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The approach of learning a foreign language by watching TV series

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In this study, the process of learning Turkish as a foreign language by watching TV series was analysed. It is a qualitative based study with document analysis, case study and mixed research design. The case study is based on the analysis of data obtained from 44 citizens of the Republic of Kosovo who have learned Turkish by watching TV series. 56.81% of these people do not know Turkish, while 29.54% of them know very little. It was found that after they watched a TV series with content in the target language and subtitles in their native languages for a period of 1 to 2 years, they achieved gains in four language skills at different levels. Accordingly, it was found that reading skill was obtained at B1 level with an average score of 3.02, writing skill at A2 level with an average score of 2.93, speaking skill at B1 level with an average score of 3.07, and listening skill at B1 level with an average score of 3.14. During this period, the TV series were basically watched for entertainment purposes, not for learning. The content of the TV series was in Turkish which is the target language. Subtitles in native languages, such as Albanian or Bosnian were added. After some time, they do not need subtitles in their native languages to understand the TV series. Learning takes place in a natural learning environment, either through acquisition or unconsciously. Language skills are learned in the sequence covered in the literature. The most difficult language skill is writing. Technological tools such as television, smartphone and computer together with some learning styles are also employed. The approach of learning a foreign language by watching TV series is considered to be authentic in terms of learning and teaching style, method, theory, strategy, and so on. In this context, it is recommended that detailed studies and analyses that will contribute to its adaptation to existing systems and better understanding of the system be made.

Key words: Learning foreign languages by watching TV series, natural learning environment, teaching Turkish as a foreign language.

INTRODUCTION

It is possible to explain the relationship between the definition of learning and the concept of communication and interaction with the definition of learning. Learning is a spiral process of differentiation or differentiation that

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begins with communication, strengthens by interaction and results in skill acquisition. It is also defined as permanent behaviour or change that occurs in information and behaviour (Özdemir et al., 2012: 5). Learning is interacting with different stimuli and is done through experiences (Şahin, 2019: 9). There is an effort "to make meanings common" between learning and communication (Yalın, 2008: 12), and to exchange information between learning and interaction (Çakır et al., 2014: 89).

For learning to take place, a learning environment is required. In the literature, two learning environments, one natural and one systematic, are discussed. In natural learning environment, learning takes place without a systematic fiction through communication and interaction occurring in the learner, his family and the environment. In the systematic learning environment, there is a systematicity as mentioned. This systematicity is based on the assumptions that the whole process of teaching is realized as a whole. The design or planning of instructional design is explained by multiple elements. In according to Gültekin et al. (2016: 296), who put forward a systematic approach to foreign language teaching, these are explained with the elements of planning, design, development, implementation and evaluation. Teaching is constructed according to the elements in the teaching system. It is possible to divide these elements into categories such as learner, curriculum, teacher, school, and course material. Or they can be given names such as learner, learning strategy, learning material, teacher and learning (Bacanlı, 2018: 197). No matter which name (student, learner, trainee) is attributed, it is the most important element of the system. Learning occurs as a result of communication and interaction between the student's internal and external stimuli. These internal stimuli which are also referred as learning experience (Demirel, 2009: 151) are eye, ear and sensory organs while external stimuli are vision, hearing, hearing, motion and affective elements. Learning begins with messages from external stimuli to internal stimuli. In summary, the message that the learner receives from the external stimulants, passes to short and long term memory in their internal stimulants, gets processed there and finally, learning takes place by transferring to the memory (Selçuk, 2005; Yalın, 2008: 84-86).

