The influence of English-language popular culture on the English acquisition of Walloons: A comparison between Walloons aged 16 to 30 and 45 to 60

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The influence of English-language popular culture on the English acquisition of Walloons:

A comparison between Walloons aged 16 to 30 and 45 to 60.

Mémoire présenté par Morena CARTA en vue de l'obtention du grade de Master en Langues et lettres modernes, orientation germaniques, à finalité approfondie

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Critères de qualité des travaux de fin d'études de la filière en Langues et lettres modernes

1. **Questions/thématiques de recherche**

   - La question de recherche est-elle clairement définie ?

   - La question de recherche est-elle originale et/ou scientifiquement ambitieuse ?

   - Dans quelle mesure contribue-t-elle à la littérature scientifique et à l'état des connaissances de la discipline ?

2. **Mobilisation de la théorie**

   - Utilisation de sources pertinentes ?
     - o Le travail contient-il des références solides et pertinentes ?
     - o Le travail contient-il un nombre suffisant de références scientifiques ?
       - ▪ Le seuil minimum est fixé à *10 références scientifiques* (à savoir : ouvrage, monographie, article de revue scientifique, chapitre d'ouvrage, compte-rendu…) ; ne comptent pas comme références scientifiques : les articles de blogs et les pages issues de sites de vulgarisation.

   - Utilisation pertinente et critique des sources ?
     - o Les sources sont-elles mobilisées de manière adéquate dans le texte ?
     - o Les citations sont-elles mobilisées de manière pertinente dans le texte ?
     - o Les différentes sources sont-elles mises en relation ?

   - Les concepts pertinents pour la question de recherche sont-ils clairement définis et maîtrisés ?

   - La/Les questions de recherche (et les hypothèses éventuelles qui en découlent) sont-elles pertinentes, principalement en lien avec l'état de l'art ?

3. **Méthodologie**

   - La méthodologie déployée permet-elle de répondre aux questions de recherche ?

   - La méthodologie déployée est-elle décrite avec clarté et de manière complète ?

   - Le cas échéant : la collecte des données (corpus, échantillon, questionnaire, sources textuelles…) a-t-elle été effectuée de manière rigoureuse ?

   - Permet-elle d'apporter des éléments de réponse aux questions de recherche et aux objectifs du travail, et, le cas échéant, de confirmer ou d'infirmer les hypothèses de travail ?

4. **Analyse/Commentaire/Résultats**

- La présentation des résultats ou observations se base-t-elle sur des preuves textuelles, des citations, des analyses de corpus, des extraits d'entretiens… ?

- Le corpus de travail est-il analysé de manière complète et systématique ?

- <u>Le cas échéant</u> : la base de données a-t-elle été constituée avec rigueur et précision ?

- Les résultats sont-ils présentés de manière claire et précise ?

- Les résultats sont-ils présentés de manière logique, de façon à développer un raisonnement cohérent ?

- Les résultats permettent-ils de répondre aux questions de recherche et de vérifier les hypothèses de travail ?

- Le commentaire permet-il une analyse en lien avec le cadre théorique défini ?

5. **Discussion, synthèse, perspectives**

- Les observations principales du travail sont-elles résumées de manière claire et mises en relation avec la littérature scientifique ?

- Des pistes de développement sur la base des conclusions principales (pour des recherches futures) sont-elles proposées ?

- Un regard critique sur la démarche mise en œuvre dans le travail est-il proposé ?

6. **Qualité de la langue**

Il est attendu que le TFE soit rédigé en langue étrangère et que la qualité de la langue mobilisée soit conforme aux attentes académiques. Indépendamment du contenu, le jury a la possibilité de remettre en cause la réussite du travail s'il estime que la qualité de la langue est insuffisante.

- La langue utilisée dans le travail respecte-t-elle les normes orthographiques, grammaticales et syntaxiques ?

- La terminologie scientifique est-elle mobilisée de manière appropriée ?

- Le texte est-il structuré de manière cohérente ?

- Le document respecte-t-il les caractéristiques du style académique ?

