



The Role of American TV Shows on the Popularity of American English

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Abstract

TV shows have great impacts on every aspect of our lives. They have been used as an important source for language learning. The main problem of the study is that there is not much evidence about the impact of TV shows on the popularity of American English. The purpose of the study is to determine the explanation for American English's appeal to Salahaddin University/ College of Education's undergraduate English Department students. The research looks at shedding light on the following questions: Why do students of the English department at the College of Education favor American English? What connection exists between this appeal and American TV shows? For the study's focus group, interviews, and questionnaire survey, a qualitative thematic analysis was used. The results show that most of the participants preferred American English, and most of them answered that they acquired their American English because of American TV shows.



About the Journal

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1. Introduction

The main problem of the study is that there have not been enough previous studies about the role of American TV shows in the popularity of American English. It is an important issue that has been neglected by researchers, and it needs more exploration. An exploratory study will be conducted because there isn't much literature on the subject. The researchers want to investigate the root causes of the significant impact that American English has on university-level English language speakers. According to Ladegaard & Sachdev (2006), American English rather than British English will continue to be the language that most people use to communicate for the foreseeable future. American imagery is now widely used around the globe.

The study aims at finding out the reasons that led to the preference of American English by the students in the English Department. Depending on the research aim, this study seeks answers to the following questions: Why is American English so popular among the students of the English Department in the College of Education at Salahaddin University? Is there any relation between this popularity and American TV shows? A qualitative approach will be used for conducting the research, and participants of the study are students of the English Department in the College of Education at Salahaddin University. Only fourth-year students will participate as they are more aware of the differences between American and British English. The data will be collected through using a Google Form questionnaire that contains some open-ended questions, pre-structured interview questions, and focus group discussion.

2. Theoretical Background

2.1 Language Variation

The term linguistic variation refers to the language differences that are caused by regional, social, or contextual differences. Interspeaker variation is another term used to describe differences between speakers, languages, and dialects. Intraspeaker variation is the term used to describe variation within a single speaker's language. Language is flexible in all respects, including phonemes, morphemes, syntactic constructions, and meanings. Sociolinguistics is primarily concerned with variation. It has been discovered that linguistic change is frequently sparked by variation (Trask, 1999, p.163). Language variation most frequently refers to the variable use of forms from a single language, but it can also be found in bilingual communities, where the use of multiple languages is also known as linguistic variety. Sociolinguistic research has demonstrated that variation has linguistic, stylistic, and social dimensions rather than being random (Swann, 2004, p.188). No two single speakers can ever speak in the same way; even within the same family, each member has their own unique way of speaking.

The two varieties of English that stand out as the main national varieties are American and British English. These two English sub-varieties today have greatest influences on the other new sub-varieties. This condition of the British and American English was acquired through their extensive experience in colonizing and interfering with their former colonies, as well as the rest of the world today as superpower nations (Antonio, 2019, p.3). Language variations arise for a variety of reasons, including geographic factors; individuals who reside in different geographic regions frequently develop distinctive dialects or variations of Standard English. People who identify with a particular group, often academic or professional one, have a tendency to adopt jargon that is only understood and used by other members of that particular group. Even people develop their own idiolects, or distinctive speaking styles (Nordquist, 2020). English is one of the languages that has many variations because it is a global language

and has a great number of speakers with different backgrounds. The two most common varieties of English are American and British English.

2.2 Dialect and Accent

A dialect is a subcategory of a language that is linguistically unique in terms of grammar, lexis, and phonology (Bowen, 2011, p.1). An accent is a type of speech that is distinct from other types of speech in terms of pronunciation and that can be used to determine a speaker's regional origin, social standing, and possibly even ethnicity. When speakers differ at the level of pronunciation only (phonetics and phonology), they have different accents. Their grammar may be wholly or largely the same. Accents can index a speaker's geographic origin, or social factors such as level and type of education, or even their attitude (Meyerhoff, 2006, p.286). Accents typically vary in prosody, stress, vowel and consonant distinction, voice quality, and pronunciation. Although grammar, semantics, vocabulary, and other language features frequently change, accent is used for referring to differences in pronunciation, while dialect refers to a wider range of linguistic variations (John, 2018, p.7). Accent and dialect are two significant terms in linguistics. While dialect is a variety that is distinguished from other varieties by differences in syntax and vocabulary, accents refer to distinctions in pronunciation. Sometimes there are few grammar and vocabulary differences in accents as well. It is not easy to make clear cut distinctions between the two, as in the case of British and American English. People have been confused about how to use one term because English has so many different accents and dialects. Standard British English is a dialect of English, as opposed to Received Pronunciation (RP), the accent used as a model for foreign or international students.

As a concept, accent only refers to aspects of pronunciation; differences in grammar and vocabulary indicate dialectal differences. All speakers have an accent in this sociolinguistic sense; the term is not limited to low-status varieties but also includes prestige varieties like RP (Swann, 2004, p.3). People struggle with sounds that are absent from the language they were first exposed to as children. We have the ability to create and recognize every sound used in every human language from birth. A baby starts to learn in infancy which sounds in his or her language are significant and which ones to ignore. By the time you turn a year old, you've figured out how to ignore the majority of differences between sounds that are unimportant in your native tongue. Learning the sounds that are a part of a different language gets harder as you age (Betty, 2020). People who are learning a new language will find it easy to acquire varieties that sound like those of their native variety since their speech production organs are accustomed to them.