For an effective and functional teaching design, "all elements related to learning need to be adapted to learning (Özkara, 2016: 24). One of the elements of teaching is the course material or learning material. One of the most important factors that affect the course materials is being goal oriented and technology. The rapid change of technology has also provided opportunities for the choice of goal-oriented course equipment. In the past, while explaining the relationship established between technology and learning, such materials: notebooks, pens, books, audio-visual learning objects and tools such as: television and radio were also included. The computer has caused technological differentiation and very important transformations. The technological transformation that came up with computer can be summarized as follows. "The computer was invented in the 1940s. The first and second phases were completed until the early 1960s, and personal computers in the early 1980s and internet networks in 1990s (Newby et al., 2011: 18) began to be used. The transformation-based differences that the computer has caused are explained with web concept and periods. Accordingly, computers were "read-only "based in the Web 1.0 era. The Web 2.0 era introduced participant, read-write based computers. In Web 3.0, the environment and content suitable for the person and the smart web applications based on their adaptation and perception came to life. In Web 4.0, which is seen as the future technology, artificial intelligence and intelligent learning systems are predicted to come to life" (The Paisano, 2008). Nowadays, though Web 3.0 period is prevalent, a tendency towards web 4.0 period is observed.

Today, the transformation of technology "has increased and expanded communication and collaboration via the use of internet-based devices (Donaldson, 2010). This expansion has also influenced both teaching and foreign language teaching, which is one of its sub-disciplines. Moreover, it has also provided opportunities for "individual and collaborative learning, making learning fun, examples of various learning resources which can address to different learning styles and developing language skills in a similar way to real life" (Warschauer and Healey, 1998). There is a content-based link between the concept of information and e-learning, based on multimedia and internet technologies (Kern and Warschauer, 2000; Warschauer, 1996; Sütçü, 2014: 33). With these contributions, it has transformed the foreign language teaching process.

Foreign language teaching is one of the disciplinary areas in which transformation that was caused by technology is experienced. In order to explain the scope of foreign language teaching in detail, it will be appropriate to consider the disciplines of language and foreign language teaching. Language is mostly approached with the disciplines of language and literature. However, foreign language is a different discipline based on teaching. When we want to explain this difference in the context of language and language teaching, we can start by dividing the language into two main categories: mother tongue and foreign language. Accordingly, mother tongue is the language gained by the influence of the society and family culture in which the individual lives. Foreign language is the new language or languages learned apart from the mother tongue. As in language teaching, four language skills are the subject of foreign language teaching. These are "reading, writing, listening (or listening comprehension) and speaking" (Gültekin et al., 2016: 297; Güzel and Barın, 2013: 325; Tarcan, 2004: 8-9; Razi and Razi, 2012: 282-283). On

the other hand, in mother tongue or language teaching, "language, grammar and content associated with literary texts are important, while in foreign language teaching, language acquisition, communication skills and practical use of language are important (Devetaku, 2011: 79-80).

When we take foreign language teaching as a discipline field with systematic learning environment and the approaches, techniques, methods and strategy elements used, it is seen that there is an approach, technique, method and strategy that is used. One of them is Yunus Emre Institute Model in Teaching Turkish as a Foreign Language used by Yunus Emre Institute, which teaches Turkish as a foreign language abroad (Gültekin et al., 2016: 293-336). Other than that, Adıgüzel (2018: 56), Güzel and Barin (2013: 155-224), Çay (2016: 24-35), Demirel (2010), Durmuş (2013: 49), Güneş (2013), Larsen-Freeman (2000: 10-121), Richards and Rodgers (1995), and Sütçü (2014: 17-27), mention about 10 techniques and approaches, about 20 methods and more strategies. The abundance of techniques, approaches, methods and strategies used in foreign language teaching or abandoned over time is related to the qualitative change in the individual-knowledge-society triad and the development brought about by the interaction and change (Keser, 1991). This differentiation has been affected by the changes in teaching as well as technology. One of the differences in teaching has occurred in learning theories. Differences have emerged in teaching theories such as behaviourism, cognitive psychology and recently in constructivism (Brown, 2000: 12). "Vygotsky argued that culture and language had a significant impact on learning and claimed that knowledge was created through social interaction" (Şahin, 2015: 407). It is possible to call this differentiation as "traditional, behavioural, cognitive and constructivist approaches (Güneş, 2013: 38). According to Güneş, the constructivist teaching approach and foreign language teaching were shaped by the influence of the views of Piaget, Vygotsky and Bruner. In this process, "social and affective dynamics are also important" (Delfino and Manca, 2007). When we want to explain the social dynamics in question, it is seen that social dynamics are discussed around the concepts of metacognitive thinking, which is considered as an upper stage of thinking with the social environment or its nature. Accordingly, social environment is the environment where information is "continuously and actively structured. It is the source of concepts, ideas, phenomena, skills and attitudes in the child's mind (Vygotsky, 1998). Metacognitive thinking, which is accepted as an upper stage of thinking, is influenced by cognitive, metacognitive and socio-emotional strategies. The studies conducted by Güneş (2013: 41), Navaro (2007: 10-50) and Wenden and Rubin (1987) provide detailed explanation of metacognitive and socio-emotional strategies. In these studies, metacognitive and socio-emotional strategies are summarized as follows:

