic review by examining the summaries displayed in the *data collection strategy* and the *data synthesis*.

Data Extraction Strategy

After assessing the documents according to the inclusion criteria and the study quality assessment, the following step is to extract specific information and classify it. Kitchenham (2004) states that the objective of this stage is to design a data extraction form that accurately allows the researchers to record relevant information from the primary studies selected. Likewise, to reduce the possibility of bias, the data extraction form should be defined and implemented once the study protocol is defined. Hence, the data extractions strategy compiles the characteristics in the synthesis matrix of primary qualitative research studies assessed through the Study Quality Assessment. This strategy intends to analyze the data collected and address the research question and objectives of this project. The strategy proposed for this project regards the use of a format for systematic data extraction. The instrument encompasses the following dimensions: Article reference (author[s], year of publication, and title), country, objectives of the study, theoretical approach, methodology, developed pragmatic aspects, characteristics of the TV series implemented in the study (name, number of episodes or seasons used, genre), characteristics about the participants (quantity, L1, and English proficiency), length of the study, methods of data collection and analysis, and limitations the study identifies.

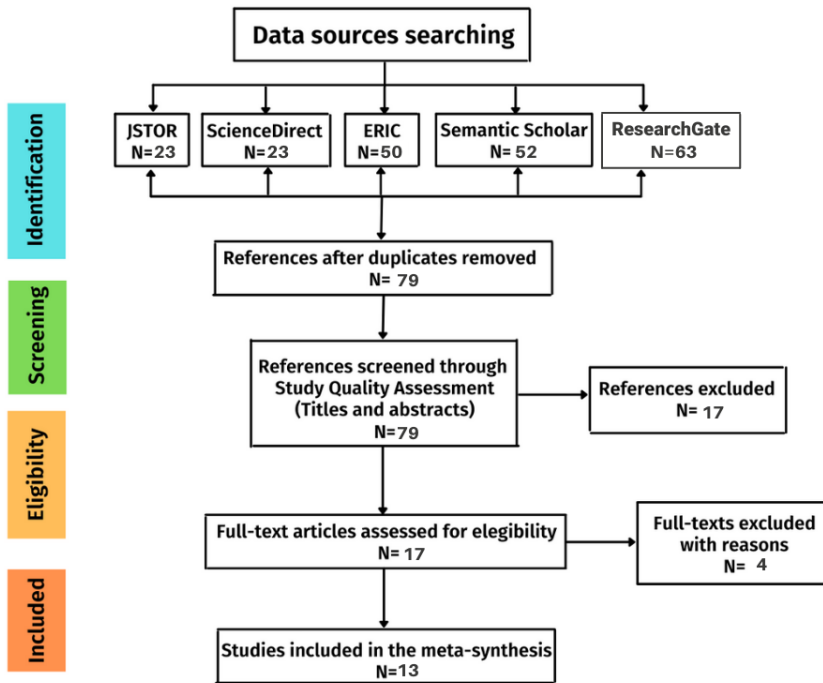
Data synthesis

According to Kitchenham (2004), the data synthesis process should collate and summarize the results found in the primary studies selected through the past stage; hence, this

stage will be used to display the outcomes of the analysis. Firstly, to synthesize the number of data collected through the stages, we will use an adaptation of the PRISMA 2009 flow diagram (see *Figure 2*). According to Finfgeld-Connett and Johnson (2018), it provides a visual way of staying engaged so that the data can be more fully and accurately analyzed and synthesized. Lastly, a synthesis matrix strategy will be used to present the analysis of each study. This tool was chosen since, as Whitemore and Knalf (2005, as cited in Efron and Ravid, 2019) state, it allows the researchers to collect the individual analysis of all the studies in one visual organizer (a grid), which will be useful to easily compare and contrast the studies to identify patterns among them.

Figure 2.

PRISMA synthesis of data source search and data extraction for published literature



Note. Finfgeld-Connett & Johnson (2018)

Table 3.

Format for synthesis matrix

Article Reference	Country	Objectives	Theoretical approach	Methods Used	Pragmatic aspects developed	TV series name/genre	Number of participants	Proficiency level	L1 of participants	Length of the study	Data Collection Tool	Findings	Limitations

Note. Original Design

TV Series to Develop Pragmatic Competence

During the *Conducting the review* stage, a total of 79 papers were analyzed through the Study Quality Assessment (Appendix 1). Out of those 79 papers, 17 obtained the required score and matched the selection criteria and passed to the next stage. As stated in the methodology section, an Analytical Matrix (Appendix 2) was used in the *Reporting the Review* stage in order to organize and extract the necessary information for the analysis. Nonetheless, thanks to this instrument, the researchers could identify 4 studies that passed the SQA but do fulfill the selection criteria. This mistake might have happened due to design issues of the SQA, methodological gaps, or insufficient communication among the researchers. In the end, once those 4 studies were finally discarded, only 13 documents were included in the monograph and became the sample of this study.

The Analytical Matrix allowed the researchers to identify differences and similarities between the documents. Those similarities and differences permitted grouping the studies in different categories at the moment of outlining the body of the monograph. In the end, the clustering of the documents resulted in a body of the monograph that contains two chapters: the first chapter is named *Teaching proposals, techniques, and tools*, which displays the pedagogical aspects that were found in the analysis. The second chapter is named *Pragmatic Aspects*, and it presents the findings related to pragmatics. Additionally, each chapter was subdivided into different sections that addresses specific subtopics within the thematic cohesion of the chapter. *Teaching proposal, techniques, and tools* was subdivided into 3 subtitles: *Teaching proposals*, *Interventional Treatment Techniques*, and *Captioned/Subtitled Conditions*. In the same fashion, the chapter *Pragmatic Aspects* has the subtitles of *Speech Acts* and *Other Pragmatic Aspects*.

This classification is evidenced in table 4, which showcases a visual organization of the classification. It is also evidenced in the table that some documents appear in different categories and subcategories; this occurs since such documents present important information for the narrative of those sections.

Table 4.

Articles reviewed

Article	Author	Subcategory	Category
Audiovisual material as mean to enhance language learning.	Polania (2019)	Teaching proposals	Teaching proposals, techniques, and tools.
Pragmatics in EFL Teaching: Building Meaning beyond Words through the Use of Videos.	Olivares & Barrantes (2016)		
Corpus Pragmatic and Multimodality: Compiling an ad-hoc Multimodal Corpus for EFL Pragmatics Teaching.	Rodríguez-Peñarroja (2021)		
The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Apology and Request.	Derakhshan & Eslami (2015)	Interventional Treatment Techniques	
The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Agreeing and Disagreeing of Iranian EFL Upper Intermediate Learners in Speaking Performance.	Pourcheragh & Famil (2019)		
Pragmatic comprehension of apology, request and refusal: An investigation on the effect of consciousness-raising video-driven prompts.	Birjandi & Derakhshan (2014)		
The Impact of Instruction on the Pragmatic Comprehension of Speech Acts of Apology, Request, and Refusal among Iranian Intermediate EFL Learners.	Derakhshan & Arabmofrad (2018)		

Using sitcoms in B1/B2 environments to enhance listening skills: a pragmatic approach.	Egüez (2018)	Captioned / Subtitled Conditions			
Resources for the teaching of pragmatic factors in the clil higher education classroom: Understanding humor in Friends.	Paz-Albo (2012)				
Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles	Frumuselu et al. (2015)				
Corpus Pragmatic and Multimodality: Compiling an ad-hoc Multimodal Corpus for EFL Pragmatics Teaching.	Rodríguez-Peñarroja (2021)	Speech Acts	Pragmatic Aspects		
The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Apology and Request.	Derakhshan & Eslami (2015)				
The Impact of Instruction on the Pragmatic Comprehension of Speech Acts of Apology, Request, and Refusal among Iranian Intermediate EFL Learners.	Derakhshan & Arabmofrad (2018)				
The Impact of Using Authentic Audio-Taped and Video-Taped Materials on the Level of EFL Learner's Pragmatic Competence	Moradkhan & Jalayer (2010).				
Pragmatic comprehension of apology, request and refusal: An investigation on the effect of consciousness-raising video-driven prompts.	Birjandi & Derakhshan (2014)				
An Interactive Analysis of Hyperboles in a British TV Series: Implications For EFL Classes	Sert (2008).			Other Pragmatic Aspects	
The Effects of Explicit Film-based Instruction on EFL Teacher Trainees' Interpretation of Implied Meanings	Çetinavci (2019)				

Using sitcoms in B1/B2 environments to enhance listening skills: a pragmatic approach.	Egüez (2018)		
The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Agreeing and Disagreeing of Iranian EFL Upper Intermediate Learners in Speaking Performance.	Pourcheragh & Famil (2019)		
Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles	Frumuselu et al. (2015)		

Note. Original Design

Chapter 1: Teaching Proposals, Techniques, and Tools

The implementation of teaching pragmatic competence in EFL learners through resources like TV series can be evidenced through different aspects. The present chapter synthesises ten studies which comprise diverse teaching proposals to approach pragmatic instruction in the class setting, possible intervention treatment techniques to evidence the development of pragmatic competence in EFL learners at diverse language proficiency levels with TV series as main material, and pedagogical tools such as captioned and subtitled conditions to supplement the viewing process of TV series and explore their relation with levels of language proficiency.

