Full Length Research Paper

The effects of TV on speech education

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Generally, the speaking aspect is not properly debated when discussing the positive and negative effects of television (TV), especially on children. So, to highlight this point, this study was first initialized by asking the question: 'What are the effects of TV on speech?' and secondly, to transform the effects that TV has on speech in a utilizable manner, 'How can we utilize TV in speech education?'. The required data were collected through a survey with the middle school students involved in the sample. Students who argued that TV *does not* corrupt their speech are in the opinion that they imitate how people speak on TV and think that figures they see on TV actually speak well, teaching them how to speak well also, and that TV expands their vocabulary, helping them to express themselves more easily. According to this result, 'TV language' should set an example for that matter.

Key words: Turkish teaching, speech, speech education, the television (TV) language.

INTRODUCTION

Language skills are considered in terms of comprehension and expression. Listening and reading are comprehension skills, speaking and writing are expression skills.

Speech can be simply classified as the oral communication of a subject that is created in mind. Although speech is a natural skill, it is important to have education in order to improve it.

Speech education is not teaching a new language to students or how to speak, but it is improving their speech skills. On the contrary, speech education at schools is insuffent. Due to insufficient speech education, incomprehensive and defected speeches are observed among students.

Means such as computers, television (TV) and the internet, which are a part of human lives with various functions and features affect their users' way of living in different aspects; and the ones who are mostly exposed to this effect are children. Moreover, it is the social and academic life that has the innermost position within this sphere of influence and the means that has the highest effect on children turns out to be the TV (Tarman, 2012). Back in time when mass communication devices and the TV were not in common use, family, friend circles and educational institutions played an important role in a child's social development. Children were learning things through the people they see around them, taking them as their role models.

In time, however, the TV has placed more and more importance in children's "socialization", prompting them to learn most things from it, forming a behavioral pattern. According to "the experimental learning theory", anyone watching someone's actions on TV, taking them as their role model, can change their personality, knowledge, desires and values (Adak, 2004; Rigel, 1995).

Fast-forwarded today, it would not be inappropriate to say that the personage on TV that has too much influence in children's world is making more effective role models than their parents, friends and teachers are. Also, another role model behavior considered by TV viewers is speech.

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THE EFFECTS OF TV ON SPEECH

The language used on TV is a cross-section of the common language and it reflects a certain section of a language such as advertisements, laws or science. The language used on TV is a "section of the common language" (Kocaman, 1998).

The TV language, which is used to convey the purpose and content of a news, event or artistic exhibition, indirectly affects the way its audience uses the language in similar situations because it also sets a good example for it (Özsoy, 1998).

The fact that the TV has an impact on spoken language largely depends on how much one watches it. People tend to watch TV more due to economic reasons like lack of education or poor reading habits in order to improve them and once the TV becomes a natural part of their lives, they watch it more, therefore making language also an important aspect.

As children happen to watch TV most of the day, they are more likely to take "the media" as an example when acquiring the language. Today, they recognize the media language which they forgo questioning through a one-way communication, as the "daily spoken language" (Tandaçgüneş, 2004).

In the present day, the TV is able to get through to people not only in homes but also on phones, buses or streets and so forth and "every word from it has an audience"; so, the language of those who appear on TV can actually influence the society as a whole. Additionally, it is the TV language that people get to know even before school or family. That is why it is inevitable that they will tend to take the TV personage as an example for their speech, that will "determine a specific way for their language" and that they will "unconsciously start assimilating phrases used" (Göneç and Gönenç, 2004; Tombul, 2006).

The language used on TV is "becoming more and more "common" and even a "slogan" in the language children use, especially along with society. TV, which is now also called the "guest teachers in homes", has positive as well as negative affects due to this rapid interaction (Zülfikar, 2009).

Mistakes like foreign word usage or improper pronunciation, which belong to TV personage that people take as an example in terms of behavior and speech, has unfavorable impact on the language, soon causing it to deteriorate. In such situations where one can also conclude it as a corruption of language, a person's mistake in the language unintentionally influences the whole society while it is also "being dragged towards an unnatural, self-contradicting change within itself" (Karahan, 1998; Tombul, 2006).