"Metacognitive strategies are related to the learner's regulation and control of the learning process". There are elements such as prediction or planning, general and selective attention, self-management, self-regulation, and identifying a problem for learning". Cognitive strategies have such axes as repetition, use of resources, classifying or grouping, taking notes, making inferences through estimation, induction, reasoning, completing, examining in detail, memorizing, summarizing, translation, transferring information and inference. Social-emotional or social strategies have elements such as "clarification and verification, cooperation, emotion control and self-reinforcement".

Foreign language teaching is one of the disciplines in which the impact of technology and innovation, change and the differentiation caused by transformation, which is the highest stage of these, are effective. During his stay in the Republic of Kosovo, the researcher met individuals who learned Turkish as a foreign language while they were watching TV series. He thought this was unique to the areas of study such as learning, foreign language learning, natural learning and technological learning. He also made a preliminary assessment that there was no study in the literature within this context. Accordingly, he has also contemplated that the process of learning foreign languages while watching TV series (LFLWTS) can provide original approaches, concepts and definitions to foreign language learning studies. With these preliminary evaluations, it was considered necessary and appropriate to conduct this research.

Purpose of the research

In this research, the process of learning Turkish as a foreign language by watching TV series will be analysed and described. For this purpose, answer to the question of "How Turkish is learnt while watching TV series?" will be sought.

RESEARCH MODEL AND DATA COLLECTION TOOLS

Qualitative research methods were used in the study. Document analysis and case study method were employed. Document analysis was used for revealing the relevant literature, conceptual framework and explanations in the discussion and interpretation process. Case study was carried out to reveal the views, attitudes and behaviours of individuals (Aziz, 2015: 103), with exploratory, descriptive and explanatory strategies" (Büyüköztürk et al., 2012). For this purpose, the opinions of 44 citizens of the Republic of Kosovo were consulted. These are people who learn Turkish as a foreign language while watching TV series. Opinions were collected through a questionnaire used during the face-to-face interviews and group meetings. The questionnaires included 40 open-ended, short- or long-answer and multiple-choice structured questions. In order to make the validity and reliability of the questionnaire effective, the questionnaire was first applied to the first five individuals. Then, expert opinion was consulted and the questionnaire was finalized. The final questionnaire was then used

Table 1. Distribution of LFLWTS individuals by age groups, gender and mother tongue.

Age range	Number of individuals	Number of individuals by gender		Number of individuals by mother tongue	
		Woman	Man	Albanian	Bosnian
12-17	21	19	2	4	17
18-25	20	15	5	17	3
26-above	3	3	0	2	1
Total	44	37	7	23	21

Table 2. The time spent by LFLWTS individuals by using television, smartphone and computer to watch Turkish TV series during a week by age group.