- La qualité de rédaction est-elle de nature à remettre en cause la réussite du travail ?

7. Mise en page et typographie

- La présentation matérielle du mémoire (structure, mise en page, typographie) est-elle soignée ?

- La longueur du travail est-elle conforme aux consignes ?

8. Référencement bibliographique et citations

- Toutes les références traitées dans le texte sont-elles présentes dans la bibliographie ?
- Toutes les références présentes dans la bibliographie sont-elles traitées dans le texte ?
- Les normes de citation sont-elles respectées ?
- Les normes bibliographiques sont-elles appliquées de manière cohérente et systématique ?
- Le travail ne contient-il pas de plagiat ; tout propos ne relevant pas d'une réflexion personnelle de l'étudiant·e est-il référencé ?

9. Défense orale

La défense orale permet au jury de vérifier la maîtrise des sujets abordés dans le travail ainsi que l'appareil méthodologique déployé. Elle permet de vérifier les compétences de présentation des étudiant·es et leur aptitude à répondre à des remarques critiques. La défense est publique et se déroule dans la langue étrangère.

Lors de la défense orale, l'étudiant·e propose une synthèse du travail soulignant les résultats principaux, approfondit un aspect particulier de celui-ci ou exploite une thématique connexe. Cette présentation dure au maximum 10 minutes.

- Le contenu de l'exposé est-il présenté de manière concise ?
- L'exposé est-il présenté de manière cohérente ?
- L'étudiant·e répond-il/elle aux critiques et questions de manière adéquate et convaincante ?
- La maîtrise de la langue orale est-elle conforme aux exigences académiques ?
- La langue mobilisée lors de la défense respecte-t-elle les normes grammaticales et lexicales ?

10. Déclaration d'authenticité relative à l'utilisation de l'intelligence artificielle générative

- L'utilisation de plateformes d'intelligence artificielle générative est-elle conforme à ce qui est indiqué dans la déclaration d'authenticité ?

11. Longueur

*La longueur attendue pour un **TFE du master 120** (avec une fourchette de 10 % vers le haut ou vers le bas) est de **240 000 caractères espaces compris**, hors bibliographie et annexes. À titre indicatif, cela correspond à 36 000 mots, hors bibliographie et annexes.*

*La longueur attendue pour un **TFE du master 60** (avec une fourchette de 10 % vers le haut ou vers le bas) est de **160 000 caractères espaces compris**, hors bibliographie et annexes. À titre indicatif, cela correspond à 24 000 mots, hors bibliographie et annexes.*

- La longueur du TFE est-elle conforme aux dispositions réglementaires ?

Déclaration d'authenticité

Je, soussigné·e CARTA Morena déclare avoir rédigé le présent travail de fin d'études de manière autonome, sans l'aide non autorisée de tiers et ne pas avoir utilisé d'autres moyens que ceux indiqués. J'ai mentionné, en précisant la source, les passages de ce travail empruntés textuellement ou sous forme de paraphrase à d'autres ouvrages.

Je déclare avoir pris connaissance de la charte ULiège d'utilisation des intelligences artificielles génératives dans les travaux universitaires (https://www.student.uliege.be/cms/c_19230399/fr/faq-student-charte-uliege-d-utilisation-des-intelligences-artificielles-generatives-dans-les-travaux-universitaires) et des restrictions propres à ma filière d'étude, et je déclare que mon travail implique (cochez la case appropriée) :

☒ Aucun usage de l'IA générative

☐ Un usage de l'IA générative comme assistant linguistique (amélioration de la formulation, de la mise en forme de textes que j'ai rédigés ; cette utilisation est comparable aux correcteurs d'orthographe et de grammaire existants).

☐ Un usage de l'IA générative comme assistant à la recherche d'information (aide comparable à l'usage des moteurs de recherche existants qui facilitent l'accès à la connaissance d'un sujet).

Ce travail peut être vérifié pour le plagiat et l'utilisation des intelligences artificielles génératives à l'aide du logiciel approprié. Je comprends qu'une conduite contraire à l'éthique peut entraîner une sanction.