For a very long time, Standard English has been held in high regard. It is thought to be a symbol of British nationalism. For well over a century, it has been promoted as the only kind that is appropriate for use in all official contexts, including education. The English spoken in the vernacular is inferior. The political and social roots of these beliefs, however, become abundantly clear when we consider that the elite consensus up until at least the eighteenth century was that English was a definite inferior language, less eloquent than Latin or Greek, or even than French and Italian. Prestige codes are not the result of innate linguistic features but rather of social consensus (Holmes, 2013, p. 416). English, a language spoken by many people from many different social groups and geographical locations, has many distinctive accents. Some accents, like General American (GA) and RP, serve as benchmarks. Other native and non-native accents, however, are little known or negatively perceived by society (Levis & Zhou, 2018, p.1).

No accent is linguistically superior, even though some are more socially desirable than others. There are English speakers all over the world, so accents are not just a characteristic of native English speakers. All situations feature a wide range of English accents. For instance, there are several variations of American English rather than just one. There are regional or even town-level variations in the native accents of other inner-circle countries, such as the United Kingdom. In more than 80 countries of the outer-circle countries (like India, Singapore, and Ghana), where English has an official, institutional role, various English accents do exist (Levis & Zhou, 2018, p.1). The popularity of one variety might change over time. The case of American and British English is a good example. British English was popular a few years ago, but nowadays the popularity of the American accent is seen throughout the world.

American English is used to refer to any English that is spoken in the United States of America. This definition logically implies that many diverse dialects are included. There are three main dialect regions in the USA. The first region is referred to as “The North,” which geographically includes New York and New England. The second area is referred to as “The Midland,” but it is unclear exactly what this area means. The most prevalent misconception is that it covers the region from Tennessee to Arkansas, some parts of North and South Carolina, and cities like Philadelphia. “The South,” which includes states like Florida, Mississippi, and Texas, is the third and last region. These three regions’ dialects are distinct from one another. British English is the English used by speakers of the two groups: RP speakers of Standard English and non-RP speakers of Standard English. Received Pronunciation (RP) is a British accent that does not belong to any particular region. However, it is claimed that the percentage of British people who speak RP is around 3-4%. The most commonly used term to describe RP in previous research is British English (Amdaouech, 2018, p.3). Non-native English speakers are not aware of the different accents and dialects within the English spoken in the USA and UK. The two varieties of English are British and American, as most people believe.

2.3 The Differences between American and British English

The pronunciation, vocabulary, and spelling of British and American English differ significantly from one another. There are grammatical distinctions as well, but they are less significant and more difficult to explain. One of the key differences between the typical American and British accents is rhoticity. The letter "r" is typically pronounced in American accents, though there are some regional variations. The letter "r" may be omitted from British accents, though, as long as it doesn't appear at the start of a word or immediately after a consonant (Elliot, 2000). The first thing that stands out as being immediately distinguishing between Americans and Britons when they converse is their accents or word pronunciations. On a deeper and less obvious level, the two varieties can, however, be treated as two entirely different languages due to vocabulary variations. Sometimes, different words are used to refer to the same thing. There are still many words used in America that are no longer common in Great Britain. Americans have abandoned some words that were retained in Great Britain (Carlo, 2013, p.64).

The spelling used in America frequently differs slightly from that in England. Because some American innovations are now accepted in both countries, the differences are often overlooked. Because of Noah Webster, the American spelling system has undergone significant innovation. He is responsible for removing the "u" from many words that are currently spelled without 'u' including *armor*, *color*, *favor*, *harbor*, *neighbor*, etc. He is also to blame for American words like *fiber*, *center*, *liter*, and *theater* using the suffix '-er' instead

of the traditional British suffix 're'. The differences between vocabulary and idioms in American English are a controversial topic. The United States has defended its use of English since the 16th century. American English no longer uses a large number of words from the vocabulary of British English. In contrast to differences in syntactic and morphological structure, differences in word choice and pronunciation are more important. There are many variations in preposition usage, such as the use of "on the weekend" in American English as opposed to "at the weekend" in British English. American English, which lacks the plural '-s', uses the singular verb form with collective nouns, whereas British English uses the plural verb form. The past tense and past participle of verbs like *learn*, *spoil*, *spell*, *burn*, *dream*, *smell*, *spill*, and others can be either irregular or regular in British English, but most of them are regular in American English (Mohammed, 2013, ps. 83-90)

There are grammatical and vocabulary differences between the two varieties, but the differences are not so significant. Pronunciation differences are more apparent than other differences. Using terms like dialect or accent for the American English is still controversial among people, so the term 'language variety' is used instead.

2.4 The Role of TV Shows on English Language Learning

A useful tool for language learning is television. Research shows that foreign language learners are motivated to learn through watching television, and English language television programs are widely available in English as a second language (ESL) and in foreign language (EFL) contexts. Additionally, studies have shown that L2 viewers may unintentionally pick up as many words from watching television as they would from reading the script of the show. This is especially true for short videos and television. Television offers genuine L2 visual and auditory input that aids in learning words in their spoken form and is thus a helpful addition to learning through reading (Webb, 2010, p. 118).