Scale	Age	Mean	Std. deviation	Std. error mean
How many hours a week do you use television, smartphones and computers to watch TV series?	12-17	3:18	1:36	0.265
	18-25	3:37	1:38	0.317
	26-over	2:33	1:53	0.882

to collect data for 44 individuals.

Analysis of research data

The data obtained through the survey were recorded in Google forms or printed documents. SPSS statistical software was used for a clear understanding and analysis of these data. In this process, analysis techniques such as the number of individuals (frequency), percentage distribution, total score, average score t-test, and standard deviation were utilised. Likert-type questions, 1 point for the minimum and 5 for the maximum, were used and analysed. Then, findings, discussion and conclusions were presented.

FINDINGS

The data obtained in the research are compiled on the basis of the findings.

How is a foreign language learnt by watching TV series?

Some of the demographic indicators of learning a foreign language by watching TV series (LFLWTS) individuals are as follows. In terms of settlement, 67.56% of Kosovo live in separate cities. As shown in Table 1, 52.24% belong to the Albanian community and 47.72% belong to the Bosnia community. They are between the ages of 12 and 35. 77.27% were students and 22.73% were graduates. While 56.81% did not know Turkish before, 29.54% knew very little or 13.63% little. In addition, a significant number of them speak their mother tongue and other foreign languages besides the target language. Accordingly, as reported by them, 61.36% of them know English and 25% of them know German having mastery in four language skills, with B1 level. Out of the 44

participants above, 84.09% of the individuals were female and 15.91% were male.

During the LFLWTS process, 44 individuals used television, 40 smartphones and 31 computers. As can be seen in Table 2, 12-17 years old people watched 3.18 h, 18-25 years old people 3.37 h and 26 and older years 2.33 h on average watched Turkish TV series either on television, smartphone or computer.

As shown in Table 2, television makes the most contribution to the learning of Turkish as a foreign language of LFLWTS individuals. It is followed by smartphone and then computer. As a learning object during the LFLWTS process, TV series in the target language prepared by the cinema or film industry are used. Actually, the aim of watching TV series is not to learn a foreign language but to have fun. As a result, the viewer is not even aware that he is initially learning a foreign language.

Besides the TV series, music also contributes to the process of learning Turkish as a foreign language of the LFLWTS individuals. As shown in Table 3, TV series are the most effective in the process of learning Turkish as a foreign language of LFLWTS individuals with an average score of 4.89. The contribution of music to LFLWTS has an average score of 3.55 while both TV series and music has an average score of 2.07.

The TV series are initially watched with their content in the target language and subtitles in the native language. Subtitles are not needed after some time. Accordingly, as seen in Table 4, 65.90% of LFLWTS individuals can watch TV series after one year and 20.45% of them after two years in the target language without subtitles. The result was obtained between the groups who continued to watch the TV series after one or two years without subtitles.

In the early stages of watching TV series, the

Table 3. The content used in the process of learning a foreign language by watching TV series and watching the series with or without subtitles and subtitles.

Scale	TV series	Music	TV Series + Music
Number of individuals	44	44	44
Average	4.89	3:55	2.07
Std. deviation	0.31	1:29	1.13
Variance	0.097	1.67	1.27
Total	274.00	199.00	116.00

Table 4. Time spent until the TV series are watched without subtitles.

Scale		Number of individuals	%	F	t	Sig. (2-tailed)	Average deviation	Std. error difference
Time	1 year later	29	65.90	8:44	0.778	0.446	0.456	0.587
	After 2 years	9	20.45	-	1136	0.318	0.456	0.402

Table 5. Acquisition levels according to language skill types.