Teaching Proposals

To explore the effects of using TV series as resource to teach pragmatic competence in EFL learners, it is crucial to analyze teaching proposals that explore the frequency of implementation, discern the perception of teachers and learners in the efficiency of the resource and actual use of it in class environments, and more importantly, identify strategies and techniques to assess the development of pragmatic competence as it can be evidenced in the following studies.

The study developed by Polania (2019) in Colombia named *Audiovisual material as means to enhance language learning* aimed to examine how videos can help students develop their language skills and identify students' perceptions of these materials. The project follows a case study research model to understand complex phenomena like the learning process. Another characteristic of the case study model is its deep examination of a specific group. In this case, six middle-or-high-social-strata EFL students from the "American School Way" language institute whose ages range from teenagers to elders were the sample of the study. The level of English of

the selected participants was basic (A2). To investigate the effects of using videos to develop language skills, the author used a pedagogical proposal that focuses on these materials as the principal resource to deliver the classes. The researcher is in charge of teaching the lessons, collecting, and interpreting the results. Overall, the pedagogical proposal took four sessions. The lesson plans created reflected the desires and needs of the students and the interwoven link between CBI and the audiovisual materials to evidence the aim of the research.

There were, in total, four assignments to assess students' performance and language improvement. Firstly, students set the ground rules. After watching a video several times based on their likes, the researcher used filling the gaps and match-up types of activities to review specific sections and exercise the ability of scanning. Secondly, students summarized the scenes they saw in the video using their own words and perceptions. The teacher provides some instructions about conjunctions to make the task meaningful. The use of vocabulary for effective reading was evident during this section since learners inferred and used keywords from scripts. Other strategies like storytelling to make a story coherent and concise and mixed-up to classify the communicative intention of the sentences made part of the lessons. Thirdly, they answered some tag questions to state if some events happened in the video or not. Lastly, the students created a title for each episode according to the situation they saw; it had to be coherent. Note-taking and role-play helped to practice some expressions in one-on-one interactions with the scripts, and skimming was a helpful strategy to build expectations and notions about the titles of the episodes. The previously mentioned activities were shared and discussed during short forums in the sessions.

The results of the activities evidenced that students identified the context of the videos without much hesitation. They were engaged and understood many jokes about sarcasm. It seemed that students find this rhetoric figure the easiest one to understand. The strategies employed worked for the development of each task, and the use of familiar content helped students be more engaged and participative. As the research states, the success of the lessons had to do with the context-embedded and engaging features that audiovisual materials possess; these materials are a reliable resource to provide significant experiences. The researcher remarks that the use of audiovisual materials with beginners or intermediate-level-of-proficiency learners requires guidance, so they can further understand the spontaneous situations portrayed in the videos. As the researcher states, TV series are a better audiovisual material to use in the EFL context than movies due to their short runtime. Besides, students can recall more information from an episode than a whole movie.

The present study concluded that Audiovisual materials, in this case, TV series, can help students enhance their language learning. Nonetheless, for A2 to B1 proficiency level learners, the author perceives that it is an obligation to use strategies, guidance, and opportunities to interact along with the videos to make the process meaningful. Finally, Polania (2019) states that these materials have a positive effect in terms of helping students realize the importance of language in the context. Concisely, Polania (2019) analyzed how to examine and dissect the video resources for learners; despite not addressing pragmatic competence directly in the present investigation, positive effects on the pragmatic competence were evidenced in the participants' language performance due to the type of resource used (TV series and movies) since they were naturally context-embedded. Thus, it is pertinent to explore the frequency and perceptions of the

use of TV series as a material to develop pragmatic competence in EFL contexts, and how this material can be assessed through diverse techniques.

The study conducted by Olivares and Barrantes (2016) in Costa Rica named *Pragmatics in EFL Teaching: Building Meaning beyond Words through Videos* aimed at exploring the usefulness of videos to teach pragmatics in oral communication and what type of approaches teachers can use. The two target subjects of the study were students of an English Teaching Major and English course professors. In total, there were thirty-five learners and five instructors. Finally, two questionnaires were conducted: 1 for teachers and 1 for students. Both questionnaires had two segments, the first of which focused on pragmatic aspects covered in class, and the second emphasizing the use and types of videos usually brought to class. The information the researchers wanted to collect from these instruments concerned the implementation, approach, and frequency of use of videos to teach pragmatics in oral communication courses. Most of the students agreed that teachers involve pragmatics as part of the sessions. The learners mentioned that they are guided to grasp meaning from context-embedded words, intentions, and situations. In spite of that, this occurs on infrequent and limited occasions.

From the results, it was evidenced that most teachers agreed that videos are helpful to increase students' motivation toward a topic or theme. However, as the authors mention, this perception is wrong since the purpose of the videos should go beyond arousing students' interest. Motivation is a significant feature of using videos, but it should not be the only reason. There have to be more linguistic purposes to use these materials meaningfully. Besides, the authors highlight the lack of pragmatic principles and the limited assessment. The authors state that the

teachers did not interweave the videos with the teaching of pragmatics since they did not use a structured format to foster teaching pragmatics in the EFL environment.

Due to the previously mentioned situation, the authors proposed a teaching proposal to use videos in the EFL classroom to provide realistic and culture-embedded language. In contrast to the professor's opinions, the main objective is not to motivate students but to raise their awareness by interacting with the deep lexicon and utterances heard in the videos. Following the authors' opinion, the teachers should present the videos as sources of authentic communication. The idea with this, specifically, is to search for fragments of any audiovisual material that can fit the lesson purpose. Besides, these materials can help learners intrinsically understand the pragmatic aspects desired to teach.

The authors mention three stages: the encoding stage, the memory stage, and the comprehension stage. During the encoding stage, the students focus on specific aspects of the video that the teacher elicits. After that, they provide information about what they saw. The second stage is memory. The students have to recall information from the video watched; it could be a phrase, word, or scene. The attention needed for this stage can help students save data for longer periods. Finally, in the comprehension stage, students showcase their level of understanding by completing activities. The objective of these activities is to facilitate their understanding of context-embedded conversations and nonliteral meaning. Moreover, students should store the activities in their portfolios after receiving feedback or a mark to compile and reflect. In that sense, the process feels continuous and significant. As seen in Olivares and Barrantes (2016), the use of TV series has not been as meaningful as it could. As part of the solution to solve this concern, the authors shared the previously mentioned three stages for using

audio-visual materials in the classroom to teach pragmatics. Indeed, TV series are crucial to developing pragmatic competence in EFL environments. For instance, Rodríguez-Peñarroja (2021) also contemplated TV series in his instructional model for teaching pragmatics.

The study developed by Rodríguez-Peñarroja (2021) named *Corpus pragmatic and multimodality: compiling an ad-hoc multimodal corpus for EFL pragmatics teaching* took place in Spain. The study is guided by two main objectives: to compile a specialized ad-hoc multimodal corpus “in order to apply corpus pragmatics methodologies and search for multiple speech acts” (p.927), and to develop “an instructional model for the teaching of pragmatics in the English as a foreign language classroom” (p.927). In order to fulfill such objectives, the researcher used the subtitles and transcripts of the TV series *Life on Mars* and *How not to live your life* through the software *Notepad++* to create the specialized multimodal corpus. The corpus has 64,965-word tokens and different realisations of the speech acts of apology, complaint, refusal, request, and suggestion. Once the corpus was completed, the researcher used the software of *AntConc freeware Clusters/n-grams* and *Concordance Plot tools* to perform a qualitative and quantitative analysis of the corpus.