Lieu, date   Signature

Liège, le 26 mai 2025   Morena Carta

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To my grandpa, I hope I am making you proud. I love you.

"There's gonna be times in life when people tell you that you can't, that's when you just gotta turn around and say watch me" – Justin Bieber

x

Abstract

English-language popular culture was found by many researchers to contribute positively to the English acquisition of young EFL learners (e.g., Puimège & Peters, 2019; Peirson-Smith & Miller, 2021, Sauro & Thorne, 2021; Wouters et al., 2024). Spreading awareness of the great potential of English-language popular culture could stimulate its use among EFL learners and in the school curricula. However, studies on the influence of English-language popular culture on the English acquisition of middle-aged people seem to be lacking. The principal objective of this study is to investigate the influence of English-language popular culture on the English acquisition of Walloons by comparing Walloons aged 16 to 30 with Walloons aged 45 to 60. The aim of this research is to examine the extent to which participants perceive English-language popular culture as influencing their English language acquisition. This study investigates whether there is a difference in self-reported English proficiency between the two age groups, and how participants in each group perceive the influence of English-language popular culture on their language skills. The third aim of this study is to examine whether there is a link between participants' English proficiency and their engagement with English-language popular culture and whether there is a difference between the two age groups. This study was carried out among 50 young Walloons aged 16 to 30 and 50 middle-aged Walloons aged 45 to 60. Data were generated from questionnaires containing questions about participants' self-assessment of their English proficiency and their attitude toward English-language popular culture. Although both age groups claimed to be exposed to and to consume English-language popular culture artifacts, the results showed that participants aged 16 to 30 are exposed to more artifacts and are greater consumers. Many consumers of English-language popular culture, regardless of group, claimed to learn English through it. However, this was found to be more common among participants aged 16 to 30. The findings showed that Walloons aged 16 to 30 are more likely to learn English through English-language popular culture, as they are more involved in it. The analysis revealed that young participants tended to classify their English proficiency at a higher level than middle-aged participants. Most participants, regardless of age group, indicated that they are aware that English-language popular culture can contribute to the acquisition of English. Many participants also claimed that English-language pop culture can go beyond what is taught at school. The results suggest that there may be a link between participants' English proficiency and their engagement with English-language

popular culture, as participants aged 16 to 30 tend to have a higher command of English as well as a greater consumption than those aged 45 to 60. This study shows that there is great potential in English-language popular culture for the acquisition of English, especially when consumed at high frequency. English-language popular culture can be beneficial for young as well as middle-aged people. Furthermore, this study fosters the integration of English-language popular culture artifacts into school curricula because of the benefits they could have on the English acquisition of EFL learners.

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Introduction

As a global lingua franca, English occupies a prominent place in the world. This international language is used in various contexts such as multicultural communication, science, and higher education. English also dominates popular culture, as it is the main language in many elements of popular culture such as music. As a matter of fact, the supremacy of English in the music industry is reflected in the fact that most singers must sing in English in order to break through internationally. The biggest hits are often sung in English and the music charts are frequently dominated by artists singing in the English language. As a result, popular music is how many people are introduced to English for the first time (Crystal, 2023). The English language is also popular among learners since it is "the most-studied second and foreign language worldwide" (Werner & Tegge, 2021, p. 5). The English language "is the most spoken language worldwide, with almost 1.5 billion people speaking it natively or fluently in 2023" (Simon & Simon, 2024).

The potential of English-language popular culture on the English acquisition of young learners has been explored by several researchers. Many have found that various English-language popular culture artifacts have beneficial effects on the development of the English language skills of EFL learners from different countries, such as vocabulary knowledge (e.g., Kuppens, 2007 & 2010; De Wilde et al., 2018; Ibrahim, 2021; Peirson-Smith & Miller, 2021; Wouters et al., 2024). In line with these previous studies, this research examines the influence of English-language popular culture on English acquisition. The innovative aspect of this study lies in its sample population: Walloons aged 16 to 30 and 45 to 60. Wallonia is a French-speaking region in southern Belgium and is Belgium's second most populated region (Statbel, 2024).