Language skill level	Reading	Writing	Speaking	Listening comprehension
N	44	44	44	44
Average	3.02	2.93	3.07	3.14
The average Std. failure	0.203	0.202	0.208	0.209
Std. Deviation	1.519	1.511	1.559	1.565
Variance	2.31	2.29	2.43	2.45
Total	169.00	164.00	172.00	176.00
A1 - 1 point - elementary (%)	25.0	26.8	25.0	23.2
A2 - 2 points – pre-intermediate (%)	14.3	12.5	14.3	14.3
B1 - 3 points - intermediate (%)	16.1	21.4	14.3	12.5
B2 - 4 points - upper intermediate (%)	25.0	23.2	23.2	30.4
C1 - 5 points - advanced (%)	17.9	12.5	21.4	14.3
C2 - 6 points - proficiency (%)	1.8	3.6	1.8	5.4

individuals focus more on following the subtitles than listening and comprehension. Then reading decreases and gradually listening and comprehension becomes active, and after a while, it continues only by listening and comprehension without reading.

During the LFLWTS process, language is acquired with four language skills and at different levels. As shown in Tables 5 and 6, the acquisition levels of the language skills are: reading with an average of 3.02 at B1 level, writing with an average of 2.93 at A2 level, speaking with an average of 3.07 at B1 level and listening comprehension with an average of 3.14 at B1 level.

Individuals (61.4%) in the LFLWTS process learn through sentences and 27.3% learn through words. 11.3% have no clear views on this issue. The primary answer to the question of "why do you think you learn through the patterns, not the word was that words may have different meanings, and this prevents us from understanding the whole".

In the first attempt to watch the TV series in the target language, the trailer in the mother tongue, the individual himself, his family, the environment he lives in and friends are effective. The reason why watching TV series turns into a habit forming activity is explained by such reasons as feeling of pleasure and happiness, love of the setting that the story takes place, the good and evil that happen or may happen in their lives as well. Moreover, until the age of 18, the desire to take the actors as model and have a similar life is also effective.

During the LFLWTS process, it was seen that individuals benefit from some learning styles or technological tools to understand the content and support the process. They do not share a common standard view. Moreover, almost half of them have never used any software, methods and tools, especially during the period when they watched the TV series with subtitles. However,

Table 6. Acquisition levels according to age groups by language skills.

Language skill level	Age	N	Average	Std. deviation	F	t	Sig. (2-tailed)	Average difference
	12-17	21	3:07	1:44	0.343	-0.572	0.570	-0.235
Reading	18-25	20	3:30	1:52		-0.568	0.573	-0.235
	26-over	3	1:00	.00		-10.69	0.000	-2173
	12-17	21	2.86	1:36	0.491	-0.666	0.508	-0.268
Writing	18-25	20	3:13	1.54	2.598	-0.930	0.356	-0.730
	26-over	3	2.25	2.50		-0.577	0.602	-0.730
	12-17	21	3.00	1.44	1.486	-0.914	0.365	-0.391
Reading	18-25	20	3.39	1.64		-0.900	0.373	-0.391
	26-over	3	1.75	1.50		-1.826	0.152	-1.423
	12-17	21	3:10	1:47	0.212	-0.585	0.561	-0.2443
Listening and comprehension	18-25	20	3.35	1.52		-0.583	0.563	-0.244
	26-over	3	2.25	2.50		-0.759	0.500	-0.961

a very limited number of individuals use similar technological tools. The most preferred technological tool in this process is to listen to music or watch its video clip. Some individuals think that listening to music and watching video clips is more effective than watching TV series in terms of their contribution to improving foreign language skills.