As a result of such corpus, since it was found that the corpus had multiple realizations of direct, indirect, and conventionalized speech acts, the author created a teaching proposal aimed at sociopragmatic and pragmalinguistic aspects. The analysis allowed the researcher to compile various scenes from the TV series that contain various speech acts, which permitted him to design an instructional model for teaching pragmatics in the EFL classroom. The proposal is aimed at intermediate adult EFL learners and advocates for explicit instruction of pragmatic aspects, “metapragmatic information provision and discussion [...], a focus-on-form approach

[...], exposure to multimodal input [...], and the use of identification tasks and awareness-raising questionnaires” (p.936).

Rodríguez-Peñarroja (2021) establishes a three-step procedure for the application of his proposal: The first step is named *Audiovisual input and sociopragmatics*, and it aims at presenting an explicit instruction of pragmatics and its components and the description of the audiovisual TV series that students will be exposed to. In the second step, named *Pragmalinguistics*, students are explicitly instructed on the conversational aspects of SA while watching audiovisual fragments. Lastly, the third step, which is named *Integrating sociopragmatics and pragmalinguistics*, focuses on the identification of multiple SAs, conversational aspects, and the assessment of conversational needs and interactants’ linguistic production. As it could be evidenced in Rodríguez-Peñarroja (2021), there are several possibilities to observe the effects of using TV series to teach pragmatic learners at different proficiency levels. The latter is further investigated through the implementation of diverse techniques to measure the effect of TV series on pragmatic competence development in the following studies.

Interventional Treatment Techniques

As evidenced in Olivares and Barrantes (2016), the strategies and possible benefits of using TV series to improve pragmatic competence are usually not contemplated thoroughly in the EFL environment. For that reason, it is relevant to explore what type of strategies can be reliable and the findings shared by the authors who implemented them.

The study conducted by Derakhshan and Eslami (2015) in Iran named *The Effect of Consciousness-Raising Instructions on the Pragmatic Development of Apology and Request* aimed at investigating the level of usefulness when using conscious-raising video-driven prompts to enhance the comprehension of the speech acts of apology and request. The participants were sixty Persian English learners, whose ages range from 17 to 26. They all learned English in an EFL environment without any opportunity of visiting a country that uses the target language; the sixty participants were upper-intermediate learners. The participants were assigned to three groups: discussion, role play, and interactive translation; each one of the groups with 20 learners. To examine the students' current understanding of the speech acts and possible improvement, the researchers implemented a multiple-choice discourse completion task (MDCT). This task assessed twenty questions concerned with the speech acts of apology and request. For the post-test, the students participated in six 90-minutes sessions. For the sessions, the researchers used 36 video vignettes from some episodes of *The Flash Forward* and *Stargate* TV series; they also used some extracts from the movie *Annie Hall*.

The three groups received different treatment. All the groups watched three apologies and three request video fragments per session. The role-play group took notes and received scripts according to the videos. They recreated different ways of using apologies and requests accordingly to the level of formality of the context. Furthermore, they practiced and examined the role of the interlocutor, the degree of imposition, and some culture-embedded elements by playing roles like the ones presented in the fragments. The discussion group highlighted the differences and similarities of the speech acts demonstrated in the videos and their culture as part of the forums. Besides, they shared some patterns found in formal and informal contexts when

using apologies and requests and shared some approaches. Alternatively, the interactive translation group verbalized their thoughts with their partner according to the decisions and situations presented in the scripts and video fragments; also, shared their ideas while they translated.

The results indicate that, after completing the six 90-minutes sessions and taking the test, the instructions and video prompts affected the learner's results. In the pre-test, the participants got an overall of 10.8 correct answers. After the lessons, participants improved their results to an average of 14.38 correct answers out of 20. The group that got the highest result was the discussion group, with an average of 14.95. These results reveal that using video-driven prompts can lead to pragmatic competence improvement. All the groups enhanced their interlanguage context embedded notions over the sessions. Following the results, pragmatic learning can be dependent on the type of strategy implemented; however, conscious-raising video prompts are fundamental. Besides, the outperformance of the discussion group is related to their opportunities for contrasting their notions with their peers and learning collectively. As the authors conclude, audiovisual materials provide authentic and context-embedded input for EFL learners. Therefore, these materials can be useful for providing real-life scenarios that can satisfy the lack of contextualized and situational interaction with the language. Furthermore, authors like Pourcheragh and Famil (2019) kept exploring the benefits of using discussion, role play, and interactive translation for learning pragmatics while using TV series; in this case, with intermediate learners and implementing consciousness-raising instruction throughout the techniques.

The study developed in Karaj, Iran by Pourcheragh & Famil (2019) named *The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Agreeing and Disagreeing of Iranian EFL Upper Intermediate Learners in Speaking Performance* aimed at investigating the effect of consciousness-raising instruction on the pragmatic development of agreeing and disagreeing of Iranian EFL upper intermediate learners in speaking performance. The participants of the study, selected through a non-random sampling model, were divided into experimental and control groups according to an English Unlimited Placement Test consisting of 120 Grammar and Vocabulary questions. The experimental group was divided into three sub-groups with different techniques of instruction, which were a roleplay group, a discussion group, and an interactive translation group; each of the groups consisted of ten female participants. Likewise, each group received a different treatment and was exposed to 18 video vignettes (9 agreements and 9 disagreements) from several episodes of the *Divorce* TV series to work on the recognition and scrutiny of agreement and disagreement.

On the other hand, the control group did not receive any treatment and consisted of thirty male participants. In order to measure the participants' speaking performance ability, a Speaking Performance Test (Pre-test and Post-test) was implemented; it consisted of 10 speaking items taken from Oxford and Cambridge to ensure their validity. Concretely, five of the items were linked to general questions, and the other five linked to how individuals pronounce agreement and disagreement. The study had a duration of 16 sessions (around 6 to 7 weeks); specifically, the sessions took place three times a week, each session with 90 minutes of instruction. Accordingly, six sessions were assigned to watch and work on episodes of the *Divorce* TV series, as the researchers perceived this series could contribute to contacting language forms, strategies of

agreement and disagreement, and accurate discussions of the appropriateness of said forms parallel to their appearance in different contexts to the participants. Consequently, four sessions were destined to watch video conversations correlated with agreement and disagreement, and the other four sessions were assigned to ten topics for debate. Furthermore, for the administration of the pre-test and post-test, two sessions were dedicated.

The study consisted of a Consciousness-raising instruction quasi-experimental research that applied a pretest-midterm-posttest design. The results displayed that there was a remarkable enhancement in the participants' usage of agreement and disagreement structures in their speaking performance. However, the enhancement in the control group was not as statistically significant. Accordingly, the first hypothesis of the study, which stated that the target consciousness-raising instruction does not have any effect on pragmatic development of agreeing and disagreeing in participants' speaking performance, is rejected by the comparison of the test scores within and between the groups. In addition, Pourcheragh & Famil (2019) highlight the importance of further research on conscious-raising instruction in other language skills, sub-skills, and other components needed in overall language performance, as the present study was limited to exploring only speaking performance. Finally, the effect of the three treatment techniques are contrasted with each other, and the second hypothesis, that there is no difference between the effects of consciousness-raising instruction throughout the techniques, is verified. Therefore, the three techniques implemented throughout the treatment sessions "are positively effective and there is no significant difference between their effects" (p.68) to improve participants' speaking performance of the speech acts of agreement and disagreement. Nevertheless, the differences between the experimental groups tend to be more noticeable in

upper intermediate participants. The following study made by Birjandi and Derakhshan (2014) is an example of this tendency.

The study developed by Birjandi and Derakhshan (2014) in Tehran, Iran named *Pragmatic comprehension of apology, request and refusal: An investigation on the effect of consciousness-raising video-driven prompts* aimed to investigate the relative effectiveness of consciousness-raising video-driven prompts on the comprehension of the three speech acts of apology, request, and refusal on seventy-eight upper-intermediate Persian learners of English. The study applied a pre and post-listening test to evidence if the students' pragmatic awareness of apology, request, and refusal increased after watching forty-five video vignettes (15 apologies, 15 requests, and 15 refusals) extracted from different episodes of *Flash Forward* and *Stargate* TV Series, and the *Annie Hall* Film. The study had a duration of nine sixty-minute sessions of instruction that developed twice a week for five weeks.

