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Bakalářská práce

Television series as a form of language exposure and their effectivness in vocabulary extension

Televizní seriály jako forma vystavení se jazyku a jejich efektivita při rozšiřování slovní zásoby

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PROHLÁŠENÍ

Prohlašuji, že v souladu s § 47b zákona č. 111/1998 Sb. v platném znění souhlasím se zveřejněním své bakalářské, a to v nezkrácené podobě fakultou elektronickou cestou ve veřejně přístupné části databáze STAG provozované Jihočeskou univerzitou v Českých Budějovicích na jejích internetových stránkách, a to se zachováním mého autorského práva k odevzdanému textu této kvalifikační práce. Souhlasím dále s tím, aby toutéž elektronickou cestou byly v souladu s uvedeným ustanovením zákona č. 111/1998 Sb. zveřejněny posudky školitele a oponentů práce i záznam o průběhu a výsledku obhajoby kvalifikační práce. Rovněž souhlasím s porovnáním textu mé kvalifikační práce s databází kvalifikačních prací Theses.cz provozovanou Národním registrem vysokoškolských kvalifikačních prací a systémem na odhalování plagiátů.

V Českých Budějovicích, dne

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Karolína Černá

PODĚKOVÁNÍ

ANOTACE

Tato práce si klade za cíl prozkoumat hluboký vliv, který má sledování televizních seriálů na rozvoj slovní zásoby. S cílem poskytnout komplexní pochopení tématu zahrnuje studie různé aspekty, počínaje teoretickými popisy jazykové expozice. První kapitoly této práce se zabývají popisem jazykové expozice a jejímu významu pro další rozvoj žáka. Následující kapitoly se zabývají výběrem vhodných televizních seriálů a správnými respondenty pro provedení této práce. Celá tato práce končí shrnutím výsledků výzkumu. Zdá se, že je možné rozšířit slovní zásobu o vyšší angličtinu pomocí televizních seriálů.

ABSTRACT

This work explores the profound effect of watching television series on vocabulary development. In order to provide a comprehensive understanding of the topic, the study covers various aspects, starting with theoretical descriptions of language exposure. The first chapters of this thesis deal with the description of language exposure and its importance for the further development of the learner. Subsequent chapters deal with choosing the suitable TV series and the right respondents for this work. This whole work ends with a summary of the research results. It seems possible to expand the vocabulary with higher English with the help of TV series.

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1 Introduction

Language is a system of communication. Every language consists of sounds, letters, words and grammar. People use it to communicate with each other. This complex and dynamic system allows individuals to exchange information with one another and express feelings and thoughts. Language displays a range of forms, including spoken, written, sign and visual. Its dynamics allow language to be characterised by its cultural and historical diversity, with significant variations observed between cultures and across time.

It has been established that half of the world's population is multilingual. According to the Lingua language centre's study, English is the world's top language with 1,121 million speakers. However, English is not the mother language of most speakers. Due to colonisation, English became crucial to increase chances for better job opportunities, education, and higher social status. Advanced English proficiency is required in many positions in prestigious firms. Therefore the importance of learning a foreign language and exposure to the target language increase. In traditional learning, grammar, vocabulary and understanding target language is provided by teachers at schools. Teachers offer various opportunities to practice the target language in classrooms with different speakers on different topics and in diverse contexts. Many schools in the Czech Republic do not have access to native speakers, which decreases the chance for the learner to learn the proper pronunciation of vocabulary and usage of the correct terminology in an appropriate context. It is widely believed that effective English language learning should be encouraged both in and out of the classroom, using proper techniques. These techniques help students become proficient in expressing themselves in the target language. In teaching the English language to learners and educators aim to enable their students to express themselves in a simple, correct, and acceptable level of English through exposure to the language rather than focusing on creative writing such as a story or playwriting. (Samer Mahmoud Al-Zoubi, 2018) The learner needs to experience language exposure outside the classroom. Benson (2001) defines outside-of-class language exposure as "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning." The off-school exposure

includes listening to music, podcasts, and radio, watching television, and videos on the internet, reading books, magazines, and newspapers in English, traveling to English-speaking countries and speaking to native speakers.

2 Language exposure

Language exposure is widely recognised as a fundamental and integral aspect of language learning and has a profound impact on learner's overall skills. The acquisition and development of language skills depends not only on formal classroom instruction. Conversely, the frequency and quality of interactions with the target language in different contexts play an important role in promoting language fluency. The Common European Framework of Reference for Languages (CEFR) emphasises the importance of language exposure for learners to achieve the desired level of proficiency in a given language (Council of Europe, Europa, 2001).

Both in and out of the classroom, language exposure is equally important in facilitating a full and immersive learning experience. Classroom exposure lays the groundwork for language learning, while exposure outside of the classroom allows learners to deepen the language and cultivate deeper understanding (Benson, 2001). Benson (2001) defines language exposure outside the classroom as "any form of learning that takes place outside the classroom and includes self-directed, spontaneous or self-directed natural learning." This definition includes a range of activities and experiences that learners can participate in to improve their language skills.

Informal language exposure includes a multitude of forms, each offering its own unique opportunities for language learners. Interacting with authentic media such as watching TV shows and movies in the target language, listening to radio shows, music and podcasts and reading books, magazines and newspapers can contribute significantly to the expansion of vocabulary, improve listening and speaking skills and promote more profound understanding cultural nuances. In addition, engaging in conversations with native speakers offers invaluable opportunities for real-life language practice and facilitates the development of communication and fluency. In today's interconnected and interdependent world, language learners have access to many ways to expose themselves to the target language. Language learning apps, online communities, and language exchange programs provide interactive platforms for learners to connect with target language speakers and promote meaningful language practice and Cultural exchange. In addition, social media platforms such as Facebook, Instagram, Twitter, TikTok, and Youtube provide virtual spaces where learners can interact with native speakers, access authentic content, and immerse themselves in the language. However, the effectiveness of language exposure outside

of school depends on learner's motivation and discipline. Learners should take ownership of their language learning journey and actively seek opportunities to integrate the target language into their daily lives. Setting realistic goals, creating a well-structured language learning plan, and using readily available resources such as language learning websites and mobile apps are essential strategies to maximise profits and benefits of language exposure outside the classroom.

2.1 The Importance of language exposure

Various factors have been identified as influencing the language learning process, and among them, exposure to the target language stands out as one of the most important. Research shows that students who are more exposed to the target language tend to develop more familiarity and fluency with it (Lubega, 1979). In fact, language exposure plays a major role in determining the type and level of language proficiency that learners achieve. As learners progress in their language journey, the importance of language exposure becomes increasingly apparent, especially at higher proficiency levels. At the beginner level (A1), learners may need minimal exposure, as the main focus is on basic grammar and pronunciation, which can be handled effectively in a classroom setting. However, a greater degree of exposure to the language is necessary for learners who wish to achieve proficiency above A2. The Common European Framework of Reference for Languages (CEFR) recognises the integral role of language exposure in the development of learner's communication skills. Communicative competence includes the ability to use language effectively and appropriately in different social contexts, including skills such as writing, speaking, listening and reading (CEFR, 2001).

Lightbown and Spada (2001) distinguish between formal and informal language learning contexts in their study. Formal settings refer to the traditional classroom setting where the target language is taught to a group of people learning a second or foreign language, with a primary focus on the language itself. In contrast, informal contexts include settings such as home, work or social interactions, where learners are naturally exposed to the target language, with an emphasis on meaning and communication.

As a widely used and dynamically developing language, English represents the diversity and richness of languages in many parts of the world. The introduction of new vocabulary by native and non-native speakers contributes to the complexity and dynamism of the language. Therefore, the importance of exposure to the target language, in all its various forms, cannot be overstated. Language exposure offers benefits that go far beyond simple language development. Through interacting with the language, learners are exposed to different cultures, perspectives and ways of life. This exposure promotes a broader understanding of the world, leading to increased tolerance, empathy for others and a fuller global perspective.

2.2 Benefits of Language Exposure

Language exposure has several benefits for learners, including enhancing language acquisition, comprehension, and communication. Firstly, language exposure can help learners acquire the target language more efficiently. According to Krashen (1981), language acquisition occurs when learners are exposed to the target language meaningfully and clearly. Therefore, language exposure provides learners with the necessary input to develop their language skills, including their ability to understand and produce the language. The understanding of language is not as complex as the production of the target language. New learners quickly develop passive vocabulary and understand the target language to an extant level. The skill of passive understanding of the language usually stops at level B1 or B2, according to the Common European Framework of Reference for Languages. Advanced vocabulary does not often appear in everyday communication and this fact make understanding harder for the learner. The production of foreign languages is more problematic for new learners. Advanced learners of languages quickly find the pattern of a new language and use the skills from learning other languages to produce language in written or spoken form.

Secondly, language exposure can improve learner's comprehension of the target language. By exposing learners to the language, they can develop a better understanding of its grammar, vocabulary, pronunciation and discourse. This, in turn, can enhance their ability to comprehend written and spoken language, which is critical in language learning. Spoken language tends to be more challenging than written. When speaking in a foreign language, learners have to think quickly and develop the right words and grammar structures on the spot. In order to use the correct phrase learner must understand the speaker and respond appropriately. This can be stressful and require a lot of practice to perform well. Written language allows learners more time to think about what they write. While writing, learners can use resources like dictionaries, grammar guides or textbooks. It can be difficult for the receiver of the writing text to understand the context or convey the tone.

Thirdly, language exposure can improve learner's communication skills, including their ability to interact with others in the target language. By exposing learners to the language, they can learn how to use the language effectively and appropriately in different social contexts, including formal and informal situations.

This can improve their confidence in language use, essential for successful communication. By gaining their confidence in language production, learners are more encouraged to produce language more fluently, which is crucial in day-to-day conversations, and to practice the target language on a daily basis.

2.3 Effective Language Exposure Strategies

Effective language exposure strategies play an important role in optimising learner's language learning experience, helping to improve their acquisition, comprehension and communication skills. Among these strategies, immersion stands out as an effective approach. Immersion involves immersing learners in the target language in various contexts such as engaging in conversations with native speakers, watching movies or TV shows and listening to music. The Council of Europe (2001) highlights the benefits of immersion as it provides learners with a rich source of language input that improves language acquisition and comprehension skills.

Another very effective strategy is extensive reading, which involves intensive reading in the target language. Day and Bamford (2002) show that deep reading exposes learners to various input languages, including vocabulary, grammar and speech patterns. Through extensive reading, learners can improve their language acquisition and comprehension skills, strengthening their overall communication skills.

In addition to immersion and deep reading, language exchange programs provide a valuable language exposure strategy. These programs involve learners pairing up with native speakers of the target language to engage in language practice and cultural exchange. By interacting with native speakers, learners have the opportunity to apply their language skills to real and authentic situations, thereby improving comprehension and communication skills. By implementing these language exposure strategies, learners can create an environment conducive to language learning, allowing them to acquire the target language more effectively. Intensive reading and language exchange programs both contribute to the development of learner's language skills, promoting their acquisition, comprehension and communication skills.