With so many options, television shows and comedies are now watched on an equal level with blockbuster films. People have become engrossed in the stories and characters in episode after episode. The majority of people think of English as the language of educated, modern professionals. One of the best ways to sharpen your speaking and listening abilities is to watch English TV shows. The English you learn from watching TV shows is authentic because the conversations depict how native English speakers converse with one another in daily life. It can be difficult to understand at first, but over time, one can learn the nuances of this foreign language and advance in their language skills (Vijayakumar et al., 2020, ps. 2414–2416).

The use of movies can help foreign language students' listening skills while also giving them a better understanding of English culture. Students preferred learning languages through the use of videos, according to a large-scale survey done by Canning-Wilson. She found that students prefer watching action or entertainment movies in the classroom to documentaries or language films. She also asserts that, despite the fact that these movies seem to keep students interested, it is possible that visual cues rather than auditory elements contribute to students' understanding of videos. In environments where English is being learned by non-native speakers, increased exposure to watching movies may significantly increase L2 acquisition. When it comes to learning a language holistically, authentic videos are an excellent method (Metruk, 2019, p. 229).

People frequently watch English-language television programs, especially students. They watch TV shows with a variety of goals in mind: some watch them for entertainment and

unknowingly pick up the language, some watch them with the intention of doing so, and still others use TV shows for both entertainment and language learning. Studies have demonstrated the value of TV shows for language learning. If watching TV shows aids in language learning, it means that viewers can pick up the accents or varieties they enjoy most. The impact of American TV shows on the popularity of American English or accent will be demonstrated by the researchers through the following sections.

3.Methodology

In order to collect the data, three different tools were used. The researchers created few questions, and they distributed them to all of the fourth-year English Department students in Salahaddin University's College of Education using an online Google Form. Eight students from three classes of fourth-year students were chosen at random to participate in a pre-structured interview for the purpose of gathering data. And eight students participated in a focus group as the last tool for data collection. The students were between the ages of 20 and 23. 145 students (109 girls and 36 boys) out of more than 160 students responded to the Google Form questionnaire. An interview with 8 fourth-stage students (4 girls and 4 boys) served as the second tool. And eight girls who voluntarily participated in the focus group discussion with the researchers. The questionnaire questions were open-ended and required the researchers to code the collected data. The interviews and the focus group were recorded and transcribed by the researchers. After a lot of reading, the data has gone through thematic analysis.

The research employs a qualitative thematic analysis approach to produce the required outcomes. The analysis of the qualitative data gathered through a focus group, interviews, and questionnaire has been done using thematic analysis. After gathering the data, the researchers spent many hours working on the questionnaire's spread sheets, charting the responses. Given that the data was qualitative and required extensive coding, it was a difficult task. The researchers then used descriptive writing to provide a thorough description of the charts. Thematic analysis was used to examine the information gathered from the focus group and interview sessions. The pre-structured interview questions were used to group the themes in the interviews, and the focus group discussion data was analyzed thematically and presented using the researchers' own words and quotes from the participants. The use of three methods by the researchers is referred to as triangulation of methods. Four types of triangulation exist: triangulation of theories, triangulation of methods, triangulation of data, and triangulation of investigators. Triangulation of methods is the application of several techniques to a situation or phenomenon. The goal is to lessen the shortcomings and biases that result from using a single method. In other words, the advantages of one approach may make up for its disadvantages. For qualitative research to appear credible, triangulation is used (UNAIDS, 2010, ps.14-15).

This study uses a grounded theory as the researchers followed their intuition to find appropriate ways to follow up the research. This research paper had many limitations while being conducting. One of the limitations was the lack of literature about the topic that made the researchers be confused about choosing the best research method and tool. The solution for this limitation was a pilot study which was conducted by the researchers to decide on the right method (qualitative) and tool (questionnaire, interview, and focus group). Twenty students participated in the pilot study for the questionnaire survey five boys and fifteen girls. The researchers have shown the questions to some experienced researchers for making face

validity of the study. The reviewers reported that the open-ended items were appropriate and relevant. They had also given useful feedback on a few of the items that they thought required revision and all the necessary revisions were made. With the lack of literature about the title of the research, the researchers have written about language variety, dialect and accent, the difference between American and British English, and the role of TV shows on language learning. Another limitation was in conducting interviews and focus group discussion because the students were not ready to participate, so it took a lot of time and effort to find participants who could willingly speak while being recorded. At the same time, some students were not giving clear answers. So, utilizing three methods for data collection was a time-consuming task.

4. Results

In this section, the results of the qualitative questionnaire, interviews, and focus group discussion will be presented accordingly. The researchers didn't mix all the three tools of qualitative data analysis but presented the results of each tool separately for showing clear and precise results. The results of the first method will be presented in charts, the results of the interviews will be presented in a table followed by the researchers' detailed description of the table, and the results of the focus group discussion will be presented through paragraphs in the researchers' own words.