Accordingly, the seventy-eight participants, thirty-six male and forty-two female, were randomly assigned to four groups of interventional treatment such as metapragmatic (22 participants), form-search (21 participants), role play (18 participants), and control (17 participants). Likewise, the metapragmatic awareness group followed a four-step procedure where key elements of pragmalinguistics and sociopragmatics were presented to develop the participants' understanding of the importance of pragmatic aspects; then, participants' awareness of the appropriate use of L1 target speech acts was raised; later, the participants were provided with explicit information on the pragmalinguistic forms of the target speech acts; lastly, the appropriate use the latter was discussed with the participants. Regarding the form-search group,

the target language forms (with native-like usage) present in the video input were highlighted for them.

On the other hand, in the procedures of the role play group, the participants took notes as they watched the episodes and were provided with scripts to later play the roles as the native models did in the video input to act out the different patterns and ways of making the target speech acts in both formal and informal scenarios. Unlike the other groups, the control group received a normal conversational treatment, without the pragmalinguistic and sociolinguistic features brought forward in the procedure, to work as a performance indicator of the other three groups by completing a series of comprehension questions, repetition, and vocabulary focus. The effect of the four types of interventional treatments on developing pragmatic comprehension “was measured by analyzing learners’ awareness of these speech acts in the post-test” (p.76).

The results recorded an overall improvement of pragmatic ability among all participants regarding their ability to make conventionally direct requests and refusals, non-conventionally indirect requests and refusals, and in terms of apology for recognition such as an expression of apology, acknowledgment of responsibility, an explanation, etc. In the same sense, the results document that all three interventional treatment groups “developed their interlanguage pragmatics and became cognizant of pragmatic similarities and differences between their native language and the target language” (p. 80). However, the results indicated that the metapragmatic group outperformed the other two in gaining more pragmatic knowledge. Conversely, the impact of consciousness-raising video-driven prompts developed through the present study with the targeted aspects of apology, request, and refusal indicated that pragmatics are teachable. Nonetheless, Birjandi and Derakhshan (2014) addressed that the findings could have been

complemented if the participants had undergone a written-discourse-completion test in order to produce the speech acts of apology, request, and refusal. Finally, researchers emphasize that the analysis of the study “did not account for dichotomous teaching approaches on the pragmatic development, nor did it take into account the production of speech acts” (p. 81). Therefore, the researchers highlighted the importance of further investigation in the latter breach of their study. As evidenced in the following article made by Derakhshan and Arabmofrad (2018), the success of the metapragmatic group is consistent even with intermediate learners.

The following study to be explored was developed by Derakhshan and Arabmofrad (2018) in Mashhad, Iran, and it is named *The impact of instruction on the pragmatic comprehension of speech acts of apology, request, and refusal among Iranian intermediate EFL learners*. The study is guided by two research questions: the first one regards pragmatic competence by asking: “Do interactive translation approach, metapragmatic consciousness-raising approach, and form-search approach enhance Iranian intermediate EFL learners’ comprehension of apology, request, and refusal?” (p.79). Additionally, the second RQ regards the different approaches used in the study by wondering if “is there any significant difference in Iranian intermediate EFL learners’ pragmatic comprehension of apology, request, and refusal across metapragmatic consciousness-raising, form-search, and interactive translation approaches using video-driven prompts?” (p.79). The study had 97 Iranian EFL learners who took the Oxford Quick Placement Test (OQPT) in order to determine their proficiency level. Out of the 97 participants, 69 (27 male and 42 females), whose ages range between 17 and 27 years old, were classified as intermediate students, so they became the sample of the study. These 69 participants were randomly divided into four groups: metapragmatic group, form-search group, interactive

translation group, and control group. Each group watched 60 video-vignettes corresponding to the TV series 'Friends and 'Seinfeld' and the 'Anne Hall movie; those vignettes portrayed the speech acts of apology, request, and refusal (20 vignettes per speech act). Additionally, each group had a specific instruction methodology depending on the approach of each group; there were eight sixty-minute instruction sessions twice a week for four weeks.

In order to collect the data, all participants underwent a listening pragmatic pretest and posttest on the speech acts of request, refusal, and apology. The study concluded that the metapragmatic consciousness-raising, form-search, and interactive translation groups did demonstrate the development of their pragmatic competence when comparing the results from the pretest and the posttest. Additionally, besides stating that instruction and video vignettes positively impacted participants' pragmatic competence, it was also found that the metapragmatic consciousness-raising group outperformed the other three groups in the posttest. Similar strategies to the ones presented have also been explored with the use of captions and subtitles as the feature of interest. For instance, Ergüez (2018) explores the benefits of using TV series to enhance pragmatic competence by implementing captions.

Captioned/Subtitled Conditions

When conducting the review, it was found that there is certain literature that addresses the use of subtitles while watching TV series in English. Additionally, it was also found that the use of subtitles has an effect on the pragmatic competence of EFL learners; therefore, it is necessary to display the findings on this subject.

First of all, the study developed by Egüez (2018) named *Using sitcoms in B1/B2 EFL environments to enhance listening skills: a pragmatic approach* was held in Cuenca, Ecuador.

The present study is guided by one RQ, which directly addresses TV series by asking: “To what extent can sitcoms be considered pragmatic tools to enhance listening skills in B1/B2 learners?” (p.17). The sample of this study was divided into two groups: the first group corresponds to 84 EFL intermediate (B1/B2) students at the Institute of Languages at Universidad de Cuenca. Out of the 84 participants, 52 were female, and 32 were male. Besides, their ages ranged from 18 to 41 years old, but 55% ranged from 18 to 25 y/o. The second group was formed by 7 English teachers (2 male and 5 female) from the same institute whose ages ranged from 26 to 51 y/o; 1 of the teachers is a native English speaker, and the other 6 have a C1 proficiency level. The first group was asked to answer a ten-close-ended-question survey which had questions about students’ language learning process, interests, and opinions towards sitcoms and their uses in the language classroom. On the other hand, the second group underwent a thirteen-question interview that asked about their beliefs, perceptions, and opinions about the use of sitcoms in EFL learning. The study found that 85% of the first group liked to watch sitcoms in the target language. Additionally, 49% of them stated that they watch sitcoms with both English audio and English subtitles; 31% affirm that they use Spanish subtitles and English audio, and 9.5% said that they use English audio and no subtitles. In the second group, while 2 out of 7 teachers said that pragmatics is crucial depending on students’ language proficiency and language learning purpose, the other 5 teachers stated that pragmatics is a very important part of the language learning process. Some teachers acknowledge that the comprehension of colloquial expressions, slang, and, most notoriously, culture is a relevant part of pragmatics. They also stated that most of them used videos as part of their classes. However, they recommended watching sitcoms during spare time as well. Now, regarding the percentages of viewing preferences, this paper does

not emphasize on the reasons why such preferences occur; nonetheless, the following study addresses this topic and suggests a possible connection.