Misexpressions, improper word use and unnecessary resort to foreign words in broadcasting and in Aksan's (2005) words, "some sloppy, offhand and slang factors" altogether make up the subject change, deterioration or corruption in the language.

Although the misuse of language on TV prompts the standard language to corrupt, the uses of language that can be considered as an example actually help the language to develop. According to Öztürk (1999), it must be remembered that TV helps language to develop itself and expand vocabulary. Furthermore, in Aksan's (2005) opinion, the TV, being available everywhere, is wiping off the power that dialects and accents have against the standard language while, to Salman (1998), a child whose parents, friends or even teachers use the local dialect can learn to use Turkish properly and carefully only by TV.

The purpose of TV therefore is to use the language properly, setting a good example for people, whether it is entertainment or education.

Problems and sub-problems

This study was prepared in the scope of the question: 'What are the effects of TV on speech?' This is done for it to show guidance for future ones and to be able to manifest the current situation. The sub-problems of the study are as follows:

1) What is students' attitude towards speech patterns on TV?
2) In students' point of view, do the TV personage or their parents, teachers or friends speak better?
3) According to students, how can one learn to speak well (from family, school, TV)?
4) What are the effects of TV on speech?
5) What is the importance of TV in speech education?

METHODOLOGY

Model

It is a quantitative research and the selected method was *general scanning model.* Single or relative scannings are possible through the general scanning models and the adopted approach for this study was *single scanning method,* restriced to the present time for an "*instant-situational determination*" (Karasar, 2004:79).

Population and sample

'Proportional cluster sampling' through 'cluster sampling' approach was applied in this study in oder to receive the required student's opinion.

Since it was assumed that the data obtained from the students of one single city could not properly refer to actual information; that the subject matter would differ depending on the region and that the source of scanning study is mostly based on one city only, the major field of the study is centered around 340396 middle school students (6th, 7th, and 8th grades) from 8 different cities, in 7 different regions (Kocaeli, Manisa, Hatay, Bartin, Eskişehir, Kars, Şirnak and Kilis) (Ministry of Education (MEB), 2010-2011). Also, the sample comprises 938 middle school students (6th, 7th and 8th grades) in 14 different schools, from the villages of these cities and one main school in town. 49.5% (464) of the students involved in

Table 1. The response range of students who participated in the survey: "I copy how people speak on TV".

Varables	Frequency	Percentage (%)
Completely agree	303	32.3
Agree	183	19.5
Somewhat agree	245	26.1
Disagree	123	13.1
Completely disagree	84	9.0
Total	938	100

Table 2. The answer range of students who participated in the survey: "I will be liked more in my circle of friends if I speak like the personages on TV".

Varables	Frequency	Percentage (%)
Completely agree	378	40.3
Agree	236	25.2
Somewhat agree	182	19.4
Disagree	78	8.3
Completely disagree	64	6.8
Total	938	100

Table 3. The response range of students who participated in the survey: "I like it when my friends imitate TV characters."

Varables	Frequency	Percentage (%)
Completely agree	211	22.5
Agree	172	18.3
Somewhat agree	197	21.0
Disagree	166	17.7
Completely disagree	192	20.5
Total	938	100

this research are girls and 50.5% (474) are boys. 32.6% (306) of the students are from 6th grade, 34.1% (320) are from 7th grade and 33.3% (312) are from 8th grade.

According to Büyüköztürk et al. (2010), a deviation ratio of .03 for the sample, and an error amount of .05 will be sufficient so as to reach 1065 individuals. Despite the efforts, the number of surveys resulting from the sample was limited by 938 individuals.

Data collection tools

The required data for the quantitative study that will manifest interaction between the TV and speech were collected by doing a *survey* with the middle school students within the sample. The conducted survey is composed of questions (11) that enabled one to know the individual through an explanation that introduces the purpose of the study, and questions for finding out the opinions of students regarding TV dialogs (17). The reliability rate of the articles in the survey number is 74.3%.