4.1 Results of the Questionnaire

The first and the base tool was a qualitative questionnaire of five main questions that were open-ended. The researchers have sent it to three classes (160) of fourth year students at the English Department-College of Education/ Salahaddin University through an online Google Form. After many weeks, they got 145 responses and downloaded the spread sheets for the qualitative coding of the data. Descriptive coding was used to present the data in charts followed by a descriptive analysis of the charts.

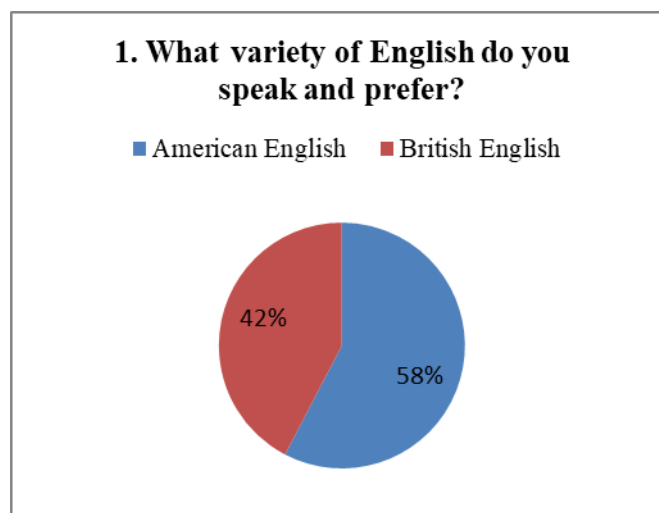


Figure 1: What variety of English do you speak and prefer?

The above chart shows the students' answers for the first question in the Google Form. The questions were open-ended, but the students have written either American or British English. These two varieties are more popular among the students and they have information about them. From 145 answers, 85 students have chosen American English, and 60 have chosen

British English. These two varieties of English are very common throughout the world. British English, more specifically RP is used in the education system in KRG.

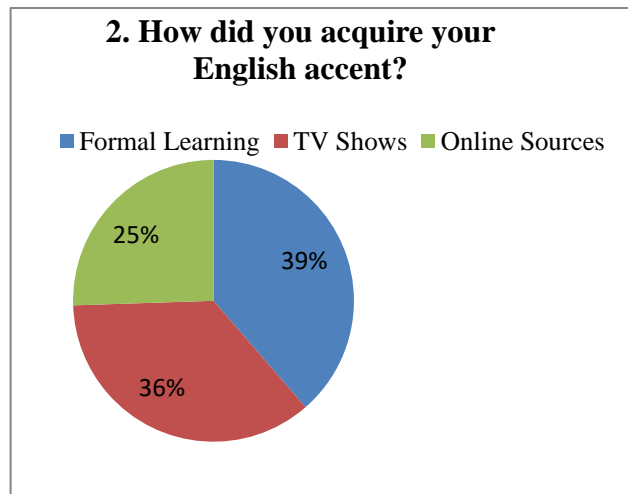


Figure 2: How did you acquire your English accent?

The second chart shows the answers of the students for the second question which was about the acquisition of an English accent. 56 students answered that they acquired their accent through formal learning. 52 students answered that they acquired their accent through TV shows. 37 students answered that they acquired their accent through online sources.

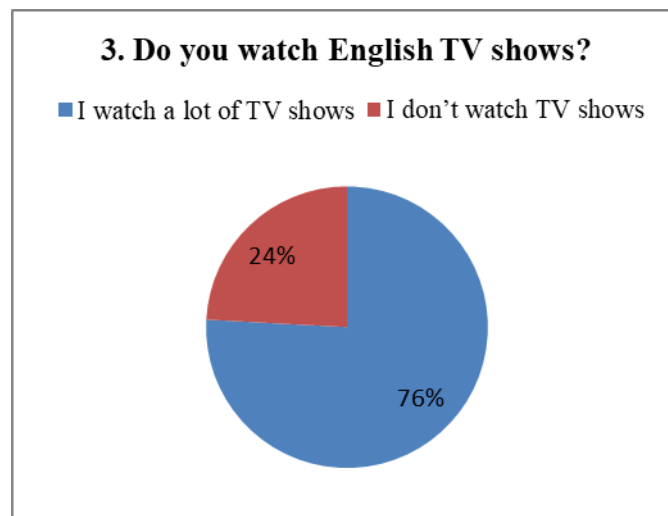


Figure 3: Do you watch English TV shows?

The above chart is the result of 145 responses to the third question which was about watching English TV shows or not. 110 students confirmed that they watch a lot of English TV shows, while 35 students confirmed that they don't watch English TV shows. The researchers have coded the results of the qualitative analysis of the open-ended question into either I watch or I don't watch.

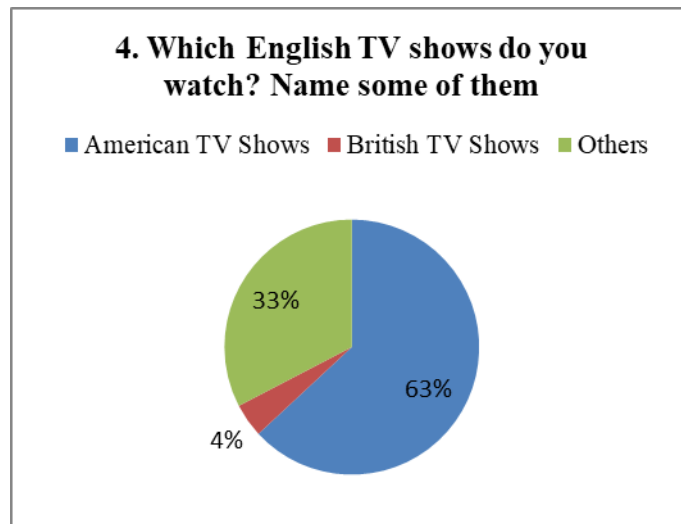


Figure 4: Which English TV shows do you watch?