The study conducted by Paz-Albo (2012) in Madrid, Spain named *Resources for the teaching of pragmatic factors in the CLIL higher education classroom: Understanding humor in Friends* had as one of its primary targets to investigate a meaningful statistical relation between “the pre-WHAT and post-HOW ‘experience’ [of watching excerpts of the *Friends* TV series], the overall comprehension of the humorous scenes, the English language level, and students viewing preferences (original vs. dubbed version with or without English and/or Spanish subtitles)” (p. 134). The sample of this study was selected through convenience sampling and consisted of a total of 113 students from the Universidad Rey Juan Carlos, made up of 59% (sixty-six) undergraduate and 41% (forty-seven) post-graduate students with English Language Proficiency levels from A2 to C2. The instrument to collect information was a 25-question questionnaire administered through the *EncuestaFacil.com Message Manager* software. 24 questions were closed-ended with a 1-5 rating scale to examine participants’ responses and estimate the inclination and degree of their attitudes, and 1 was an open-ended question related to the participants’ motive to use TV as a resource in higher education institutions. Specifically, the questionnaire was divided into four sections: *About Yourself*, *Major Ways of Learning English*, *Viewing Preferences*, and *The One Where It All Began*. Precisely, the third section of ‘Viewing Preferences’ consisted of items related to the viewing profiles of the participants and their viewing preferences, that is, the motivation for choice or avoidance of some American TV sitcoms. The findings suggest that viewing preferences seem to have three relevant correlations with the level of English proficiency. Firstly, the analysis of the answers of the questionnaire

highlights that when the frequency of watching American sitcoms without dubbing or subtitles increases, so does the English proficiency of the participants. Likewise, it can be evidenced that the diminution of viewing frequency of American sitcoms in Spanish-dubbed versions without subtitles or subtitles in English signals an increase in the English proficiency. Following the analysis, it was possible to speculate that the participants' viewing preferences can account for their level of English proficiency. Nonetheless, even if this study presented a possible connection between the viewing preferences of EFL learners and the reasons for those preferences, there is still no account of the possible effects that the subtitles have on students' pragmatic competence. In that sense, the following study focused on those possible effects.

The study developed by Frumuselu et al. (2015) in Spain named *Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles* aimed to analyze the effect of using captions on authentic audiovisual materials regarding colloquial and informal language learning in higher education. The researcher chose 49 participants; the vast majority were females who were part of a bachelor's degree in English at the Universitat Rovira I Virgili. The student's English level of proficiency ranged from A2 to C1. Each participant formed part of one of two groups randomly created; one of the groups used captions in English and the other in Spanish. For the study purpose, the researcher selected 13 episodes of the sitcom *Friends* due to the authentic settings and conversations it has. Additionally, the specific grammatical features in this sitcom are verb conjugation in different tenses, contractions, use of the first, second and demonstrative pronouns. The material has the potential to be part of a learning session due to its context-embedded situations, informal use of the language, cultural aspects highlighted by jokes, and the lexical content. As the authors state,

authentic audiovisual materials are also engaging and help to create an enjoyable space for learning. In terms of the assessment, the authors delivered a 30-question test before and after the interaction with the videos. Fifteen items were open-ended questions that asked about expressions and slang; students had to explain the meaning of a word according to the context provided. The other 15 items were multiple-choice questions that addressed colloquialism and informal expressions. Students had to choose the correct meaning of an expression from four possible options. The students had to answer: "I do not know." After doing the pre-test, the participants were asked to watch two episodes of the sitcom *Friends* per week; they watched a total of thirteen episodes. Students watched the TV show in the sessions according to their group. As stated in the findings after taking the post-test, the learners who watched the sitcom with English subtitles got higher results due to the lexical exposure. In that sense, students of this group benefited from visual, audio, and written elements to understand the context-embedded situations. Another remarkable aspect to highlight is that all students benefited from watching the TV show regardless of their level of proficiency. Overall, in the present study, the use of captions enhanced the understanding of colloquialisms and informal language with no discrimination in the proficiency level.

Chapter 2: Pragmatic Aspects

In the previous chapter, the aspects related to teaching strategies, resources, and models that were found in the reviewed literature were displayed. In this chapter, even though it is still necessary to continue exploring teaching strategies, the focus will switch to pragmatic aspects. In that sense, five studies will be described by displaying their relevance to the development of EFL learners' pragmatic competence by enhancing their knowledge on speech acts and other pragmatic aspects that will be later stated.

Speech acts

Pragmatics as a subject gathers a wide range of topics. However, speech acts are the most common pragmatic concern for most of the reviewed studies. The present section synthesises six studies that explore the assessment and benefits of using TV series while teaching the speech acts of request, suggestion, advice, refusal, apology, and complaints to improve pragmatic competence.

Firstly, the study developed in 2010 by Moradkhan and Jalayer in Tehran, Iran targeted “to investigate the impact of teaching speech acts and role relations through authentic audio-taped and video-taped materials on the level of pragmatic competence” (p.33) of the participants. The participants were 55 non-randomly selected female Iranian intermediate EFL learners, and were randomly assigned to two experimental groups: audio-taped and video-taped. It must be noted that there was no significant difference between the groups regarding language proficiency nor pragmatic competence. The study had a length of 6 weeks of treatment period, concisely, 3 sessions per week each with a duration of 45 minutes. The material for both groups was divided into three phases of procedure: pre-activities, activities and post-activities.

In the audio-taped group, the participants encountered instruction with authentic podcasts (audio-taped materials). This group's procedures were divided into pre-listening, listening, and post-listening. Firstly, the pre-listening activity had components like introduction of the story, discussion on the topic, brainstorm of vocabulary, explanation on speech acts (request, suggestion/advice, and complaint) performance by the teacher, and interaction among the participants through speech acts performance. Secondly, the listening activity consisted of participants listening to three-minute audio-taped interviews and conversations present in different podcasts to adapt participants to speed, pitch, quality of the voice, and diverse degrees of formality for students to answer questions that arose in the previous phase. Thirdly, the post-listening activity asked participants to make comments on the situations in the materials such as role relationships, speech acts elicited, impact of factors like gender, social status, and age of the interlocutors; lastly, participants were given the audio script to check their answers, the discuss with each other, and role-play the situations in pairs.

On the other hand, the video-taped group received instruction through extracts, authentic video-taped materials, of the Friends and Desperate Housewives TV series (each session used three-minute extracts). The procedures of this group were divided into pre-viewing, viewing, and post viewing activities. Similarly to the previous group, the pre-viewing activity consists of the presentation on the topic and participants' opinions on it, explanation of how to perform speech acts (request, suggestion/advice, and complaint), emphasis on context of utterances, and interaction between the participants. The sequence of the viewing activity was to first watch the scenes without sound and participants required to identify aspects like degree of close familiarity, polite situations, age, and gender; then, the scenes were played with sound repeated times for

participants to "understand the situation, identify characters, and observe and recall language" (p.40); lastly, the participants were requested to answer the questions formulated in the pre-viewing activities. Finally, in the post-viewing activity, participants were inquired about the role relationships and speech acts uttered taking into account gender, age, and social status of the interlocutors. Later, they were given the video extract' script to verify their answers, and additionally, participants discussed the different use of the forms like levels of politeness and situational appropriateness/non-appropriateness. At last, participants role-played in pairs the diverser situations presented in the materials.

Likewise, the study followed a pretest and posttest method by implementing the same test at the beginning and end of the study with both groups to identify the effectiveness of the treatment. Participants answered twice a multiple-choice discourse completion test of 30 items (3 answer options per item) that assessed the speech acts of request, suggestion/advice, and complaint in contextualized circumstances in a time frame of 45 minutes. Also, the test included distractors such as "'grammatically inaccurate', 'socially inappropriate', and 'irrelevant' answers"(p.38), while considering the accurate utterances to be the ones actually elicited by native speakers and the ones used by the characters of the authentic materials used throughout the treatment (podcasts and TV series).

The results showed that both experimental groups evidenced an increase in the knowledge of speech acts of request, suggestion/advice, and complaint. Nonetheless, it was noticed that the audio-taped group was significantly outperformed by the video-taped group. Thus, rejecting the study's hypothesis that "there is no significant difference between the level of pragmatic competence of Iranian EFL learners who use authentic audio-taped materials and those who use

authentic video-taped materials" (p.43). Accordingly, Moradkhan and Jalayer (2010) stated that this refutation evidences that audio-taped materials use is similar to teacher-student talks and textbooks where there is less effective raising of awareness regarding the pragmatic aspects of language in EFL contexts. The latter, often due to poor contextually appropriate input and authenticity in the language use of the resources.

The authors highlight the importance of supplementing textbooks and other materials with video-taped resources as a method to compensate for the shortcomings, as video-tapes present advantages like encouraging students participation and increasing motivation in classroom activities according to what was evidenced in the video-taped group of the study. In the same fashion, the following study also addressed the use of audiovisual materials in order to teach some speech acts, including request, as well as the present study.