Other learning styles and technological tools used in the LFLWTS process and their intended use from most to least are as follows: Note-taking is mostly used to note down new words and sentences, words, topics (ex. numbers, seasons, etc.) that are liked from TV series. Taking notes is expected to contribute to grammar learning as well. Google translation or dictionaries are used for finding meaning and repetition. In addition, this process is reinforced by memorization. Repetition is aimed to pronounce and make speeches in the same way as in the TV series, imitate, study and memorise the notes taken while watching the series and understand the subtitle. Besides, it also involves watching the episode(s) again and again. The search for meaning in the dictionaries or electronic dictionaries (Google Translate) is made to find the meanings of unknown words in the TV series or its music, to understand the sentence or topic. It is also reported that it contributes to learning the alphabet and to the development of writing skills. Tools like Google translation, Google search engine and print dictionaries are also used. There are applications such as Yunus Emre Institute Turkish education portal and Lingohood which can be downloaded or used on the internet via smartphone or computer. Inferencing or prediction is described as an effort to understand what the individual hears, reads and sees while watching the TV series and make deductions and estimations. In this process, styles such as note taking, imitation and dictionary usage are also employed. Imitation or model-taking is based on repetition of the actors' speech, gestures and facial expressions or behaviours. Google is used to search for more comprehensive content, such as topics or themes, rather than the unknown words and phrases in the content of the TV series or music. As in dictionaries, it contributes to the learning of the alphabet and development of writing skills. Applications such as Google or internet search engines in general and YouTube are employed in the process. Communication and interaction with people who know and use the target language or watch the same TV series is another support mechanism used in the process. These include family members, people around them, at school and in their social environments.

In the LFLWTS process, there are no teachers, curriculum and aim which are important elements of instructional design. Learning takes place in a non-systematic and natural learning environment.

DISCUSSION

The differentiation of technology and the transformation of technology by the computer technology and its final phase digitalization have affected the approaches, methods, techniques and strategies for foreign language learning. As a result of this, differentiation has revealed itself in the form of innovation, sometimes as a change and transformation. Learning foreign languages through watching TV series has become one of the products of this differentiation.

When the data in LFLWTS are observed, it is seen that LFLWTS takes place in a natural learning environment. In the learning process, there is only the learner. There is

almost no communication and interaction with others. 'Institutional and teaching-based approaches are replaced by individual and learning-based approaches (such as learning to learn, individual learning)" (Barış, 2013: 151). There is no systematicity in this learning. Moreover, he is unaware that he has learned a foreign language until he watches it without subtitles or stops reading them. As in infancy, he has a communication and interaction with the TV series. However, it is not for learning, but for fun. With the technological devices he uses to watch the TV series, he gets influenced by technological differentiation and hence experiences renewal, change and even transformation. Accordingly, he uses smartphone and computer with internet connection.

In addition to personal characteristics, the messages faced by the external and internal world are influential in the process. External stimuli involved in this interaction: "visual-verbal, non-visual-verbal, auditory-verbal and motion-affective elements. Internal stimuli are the eyes, ears and sensory organs" (Yalın, 2008: 84-86). Learning takes place by reading and following the content through eyes and listening to it through ears. In other words, it is in accordance with "concrete experience" which is one of four learning styles defined by Kolb (1984) "which favours an approach based on feelings instead of a systematic and scientific approach".

The media basically provides the opportunity to inform, educate and entertain individuals and communities. The films, which are one of the contents of the media, are mostly prepared for entertainment purposes. In TV series, the content includes multimedia elements such as picture, video, graphics and animation (Erol and Gülcü, 2016: 1128). These contents reflect "real life, popular culture and art" (İşcan, 2011: 939). In the beginning, TV series become unwittingly a learning object of foreign language learning for individuals. Therefore, in a sense, we can call this process a period of blind learning. The concept of blind learning is not covered by this concept in the literature. It is consistent with the expression in the literature that initially listening and then speaking skills develop during foreign language learning process (Demirel, 2004: 27). In addition, "speaking is not achieved by speaking but by listening, understanding and reading (Godin, 1986: 329). LFLWTS is recognized when the individual leaves the blind learning period and begins to understand the content of the TV series and start to watch them without subtitles, or when starts to speak the target language and his/her demonstrate speaking skills.

It was found that language skills were learned in the order of listening-comprehension, speaking, reading and writing during the LFLWTS process. This situation coincides with the explanations in Demirel (1993: 27). Writing skill may be difficult to learn because "it is generally boring and a difficult skill" (Bird and Copper, 2013: 499). Listening comprehension, speaking and reading skills are learned with similar difficulty. Writing is the most difficult and harder skill compared to other skills.