The above chart is made after coding all the results that we got from the 4th question. Most of the TV shows that the students have written for this question were American shows. 118 shows were in American English, 8 shows were in British English, and 61 answers were not specified; they chose the answers randomly. We received answers from 145 students but some of the students have written many TV shows that increased the number.

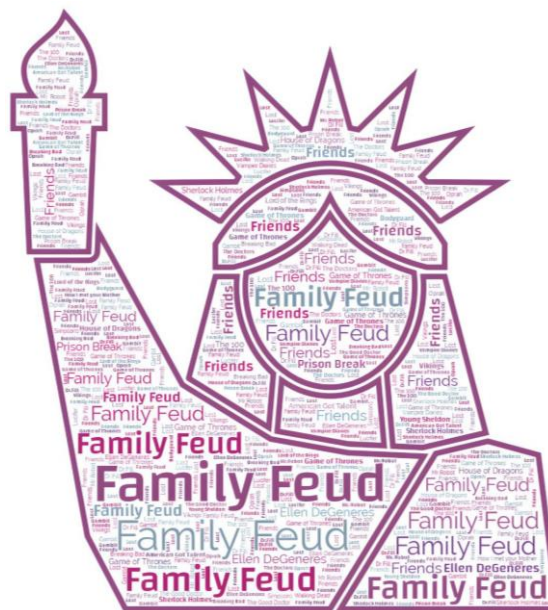


Figure 5: The Word Cloud of the American TV Shows Mentioned by the Students

The above figure is a Word Cloud of the American TV shows mentioned by the students when they were asked to give the names of some English TV shows that they watched. They gave the names of 118 shows. The Word Cloud presents all the American TV shows clearly. The most repeated TV shows were ‘Friends’, ‘Family Feud’, and ‘Game of Thrones’.

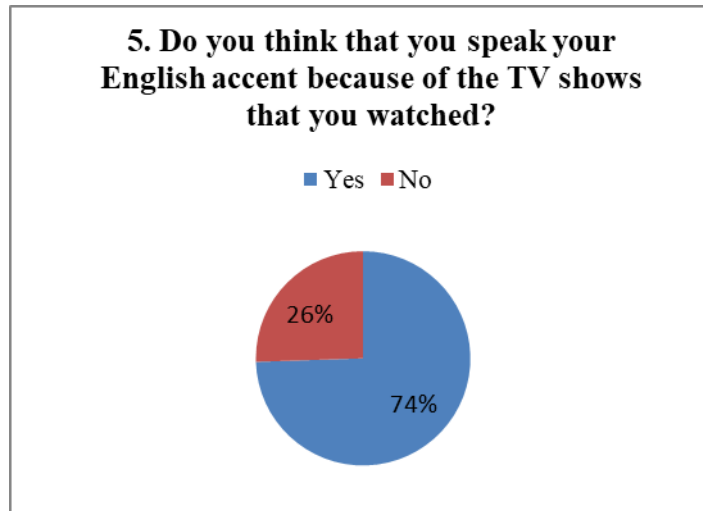


Chart 6: Do you think that you speak your English accent because of the TV shows that you watched?

In response to the last question, 108 students answered that they acquired their accent because of the TV shows that they watched. On the other hand, 37 students answered that they didn't acquire their accent because of the TV shows. The students gave their answers using different words, but after working on the data, all the answers have been coded as either yes or no.

4.2 Results of the Interviews

The second tool was interviewing eight students (4 boys & 4 girls) chosen randomly at the English Department-College of Education/ Salahhadin University. Some questions have been structured depending on the questionnaire questions. The interviewers were the researchers who recorded the interviews in the lecture halls at English Department. After the completion of the interview recordings, the researchers transcribed the data and did thematic analysis of the transcriptions and presented the results in a table.

Table 1: Interview Questions and Brief Answers of the Interviewees

Questions	Which variety of English do you speak and prefer?	Do you use any online courses or programs for learning English?	Do you watch English TV shows?	Why have you decided to speak your accent?	Why most of the students speak American English?
1 st Interviewee	American English	I don't have time.	Ellen, Steve Harvey, and 24	I like American style and culture.	I think because of the American TV shows.
2 nd Interviewee	American English	I don't have time.	I watch a lot but I can't remember the names.	American English is easier and more fun.	I think they use movies to improve their English.
3 rd Interviewee	American English	No.	Prison Break	I speak American English because I want to avoid grammar.	I think they are affected by American shows.
4 th	American	I don't have	Walking	American	American