2.4 TV serials as type of language exposure

Watching TV series can be a precious tool for language exposure, offering numerous benefits while presenting potential downsides for language learners. Unlike traditional language learning materials, plays provide learners with real-life use of language in original contexts. This exposure is especially beneficial for developing listening, speaking and understanding skills. By watching episodic series, learners have the opportunity to absorb new vocabulary and expressions as well as gain a better understanding of different accents, dialects and intonations. In addition, television series provide cultural information that can be very helpful for language learners. These programs often reflect the culture and society of the language being studied, allowing learners to immerse themselves in the customs, beliefs and values of the speakers of that language. By participating in watching television series, learners can develop a deeper understanding of the language and communicate more effectively with native speakers.

However, it is important to be aware of the potential limitations associated with using TV series for language exposure. A significant drawback is the colloquial and formal language often used in these programs. While this can be beneficial for everyday language acquisition, learners should be careful not to form bad habits or inappropriate slang that might not be appropriate in a more formal setting. In addition, the fast-paced nature of TV series can pose challenges for learners, especially those who are still developing listening and comprehension skills. Following the plot and understanding the dialogue may be necessary in such situations.

Another potential downside is that relying solely on TV shows for language exposure may not provide learners with the entire language learning experience. While TV series can be very effective in developing listening and comprehension skills, they may not offer many opportunities to practice other essential language skills, such as speaking, writing and grammar. Learners who rely solely on episodic plays may find that they have knowledge and skill gaps that need to be combined with other language learning materials or methods to solve these problems.

2.5 Language exposure vs classic learning in schools

In formal or inside classroom exposure to English, the teacher employs different methods and approaches to achieve specific results in the target language.

Activities in the classroom are planned. It is like learning to drive under the guidance of a specialist.

Traditional language learning provides learners with the necessary feedback from their teachers. Teachers can provide guidance on improving their language skills, which can be helpful for learners who need additional support. This can also provide learners with a sense of accomplishment. By completing assignments, quizzes and exams, learners can see their progress and feel a sense of achievement, which can be motivating. Whereas in language exposure, learners get a small amount of feedback that is inconsistent. In language exposure, the input includes understanding spoken or written language to the extent that the learner does not have a tendency to translate every word he does not know because he can understand new terms based on in what context the word is used.

Traditional language learning in schools involves a structured curriculum that focuses on grammar, vocabulary, pronunciation and writing skills. Teachers provide instruction through lectures, textbooks and exercises and students are expected to learn the language through repetition and memorisation. This method can be effective for some learners, but it can be challenging for others to retain information without practical application. This structural curriculum can be beneficial for learners who prefer a more structured learning environment. In the informal or outside the classroom, exposure to English, the activities are not planned. It may be friends, media or any social gathering. The student will get real-time exposure to try and test his language skills. This is like a real driving experience. These two exposures are mutually helpful for the student to improve his language skills. (Dr. S.K. Sheela, K. Ravikumar, 2016)

Rajagopal (1976), in a survey among pupils in selected schools in Selangor, observed that pupils who were less competent in English were those handicapped by their environment. They received less opportunity and encouragement to practice speaking English at home. Even contacts outside the house did not provide them with situations where they could practice speaking the language. According to Cook (2008), language exposure can help learners develop a "feel" for the language, enabling them to understand and produce language more fluently and accurately. Language exposure can enhance learner's motivation to learn the language. According to Dörnyei and Ushioda (2011), motivation is a critical factor in language learning and language exposure can provide learners with the necessary motivation to learn the language by

making the learning process enjoyable and meaningful. Without proper motivation, the students tend to lose focus and the percentage of chance to learn new knowledge decreases rapidly.

3. Levels of English according to CERF

The Common European Framework of Reference for Languages (CEFR) is a framework that provides a standard way of describing language proficiency. The Council of Europe developed it and it has become the most widely used reference for language learning and teaching worldwide. The CEFR provides a clear and comprehensive description of language proficiency, which makes it easier for learners, teachers and employers to assess and compare language skills.

3.1 Description of CEFR

The Common European Framework of Reference for Languages (CEFR) is an influential framework used as a benchmark for assessing and comparing language skills. Developed by the Council of Europe, CEFR provides a standardised system for describing language skills in different languages, making it a valuable tool for students, educators and employers worldwide. CEFR facilitates effective practical language teaching and learning by providing a comprehensive and transparent framework.

The CEFR is designed to assess language skills comprehensively, considering four essential language skills: speaking, writing, listening and reading. It identifies six language proficiency levels, from A1 (beginner) to C2 (advanced). Each level is characterised by specific descriptions that describe the language skills expected at that particular stage. At the beginner level (A1 and A2), students are introduced to the basics of the target language. They acquire basic vocabulary, understand basic grammatical structures and develop the ability to communicate in simple everyday situations. As they progress to the intermediate level (B1 and B2), students expand their vocabulary, improve their grammar and acquire the necessary skills to engage in more complex conversations and understand more expressions of different types. Reaching an advanced level (C1 and C2) means a high level of language knowledge.

Students at these levels demonstrate fluency, accuracy and sophistication in the use of language. They can engage in in-depth discussions, understand complex texts and express themselves effectively in a variety of formal an informal contexts.

CEFR stands out for its comprehensive approach, providing detailed descriptions and instructions for each proficiency level. It emphasises not only the end result of language learning but also the student's ability to use the language effectively in a real-life context. This holistic perspective makes CEFR especially valuable for students who want to develop practical language skills for communication and interaction.

3.2 Description of levels of language

Each level of the CEFR has a set of descriptors that describe what learners should be able to do at that level. The descriptors are organised into six categories: listening, reading, spoken interaction, spoken production, writing and mediation.

Level A1: Beginner

At level A1, learners can introduce themselves and others, ask and answer simple questions about personal information and engage in fundamental social interactions. They use everyday expressions and simple sentences to communicate their basic needs and preferences. Although their use of vocabulary and grammar may be limited, they can navigate simple language tasks and interactions in a familiar and controlled context.

It is important to note that A1-level learners may still have difficulty understanding fast or complex speech and rely on clear and slow communication to understand language effectively. However, their language skills will gradually improve with continued exposure to the target language and practice.

Level A2: Elementary

At level A2 of the CEFR language proficiency, learners develop their foundation from the A1 level and begin to engage in more comprehensive language tasks. Children demonstrate an increased ability to understand commonly used phrases and expressions related to everyday situations at this stage.

Learners at the A2 level can engage in simple tasks that often require face-to-face communication. They can effectively communicate on familiar topics, describe their background and environment and express their needs. Although their language skills are still limited, they can handle basic social interactions and handle common everyday situations with relative ease. At this stage, learners continue to develop their vocabulary and understanding of grammar, allowing them to express themselves more accurately and fluently. They can understand and write short simple texts on familiar topics such as personal experiences, daily routines or shared interests. However, complex or abstract topics can still be a challenge and learners can rely on interlocutors for support and clarification in more complex conversations.

Level B1: Intermediate

At language proficiency level B1, learners demonstrate an improved ability to understand and produce language in various contexts. They can grasp the gist and main details of clear and straightforward information on topics familiar to them. This allows them to follow conversations, presentations, and written texts with a reasonable level of understanding.

Learners at level B1 can express themselves through written communication by producing coherent and cohesive texts on topics related to knowledge or personal interests. In addition, B1 learners can describe their personal experiences, events, dreams, hopes and ambitions. They are able to give reasons and brief explanations to support their opinions and plans and demonstrate a developing ability to express their thoughts and ideas logically and organise boards. Although their language proficiency is still evolving, learners at this level can engage in conversation and write with increased confidence, demonstrating a wide range of vocabulary and structuring their growing grammar.

Level B2: Upper-Intermediate

At the B2 language proficiency level, learners demonstrate an increased ability to understand and interact with complex spoken and written texts. He can grasp the main ideas and main points of complex texts, whether concrete or abstract in nature. This allows them to navigate through a variety of topics and understand discussions, articles and presentations with relative ease.

In addition, learners at the B2 level can participate in conversations with native speakers fluently and naturally without causing difficulties and stress for both parties. This level of fluency allows for meaningful interactions and the exchange of ideas, promoting effective communication. In addition, learners at level B2 can express themselves in clear and detailed writing on a wide variety of topics. They have the language skills needed to produce coherent and well-structured texts that effectively convey their thoughts and views. They can express their opinions on current and relevant issues, providing supporting explanations and arguments. This level of proficiency allows learners to actively participate in discussions, express their views and contribute to debates on various topics.

Level C1: Advanced

At the C1 language proficiency level, learners demonstrate the ability to understand and interact with a variety of complex and demanding texts. They can effectively navigate longer and more complex written documents not only recognising apparent meanings but also recognising hidden messages and nuances in the text. This level of understanding allows learners to delve deeper into complex topics, whether academic, professional or general in nature.

Learners at C1 can express themselves fluently and naturally with a natural voice and with little hesitation or dependence on sentence finding. They possess the linguistic flexibility to adapt their use of language to different social, academic and professional contexts. Whether engaging in informal conversations, participating in scholarly discussions or giving presentations, learners at this level can effectively communicate their thoughts, ideas and views. C1 learners can produce clear well-structured and detailed texts on complex topics. They have the ability to organise their ideas coherently and express their arguments accurately. Their writing demonstrates a thorough knowledge and understanding of vocabulary, grammatical structures and harsh rhetoric. This level of proficiency allows learners to communicate effectively in writing whether in academic essays, reports, professional articles or other forms of written communication.

Level C2: Proficient

At C2 language proficiency, learners demonstrate superior proficiency in the target language. They have reached the stage where they can easily understand almost

anything they hear or read no matter how complex the content. This high level of oral and written comprehension allows them to navigate a variety of sources and extract critical information, effectively summarising and synthesising arguments and narratives in a cohesive and organised manner.

Learners at the C2 level possess exceptional oral and written communication skills. They can express themselves spontaneously with considerable ease and accuracy. Even in the most difficult and complex situations, they demonstrate the ability to express their thoughts and ideas, effectively conveying more subtle shades of meaning. Their spoken language has a rich vocabulary, complex grammatical structure and a nuanced understanding of idioms and colloquialisms. In addition to exceptional oral fluency, C2 learners demonstrate advanced writing skills. They can produce coherent well-structured and detailed texts in a variety of genres and formats. Their writing demonstrates excellent skills in organising information, constructing arguments and accurately presenting complex ideas. They can communicate effectively in professional, academic and creative contexts where language proficiency is essential. Achieving C2 represents the pinnacle of language fluency as learners achieve advanced levels of fluency, comprehension and communication. At this stage, learners can interact with the language with considerable ease and accuracy, allowing them to fully participate in a variety of professional, academic and social contexts.

3.3 Problematic change from level B2 to level C1/C2

Going from level B2 to level C1 and C2 in language proficiency, as described by the Common European Framework of Reference for Languages (CEFR), can be a challenging and complex process. While the jump from level A2 to B1 and from B1 to B2 may seem significant, the leap from B2 to C1 and C2 is much more substantial. This is because the differences between the levels become much more nuanced and require a higher level of language proficiency.