TV series also have advantageous activities to make learning effective and functional, such as "sense-making, organization and repetition" (Demirel, 2009: 156). They also give the opportunity to understand the message step by step using small pieces of information (syllables, words, sentences) and make predictions about the message by using the past experiences and see if they are right (Yaylı et al., 2013: 415).

In Turkey, there are many institutions that teach Turkish as a foreign language. These are mostly public institutions. Generally, they are within universities. They are referred to as Turkish education centres and generally called with the acronym TÖMER. Besides, there are institutions especially abroad like Yunus Emre Institute that also teach Turkish as a foreign language. In all these institutions, Turkish language teaching is conducted in a systematic teaching environment. In terms of determining the effectiveness of the LFLWTS process, it is considered that it would be quite appropriate and meaningful to compare the time used to teach Turkish as a foreign language by some leading institutions and the time spent in LFLWTS process. Accordingly, the periods allocated in their curricula for teaching Turkish as a foreign language are compiled from the websites of Ankara University TOMER (2019), Gazi University TOMER (2019), Istanbul University-Language Centre (2019), and Yunus Emre Institute (2019b). The duration of the course varies from institution to institution, but it is approximately 125 h per skill level. Courses usually last 6 h a day, 30 h per week and 8 months in a year excluding public holidays and weekends. Language skills levels are divided into six levels according to common European framework of reference for languages: A1, A2, B1, B2, C1 and C2 TEL (TELCH and Ministry of National Education, 2013: 38). A trainee starting at level A1 is expected to acquire language skills at level C1 and above. On the other hand, according to the findings of the study, those who watch TV series generally watch Turkish TV series for 1 and 5 years. As shown in Table 2, 12-17 years old people watched 3.18 h of films, 18-25 years old people 3.37 h and 26 and older years watched Turkish TV series for 2.33 h. In Table 6, the average scores that the individuals get for each language skill out of 6 points, even they do not know the target language at all before and watch them for entertainment purposes are as follows: reading skill 3.02, writing skill 2.93, speaking skill 3.07 and listening skill 3.14. However, the data is far from giving generalizable results and is not fully oriented to the intended purpose. Nevertheless, when the LFLWTS process is compared with these data in terms of the level of foreign language skills acquisition and time in systematic learning environments, it can be stated that though the LFLWTS process is less effective than the systematic learning environments, it cannot be ignored that it contributes to language skills significantly.

It is accepted that social learning methods are shaped

according to the constructivist approach and that this is the case in the process of foreign language teaching design as well. In social learning methods, the two elements which are metacognitive and social strategies" (Navaro, 2007: 10-50; Wenden and Rubin, 1987) are important. Of these two elements, metacognitive strategies are summarized in the literature as follows.

Metacognitive strategies consist of "prediction or planning, general and selective attention, self-management, self-regulation, repetition, use of resources, note-taking, reasoning, inferencing, detailed examination, memorization, translation and transfer of knowledge, classification and grouping and completion". It is possible to assert that these elements are employed in the LFLWTS process knowingly or unknowingly. Hence, it can be alleged that LFLWTS process is based on constructivist approach and social learning.

Among the approaches that explain the relationship between learning and motivation is the ARCS-V approach. The ARCS-V theory was introduced by John Keller in 2008. Keller first described the relationship between learning and motivation around four concepts. However, in 2015, he added the concept V to these concepts. This theory takes its name from the first letters of the concepts. These concepts are attention, relevance, confidence, satisfaction and volition (ELearning Industry, 2015). It is believed that the motivation elements put forward in this theory are in line with the motivation elements used in the LFLWTS process. However, it is believed that there is a need for academic studies within the extent discussed earlier in order to confirm these explanations on a scientific basis.