The study conducted in Tehran, Iran by Birjandi and Derakhshan (2014) consisted of 78 Iranian EFL participants studying English at an English Language Institute at an intermediate level of proficiency (36 male and 42 female). It aimed to investigate the effectiveness of using consciousness raising video-driven prompts to increase the comprehension of the speech acts of apology, request, and refusal on the participants that were randomly assigned to four groups of intervention such as metapragmatic, form-search, role play, and control (for further information in the specific treatment techniques, visit the "Interventional Treatment Techniques" section). The study was conducted during 9 sixty-minute sessions of instruction. It followed a pre and post-listening test to evidence if the students' pragmatic awareness of the three target speech acts increased after watching 45 video vignettes; specifically, 15 apologies, 15 requests, and 15

refusal extracted from different episodes of Flash Forward and Stargate TV Series, and the Annie Hall Film.

In order to assess participants' pragmatic understanding, the study considered Pragmatic Assessment Rubrics which followed the constructs of "Linguistic aspects (pragmalinguistic ability); Cultural aspects (sociopragmatic ability); and Analytic aspects (ability to analyze and evaluate pragmatic use-referred to as metapragmatic ability, Ishihara, 2010)" (p.73). The results showed that the metapragmatic group outperformed the other three groups, and the researchers concluded that it could be explained on how participants in the metapragmatic group "were provided with more explicit explanations on the key elements of pragmalinguistics and sociopragmatics, and explicit information on the pragmalinguistic forms of L2" (p.78) target speech acts. As well, the form-search group was found to have been "provided with necessary vocabulary and phrases, grammatical structures, strategies for a speech act, and choice and use of pragmatic tone" (p.79).

Thus, both the metapragmatic and form-search groups outperformed the roleplay group. Accordingly, the researchers concluded this could be attributed to the fact that the sociopragmatic and pragmalinguistic features in the video vignettes watched were perceived and presented to the metapragmatic and form-search participants' attention more explicitly than in the roleplay group. Nevertheless, as Birjandi and Derakhshan (2014) stated, the groups of metapragmatic, form-search, and roleplay significantly developed their interlanguage pragmatics comprehension and became conscious of pragmatic similarities and differences between their L1 and the target language. Furthermore, a consistent trend in the performance of the participants to comprehend

and produce SA's in these types of treatment groups can be evidenced in the following study by Derakhshan and Arabmofrad (2018).

The study developed by Derakhshan and Arabmofrad (2018) named The impact of instruction on the pragmatic comprehension of speech acts of apology, request, and refusal among Iranian intermediate EFL learners was priorly discussed. Nevertheless, it is important to highlight some of its aspects in the present section; therefore, only core information will be displayed below (for more specificity, visit the "Interventional Treatment Techniques" section). One of its research questions directly addressed pragmatic competence by asking: "Do interactive translation approach, metapragmatic consciousness-raising approach, and form-search approach enhance Iranian intermediate EFL learners' comprehension of apology, request, and refusal?" (p.79). In order to answer this RQ, 69 Iranian intermediate EFL learners were randomly assigned to four groups of intervention: metapragmatic group, form-search group, interactive translation group, and control group. Each group had its specific methodology of instruction aligned with the interventional technique of the group in question.

In spite of their methodological differences, there were two common denominators among the groups: 1. All of them watched 20 video-vignettes that displayed the speech act (SA) of refusal, 20 of the SA of request, and 20 of the SA of apology (60 in total) extracted from the 'Anne Hall' movie and the TV series Friends and Seinfeld. 2. All of the participants, in order to determine if their comprehension of the aforementioned SAs was enhanced, took a listening pragmatic pretest and posttest that addressed the three SAs. When comparing the results of the pretest and the posttest, the researchers found that the metapragmatic consciousness-raising, interactive translation, and form-search groups did present an improvement in their

comprehension of the SAs of request, refusal, and apology; ergo, they developed their pragmatic competence due to the intervention. Additionally, it is also stated that, even if the priorly mentioned groups presented an improvement, the metapragmatic group outperformed the other groups. As it evidenced, the metapragmatic-consciousness raising groups keep outperforming the other groups regarding the increase of SAs' comprehension across the different papers. On the other hand, as it will also be seen in Derakhshan and Eslami (2015), the role-play treatment groups are consistently behind. Thus, the following study examines conditions that might significantly impact the participants, but omitting the use of metapragmatic awareness.

The study conducted by Derakhshan and Eslami (2015) in Iran named *The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Apology and Request* aimed at investigating the effectiveness of consciousness-raising video-driven prompts on the development of the two-commonly used speech acts of apology and request. The study had 60 upper intermediate language learners (22 male and 38 female). Firstly, the researchers asked the participants to complete a pre-test to evidence their initial understanding of the two previously mentioned speech acts. After that, they divided the learners into three groups: interactive translation, roleplay, and discussion. Each group watched 36 TV show fragments from series like the *Flash Forward*, *Stargate*, and some extracts from the movie *Annie Hall*. After attending six 90-minute sessions twice a week, they completed the posttest.

The results indicate that all the interventional treatment groups were successful since students improved their understanding of the apology and request speech acts. This result was evidenced by comparing the pre and posttest. The authors mention that the benefits of using audiovisual materials to teach pragmatic aspects are related to the authenticity of the interactions

and scenarios portrayed in the fragments. However, it is pertinent to mention that both the discussion and interactive translation groups outperformed the roleplay group. The authors stated that this result has to do with the opportunities to communicate ideas and negotiate that the two previously mentioned groups had and that the roleplay group may have lacked. As a relevant remark, the authors conclude that even though each strategy or approach to teaching pragmatics may vary in terms of effectiveness, using video input in the EFL context is consistently advantageous. Accordingly, in the study by Pourcheragh & Famil (2019), a constant considerable positive effect with the same treatment groups can be observed as well.

The study conducted in 2019 by Pourcheragh & Famil in Iran named *The Effect of Consciousness-Raising Instruction on the Pragmatic Development of Agreeing and Disagreeing of Iranian EFL Upper Intermediate Learners in Speaking Performance* targeted to investigate the effect of consciousness-raising instruction on the pragmatic development of the speech acts of agreeing and disagreeing of 60 EFL participants at an upper intermediate level of proficiency which were separated into experimental and controls groups. The experimental group consisted of the sub-groups of role play group, discussion group, and interactive translation group that were shown 18 video vignettes (9 agreements and 9 disagreements) extracted from episodes of the *Divorce* TV series.

Each group received different treatment on speaking performance (for further information see the "Interventional Treatment Techniques" section) during 16 sessions each of 90-minutes of instruction where they identified and analyzed agreement and disagreement of the presented video vignettes. On the other hand, the control group composed by 30 male participants did not receive any treatment. For the experimental groups, to watch the conversations four sessions were

used, to debate ten topics related to the latter four other sessions were destined, and to administrate the pretests and posttest two sessions were assigned.

The results evidenced a significant improvement in the participants' use of agreement and disagreements structures during speaking performance. Likewise, after contrasting the effects of the treatment techniques with each other, it was found that there is no weighty difference between their effects. However, the authors mention that it was noticed that the control group improvement was not statistically significant. Accordingly, Pourcheragh and Famil (2019) suggest further investigation of the effects of conscious-raising instruction on other language skills, beside speaking performance, and at different language proficiency levels to address a significant difference in the learning process. Now, the different interventions on teaching of speech acts were discussed, and it is evident that explicit exposure to SAs is beneficial; therefore, it is necessary that educators who want to teach SAs look for input that fulfills this purpose. The following study addresses this issue of looking for useful input by creating an audiovisual corpus with scenes from two TV series with several speech acts in them.

The study named Corpus pragmatic and multimodality: compiling an ad-hoc multimodal corpus for EFL pragmatics teaching was developed by Rodríguez-Peñarroja (2021). It was developed in Spain, and one of its objectives was to compile a specialized multimodal ad-hoc corpus “in order to apply corpus pragmatics methodologies and search for multiple acts” (p.927). In order to achieve this objective, the researcher analyzed the subtitles and transcripts of two TV series: Life on Mars and How to live your life. These subtitles were compiled and edited through the software Notepad++. 64,965-word tokens were compiled in the corpus; these tokens were analyzed qualitatively and quantitatively using the softwares AntCont freeware Clusters/n-grams

and Concordance Plot tools. It was found that there were direct, indirect, and adjunct realizations of SAs of suggestions, apologies, requests, complaints, and refusals; all of the SAs presented different pragmalinguistic strategies such as expression of regret as the most frequent apology.