One of the main challenges of moving from level B2 to C1 and C2 is the required level of accuracy and complexity. At the B2 level, learners can communicate effectively and accurately in most situations but the expectations are much higher at the C1 and C2 levels. Learners are expected to have a much deeper understanding of the language and be able to use it accurately and fluently in a wide range of contexts. This requires not only a deep knowledge of grammar, vocabulary and pronunciation

but also a greater understanding of the cultural and social contexts in which the language is used. Language is deeply tied to culture and to communicate effectively at the C1 and C2 levels, learners must develop a strong awareness of cultural nuances, customs and social norms. Understanding the cultural context improves the learner's ability to understand idiomatic expressions, subtle linguistic cues and appropriate use of language in specific situations. This enables learners to navigate complex interactions, adapt language use to different social environments and accurately convey meaning.

Another challenge of moving from level B2 to C1 and C2 is the level of cognitive processing that is required. At the B2 level, learners can understand complex texts and express their opinions and ideas clearly and coherently. However, at the C1 and C2 levels learners are required to engage in more abstract and critical thinking as well as to understand and analyse complex texts and ideas in depth. This requires a high level of cognitive processing, including the ability to analyse, synthesise and evaluate information.

In addition to the challenges mentioned above, other factors can make it difficult to move from level B2 to C1 and C2. One of these factors is the lack of exposure to authentic language use. At the B2 level, learners may have been exposed to a wide range of language input but at the C1 and C2 levels they need to be able to understand and use language in authentic contexts, including academic, professional and social settings. To successfully navigate these contexts, learners need broad exposure to a wide variety of authentic and accurate materials. They need access to texts, audio and video resources that portray language in its natural form, reflecting the complexity of real-world communication. Exposure to such material enhances learner's ability to understand subtle nuances, idioms and appropriate use of language in specific professional, academic and social contexts. Exposure to authentic language use at C1 and C2 levels is essential for developing the ability to understand complex texts and audio sources such as academic journals, research papers, conference presentations and real professional communication.

Another factor that can make moving from level B2 to C1 and C2 difficult is the lack of motivation and opportunities to use the language. At the B2 level, learners may have had a clear goal in mind such as passing a language exam or studying abroad. However, at the C1 and C2 levels, the plans may be less clear and learners may need to create their own opportunities to use the language and to maintain a high level of

motivation throughout the language learning process. This requires a high level of motivation, as well as the ability to seek out and create opportunities for language use. At Levels C1 and C2, learners must develop an intrinsic motivation and a genuine passion for the language. They should be aware of the long-term benefits of improving their competencies including: better career opportunities, expanded cultural understanding and the ability to engage with native speakers on a deeper level. In the absence of a clear external stimulus, learners must find intrinsic motivation to continue their language-learning efforts and maintain their determination to reach advanced levels.

In conclusion, moving from level B2 to C1 and C2 in language proficiency can be a challenging and complex process. The level of accuracy and complexity required, the level of cognitive processing, the lack of exposure to authentic language use and the lack of motivation and opportunities to use the language are all factors that can make it difficult to move to the next level. However, with the right mindset, dedication and support, it is possible to overcome these challenges and reach the highest levels of language proficiency.

3.4 Other global references

Besides the Common European Framework of Reference for Languages (CEFR), other global references play an important role in assessing language skills and facilitating effective communication internationally. One of these references is the language framework used by the United Nations. The United Nations emphasises effective language to ensure clear and accurate communication between different member states.

The United Nations Language Services plays an important role in promoting multilingual dialogue, transparency and inclusion within the organisation. These services provide translation and interpretation assistance to enable participants to participate in sessions, access documents and read publications in their native languages. By prioritising the effectiveness of language, the United Nations seeks to facilitate effective communication and understanding between different cultures and linguistic backgrounds.

When comparing CEFR with the United Nations Framework for Languages, it is clear that although both references refer to language proficiency, they do so for

different purposes and contexts. together. CEFR primarily provides a framework for individuals to develop and evaluate their language skills at the individual level. It aims to facilitate language learning and fluency in various European languages. On the other hand, the UN language framework emphasises the promotion of understanding and cooperation among Member States through translation and interpretation services. The focus is on ensuring effective communication in the context of international diplomacy, where the use of clear and precise language is essential for successful negotiation and cooperation.

Other references include The International English Language Testing System (IELTS). It is a widely recognised and trusted language test that measures the English proficiency of non-native speakers. IELTS assesses language skills in four main areas: listening, reading, writing and speaking. This test measures a candidate's ability to understand and respond to a variety of spoken and written English as well as their ability to express their opinions clearly and consistently in both written and oral communication. The test is designed to assess language skills in real-world situations, with an emphasis on academic language skills.

IELTS uses a band rating system from 0 to 9 with each band representing a different level of language proficiency. The overall score is the average of points earned in each of the four language skills. This score provides a standardised measure of an applicant's language proficiency. It is widely used by educational institutions for admission purposes, by employers to assess language proficiency in the workplace and by immigration authorities for visa applications.

IELTS provides specific assessment levels for each language proficiency and an overall assessment level while CEFR does not provide such numerical assessments. Instead, it describes each language skill level in detail, explaining what the learner can do regarding language tasks, functions, and content. Both IELTS and CEFR aim to assess and describe language proficiency but differ in purpose and scope. IELTS is specifically designed to consider English proficiency for study, employment and immigration purposes, while CEFR provides a broader framework for self-assessment and comparison of language.

Following reference is The Test of English as a Foreign Language (TOEFL) which measures language skills in four key areas: reading, listening, speaking and writing. The test assesses the candidate's ability to understand and analyse academic

texts, understand spoken English in an academic context, express opinions and ideas orally and write well-structured essays.

One of the hallmarks of the TOEFL is its emphasis on academic language skills. The test is designed to assess a candidate's ability to understand and interact with educational content such as lectures, discussions and reading passages from textbooks and scholarly articles. It focuses on the language skills necessary for academic success including critical thinking, synthesising information and presenting arguments. TOEFL uses a scoring system from 0 to 120 with each section scored separately and the overall score calculated as the sum of the scores. Scores provide a standard measure of a candidate's language proficiency and universities and institutions around the world widely accept them as an indicator of English language proficiency.

While the TOEFL focuses specifically on academic language skills and is primarily used for college admissions, the CEFR provides a broader framework for self-assessment, curriculum design and curriculum comparison. TOEFL provides section-specific scores and overall scores while CEFR provides no scores. Instead, CEFR provides a detailed description of the language skills at each level, describing what learners can do regarding language tasks, functions and content.

4 Research

4.1 Characterisation of research

The purpose of this qualitative study is to compare the language learning outcomes of 20 students who actively watched English TV series with a control group of 20 students who did not. However, it is important to note that this study primarily focuses on passive vocabulary. Passive vocabulary is a milder aspect of language learning than active vocabulary. When watching television series, the target language is often used without being actively generated, which limits language generation and application. This limitation was considered during the course of the study.

The ABC test was chosen as the testing method for recording passive vocabulary. This type of test is designed to be easier for respondents because they can make educated guesses even if they don't know the exact definition of a word or phrase.

However, this type of testing can introduce bias in search results. The ABC test was chosen for its time efficiency, requiring respondents to answer as many correct categories as possible within a limited amount of time. This ABC test consists of 84 questions and takes about 30-40 minutes. At the start of the study, other testing options were considered, such as translating sentences and completing missing words in the text. Phrase translation requires Czech to English and English to Czech translation directly linked to the TV series, linking the given phrase to the required word or phrase to advanced word. However, this option is said to be time consuming and difficult to combine large numbers of words and phrases. Alternative methods of adding words to sentences are not used due to the passive vocabulary acquisition nature of respondents and their lack of active productivity. This factor may have influenced search results, making it difficult to determine whether respondents actually learned the words they searched for. Due to the nature of passive vocabulary acquisition through television series viewing, it is important to recognise that survey results may not reflect active vocabulary exploration of respondents. This study recognises the limitations associated with passive vocabulary acquisition through watching television series and highlights a potential gap between passive and active vocabulary development. This test method is chosen to assess the respondent's ability to learn passive vocabulary within an acceptable range.

4.2 Explanation of the choice of television series

The process of choosing the suitable TV series plays an essential role in the research as it has a significant impact on the outcomes and feedback received from the participants. Making the right choice is imperative to ensure that respondents have actually watched the series and can actively participate in the survey. Selecting an inappropriate or unknown sequence can result in negative feedback with the majority of respondents being unable to participate in the study due to their lack of exposure to the selected sequence.

A meticulous selection process was carried out to determine the suitable TV series for the study. The goal is to find collections that not only have a high language level but also a rich vocabulary especially at the advanced C1 and C2 levels. This careful selection is necessary to provide learners with ample opportunities to meet and

become familiar with the linguistic nuances and intricacies associated with higher-level vocabulary.

One of the main criteria for inclusion in the study was the repetition of word combinations that characterise higher-level vocabulary. By choosing series that feature such language samples, viewers are exposed to a wide range of advanced vocabulary and have the opportunity to deepen their understanding of the intricacies of language use. This deliberate selection method aims to create a rich language learning experience where learners can improve their language skills through exposure to authentic content. By making sure to include TV series with rich linguistic elements, this study aims to provide advanced learners (C1 and C2) with a valuable resource for language development later. The carefully selected series gives learners the opportunity to expand their vocabulary, improve their understanding of complex language structures and their overall language proficiency.

Selected series:

American Gods

Breaking Bad

Game of Thrones

Grey's Anatomy

House of Cards

Peaky Blinders

Sherlock

The Crown

True Detective

When choosing TV series for language learning, it is important to prioritise contemporary relevance and inclusion of commonly used contemporary vocabulary. This ensures that learners are presented with a language that accurately reflects current language usage in everyday contexts. Unfortunately, as a result, certain series like Peaky Blinders were not included in the collection despite their undeniable success and popularity. This decision was influenced by the historical background of the series and the presence of language elements that may not correspond to modern usage.

Another notable example is the Game of Thrones series, widely known and appreciated for its engaging storytelling. However, it contains a large amount of non-modern vocabulary and is not recommended for advanced language learning. The series's fantasy setting introduces a number of terms and expressions specific to the fictional world that may not directly apply to modern usage. Therefore, for learners looking to improve their language skills and gain vocabulary relevant to their current situation, Game of Thrones may not be the right choice for their language learning journey.

The popular sitcom, The Big Bang Theory, was intentionally omitted from the language learning movie list. This decision was mainly influenced by the excessive use of technical jargon throughout the show. Although the Big Bang Theory humorously describes the lives of eccentric scientists and their intellectual pursuits, it relies heavily on scientific terminology and unsearchable specialised vocabulary. Although this series often features humorous variations of scientific terms, these expressions are still very specific to the field of science and are not commonly encountered in casual everyday interactions. By prioritising the inclusion of books with era-appropriate content and commonly used vocabulary, language learning initiatives aim to provide learners with materials appropriate to their use of everyday language and have practical applicability in real-world contexts.