Conclusion

LFLWTS takes place in a natural learning environment. The technological tools used in this process are television, computer and smartphone with Internet connection. As a learning object, the content produced in the target language for TV series is used. Subtitles written in the native language are added to the TV series until the end of the blind learning period. Watching is performed with two sensory organs: eye and ear. The eye is used for reading and following content, and the ear is used for listening. Learning is focused on reading subtitles written in the native language at the beginning of the learning process. Listening is overshadowed by reading during this period. However, it is then gradually activated. Monitoring continues without reading after some time.

In the LFLWTS process, the order of learning language skills are from easy to difficult; listening comprehension, speaking, reading and writing. Speaking, listening comprehension and reading skills are learned with close difficulty. Writing is by far the most difficult type of skill to learn compared to the others.

The LFLWTS process is mostly based on patterns or sentences. In addition, though limited, there are individuals who learn with words.

When a TV series is watched for the first time, the trailer in the mother tongue, the individual himself, his family, his friends' interest, attitude and preferences are effective. At first, the individual is not aware of the contribution of the TV series to his learning. The series is watched for entertainment purposes. The TV series attracts the audience in a sustainable way by offering opportunities such as pleasure, happiness, loving the settings in the scenarios, finding beauty and evil that can also be experienced in his/her life. Furthermore, the TV series also lead to a desire to model and live like the actors until the age of 18. It provides information about life to the learner and mediates validation, collaboration, emotion control and self-reinforcement between the emotions and the script edited in the series. The learner establishes connections with the topic, setting, actions, words and attitudes. In other words, the TV series provides unique mental and emotional integration. Moreover, this integration is carried on from one TV series to another. That is, the TV series features motivation elements that contribute to the individual's attention, interest, confidence, continuity and willpower in the LFLWTS process.

A number of learning styles or technological tools are used to support learning in the LFLWTS process. However, their use is not a requirement or obligation. Nearly half of the LFLWTS individuals initially used some non-standard information technology-based tools for understanding the content, organization and reuse, which could vary according to the learner. They are listening to music, taking notes, using Google translation, electronic dictionary, and smartphone application named Lingohood, Turkish games and Google search engine. The Google translation or electronic dictionary is used to check the meaning of words in the native language. The Google search engine, ıs used to search for the content related to the topic, location, person or theme. Note taking and watching the series repeatedly are used to repeat or memorise a word in the content. Up to the age of 18, the gestures, speech and manners of the actors could also be modelled. There is also an effort to communicate with people who use the target language or watch the TV series in the target language, though very limited. After the blind learning period, there also individuals who start to use the Yunus Emre Institute's Turkish Teaching Portal or start systematic Turkish foreign language courses. Listening to music in the target language or watching video clips in addition to the TV series, also provides significant support for acquiring language skills during the LFLWTS process.

LFLWTS takes place in a natural learning environment without instructional design elements such as a teacher, a curriculum and a learning objective or a systematic learning environment; it is compatible with the

constructivist approach and social learning approaches. There are metacognitive and social strategies in the LFLWTS process such as: prediction, planning, general and selective attention, self-management, self-regulation, repetition, use of resources, note taking, reasoning, inferencing, memorization, translation and the transfer of information, classification, grouping and completion.

Suggestions

The approach of LFLWTS is considered to be authentic in terms of learning and teaching style, method, theory, strategy, principle, etc. It is recommended that detailed studies and analyses that will contribute to its adaptation to existing systems and better understanding of the system be made.

The SFSI approach provides a new perspective on issues addressed around the concepts of natural and systematic learning and teaching environments in foreign language teaching. In this context, new academic studies should be conducted in order to adapt to the systematic learning environment and reveal similarities and differences in foreign language teaching, especially the learning processes conceptualized around the blind learning period.

It is suggested that new studies that will investigate the relations between motivational approaches and ARCS-V approach, between the technological tools and the adaptation of them to TV series and music in foreign language learning process be carried out.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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