Interviewee	English	time.	dead and American Voice.	English is nicer and faster.	English is interesting, easier, and more fun.
5 th Interviewee	British English	No.	I watch both; Breaking Bad and friends are my favorite.	British English shows you as a mature person.	They are affected by TV shows.
6 th Interviewee	American English	English with Elissa.	Game of Thrones, Vikings, Friends, and Walking Dead.	American English is easier, and most of the popular programs and movies are in American.	It is easier, and they are affected by American programs, Movies, and series.
7 th Interviewee	American English	Duolingo, Hello Talk	Steve Harvey, Ellen, Emily in Pains, James Gordon.	American English is easier, and there are many American TV shows to learn from them.	They watch American TV shows as it's easier.
8 th Interviewee	American English	I don't have enough time.	I don't watch TV shows.	American English is easier.	Because American culture accepts everyone

The table shows interviewees' answers for five questions. The interviews were conducted by using pre-structured questions that made coding easier. From eight interviewees, only one spoke and preferred British English. The other 7 interviewees spoke and preferred American English. One of them stated "the American accent is the only accent that I want to speak, and I want others to speak it as well." Another one said "Of course American English." These statements show their clear preference for American English. One of the interviewees said that she speaks British English and prefers British English, but she used "gonna" instead of "going to" during her speech. 'Gonna' is the contraction for "going to", it is used by American English speakers (Rebuffet, 2021). The interviewers asked the interviewees to tell the difference between British and American English, and all the interviewees gave correct answers because they were fourth year students. The talked about pronunciation, vocabulary, and grammatical differences.

The interviewees were asked if they use any online courses to learn English: only two of the interviewees talked about some English language courses. Then, the interviewers asked the interviewees if they watch English TV shows, and they were asked to name some of them. Most of them said that they watch TV shows, only one participant answered that she doesn't watch TV shows because she doesn't have time. These are the TV shows that they talked about: Ellen, Steve Harvey, 24, Prison Break, Walking Dead, American Voice, Breaking Bad, Friends, Game of Thrones, Vikings, Walking Dead, Emily in Pains, and James Gordon. From these shows Ellen, Steve Harvey, and Friends were repeated by some students. All the TV shows that they talked about are American shows, and some students answered that they watch American TV shows to improve their American accent.

In order to know why the participants use American English, the interviewers asked the interviewees why they prefer American English. Most of them answered that they prefer American English because it's easier; others believed that it's nicer, more fun, and faster; one student said that he prefers American English to avoid grammar. The student who preferred British English believed that the British English accent shows people as more mature and of high prestige. In response to the last question; why do the students speak American English? Most of the interviewees believed that it was because of the American TV shows. The shows affected the students' improvement in speaking English and more specifically to speak like Native American English speakers. One of the interviewees elaborated more on this question and said "The United States of America is more known politically and culturally in Iraq, America dominates the world".

4.3 Results of the Focus Group

The third tool for data collection was a focus group. After the questionnaire survey and interview questions, the researchers came to the conclusion that in order to answer the research questions, they needed to have a debate with some students about the popularity of American English among the young generation especially the fourth-year students of the English Department- College of Education at Slahaddin University. The focus group has been done with eight students as participants and the researchers as moderators to record and help the continuation of the discussion.

The eight participants introduced themselves and they were interested in sharing their views in the discussion with other students. The moderators started the debate with the accent of participants and which variety of English they prefer. Five participants spoke American English and preferred American English, while three participants preferred British English but didn't speak British English. One of the participants who preferred British English referred to it as a more elegant accent. Another one clarified that she speaks and prefers American English because it's easier.

In response to the difference between the two varieties, one of the participants stated "Americans cut some sounds and speak with speed". Another participant said that Americans use a lot of weak forms when they speak. "British speakers put stress on the words and pronounce every sound clearly" quoted by another participant. Other participants believed that Americans don't care about grammar; Americans use some words that are different from the words used by British English speakers, British and American English have different tones and the position of stress, and they mentioned British English as a more systematic variety of English. A participant expressed her opinion directly and said that she hates British English because those who use it prolong their speech and it's boring.

The researchers or moderators asked the participants about the reason behind the popularity of the American English among students. Some participants attributed the popularity of the American English to the popularity of some movies, series, programs, and animations in American English, so these shows are used by students to improve their English language. Other participants thought that because American English is easier than British English. One of the participants gave a smart answer which was "When we first learn a language, we choose the easiest variety within the language and don't care about anything else". It seems that the participant wants to clarify that the students start learning English without being conscious of the accent they want to learn, so they acquire it while learning English through what they choose to learn from.

Most of the participants stated that they use English TV shows for their improvement, but not more than two of them said that they use other online applications for improving their English language. The participants gave the names of the TV shows that they use like 100, Peaky Blinders, Queen Victoria and other classical movies, Friends, Young Sheldon, Prison Break, Lucifer, Euphoria, Walking Dead, and Game of Thrones. Most of the participants mentioned 'friends' as the main source of their American English improvement. One of the participants quoted "I think that most of the students use TV shows to improve their English language because they don't cost anything, on the other hand, courses need money".

The participants were asked about the things that affected their use of the accent. Some participants mentioned that it is because of the TV shows that they watched; they are trying to copy the way the characters and presenters speak English. Others mentioned songs, their friends, and their teachers. The greatness of America as a country was referred to as a reason by one of the participants. And most of them agreed on the idea that they don't like British English because it has been imposed on them by the educational system. They want freedom in the way they want to speak.