Before conducting a study on language efficiency, I investigated the types of TV series watched by a selected group of respondents. Respondents were given a list of the above series. The top three TV series were set based on respondent's responses to which series they watched.
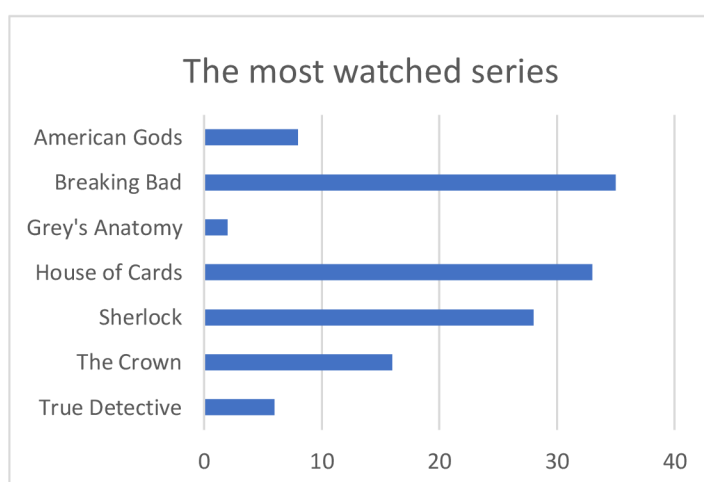
Graph 1: The most watched TV series according to respondents of the research

Series	Respondents
American Gods	8
Breaking Bad	35
Grey's Anatomy	2
House of Cards	33
Sherlock	28
The Crown	16
True Detective	6

Table 1: The most watched TV series according to respondents of the research

Based on provided data, this research primarily focuses on three television series: Breaking Bad, House of Cards, and Sherlock. These series have been identified as having great potential for helping respondents learn new advanced vocabulary.

By examining the popularity and linguistic elements of Breaking Bad, House of Cards and Sherlock, this research aims to shed light on the impact of these series on expanding respondent's vocabulary and language proficiency. These shows are known for their compelling narratives, complex characters and engaging dialogue which present ample opportunities for viewers to encounter and learn advanced English vocabulary.

4.3 Respondents

The selection of respondents is essential. This research focuses on students in the last year of grammar school and students in the first year of university. These students should have a B2 level of English or should have a C1 level. However, most students are still between B1 and B2 levels. These students will be compared with students in the third year of university and higher years who should have an English level of at least C1 or C2 level.

Respondents are divided into four groups based on their English proficiency level and their engagement with watching series in English. Each group consists of ten people. This study was conducted for language learning purposes and did not consider specific age categories as variables. However, it is important to recognise that the lack of age classification may impose certain limitations on research results or result in

inconclusive data. This is particularly relevant to the group of respondents aspiring to higher education, as some may begin their educational journey later in life than the traditional age group typically associated with college students. The inclusion of individuals of different ages in student populations can introduce certain complexities and nuances that can affect research outcomes. Older students who have returned to teaching after a long vacation or who are pursuing higher education as part of their career progression, may have different levels of language skills and learning strategies than younger students. These different backgrounds and experiences in language learning may influence the results and introduce additional factors that need to be considered when interpreting the data. It is therefore important to recognise that the findings of this study may not fully capture the specific language learning patterns and outcomes of individuals outside the typical age group of college students. The effect of age as a variable on language acquisition and proficiency may need further investigation in future studies to more fully understand its impact on language learning outcomes.

Group A consists of first year of college and fourth-year high school students with a B2 level of English proficiency. These students actively participate in the habit of watching series in English and watching it with great interest, either in the original language or with the help of English subtitles. By participating in this language-rich entertainment, group A harnesses the power of audiovisual resources to improve vocabulary, comprehension and overall fluency.

Group B consists of first year of college and fourth-year high school students who, despite similar educational backgrounds to group A, do not actively participate in the habit of watching series in English. Their exposure to English is primarily academic with limited interaction with authentic real-world linguistic contexts. Although participation in the English Series may be minimal, group B members can benefit from other offered language learning activities and resources.

Moving on to group C, it consists of third-year college students who have advanced English proficiency and actively incorporate series viewing into their language learning routines. Students in group C will develop their listening skills, expand their vocabulary and develop a differentiated understanding of spoken language through the enthusiastic exploration of a wide range of English series and the use of English subtitles as a support tool increase.

Finally, group D consists of third-year college students who are not actively participating in the habit of watching series in English. These students will not participate in this specific language learning activity but will improve their English proficiency through alternative means such as intensive academic activities, interactive language exchange or supplementary materials specifically tailored to their language level is maintained.

4.4 Characterisation of television series

Breaking Bad

Breaking Bad, a critically acclaimed television series created by Vince Gilligan, is a gripping crime drama that delves into the complex moral journey of its protagonist Walter White. The show aired from 2008 to 2013. The series follows Bryan Cranston's Walter White as he transforms from a mild-mannered high school chemistry teacher to a morally ambiguous methamphetamine-producing criminal mastermind. As the series progresses Walter's invasion into the drug trade world becomes increasingly risky and fraught with moral dilemmas, ultimately challenging the lines between right and wrong.

Breaking Bad has garnered him numerous awards throughout five seasons including 16 Primetime Emmy Awards and a loyal fan base. The series resonated with audiences with its thought-provoking exploration of the human psyche and its superb writing, acting and cinematography.

The series also featured a talented cast, such as Anna Gunn, Dean Norris and Giancarlo Esposito, each of whom gave a compelling performance that added complexity to their characters. In addition, Breaking Bad had a profound cultural impact, influencing subsequent television shows and becoming a touchstone for the study of the nature of good and evil, the consequences of human actions, and the blurring of the lines between right and wrong.

House of Cards

House of Cards, a gripping political drama created by Beau Willimon, is a critically acclaimed television series that delves into the murky world of power, manipulation and political ambition. The show aired from 2013 to 2018. The series

follows the rise and ruthless tactics of Frank Underwood, portrayed by Kevin Spacey, a cunning and Machiavellian politician who stops at nothing to achieve his goals. With his equally formidable partner Claire Underwood, portrayed by Robin Wright, by his side, Frank navigates the treacherous corridors of power, employing manipulation, deception and even murder to consolidate his influence. The series offers a thought-provoking exploration of the corrupting influence of power and the blurred lines between ambition and morality.

The performances in House of Cards have been consistently lauded with Kevin Spacey's portrayal of Frank Underwood garnering critical acclaim. Robin Wright's portrayal of Claire Underwood also received widespread acclaim, showcasing an intense and complex female character who proves to be an equal match for her husband.

The series had a significant impact on the television landscape not only for its compelling storytelling but also for its pioneering role in the rise of streaming platforms. The series was one of the early critical and commercial successes of Netflix's original programming, paving the way for the streaming revolution that followed.

Sherlock

Sherlock, a highly acclaimed television series created by Steven Moffat and Mark Gatiss, is a modern-day adaptation of Arthur Conan Doyle's iconic detective stories. The show aired from 2010 to 2017.

The series follows the adventures of the brilliant consulting detective Sherlock Holmes, portrayed by Benedict Cumberbatch, and his loyal friend and companion Dr. John Watson, portrayed by Martin Freeman. Set in contemporary London, each episode presents intricate and intellectually challenging mysteries that push the boundaries of Sherlock's deductive reasoning and showcase his extraordinary observational skills.

Benedict Cumberbatch's portrayal of Sherlock Holmes has garnered widespread acclaim for its depth, intensity and unique interpretation of the character. Martin Freeman's nuanced performance as John Watson complements Cumberbatch's Sherlock, creating a compelling dynamic between the two central characters.

4.5 Types of vocabulary

Breaking Bad

The TV series Breaking Bad uses four main vocabulary types that closely match the overall theme.

Firstly, because the show focuses on the production and distribution of methamphetamine, it contains drug slang. Drug slang refers to colloquial terms and phrases used to refer to drugs and drug-related activities in certain subcultures. These terms often evolved as a means of secrecy and concealment, allowing individuals to communicate about illegal substances without attracting attention. Drug slang can vary from region to region and over time, making it a dynamic and ever-changing subset of language. It covers a wide range of terms that can describe drugs, their amounts, methods of taking them and their effects. Understanding drug slang is important for law enforcement, health care professionals, and addiction counsellors to effectively deal with drug-related problems and provide support and assistance.Viewers will be introduced to the frequently used substantial amount of drug-related terminology, including terms like "blue" (high-quality meth), "cook" (meth production), "stash" (hidden drug supply) and "tweaker" (methamphetamine user). These terms are frequently used throughout the show.

Secondly, there is criminal jargon. Criminal jargon, also known as crime slang or mob lingo, refers to specialised vocabulary used by people engaged in criminal activity. It serves as a form of covert communication within criminal networks, allowing members to discuss illegal activities without revealing their true intentions to law enforcement or outsiders. Criminal terms often include coded language, euphemisms and abbreviations specific to criminal activities. This unique vocabulary allows criminals to maintain a level of secrecy and avoid detection. Understanding criminal terminology is critical for law enforcement and legal professionals to effectively investigate and prosecute criminal activity. Breaking Bad delves into the criminal underworld, so viewer encounter various jargon associated with illicit activities. Terms like "score" (to successfully acquire drugs or money), "heist" (a robbery), "fence" (a person who buys and sells stolen goods) and "burner" (a disposable cellphone used for criminal purposes) are frequently used.

Thirdly, given the protagonist's background as a chemistry teacher turned into meth manufacturer, Breaking Bad incorporates scientific terminology. The scientific

term in the field of chemistry includes a wide variety of specialised words and phrases that describe chemical elements, compounds, reactions and processes. This technical language serves as a precise means of communication between scientists and researchers in the field of chemistry. Scientific terminology in chemistry often includes systematic naming conventions, symbols and formulas that convey precise information about the properties and characteristics of chemical substances. Mastering scientific terminology is essential for chemists and other professionals in the field to accurately communicate and advance scientific knowledge, conduct experiments and develop innovations. Terms like "catalyst," "precipitate," "isomer" and "pH level" are referenced to explain the chemistry behind the drug production process.

Fourthly, the ongoing cat-and-mouse dynamics between the main characters and law enforcement introduce viewers to a range of terms commonly associated with police work. The term law enforcement refers to the specialised language and jargon used by professionals working in the field of law enforcement. This includes police officers, detectives and other employees involved in maintaining public safety and complying with the law. Law enforcement terminology covers a wide range of terms related to criminal investigations, arrest procedures, evidence collection, and court proceedings. This specific vocabulary allows law enforcement professionals to communicate effectively with each other and ensure clarity and accuracy in their reports and interactions. Understanding law enforcement terminology is essential for professionals in the field to perform their duties effectively and maintain effective communications within the criminal justice system. Law enforcement terminology is frequently used in Breaking Bad. These terms encompass "undercover," "informant," "bust," "APB" (All Points Bulletin) and "narc" (narcotics officer). Such vocabulary reflects the constant interplay between the characters and the authorities throughout the series.

House of Cards

The television show House of Cards is known for its political intrigue and complex dialogue. The vocabulary used in the series tends to reflect the world of politics and power.

Firstly, the show often employs terms and phrases related to government, legislation, campaigns, and political strategy. This includes words like "whip,"

"filibuster," "constituent," "lobbyist," "gerrymandering" and "vote count," among others.

Secondly, House of Cards explores the manipulative and calculating nature of politics. The vocabulary often reflects this, with words like "manipulate," "scheme," "blackmail," "maneuver," "conspire" and "deception" used to describe the character's actions and strategies.