The results confirmed the presence of SAs in conversations of TV series, which reaffirms that TV series can be useful in EFL teaching; hence, the researcher compiled different scenes from the aforementioned TV series that included several realizations of SAs. This compilation formed a multimodal corpus of audiovisual scenes that can be used as a source of input to expose EFL students to pragmatics of the English language (for further information about this study, go to the Teaching Proposals section of chapter 1). Now, even though research on speech acts is predominant in the reviewed literature, there are also several studies that address other pragmatic aspects in the following section.

Other Pragmatic Aspects

Even though speech acts are a consistently reliable topic to assess and improve students' pragmatic competence, it is relevant to explore that other aspects of pragmatics like comprehending and using figurative language, colloquial language, informal language, and implied meaning as subjects could be meaningfully implemented in the EFL classroom to enhance pragmatic competence.

Sert (2008) published an article named *An Interactive Analysis of Hyperboles in a British TV Series: Implications for EFL Classes*. It presents some of the findings of an ongoing study at the time that targeted to identify and analyze the use of hyperbolic language, understood as a form of exaggeration that either maximizes or minimizes some real circumstances, throughout the

Coupling TV series word corpus and its possible application in EFL classrooms. Specifically, said application within two frameworks of analysis like CANCODE (Cambridge and Nottingham Corpus of Discourse in English) by McCarthy and Carter (2004), and BNC (British National Corpus) by Cano Mora (2004). However, Sert's (2008) article is centered in comparing the Coupling TV series corpus of 90,000 words with the CANCODE framework, a 5-million word corpus of spontaneous speech, to recognize similarities between the two.

The main aims were, firstly, to expose the ways in which TV series "may be a reflection of naturally-occurring spoken language following a set of criteria" (Sert, 2008, p.2); secondly, to exemplify "how the findings can be conducive to EFL classes" (p.2). Likewise, the criteria to label hyperboles in the chosen TV series had to demonstrate a minimum of three characteristics like disjunction with context, shifts in footing: counterfactuality not perceived as a lie and/or impossible worlds, listener take-up (laughter or assenting), extreme case formulations and intensification, and relevant interpretability. The findings showed five categories in the TV series corpus such as expressions of number (e.g. "Ooh, I love giving opinions, I've got hundreds*."), large amounts/quantities (e.g. "Of course I didn't mean it. I had tons* of orgasms and I loved you to bits*,..."), shift of footing (e.g. of course, so..., oh...), time expressions (e.g. "If, in the climactic seconds*,..."), and size, degree and intensity (e.g. "Oh, hormones. Everything's hormones now. Some of them were huge*, weren't they?").

As well, the findings evidence a high similarity between the hyperboles found in the Coupling corpus with the one found in the CANCODE framework. Thus, Sert (2008) states it reveals similarities with the use of language in TV series and real life discourse. Accordingly, the author claims that in EFL settings the TV series can be implemented to enhance language input

that later will be assimilated by learners when it is complimented with explicit instruction.

Additionally, Sert (2008) suggests that unlike real life discourse, the discourse use of TV series in EFL environments need a three channel model to analyze the humorous effect of hyperboles on the EFL learners as the audience sound effect of laughter affects the nature of interactivity with the source.

Specifically, the suggested three channel model consists of the positive evidence and negative evidence of the effects on the EFL learners. Positive evidence is made of relevant next contributions (to hyperbole's understanding) like literal remark, humorous remark, laughter, take up and continuation of figures, collaborative completion, repetition or figurative paraphrase, and non-verbal response from the learners. On the other side, negative evidence includes non-recognised hyperbole evidenced in learners by missed hyperbole and/or negation or correction, request for clarification, confirmation and repetition, and ignoring the hyperbole and/or shifts topic. Lastly, it must be noticed the limitations of the study regarding actual implementation to analyze the effect in enhancing real learners communicative competence through the teaching of hyperbolic lexical items. In the end, hyperboles are a part of figurative language, and comprehending this type of realizations is key to pragmatic knowledge. Therefore, the creation of this corpus is relevant for the present monograph since, as well as the corpus created by Rodríguez-Peñarroja (2021), they function as a source of pragmatic input to which EFL students can be exposed. Of course, it can be debatable whether figurative language is actually a part of pragmatics or not; nevertheless, teachers' perspectives towards this topic would have to be considered. In that sense, the following study, even if it does not address figurative language,

inquires into teachers' perspectives about what aspects of language belong to pragmatics and how important pragmatics is to the EFL learner.

The study named *Using sitcoms in B1/B2 EFL environments to enhance listening skills: a pragmatic approach* was developed by Egüez (2018). It was developed in Cuenca, Ecuador, and it is guided by the RQ "To what extent can sitcoms be considered pragmatic tools to enhance listening skills in B1/B2 learners?" (p.17). In order to answer the RQ, the sample of the study was divided into two groups: group number 1 were students and group number 2 were seven teachers of the Institute of Languages at Universidad de Cuenca. The second group underwent a 13-question interview that asked them about their teaching beliefs and practices at the aforementioned institute. In this interview, the ninth question asked them directly about their perception of the importance of pragmatics when learning EFL. The study found that 5 out of the 7 teachers consider pragmatics as a very important part of students' language learning process; the other 2 teachers stated that it is crucial depending on two factors: students' language proficiency and learning purpose. It was also found that some teachers considered learning colloquial language, slang, and, most importantly, culture as a part of learning pragmatics. In that sense, the following study analyzes the comprehension of EFL learners on colloquial language.

The study developed by Frumuselu et al. (2015) named *Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles* aimed at investigating the possible benefits of using subtitles for audiovisual materials to enhance the understanding of colloquial language and oral production. The study had 49 participants; students completed a pre-test to assess their initial comprehension of colloquialisms and informal language. After that, the participants were divided into two groups. One with L1/standard

captions and the other with L2/captions. Students were exposed to the Sitcom friends for the following 14 weeks. After that, they took a test about colloquialisms. The results indicated that captions in L2 help students to grasp the colloquial language used in the sitcom.

During week seven, the researchers assessed students' short-term recall of the colloquialism. The results indicated that even though the initial scores increased, there were no significant differences between both groups. During week 14, the researchers assessed the retention of colloquial language. The results evidenced a tendency in how the scores increased for both captioned groups, but, on this occasion, there was a vast difference between high and low-level students. In both groups, high-level students responded to the treatment by adding the new knowledge to their range of topics, while low-level students used the knowledge to compare it with their own set of beliefs and ideas. Finally, the authors assessed students' oral production abilities by implementing some role-play activities. Authors considered aspects like spontaneity, fluency, and adaptability. The results indicated that students who got high scores during the 14-week post-test were able to use the colloquial language in spontaneous scenarios.

The general findings showcase that interlanguage conditions benefit students' comprehension of informal language and colloquialism after 14 weeks of exposure. Besides, high level of proficiency learners understood colloquialism to the extent of using them in context embedded situations, while low proficiency students were mostly able to identify them. Lastly, both captioned conditions improved the student's initial results. A similar focus on the interpretation of informal language is explored in the following study.

The study developed in 2019 by Çetinavcı in Turkey aimed to investigate "the efficiency of a film-based instruction program devised to facilitate the interpretation of implied meanings in

English" (p.581). The study followed a pretest-treatment-posttest to analyze the pragmatic improvement of 144 English language teacher trainees. The participants were divided into an experimental group (77 participants) and a control group (67 participants). The learners attended a total of four forty-minutes sessions.

While the experimental group received explicit metapragmatic explanations, the control group did not. Nonetheless, both groups used the same materials. In this case, the author decided to utilize the sitcom "Friends" as the principal source of content alongside other audio-visual materials like movies, commercials, and TV series. Furthermore, students were asked to work on the videos and transcriptions only during the sessions. Besides, the author focused on two main aspects during the sessions: pragmatics understanding and cultural differences.

The topic that students learned during the classes was implicatures. The experimental group learned how each implicature works and analyzed some examples with the teacher's guidance. On the other hand, the control group only interacted with the materials without receiving further explanations.

After completing the pre-test and participating in the sessions, all learners took the post-test. The results indicate that the experimental group outperformed the control group. In that sense, the author highlighted that explicit instruction benefited students to develop their pragmatic awareness. The main reason for this statement is that helping learners through instructions and explanations on how to interpret the implicatures increases their pragmatic competence drastically. However, as seen in previous studies, the mere interaction with audio visual materials aided both groups to increase the initial results on the pretest.