5. Discussions

The purpose of the study is to determine why American English is so popular among undergraduate English majors at Salahaddin University's College of Education. The study's main issue is that there isn't much proof that TV shows have an effect on how popular the American English is. The methodology section's steps were all followed to provide answers to the research questions. Why is American English so popular among Salahaddin University's English Department students in the College of Education? Are there any relations between the popularity and American TV shows?

'Which variety of English do you speak and prefer?' was the first question of the questionnaire. In the interviews and the focus group the same question has been asked. It's impressive that more than half of the students selected American English. Most of the interviewees and participants of the focus group have chosen American English. The majority of instructors in the department favors British English and encourages students to use it. British English is the language of instruction in elementary, secondary, and high school. Although the students may intend to use British English, due to the popularity of American shows and advertisements, they unconsciously use American English.

In response to the second question 'How did you acquire your English accent?' the students have chosen Formal learning, TV shows, online sources, and others, but 52 students have chosen TV shows. The students who have chosen other options might also be affected by the American TV shows, but they are unaware of it. While the students who have chosen the TV shows as responsible for acquiring their accent are intentionally using these shows to learn English. The second question in the interviews was 'Do you use any online courses or programs for learning English?' Most of the participants answered that they don't have enough time, only two of them mentioned some programs and apps. The second question in the focus group discussion was about the difference between American and British English. The students were giving different and various answers. They mentioned differences in pronunciation, vocabulary, and grammar. It seems that students have enough information about the differences between the two varieties of English.

The third and the fourth questions in the questionnaire were ‘Do you watch English TV Shows?’ ‘Which English TV shows do you watch?’ most of the participants in the three tools answered that they watch English TV shows. And then they gave some names, most of the names were American TV shows. Some of them watch the TV shows for fun, others watch them for learning English, and there are some students who watch them for fun and learning as well. They have seen them as very useful for learning another language especially English because Hollywood movies are in English and affect the entire world. Their amazement for American culture and cinema was noticed during their discussions. They got used to the American accent in a way that they pronounce the sounds as Native Americans. The first thing that one can notice from the students is that they are obsessed with ‘rhoticity’. They pronounce ‘r’ sound as if they are Americans.

The fourth and fifth questions in the three tools were somehow similar. The questions were about the popularity of American English, why students speak American English? Do they think that they acquired their accent because of the TV shows that they watch? Most of the students believed that because of the American TV shows, students were more interested in American English. The ease of American English was also mentioned by the students. They enjoyed American English and thought that it’s more fun. Some students even mentioned that their colleagues recommended some American TV shows for them in order to improve their English.

The last three questions in the questionnaire gave decisive results about the great role of the American TV shows on the popularity of the American English. Most of the students watch English TV shows, at the same time most of their favorite shows are American shows, and most of them think that they acquired their English because of the TV shows that they watch. The results of the interviews and the focus group discussion show similar opinions among the students to the questionnaire results. Most of the interviewees and participants scarcely talked about British TV shows. The researchers have memorized the names of the most American TV shows as the names have been repeated many times during the collection of the data through the three tools.

During the interviews and the discussion of the focus group, the researchers were asking about the accent of the interviewees and participants. In responses to that they were giving answers like American or British English. Most of them were giving the answers with a smile and excitement. The interviewers have heard the same tone of confirmation and confidence when they were choosing American English and they were confirming by saying “of course American English”. After many questions and negotiations among the participants, it has been clear that TV shows have a great impact on the popularity of American English. Their discussion was moving around the American shows and how much students like them. They mentioned so many TV shows and most of them were American. These shows are easier to access and they enjoy while watching them.

6. Conclusions

This study aimed to discover the purpose behind the popularity of American English among the undergraduate students of the English Department in the College of Education at Salahaddin University. It asked whether there is any relation between this popularity and American TV shows. The results indicated that there is a relation between American TV shows and the popularity of the American English among students of the English department

in the College of Education at Salahaddin University. The students are interested in American TV shows that helped them acquire American English. After a laborious work of the researchers on the qualitative questionnaire, interviews, and focus group, the role of the American TV show on the popularity of the American English has been clearly noticed. It seems that the students' love for American TV shows and the ease of learning English from TV shows are the reasons for the use of the American English. The interviewees and participants attributed the use of American English by students to American TV shows. And this has been repeated in their speeches many times. America as a nation is powerful, so everything that is American affects the entire world. The Hollywood Cinema has been watched by the entire world, and it affected the students because they became fans of the Hollywood actors and actresses, so they want to speak like they speak. It's easier for the students to learn while they watch interesting and comic movies, programs, sitcoms, etc. This study is an exploratory study; it will be a great opening gate for the future studies about the role of TV shows on the popularity of the American English. American TV shows can be regarded as one factor that has a role on the popularity of American English; there are other factors like the simplicity of American English and American advertisement. The role of advertisement on the popularity of American English would be a great title for future research.