Thirdly, the television series delves into the art of persuasion and speech-making. As a result, the characters use rhetorical devices and persuasive language to convey their messages. Terms like "rhetoric," "argumentation," "eloquence," "propaganda" and "spin" may be employed.

Fourthly, given the political nature of the show, legal jargon is frequently used. Legal jargon references to the specialised language and terminology used in the field of law. It covers a complex range of terms, phrases and expressions found only in the legal profession. Legalese serves as an accurate and technical means of communication between legal professionals, including attorneys, judges and jurists. This specialised vocabulary is often of Latin or French origin and has specific legal meanings that may differ from ordinary language usage. Understanding the law is essential to navigating the intricacies of the legal system, interpreting statutes and case law, and effectively communicating legal concepts. Terms like "subpoena," "indictment," "plea bargain," "statute," "precedent" and "impeachment" may be featured in the dialogue.

Fifthly, House of Cards touches on various socio-political issues, and therefore, related vocabulary is used. These concepts might include "social justice," "inequality," "ideology," "corruption," "scandal," "power dynamics" and "public opinion."

Sherlock

The television series Sherlock features a rich and varied vocabulary. The language used is based on the main protagonist's character and each episode's specific theme.

Firstly, the characters in Sherlock often employ sophisticated and elevated language, reflecting their intelligence and erudition. They may use words such as "elucidate," "wise," "astute," and "sagacious."

Secondly, as the main character, Sherlock Holmes, is a master of deduction, the series frequently incorporates terms related to logical reasoning, analysis, and

observation. These include words like "deduction," "inference," "observation," "evidence," "hypothesis" and "logic."

Thirdly, given the detective nature of the show, there is a significant amount of forensic terminology used. Forensic terminology refers to specialised vocabulary used in the field of forensic science and criminal investigation. It covers a wide range of terms and expressions related to crime scene investigation, evidence analysis, forensic techniques and court proceedings. These terms are specific to the forensic field and are essential for effective communication and understanding among forensic pathologists, law enforcement and legal professionals. Words and phrases like "crime scene," "autopsy," "fingerprints," "DNA analysis," "ballistics," "alibi" and "evidence collection" are often employed.

Fourthly, the television series is set in the United Kingdom, so it makes use of idiomatic expressions and phrases that are characteristic of British English. These can include terms like "elementary, my dear Watson," "the game is afoot," "I'm on the case," and "mind palace."

British idioms also known as colloquial English or slang are unique expressions commonly used in English in the cultural context of the UK. These idioms often reflect the rich history, cultural nuances and regional variations across England. They add color and character to the language, showcasing Britain's unique sense of humor and linguistic creativity. Understanding English idioms is essential for effective communication and cultural immersion in the British community. It allows individuals to grasp the intricacies of British English and improves their ability to interact with native speakers in casual everyday conversations.

Fifthly, depending on the specific case or subject matter being investigated, Sherlock incorporates specialised vocabulary from various fields, such as medicine, law, technology, art, literature, and psychology. This adds depth and authenticity to the storytelling.

4.6 Test for the respondents

Based on the research of the most used vocabulary, a test was created to prove if the respondents know each word that was frequently used in the three mentioned series. The correct answer is in italics.

Cunning

a) The act of being straightforward and honest in one's actions and intentions.

b) *Skilful or clever in a way that involves deception or trickery.*

c) The act of being naive or gullible.

The test questions used in this study have been carefully formulated to assess understanding of TV series and related vocabulary. Each question is designed to have one right answer and two wrong answers, giving respondents several options to choose from. The correct answers are not simply obtained from a dictionary, but are drawn from a comprehensive analysis of various definitions from reputable sources such as Dictionary.com or Cambridge. These definitions are carefully combined to produce an answer that accurately describes the word in question while also matching its meaning in the context of the TV series. According to Cambridge cunning is "the quality or skill of being clever at planning something so you get what you want, especially by tricking other people." Dictionary.com defines cunning as "noun: skill employed in a shrewd or sly manner, as in deceiving; craftiness; Guile or adeptness in performance; dexterity, adjective: showing or made with ingenuity or artfully subtle or shrewd; crafts; rumours."

To ensure test effectiveness, incorrect answers, also known as distractions, are strategically created based on similarity or association. Some distractions are worded against the correct definition, intended to mislead respondents, who may not be familiar with the actual meaning of the word. Others are designed to evoke associations or associations that could mislead respondents. For example, a distraction might be the definition of a similar word, or a word that could easily be confused with the target word.

Careful construction of test questions and the inclusion of distractions are intended to challenge respondents and gauge their understanding of the vocabulary used in the TV series. By presenting multiple choices, the test allows researchers to measure respondent's ability to distinguish the correct definition and to distinguish it from reasonable but incorrect choices. This approach ensures the reliability and validity of test results, providing valuable insight into respondents' ability to learn and understand language.

4.7 Result of the research

The study was conducted in April and focused on analysing the impact of TV series viewing on the vocabulary development of first-year college students, third-year college students and high school from the fourth year. The results provide valuable insights that confirm the significant improvement in student's vocabulary acquisition through watching TV series with English subtitles or inEnglish. However, it is important to note that the vocabulary acquired through this exposure is mostly passive.
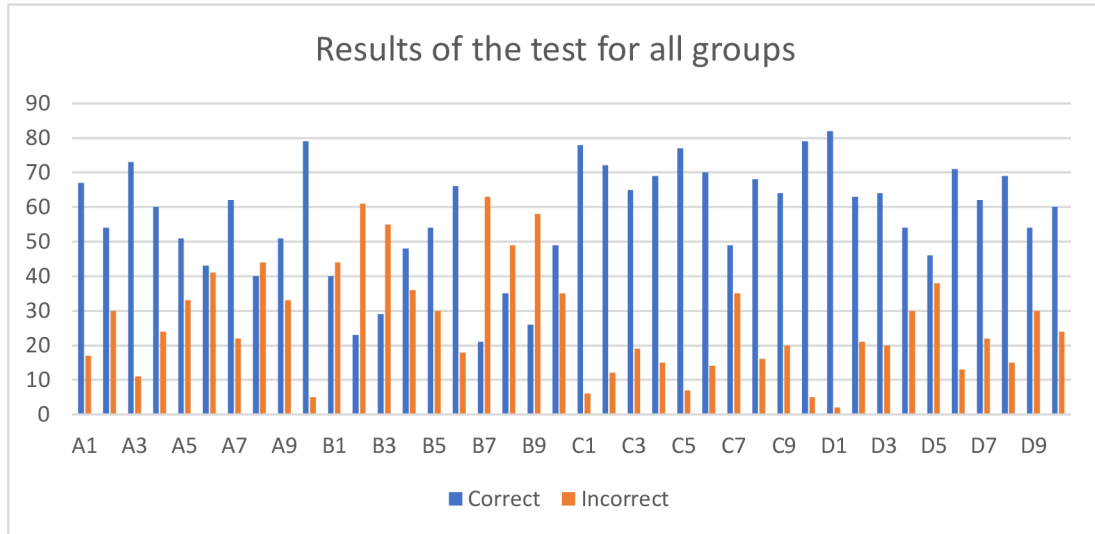
Graph 2: Correct and incorrect answers of all respondents

Respondent	Correct	Incorrect
A1	67	17
A2	54	30
A3	73	11
A4	60	24
A5	51	33
A6	43	41
A7	62	22
A8	40	44
A9	51	33
A10	79	5
B1	40	44
B2	23	61

B3	29	55
B4	48	36
B5	54	30
B6	66	18
B7	21	63
B8	35	49
B9	26	58
B10	49	35
C1	78	6
C2	72	12
C3	65	19
C4	69	15
C5	77	7
C6	70	14
C7	49	35
C8	68	16
C9	64	20
C10	79	5
D1	82	2
D2	63	21
D3	64	20
D4	54	30
D5	46	38
D6	71	13
D7	62	22
D8	69	15
D9	54	30
D10	60	24

Table 2: The correct and incorrect answers of all respondents

Examining the data on the graph shows a noticeable difference between the groups that actively watch English TV series and those who don't. The group labeled as group A, actively participating in television series in English, showed a significant increase in vocabulary, surpassing the group labeled as group B, which did not actively watch TV movies. Interestingly, group A showed similar results to group D, suggesting that learning readiness had no significant impact on vocabulary acquisition while watching TV series. It should be noted that individuals in group A may even do better than those in group D. This shows that language exposure can move students who are on average at English level B1 or B2 to advanced level. Students who are exposed to language will reach a higher level of English at an earlier age. This is supported by research where we can see that fourth year high school and first year high school students who actively watch series in English achieve just as good results as third year university students who do not actively watch series. Further analysis of the graph shows that group B lags behind all other groups, with the same average number of incorrect answers as group A and group D's number of correct answers. Overall performance of group C was the highest of all groups with minimal response difference between the people who answered it. The only exception was respondent C7, who scored below the 50 correct answer threshold. In contrast, group C systematically scored above or about 70 correct answers. By comparing group C with group B, it is clear that active watching of TV series as well as formal education, contributes significantly to student's English proficiency. Notably, group D showed significant improvement in passive vocabulary compared to group C. An interesting phenomenon in group D was respondent D1, who exceeded the threshold of 80 correct answers, representing the greatest achievement of all the studies. In contrast, respondent D5 got only 46 correct answers, reflecting a level of English proficiency comparable to that of group B. These variations in group D highlight individual differences in vocabulary acquisition.

4.7.1 Group A
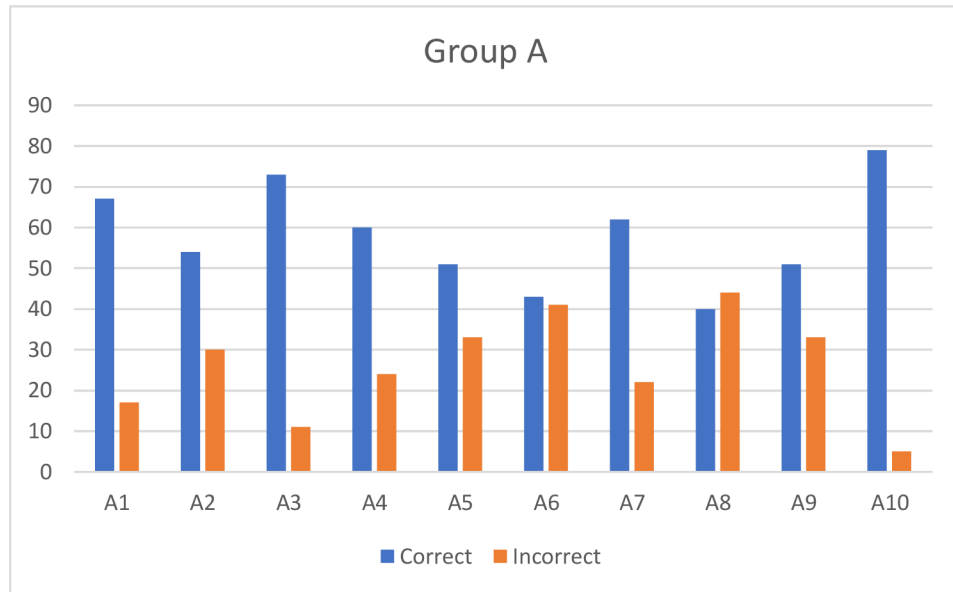
Graph 3: The correct and incorrect answers in group A

Respondent	Correct	Incorrect
A1	67	17
A2	54	30
A3	73	11
A4	60	24
A5	51	33
A6	43	41
A7	62	22
A8	40	44
A9	51	33
A10	79	5
Mean	58	26
Median	57	27