Conclusions

The present Systematic Literature Review examined a range of studies that use TV series to develop pragmatic competence in EFL contexts. In the revised literature, the similarities and differences found allowed the clustering of the studies into different categories ultimately evidenced in the composition of the SLR. Thus, the findings present in the reviewed literature throughout the chapters respond to the research question and objectives posed for the SLR by providing the description of the outcomes and the analysis of the viability and limitations of the strategy implemented, which is more concisely addressed below.

It is evidenced that interventional treatment has a positive effect on students' pragmatic competence (Derakhshan & Eslami, 2015; Poucheragh & Famil, 2019; Birjandi & Derakhshan, 2014; Derakhshan & Arabmofrad, 2018). Additionally, two interventional techniques seem to produce the better results: On the one hand, discussion presents potential interest. In spite of Poucheragh and Famil (2019) stating that it did not have a statistical difference with the other groups in their study, Derakhshan and Eslami (2015) report that the discussion group had better results than the roleplay and interactive translations groups. On the other hand, the metapragmatic consciousness-raising approach presents the most promising results. Birjandi and Derakhshan (2014) and Derakhshan and Arabmofrad (2018) concluded that the metapragmatic groups outperformed the other groups in their respective studies. In that view, both interventional techniques seem to have potential to develop pragmatic competence through TV-series-related input; in spite of that, there is no study in this SLR that uses both of them in the same study in order to determine which of them produces better results. Further research comparing discussion groups and metapragmatic groups is recommended.

Now, due to the nature of this document, most of the selected studies consciously attempted to develop participants' pragmatic competence through the use of TV series. 'Most' and not 'all' since Polania (2019) did not intend to do it. Nevertheless, even if it was not its objective, Polania (2019) mentioned in his conclusions a pragmatic finding: students' realizing the importance of the use of language in context. Taking into account the definition of pragmatic competence by Nordquist (2020), this finding is essentially pragmatic. Hence, since this unintended finding appeared in Polania's (2019) research, it can be inferred, then, that there is an intrinsic connection between TV series in the EFL teaching and the development of pragmatic competence. Nonetheless, further research on this topic is recommended in order to either verify or discard this hypothesis.

Continuing with Polania (2019), he mentions that in order to make the content of the TV series significant and ensure its viability as an instructional strategy for A2 and B1 students, the teacher must provide guidance. On the other hand, B2 level of proficiency students seem to grasp context embedded information and use it without the need of an instructor. According to the Council of Europe (2020), B2 level of proficiency students are able to adjust their communicative intention depending on the context needs, implications, level of formality or circumstance. It is relevant to remark that the population mainly targeted for this strategy are intermediate and upper-intermediate EFL learners with an explicit instruction of pragmatics approach, and the differences in the results among treatment techniques are more evident at higher levels of proficiency. Nevertheless, when interacting and using TV series in the EFL context, both the pragmatic competence and the pragmatic awareness increased. Therefore, learners, in all cases, improved their pragmatic competence by interacting with TV series as the fundamental element

of the class regardless of the approach, proficiency level, or experimental group to a certain degree.

Another important topic is presented in Olivares and Barrantes (2016). These authors mention that students feel more motivated to learn when interacting with TV series as a source of authentic material. To be more specific, sitcoms, as an audiovisual input, are the preferred type of TV series to use in the EFL context for both teachers and students due to their richness in context-dependent situations. Moreover, according to Egüez (2018), students prefer to watch these materials with captions and audio in English. Due to this, it is recommended to use sitcoms with the previously mentioned audio and captions settings, which seems to be the most suitable way to use them in the EFL context.

Nonetheless, it is relevant to note that even though students improve their pragmatic competence by grasping information from TV series, the use they give to it depends on their level of proficiency. Precisely, in the revised studies, low-level of proficiency students identify pragmatic features (Paz-Albo, 2012; Frumuselu et al., 2015; Polania, 2019), while high level of proficiency students use them in context-dependent situations (Moradkhan & Jalayer, 2010; Birjandi & Derakhshan, 2014; Derakhshan & Eslami, 2015; Frumuselu et al., 2015, Pourcheragh & Famil, 2019). The latter signals a possible limitation if, in the strategy implementation, the interaction does not play a crucial role as part of the lesson. In that sense, if the target learners participate in an approach or method that does not permit diverse levels of interaction (a writing task, for instance), the increase of the pragmatic competence might be affected. Along these lines, further research exploring pragmatic competence development of A1-B1 level of proficiency students using audiovisual materials is recommended; especially, it is relevant to investigate the

dependent relation between low-level of proficiency students and interactive approaches to improve pragmatic competence meaningfully.

Besides, the length in which the strategy is implemented is a significant factor in pragmatic competence development. As observed in the studies revised in the SLR (Moradkhan & Jalayer, 2010; Birjandi & Derakhshan, 2014; Derakhshan & Eslami, 2015; Frumuselu et al., 2015; Derakhshan & Arabmofrad, 2018; Pourcheragh & Famil, 2019), extended periods of sessions which allow the interactions among the treatment groups are a reliable trend. In that sense, it is recommended for future research and pedagogical applications to implement the different strategies during several sessions in order to properly target participants' pragmatic competence.

In terms of pragmatic aspects, the second chapter of this SLR was divided into two sections: 'Speech acts' and 'Other pragmatic aspects'. This structure denotes that the main pragmatic aspect that is covered in this research are, precisely, speech acts. Out of the 13 revised studies, 5 include speech acts as one of their variables (Rodriguez-Peñarroja, 2021; Derakhshan & Eslami, 2015; Derakhshan & Arabmofrad, 2018; Moradkhan & Jalayer, 2010; Birjandi & Derakhshan, 2014), which translates into 38.5% of the analyzed documents. In that sense, it could be argued that TV series have an intrinsic connection to speech acts or speech acts are better understood via TV series. Either case, it would be recommended to further investigate this connection. Possible foci that could be implemented are: 1) Using TV series as input in order to develop other pragmatic aspects (deixis, figurative expressions, etc.) or 2) aiming to develop participants' comprehension of speech acts through input different from TV series.

As well as speech acts are the trend within pragmatic aspects, request and apology are the trend within speech acts. Out of the 5 revised documents that address speech acts, 4 of them (80%) include the speech act of request in their study (Moradkhan & Jalayer, 2010; Birjandi & Derakhshan, 2014; Derakhshan & Arabmofrad, 2018; Dereakhshan & Eslami, 2015). Likewise, 3 studies (60%) include the speech act of apology (Birjandi & Derakhshan, 2014; Derakhshan & Arabmofrad, 2018; Derakhshan & Eslami, 2015). This tendency is highlighted since it might indicate a connection between TV series and these specific speech acts. This connection might appear due to the frequency, importance, teachability, easy-comprehension, etc. of these SAs; nevertheless, none of these hypotheses is confirmed. Further research on this topic is recommended in order to determine why request and apology are the most common SAs. In the same fashion, further research using TV series to teach other speech acts is also recommended.

Finally, one of the main limitations of this SLR regards the selection of the literature to review. As it was previously mentioned (see the TV-series-to-develop-pragmatic-competence section), four studies passed the Study Quality Assessment but did not really fulfill the inclusion criteria. Nonetheless, as researches, there is no clarity of what phenomenon produced this issue: design errors in the SQA, methodological gaps, or communication issues among researchers. Hence, further research ought to ensure that the aforementioned possible causes are taken into account to produce a fully reliable study.

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Appendices

Appendix 1. Study Quality Assessment

This appendix consists of the Study Quality Assessment (SQA), which was used during the Conducting the Review stage in order to filter and select the documents that will be later analyzed.

Link: https://docs.google.com/document/d/1KsRKGVJ1-8_TJddO7EeKVbyOb5wHzCmcw5kD5hr2CAY/edit?usp=sharing

Appendix 2. Analytical Matrix

This appendix consists of the Analytical Matrix that was used during the Reporting the Review stage in order to analyze the documents that were previously filtered.

Link: https://docs.google.com/spreadsheets/d/1vfi8d-jXEEcqtW_D7v7kAPCoB-3yK1IU/edit?usp=sharing&oid=108400025917103273222&rtpof=true&sd=true