Data collection

The Turkish language teachers working in the main and village schools within the cities selected from 7 different regions in Turkey took part in the conducted survey.

Data analysis

The survey applied for this research was created using sequential variables (Completely Agree, Somewhat Agree, Disagree, Completely Disagree) (Balci, 2007). Answers received hereunder were analyzed by the packet program SPSS 13.0 and the data obtained were charted in percentage (%) and frequencies.

FINDINGS

Primary sub-problem findings: What is students' attitude towards speech patterns on TV?

There are 3 subjects used in the research intended to grasp the primary sub-problem of the study.

Table 1 shows the response range of students who participated in the survey: "I copy how people speak on TV". Based on these findings, it can be suggested that students do copy the speech patterns on TV.

Also Table 2 shows the answer range of students who participated in the survey: "I will be liked more in my circle of friends if I speak like the personages on TV". These findings put forward the idea that students do think they will be liked more in their circle of friends if they speak like the personages on TV.

Table 3 reveals the response range of students who participated in the survey: "I like it when my friends imitate the TV characters." Depending on thes data, it can be concluded that students like it when their friends imitate TV characters.

Tertiary sub-problem findings: According to students, how can one learn to speak well (from family, school, TV)?

There are 2 subjects used in the research intended to grasp the tertiary sub-problem of the study.

Table 4 reveals the response range of students who participated in the survey: "I learn to speak well from TV." Depending on this table, students think that they learn to speak well from TV.

Table 5 reveals the response range of students who participated in the: "I learn to speak well at school rather than from TV." Based on the evidence, it can be assumed that students do not think they learn to speak well at school rather than from TV.

Fifth sub-problem findings: What's the importance of TV in speech education?

There are 2 subjects used in the research intended to grasp the tertiary sub-problem of the study.

Table 4. The response range of students who participated in the survey: "I learn to speak well from the TV."

Varables	Frequency	Percentage (%)
Completely agree	251	26.8
Agree	203	21.6
Somewhat agree	312	33.3
Disagree	126	13.4
Completely disagree	46	4.9
Total	938	100.0

Table 5. The response range of students who participated in the survey: "I learn to speak well at school rather than from the TV."

Varables	Frequency	Percentage (%)
Completely agree	47	5.0
Agree	47	5.0
Somewhat agree	96	10.2
Disagree	148	15.8
Completely disagree	600	64.0
Total	938	100

Table 6. The response range of students who participated in the survey: "I believe that TV has a more didactic function than school."

Varables	Frequency	Percentage (%)
Completely agree	528	56.3
Agree	225	24.0
Somewhat agree	90	9.6
Disagree	56	6.0
Completely disagree	39	4.2
Total	938	100

Table 7. The response range of students who participated in the survey: "I'd like to get the speech education from my favorite TV characters instead of my teacher.

Varables	Frequency	Percentage (%)
Completly agree	438	46.7
Agree	195	20.8
Somewhat agree	139	14.8
Disagree	73	7.8
Completely disagree	93	9.9
Total	938	100

Table 6 shows the response range of students who participated in the survey: "I believe that TV has a more didactic function than school." According to the outcome here, students do believe that TV has a more didactic function than school.

Table 7 shows the response range of students who

participated in the: "I'd like to get speech education from my favorite TV characters instead of my teacher." Here, we can see that these students would like to get speech education from their favorite TV characters instead of their teacher.

DISCUSSION AND CONCLUSION

After studying the attitudes of students involved in the survey of effect of TV on speech, it is obvious that they do imitate how people talk on TV and thereby think that their friends will like them better that way. Also, students who took this survey point out that they like when their friends imitate TV characters. Therefore, it is an inevitable conclusion that TV personages actually influence the behavior and emotions of students.

TV characters are the people that TV itself creates and they have entered people's lives as if they are real. According to Tombul (2006), the reason why every single phrase used by these characters has come to be used by people is 'because an individual takes these people as an example and TV has a power of repetition."

Based on the answers given to these 3 subjects by the students who participated in the survey, students think that TV characters speak better than 'teachers', "the family" and "friends". Thus, one can assume that they like the personage on TV better than anybody in their social circles.