Table 3: The correct and incorrect answers in group A

In group A, it is clear that watching TV series in English or with English subtitles can significantly contribute to improving and purposefully learning new vocabulary. On average, group A scored 58 correct answers. Comparing the average

performance of group A with group D, we see that the two groups fluctuate around the limit of 60 correct answers. However, it is important to note that group A should not be expected to achieve the same results as group D as group A did not get the same education as group D. There was a relatively small difference between the mean and the mean scores, indicating that the differences among individuals who responded in group A were not significant. The most noticeable difference in group A can be seen between respondents A10, who answered 79 questions correctly, and respondents A8, who answered only 40 questions correctly. Even though the A8 answerer has the fewest correct answers, it should be noted that his score is still about half of the total number of correct answers. This phenomenon may be due to respondents making educated guesses or having partial knowledge of some of the responses, which highlights a limitation in the study. Another possible explanation for the relatively low scores of A8 respondents, as well as A6 respondents, who got 43 correct answers, could be due to limited TV series that they watched. It is plausible that these respondents only had the opportunity to view one set instead of the three suggested resulting in a less lexical base than their peers. These results emphasise the importance of frequent and extensive exposure to television series for vocabulary acquisition. This highlights the need for multiple linguistic input sources to build a more complete and diverse vocabulary. While there may be differences between individual performances in group A, the general trend suggests that actively participating in English-language series can result in positive outcomes in vocabulary development.

4.7.2 Group B
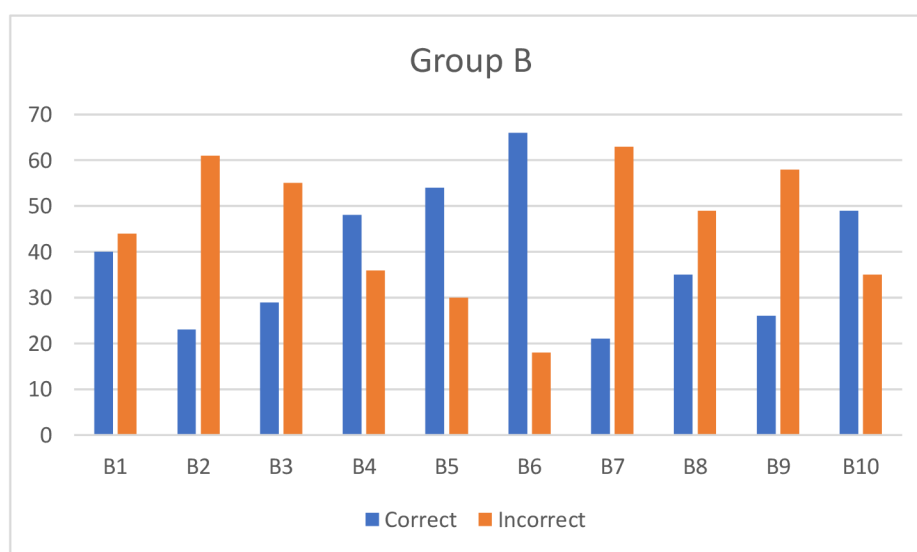
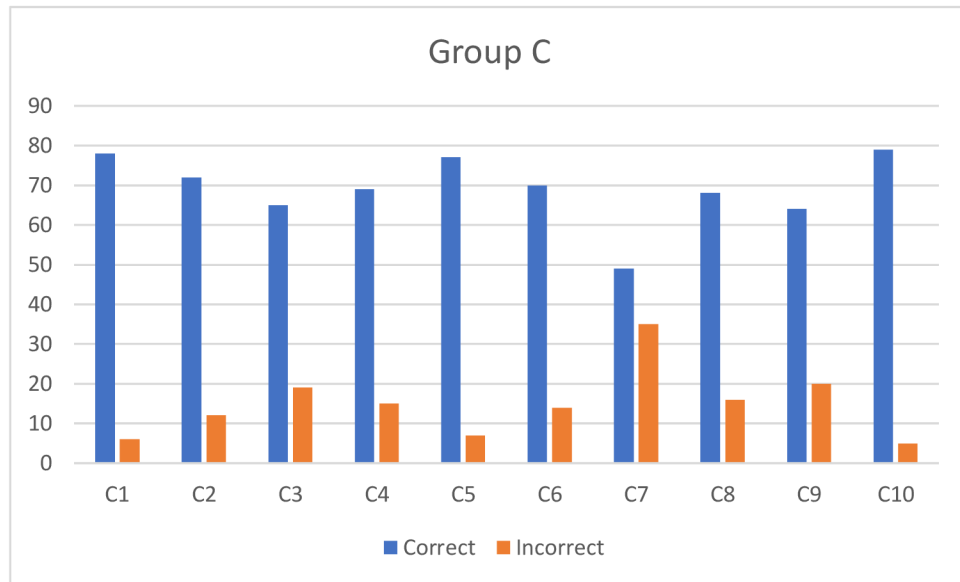*Graph 4: The correct and incorrect answers in group B*

Respondent	Correct	Incorrect
B1	40	44
B2	23	61
B3	29	55
B4	48	36
B5	54	30
B6	66	18
B7	21	63
B8	35	49
B9	26	58
B10	49	35
Mean	39,1	44,9
Median	37,5	46,5

Table 4: The correct and incorrect answers in group B

In the control group B, the average score achieved was 39.1 correct answers. Unlike group A, group B exhibits a relatively large difference between the mean and median scores. This indicates that there were significant individual differences among the respondents within group B. Analysing the graph, we can observe that respondent B6 obtained the highest number of correct answers in group B, achieving a score of 66. This suggests that respondent B6 possesses a broad vocabulary and a solid grasp of advanced vocabulary passively. From the comprehensive analysis of the graph and table, it becomes apparent that group B, despite having watched the provided TV series, does not demonstrate a vocabulary as developed as that of group A. Additionally, we can identify respondent B7 as having the lowest score among all the respondents in group B, with only 21 correct answers. Respondent B7, along with respondents B2 and B9, exhibits incorrect answer rates similar to the average correct answer rates of group A. This raises the possibility that the lower performance in group B could be attributed to factors such as watching the series in Czech or not paying sufficient attention to the given series when watching them in English. It is also plausible that individuals in group B encountered challenges in effectively extracting vocabulary from the series in a passive manner. The disparities in vocabulary

acquisition between group A and group B underscore the significance of intentional language learning strategies and active engagement with the materials.

4.7.3 Group C

Graph 5: The correct and incorrect answers in group C

Respondent	Correct	Incorrect
C1	78	6
C2	72	12
C3	65	19
C4	69	15
C5	77	7
C6	70	14
C7	49	35
C8	68	16
C9	64	20
C10	79	5
Mean	69,1	14,9
Median	69,5	14,5

Table 5: The correct and incorrect answers in group C

Group C, consisting of third-year university students who actively watch English-language TV series, showed that their answers were very accurate. On average, respondents got 69.1 correct answers. By analysing graphs and tables, we can observe that the results continuously fluctuate around 70 correct answers. However, there is an exception: respondent C7, who got only 49 correct answers. This discrepancy may be because this particular respondent only watched one or two series instead of all three. Another possible explanation for their lower scores could be that the individual has difficulty remembering new vocabulary acquired in the series. Unfortunately, this individual difference in respondent's learning styles could not be explored further in this study. Although respondent C7 performed worse, he was still able to answer more than half of the correct answers. It should be considered that this phenomenon may be influenced by the status of respondents as third-year university students, showing a higher level of exposure to advanced vocabulary through their research. By comparing group C with group D, we can see that the difference between the two groups is not significant. However, group C always outperformed group D in passive vocabulary acquisition. This suggests that language exposure greatly facilitated vocabulary expansion for group C respondents, especially for higher-level words. Also, it should be noted that group C has a minimal difference between the mean and the median. This indicates that group C respondents were relatively consistent in their performance, with no significant inter-individual differences as observed in groups A and B. This phenomenon may be due to the academic environment of a university, which promotes active participation of students in the development process . of the target language and provide them with a solid foundation to acquire advanced vocabulary in an educational setting.

4.7.4 Group D
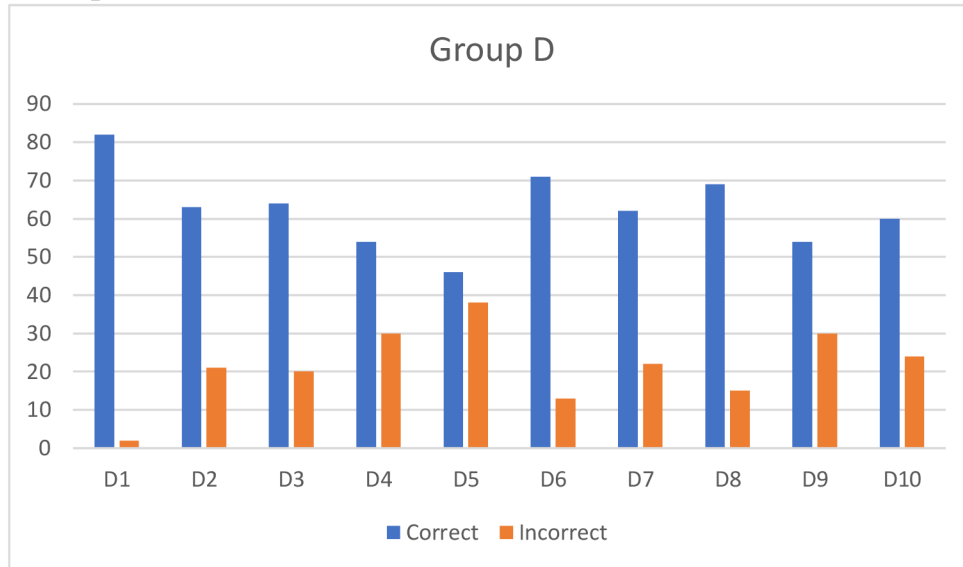
Graph 6: The correct and incorrect answers in group D

Respondent	Correct	Incorrect
D1	82	2
D2	63	21
D3	64	20
D4	54	30
D5	46	38
D6	71	13
D7	62	22
D8	69	15
D9	54	30
D10	60	24
Mean	62,5	21,5
Median	62,5	21,5

Table 6: The correct and incorrect answers in group D

Group D, consisting of third-year university students who did not actively watch English-language TV series, achieved relatively similar results. Interestingly, the differences between individual respondents in this group were the smallest of any group studied. This observation is further supported by the minimal difference between the mean and the median, which is zero. Overall, group D showed impressive

performances. The average number of correct answers of this group was 62.5, very close to the average score of group A of 58 correct answers. This implies that language exposure, in the form of university studies, allows group A students to achieve the same level of English proficiency as their group D students. It should be noted that in group D, one excellent respondent had the highest number of correct answers in the entire study. Respondent D1 achieved a special score of 82 correct answers out of a total of 84 possible answers. This remarkable achievement may be due to factors such as potential international travel experiences or other forms of language exposure that were not specifically investigated in this study. It is important to note that the study did not delve into the different forms of language exposure used by the respondents other than watching television series. Thus, respondent D1's outstanding achievement indicates the presence of additional language learning opportunities or experiences that contributed to his impressive vocabulary acquisition. Further investigation of respondents' specific language learning experiences and practices can provide valuable insights into the relationship between language exposure and vocabulary development.