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Appendix

Respected Sir/Madam,

I am “Baraat Ismael FaqeAbdulla” having a qualification of Assistant Lecturer. Right now I am pursuing a study about “The Role of American TV Shows on the Popularity of American English” at Salahaddin University/ College of Education- English Department. I am going to collect the data through a qualitative questionnaire, interviews, and focus group discussion in my project. As a part of validation of the Questionnaire, I have to do the Face validity (i.e. to check the extent of appropriateness of questionnaire to claim the validity and ability to measure the purpose) of Questionnaire. So I sincerely request you to go through the below questions and share your responses.

1. What variety of English do you speak and prefer?
2. How did you acquire your English accent?
3. Are you watching English TV shows? Which English TV shows are you watching?
4. Why have you decided to speak your accent?
5. Do you think that you acquired your English accent because of the TV shows that you are watching?
6. Why most of the students speak American English?

Jury Members

No.	Name	Qualification	Work place
1	Ali Mahmood Jukil	Professor	Retired
2	Anjuman Mhammad Sabr	Professor	Salahaddin University/ College of Education-English Department
3	Muhammad Qadr Saeed	Assistant Professor	Salahaddin University/ College of Education-English Department
4	Zheen Hamadameen Abdulla	Assistant Professor	Salahaddin University/ College of Education-English Department
5	Arev Mirza Astiffo	Lecturer PHD	Salahaddin University/ College of Education-English Department
6	Alan Anwar Hasan	Lecturer MA	Salahaddin University/ College of Education-English Department
7	Nazaneen Shex Mhammad Bapir	Assistant Lecturer PHD Student	Salahaddin University/ College of Education-English Department

رۆلی بهرنامه تهلهفزیۆنییه ئەمریکیهکان لهسەر بهربلای ئینگلیزی ئەمریکی

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پوخته

بهرنامه تهلهفزیۆنییهکان کاریگهریهکی زۆریان لهسەر ههموو لایهنهکانی ژيانمان ههیه. وهک سهراچاوهیهکی گرتنگ بۆ فیزیۆنی زمان بهکارهاتوون. کیشهی سههرهکی لیکۆلینهوهکه ئهوهیه که بهلگهی زۆر نییه لهبارهی کاریگهری بهرنامه تهلهفزیۆنییهکان لهسەر بهربلای ئینگلیزی ئەمریکی. ئامانجی لیکۆلینهوهکه دیۆزیهوهی پوونکردنهوهیهکه بۆ بهکارهێنانی ئینگلیزی ئەمریکی لهلایهین خۆئندکارانی بهشی زمانی ئینگلیزی- کۆلیژی پهروهدهی زانکۆی سهلاحهددین. توێژینهوهکه تیشک دهخاته سههر ئهم پرسیارانه: بۆچی خۆئندکارانی بهشی زمانی ئینگلیزی له کۆلیژی پهروهده ههز بهبهکارهێنانی ئینگلیزی ئەمریکی دهکن؟ چ پهیوهندییهک ههیه له ئیوان ئهم بهرنامه تهلهفزیۆنییه ئەمریکیهکانه و ههزی قوتایان؟ بۆ کفتوگۆی به کۆمهلی لیکۆلینهوهکه، چاوپێکهوتنهکان، وه پاپرسی، شیکردنهوهیهکی بابتهی بهکارهێنراوه. ئهنامهکان ئهوه درهدهخهین که زۆریهی بهشداربووان ئینگلیزی ئەمریکیان پهسهند کردووه و زۆریهیان وهلامیان داوهتهوه که ئینگلیزی ئەمریکیان بهدهستهتیاوه له ئهجمای بهرنامه تهلهفزیۆنییه ئەمریکیهکان.

وشه سههرهکییهکان: رۆل، بهرنامه تهلهفزیۆنییهکان، بهربلای، ئینگلیزی، ئەمریکی.

دور البرامج التلفزيونية الأمريكية في شعبية الإنجليزية الأمريكية

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البرامج التلفزيونية لها تأثير كبير على كل جانب من جوانب حياتنا. لقد تم استخدامها كمصدر مهم لتعلم اللغة. المشكلة الرئيسية للدراسة هي أنه لا يوجد الكثير من الأدلة حول تأثير البرامج التلفزيونية على شعبية الإنجليزية الأمريكية. الغرض من الدراسة هو تحديد تفسير جاذبية اللغة الإنجليزية الأمريكية لطلاب قسم اللغة الإنجليزية- كلية التربية في جامعة صلاح الدين. يتطلع البحث إلى إلقاء الضوء على الأسئلة التالية: لماذا يفضل طلاب قسم اللغة الإنجليزية في كلية التربية الإنجليزية الأمريكية؟ ما هي العلاقة الموجودة بين هذا النداء والبرامج التلفزيونية الأمريكية؟ بالنسبة لمناقشه جماعيه والمقابلات و الاستبيان الخاص بالدراسة ، تم استخدام تحليل مواضيعي نوعي. أظهرت النتائج أن معظم المشاركين يفضلون اللغة الإنجليزية الأمريكية وأجاب معظمهم أنهم اكتسبوا لغتهم الإنجليزية الأمريكية نتيجة للبرامج التلفزيونية الأمريكية.

الكلمات المفتاحية: دور، البرامج التلفزيونية ، شعبية، الإنجليزية، الأمريكية.