In response to these findings, the question of why can be explained by previous researches. According to the results of thesis study carried out by Arhan (2007), the majority of teachers stated that they did not receive any speech education in their relevant department of study when thy were undergraduate students and they did not attend any seminars or courses about speech education, either. In the same research, teachers explained that "the imperfection in students' speech stems from the "family" rather than the media organs."

In this study conducted by Okur and Göçen (2010), a considerable part of Turkish language teachers (44%) stated that they did not receive any lessons on speaking abilities during their college education. However, speaking inadequacy or corruption can actually be restored and improved today (Akbayir, 2005; Yildiz et al., 2008).

The responses to the relevant 3 subjects given by the students who participated in the survey show that students tend to learn how to speak well from 'TV', 'their family' and 'school', respectively. Therefore, the conclusion is that TV surpasses the family and school in terms of influential speaking.

These results are an indicator to Sis' (2006) idea that TV virtually surpasses schools in terms of learning the mother tongue and comprehending formal articulation features. The results also are consistent in the notions forwarded by Radio and Television Supreme Council

(RTÜK) (www.rtuk.org.tr, accessed 19 October 2011) that the radio or TV has a more significant role than schools in forming good or bad lingual habits.

According to the responses of the students in the survey, considering the effects of TV on speech, students say that they learn correct pronunciation of words from TV and that they feel it is easier to express themselves with what they learn from it too. So the TV expands their vocabulary, also with nice words. Directly proportional to these ideas, students involved in the survey appear to believe that TV does not corrupt their speech. Thus, it can be inferred that students have a positive approach to the effects of TV on speech.

The results of this research are consistent with previous ones. Based on the results of a study conducted by RTÜK (2006) with 1719 elementary school students, they think that the habit of TV watching does not have a bad influence on them in general.

On the other hand, depending on the outcome of the research conducted by RTÜK (2009) with a sample of 2570 people in 21 cities, almost half of them agree that TV facilitates interpersonal communcation and that TV has a positive effect on our language structure. Moreover, Aydin and Uzman (2005) suggest that the more children watch TV, the more their vocabulary expands.

According to the result of the students who participated in this research, they believe TV is more instructive than the school in terms of speech education and they think that this aspect will be interesting if teachers give good or bad examples in class. Also, students say that they would like to receive their speech education from their favorite TV characters instead of their teachers. Therefore, one can assume that it could be effective for students to benefit from the TV directly or indirectly in speech education, along with the fact that TV surpasses the school in speech education.

These results are also consistent with previous ones. According to the findings of the study done by Kaya and Tuna (2008), TV has the most positive influence in education, entertainment and leisure, respectively. So, according to Işik et al. (2007), just by considering the negative effects of TV, it is not wise to prevent children from seeing programs that are both instructive and enternatining.

According to the results of the research, it is observed that the students are affected by television in terms of speech. Although the students do not consider this as a negative effect, it is a fact that the speech used on television is not perfect and it has negative effects on students. The television has positive and negative effects on people due to long hours of watching. Although the television is responsible for its content, it should not be accused of consuming it.

Today, it is a disputable fact that avoiding the influence of TV is impossible with even more than one TV in most homes and the question to ask should now be, as Adak

pointed out, "how can we make use of its positive functions while minimizing its negative effects?"

This study, which displays the effects of TV on speech education, should be a guidance to researchers in "utilizing TV in speech education" and researchers should conduct studies on this instead of determining how TV affects people.

It must always be considered, "speech education cannot escape ineffectiveness unless backed up by mass communicative tools, as Çiftçi (2006) also remarked, no matter how adequate or regular the speech education is provided by families or schools." Therefore it is the TV corporations, companies and personage as well as families and teachers that have the uppermost responsibility to provide necessary guidance to researchers.

SUGGESTIONS

In order to be able to discuss the positive effects of TV on speech education, one should place the necessary importance in the language used on TV first. For prospective studies, the question of 'how can we make positive use of TV in speech education" would be more enlightening instead of questioning "the effects of TV".

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