5 Conclusion

The results of this study on 40 students who actively and passively watch English television series show a significant impact of language exposure through TV series on vocabulary and students' English level. It is clear that students who actively use television series as a language learning tool exhibit a broader vocabulary and demonstrate better English proficiency than students who passively watch TV series. Students who simultaneously watch English series of different genres will get an overview of different types of vocabulary. Although vocabulary differences tend to diminish with language learning, students who actively watch the series in English experience a smoother transition from B2 to C1 and C2 levels.

It is important to note that language exposure and its effects vary from person to person. Every student has a unique tendency to absorb new vocabulary. While watching TV series may be beneficial for some students, it may not yield the same results for others, even after intensive viewing. This result we can see in respondent A6, A8 and mainly C7. Although this can be a result of not watching selected TV series.

This study reaffirms that using television series as a language exposure strategy can significantly boost student's progress and provide them with a solid foundation to achieve proficiency. The implications of these findings suggest that incorporating TV series into language learning programs can significantly improve student's language acquisition and fluency. By leveraging the engaging and authentic nature of the series, educators can create a richer language learning environment that promotes the development of passive vocabulary, cultural understanding and communication skills. Future research in this area may dig deeper into individual differences in language exposure and uncover effective strategies to maximise the benefits of television series as a learning tool.

6 Summary

This bachelor's thesis deals with the topic of using TV series as a form for passive vocabulary development. The thesis begins with an introduction to the concept of language exposure, highlights its advantages and examines the pros and cons of using TV series as a form of language exposure. The thesis explores the vocabulary levels defined by the Common European Framework of Reference for Languages (CEFR), giving a comprehensive description of each level. It pay special attention to the difficult transition from B2 to C1 and C2 levels as this requires a higher level of precision and complexity in the use of the language. Discussing the CEFR, the thesis also offers a comparison between this framework and other global references. This analysis sheds light on the similarities and differences between these approaches contributing to a broader understanding of language. The main part of the thesis lies in the research that deals with the effectiveness of using television series as a tool for passive vocabulary development. The thesis addresses the challenges associated with selecting the appropriate TV series and recruiting the appropriate respondents for the study. It further explains the process of creating the test to assess the participant's vocabulary knowledge. Finally, the thesis presents research results, which clearly demonstrate that the respondents of the experimental group were able to learn passive vocabulary by watching TV series. In contrast, the control groups highlighted a significant difference between students who actively engaged in television series as a form of language exposure and students who did not. These findings contribute to existing knowledge about language learning strategies and highlight the importance of using authentic materials such as TV series for vocabulary acquisition.

7 Resumé

Tato bakalářská práce se zabývá tématem využití dramatu jako prostředku pro pasivní rozvoj slovní zásoby. Práce začíná úvodem do konceptu vystavení se cizímu jazyku, zdůrazňuje její výhody a zkoumá klady a zápory používání televizních seriálů jako formy vystavení se cizímu jazyku. Práce zkoumá úrovně slovní zásoby definované Společným evropským referenčním rámcem pro jazyky (CEFR) a poskytuje komplexní popis každé úrovně. Věnujte zvláštní pozornost obtížnému přechodu z

úrovní B2 na úrovně C1 a C2, protože tento přechod vyžaduje vyšší úroveň přesnosti a složitosti při používání jazyka. Práce také nabízí srovnání tohoto rámce CEFR s ostatními globálními standardy pro hodnocení jazykových dovedností. Tato analýza vrhá světlo na podobnosti a rozdíly mezi těmito přístupy a přispívá k širšímu porozumění postupům hodnocení jazyků po celém světě. Hlavní část práce spočívá ve výzkumu, který se zabývá efektivitou využití televizních seriálů jako nástroje pro pasivní rozvoj slovní zásoby. Práce se zabývá problémy spojenými s výběrem správného televizního seriálu a náborem správných respondentů pro studii. Dále vysvětluje proces tvorby samostatného testu k posouzení znalostí slovní zásoby účastníka. Závěrem práce prezentuje výsledky výzkumu, které jasně prokazují, že respondenti experimentální skupiny byli schopni osvojit si pasivní slovní zásobu sledováním televizních seriálů. Naproti tomu kontrolní skupiny zdůrazňovaly významný rozdíl mezi studenty, kteří se aktivně zabývali dramatem jako formou jazykového projevu, a studenty, kteří tak neučinili. Tato zjištění přispívají k existujícím znalostem o strategiích jazykového vzdělávání a zdůrazňují důležitost používání autentických materiálů jako jsou televizní seriály pro osvojování slovní zásoby.

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9 Appendix

Test for respondents:

Are you a student of

    a. first- year of college and fourth-yearhigh school
    b. third-year college

Do you watch television series

    a. in English
    b. in English with English subtitles
    c. in Czech with English subtitles
    d. in Czech

Choose the right answer. Only one answer is correct.

1) Breaking Bad
   a. *A phrase used to describe the transformation of Walter White into a criminal and drug manufacturer.*
   b. The act of escaping or evading law enforcement after committing a crime.
   c. The process of destroying evidence or hiding illegal activities.
2) Tweak
   a. *A term used to describe the effects of methamphetamine on a user.*
   b. The act of adjusting or fine-tuning something for optimal performance.
   c. The process of enhancing a chemical reaction through the addition of a catalyst.
3) The Albuquerque Connection
   a. *Referring to the drug network operating in Albuquerque, New Mexico, where Breaking Bad is set.*
   b. The act of establishing connections or relationships for mutual benefit, often in the context of illegal activities.
   c. The process of exchanging information or resources between different parties.
4) Bag of Tricks
   a. *A collection of methods or techniques used by criminals to carry out their activities or avoid detection.*
   b. A stolen bag filled with valuables.
   a. A secret storage compartment used by criminals.
2) Double Cross
   a. A method of communication between criminal organisations.

        b. *Betraying or deceiving someone within a criminal context, often for personal gain.*

        c. A hidden stash of illicit goods.

3) Wiretap

        a. *Secretly intercepting and recording telephone or electronic communications for surveillance or investigative purposes.*

        b. A tool used by criminals to break into safes.

        c. A coded message exchanged between criminals.

4) Off the Books

        a. *Referring to illegal activities or transactions that are not recorded or reported officially.*

        b. A manual for criminals on how to evade law enforcement.

        c. A criminal's escape plan.

5) The Heat

        a. *Slang term for law enforcement or the police.*

        b. A stolen vehicle used in criminal activities.

        c. A criminal organisation's hierarchy.

6) Chop Shop

        a. *An illegal garage or workshop where stolen vehicles are disassembled and their parts sold separately.*

        b. A criminal's method of hacking into computer systems.

        c. A criminal's code for selling stolen goods.

7) Shake and Bake

        a. *Slang term for a simplified and dangerous method of producing methamphetamine.*

        b. A criminal's strategy for evading detection.

        c. A criminal's secret handshake.

8) Catalyst

        a. *A substance that increases the rate of a chemical reaction without being consumed in the process.*

        b. A compound formed as a result of a chemical reaction.

        c. A substance that slows down a chemical reaction.

9) Precipitate

        a. *A solid that forms from a solution during a chemical reaction.*

        b. The process of dissolving a solid in a liquid.

        c. The liquid component of a solution.

10) Stereoselective

        a. *Referring to a reaction that predominantly forms one stereoisomer over another.*

        b. A process in which a solid changes directly into a gas without becoming a liquid first.

        c. The ability of a substance to dissolve in a particular solvent.

11) Chiral

        a. *Referring to a molecule that is not superimposable on its mirror image.*

b. A type of chemical bond that involves the sharing of electrons between atoms.

c. A compound that changes color in response to changes in pH.

12) Organic Synthesis

a. *The preparation of organic compounds through chemical reactions.*

b. The process of breaking down organic compounds using biological agents.

c. The study of the structure and properties of organic compounds.

13) Hydrolysis

a. *The chemical reaction in which a compound reacts with water to produce other compounds.*

b. The process of dissolving a gas into a liquid.

c. The study of the composition, structure, and properties of matter.

14) Esterification

a. *The reaction between an alcohol and an acid to form an ester.*

b. The process of converting a liquid into a solid.

c. The study of the elements and their compounds.

15) Informant

a. *A person who provides information to law enforcement or intelligence agencies about criminal activities.*

b. The formal process of arresting a suspect and seizing illegal goods or substances.

c. A legal document authorising law enforcement to arrest a suspect or search a specific location.

16) Bust

a. *The act of arresting individuals involved in criminal activities, often accompanied by the seizure of illegal goods or substances.*

b. A covert operation conducted by law enforcement to gather evidence against a suspected criminal.

c. The act of releasing a suspect from custody due to lack of evidence or other legal reasons.

17) Wiretap

a. *The covert interception of telephone or electronic communications, typically authorised by a court order.*

b. The act of monitoring and recording conversations between suspects and their associates.

c. The process of interviewing a suspect to gather information or elicit a confession.

18) Stakeout

a. *The surveillance of a location or individual by law enforcement, often to gather evidence or monitor suspicious activities.*

b. The act of securing a crime scene and preserving evidence for forensic analysis.

c. The process of infiltrating a criminal organisation in order to gather intelligence or evidence.

19) Asset Forfeiture

   a. *The process of confiscating assets acquired through illegal activities, often used as a means of punishing criminals and deterring future criminal behaviour.*

   b. The act of gathering information through undercover operations or surveillance.

   c. The formal process of arresting a suspect and seizing illegal goods or substances.

20) Surveillance

   a. *The covert observation of individuals or locations by law enforcement or intelligence agencies to gather information or evidence.*

   b. The process of interviewing a suspect to gather information or elicit a confession.

   c. The act of monitoring and recording conversations between suspects and their associates.

21) Caucus

   a. *A meeting or gathering of members of a political party or group to discuss and make decisions.*

   b. A small enclosed area or booth used for private discussions.

   c. A social event or gathering.

22) Filibuster

   a. A political tactic used to delay or obstruct the passage of a bill by making lengthy speeches or introducing irrelevant amendments.

   b. A type of military strategy used to exhaust or delay the enemy.

   c. A public protest or demonstration.

23) Whip

   a. *A party official responsible for maintaining discipline and ensuring party members vote according to the party's position.*

   b. A type of dessert made with whipped cream or egg whites.

   c. A type of flexible instrument used to strike or beat.

24) Constituent

   a. *A person who resides in a particular electoral district and is represented by an elected official.*

   b. A component or part of a whole.

   c. A substance or material that is formed or created.

25) Gerrymandering

   a. *The manipulation or redrawing of electoral district boundaries to benefit a particular political party.*

   b. The act of forging or altering documents.

   c. A technique used in art or design to create patterns or textures.

26) Lobbyist

  a. *A person who advocates or promotes a particular cause or interest to influence political decisions.*

  b. A professional who works in the hotel industry to assist guests with their needs.

  c. A type of architectural feature or decorative element.

27) Impeachment

  a. *The process of charging a public official with misconduct or wrongdoing, typically leading to their removal from office.*

  b. The act of challenging or questioning the validity of a legal decision.

  c. A type of investigation or inquiry conducted by a government agency.

28) Reconciliation

  a. *The process of resolving differences or conflicts and restoring friendly relations.*

  b. A financial statement that summarises a company's revenues and expenses.

  c. A method or technique used in therapy or counselling.

29) Gridlock

  a. *A situation in which traffic or progress is blocked because of congestion or a deadlock.*

  b. A type of lock or security mechanism used to secure gates or doors.

  c. A method or technique used in computer programming.

30) Quorum

  a. *The minimum number of members required to be present at a meeting for it to be valid and conduct business.*

  b. A unit of measurement used in physics to measure electrical charge.

  c. A type of legal document used to transfer property or assets.

31) Cloture

  a. *A parliamentary procedure used to end a filibuster and bring a debate to a close.*

  b. The act of securing or fastening something in place.

  c. A medical procedure to remove a clot or blockage in a blood vessel.

32) Subpoena

  a. A type of Italian pasta dish.

  b. *A legal document that commands a person to appear in court or provide evidence.*

  c. A document that grants permission to travel to a foreign country.

33) Indictment

  a. A type of formal declaration made by a government official.

  b. *A formal accusation or charge of a serious crime.*

  c. A document that grants legal ownership of a property.

34) Habeas corpus

  a. *A Latin term meaning "you should have the body," used in legal proceedings.*

b. A legal document granting temporary permission to stay in a foreign country.

c. The act of bringing a civil lawsuit against someone for damages.

35) Injunction

   a. *A court order that requires a person to do or refrain from doing a specific act.*

   b. The act of providing legal representation to a person who cannot afford it.

   c. A legal document that outlines the terms of a business agreement.

36) Extradition

   a. *The legal process of transferring a person from one country to another for trial.*

   b. The act of challenging or questioning the validity of a legal decision.

   c. The process of investigating and collecting evidence in a criminal case.

37) Pro bono

   a. *A Latin term meaning "for the public good," referring to legal services provided free of charge.*

   b. The act of donating money or resources to a charitable organisation.

   c. The legal process of transferring property or assets to another person.

38) Moot point

   a. *A legal term referring to a point of law that is irrelevant or has already been decided.*

   b. The act of addressing and resolving a dispute or conflict.

   c. The process of preparing legal documents for court proceedings.

39) Admissible evidence

   a. The act of formally presenting evidence in a court of law.

   b. *Evidence that is considered relevant and allowed to be presented in court.*

   c. The process of analysing and interpreting financial data for business purposes.

40) Subterfuge

   a. An open and transparent communication or action.

   b. *A deliberate and deceptive tactic or strategy used to achieve one's goals.*

   c. An act of kindness or support provided without any ulterior motives.

41) Exploit

   a. To treat others with fairness and equality.

   b. *To take advantage of someone or something for personal gain or benefit.*

   c. To demonstrate empathy and understanding towards others.

42) Intrigue

   a. A dull and uninteresting situation or event.

   b. *To provoke curiosity or fascination in someone.*

   c. A straightforward and transparent conversation or interaction.

43) Ploy
   a. A direct and straightforward approach to problem-solving.
   b. *A deceptive or cunning strategy used to achieve a specific goal.*
   c. An open and transparent negotiation or compromise.

44) Collusion
   a. An open and transparent collaboration or partnership.
   b. *A secret agreement or cooperation, often for illegal or unethical purposes.*
   c. The act of engaging in respectful and inclusive dialogue.

45) Coercion
   a. The act of persuading or influencing someone through legitimate and ethical means.
   b. *The use of force or threats to make someone do something against their will.*
   c. The act of compromising and finding common ground through negotiation.

46) Cunning
   a. The act of being straightforward and honest in one's actions and intentions.
   b. *Skilful or clever in a way that involves deception or trickery.*
   c. The act of being naive or gullible.

47) Subversion
   a. The act of openly challenging and questioning established norms and authorities.
   b. *The act of manipulating or undermining an established system or institution.*
   c. The act of promoting cooperation and collaboration among different groups or individuals.

48) Elocution
   a. The study of the development and growth of plants.
   b. *The act of speaking or reading aloud with clarity and expression.*
   c. The analysis of mathematical patterns and relationships.

49) .Persuasion
   a. The process of extracting metals from their ores.
   b. *The act of convincing or influencing others to adopt a certain belief or take a particular action.*
   c. The study of historical events and their causes.

50) Eloquence
   a. The ability to navigate or traverse difficult terrains.
   b. *The art of persuasive speaking or writing in a graceful and fluent manner.*
   c. The study of ancient languages and their translation.

51) Conviction
   a. The act of finding someone guilty in a court of law.

b. *A strong belief or opinion held with firmness and certainty.*

c. The analysis and interpretation of historical documents and records.

52) Poise

    a. A sudden and powerful eruption of a volcano.

    b. *Graceful and controlled composure in one's behaviour and demeanour.*

    c. The analysis and interpretation of poetry and literary works.

53) Repartee

    a. The practice of repetitive exercises for physical fitness.

    b. *Quick and witty response or conversation.*

    c. The analysis and interpretation of musical compositions.

54) Inductive reasoning

    a. The process of drawing conclusions based on deductive logic.

    b. *The process of reasoning from specific observations or examples to a general principle.*

    c. The act of forming a hypothesis based on available evidence or information.

55) Abductive reasoning

    a. The process of drawing conclusions based on a combination of deductive and inductive reasoning.

    b. *The process of forming a hypothesis based on limited information or incomplete evidence.*

    c. The act of making logical deductions from a set of premises or statements.

56) Inference

    a. The act of collecting and analysing data to draw conclusions or make predictions.

    b. *The act of reaching a logical conclusion based on evidence or reasoning.*

    c. The act of making assumptions or guesses based on limited or incomplete information.

57) Premise

    a. *A statement or proposition that is assumed to be true and is used as the basis for reasoning.*

    b. A statement or proposition that is known to be false and is used to test the validity of an argument.

    c. A false or misleading statement that is intended to deceive or mislead.

58) Correlation

    a. A cause-and-effect relationship between two variables or events.

    b. A statistical measure that quantifies the strength and direction of the relationship between two variables.

    c. *A mutual relationship or connection between two or more things.*

59) Causation

    a. *A cause-and-effect relationship between two variables or events.*

b. A statistical measure that quantifies the strength and direction of the relationship between two variables.

c. A mutual relationship or connection between two or more things.

60) Inductive leap

   a. *A sudden and intuitive understanding or insight without logical reasoning.*

   b. A logical fallacy that involves using irrelevant or unrelated information to distract from the main issue.

   c. A form of reasoning that involves making a generalisation based on a limited number of observations or examples.

61) Red herring

   a. A sudden and intuitive understanding or insight without logical reasoning.

   b. *A logical fallacy that involves using irrelevant or unrelated information to distract from the main issue.*

   c. A false or misleading statement that is intended to deceive or mislead.

62) Chain of custody

   a. *The process of documenting the chronological history of physical evidence to ensure its integrity and admissibility in court.*

   b. The study of blood and its components for the purpose of identification and investigation.

   c. The analysis of fingerprints found on surfaces at a crime scene.

63) Toolmarks

   a. Unique patterns formed by ridges and furrows on the fingertips that can be used for identification.

   b. Small and often microscopic evidence left at a crime scene, such as hair, fibers, or paint chips.

   c. *Impressions left by tools on surfaces or objects that can be used for*

64) The game is afoot

   a. The situation has become complicated or problematic.

   b. *The plan or investigation is in progress.*

   c. The game has been won or completed successfully.

65) It's all gone pear-shaped

   a. *The situation has become complicated or problematic.*

   b. Everything has gone according to plan.

   c. The situation has taken an unexpected turn for the better.

66) To be in someone's good books

   a. To be disliked or out of favour with someone.

   b. *To be well-regarded or favoured by someone.*

   c. To have a positive and optimistic outlook on life.

67) The straw that broke the camel's back

   a. *A small problem or issue that leads to a larger crisis or breakdown.*

   b. A final, decisive action that resolves a long-standing issue.

c. A situation where someone is unfairly blamed for something they didn't do.

68) Up the creek without a paddle

    a. In a difficult or hopeless situation without any means of help or assistance.

    b. In a position of advantage or power.

    c. Engaging in an activity without proper preparation or planning.

69) To be on cloud nine

    a. To be feeling sad or downcast.

    b. To be extremely happy or elated.

    c. To be confused or uncertain about a situation.

70) To be in the doghouse

    a. To be in a state of extreme happiness or excitement.

    b. To be in trouble or out of favour with someone.

    c. To be caught up in a complex or confusing situation.

71) Elucidate

    a. To confuse or obfuscate a subject.

    b. To clarify or explain a subject in a clear and understandable manner.

    c. To complicate or obscure a subject further.

72) Perceptive

    a. Lacking awareness or understanding of one's surroundings.

    b. Having a keen understanding or awareness of one's surroundings.

    c. Showing indifference or disinterest in one's surroundings.

73) Astute

    a. Showing a lack of intelligence or insight.

    b. Demonstrating shrewdness and keen judgment.

    c. Being easily fooled or deceived.

74) Incisive

    a. Lacking depth or analytical thinking.

    b. Showing keen insight and the ability to make accurate judgments.

    c. Demonstrating a superficial understanding of a subject.

75) Sagacious

    a. Showing a lack of wisdom or discernment.

    b. Having keen judgment and deep understanding.

    c. Demonstrating irrational or impulsive behaviour.

76) Discerning

    a. Having a limited understanding or judgment.

    b. Demonstrating the ability to distinguish and perceive things accurately.

    c. Showing a lack of attention or observation skills.

77) Profound

    a. Shallow or superficial in nature.

    b. Deep and meaningful in nature.

    c. Insignificant or trivial in nature.

78) Cogitate

    a. To think quickly and impulsively.

    b. *To think deeply and ponder carefully.*

    c. To avoid thinking or reflecting on a subject.

79) Perspicacious

    a. Lacking insight or understanding.

    b. *Having keen mental perception and understanding.*

    c. Demonstrating a lack of attention to detail.

80) Erudite

    a. Showing a lack of knowledge or education.

    b. *Possessing great knowledge and learning.*

    c. Having a limited understanding of a subject.

81) Cerebral

    a. Lacking intellectual capacity or mental ability.

    b. *Pertaining to the intellect and the mind.*

    c. Demonstrating physical rather than intellectual capabilities.

82) Acumen

    a. Lack of mental sharpness or intelligence.

    b. *Keen insight and quick understanding.*

    c. Demonstrating a lack of analytical skills.

83) Introspection

    a. Showing a lack of self-awareness or reflection.

    b. *The act of examining one's own thoughts and feelings.*

    c. Avoiding self-reflection or introspection.

84) Sophisticated

    a. Lacking refinement or complexity.

    b. *Having refined tastes and showing complexity in thinking.*

    c. Demonstrating a lack of sophistication and cultural awareness.