The principal objective of this study is to investigate the influence of English-language popular culture on the English acquisition of participants aged 16 to 30 and 45 to 60 and to determine whether there is a difference between the two age groups. To do so, 50 Walloons aged 16 to 30 and 50 Walloons aged 45 to 60 were asked to assess their English proficiency and their relationship with English-language popular culture by means of questionnaires. This research examines participants' exposure to as well as the frequency of their consumption of various popular culture artifacts. This study also observes whether participants claimed to learn English through English-language popular culture artifacts and

investigates participants' attitude toward English learning and English-language popular culture. Participants' self-assessed English proficiency and the number of years of English classes they have taken are considered as well.

In this thesis, the term artifacts, as used by researchers such as Werner and Tegge (2021) and Bruti (2021), refers to categories of popular culture such as music and television. It is also worth mentioning that the terms pop culture and popular culture are used with the same meaning in the context of this study.

The structure of this thesis is as follows: the first chapter gives an overview of different definitions of popular culture and historical events that led to the spread of popular culture around the world. It also provides information on popular culture artifacts, ways of accessing popular culture and the teaching of English in the Walloon educational system. The second chapter reviews pre-existing studies on the potential of English-language popular culture for English language acquisition. The third chapter contains the research questions of this research as well as hypotheses. This is followed by the methodology used to carry out this study in Chapter 4. The fifth chapter presents the results obtained by means of tables and figures. The findings of this study are discussed in relation to previous studies in Chapter 6. The limitations of this study are also tackled in this chapter. Finally, the conclusion summarizes the results of this research and answers the three research questions. Ideas for further research are also addressed.

Chapter 1: Context

1.1 Definitions of Popular Culture

Defining popular culture is not an easy task and many have tried to provide a definition for this notion. Several definitions are thus available, sometimes with great similarities and other times with some differences. These are to be found in dictionaries as well as among individual authors. In *The Oxford encyclopedia women in world industry* (2008) popular culture is defined as "the cultural practices and tastes of ordinary people" such as television, theater and music (p. 476). It is contrasted with high culture which takes form in artifacts such as the opera and classical music and whose audience includes educated people. Popular culture is also characterized by its ephemeral nature and is meant to be inviting, comprehensible, memorable and consumed. Popular culture can appear from the masses but it can also be the product of marketing, which creates artifacts aimed at a large, and at times targeted, audience. The *Encyclopedia* (2008) also associates mass media to popular culture since the former contributes consequently to the propagation of the latter. An example is the magazines with updates about celebrities that one can find in shops.

A shorter, yet interesting, definition is given by the *Oxford learner's dictionaries online* (n.d., pop culture). It refers to *pop culture* as "TV shows, books, toys, etc. that are popular among ordinary people in a particular society". A very similar definition is provided by the *Cambridge dictionary online* (n.d., pop culture), which states that *pop culture* is "[m]usic, TV, cinema, books, etc. that are popular and enjoyed by ordinary people, rather than experts or very educated people". These brief definitions give, however, little information about major aspects that are usually found in definitions of popular culture such as the notion of consumerism.

In *Understanding theology and popular culture*, Lynch (2005) alludes to points similar to those of Weinstock (2022) in *Pop culture for beginners*. Lynch (2005) and Weinstock (2022) point out the struggle to define popular culture and how it is rarely defined on its own but rather in opposition and comparison to other forms of culture such as high culture, folk culture and mass culture, for instance. Lynch (2005) mentions that pop culture is a term that has been used in various ways depending on the project a certain author is focusing on. There is no agreed definition for pop culture, but rather various definitions. For Weinstock (2022), clearly defining the term is a "conundrum" (p. 9). An element of comparison between high, folk and popular culture is the size of the audiences. Frequently

diffused in written form, high or elite culture is designed for a limited audience such as people from privileged backgrounds, often with great taste. Folk culture, on the other hand, is often passed on orally to a limited audience relatively close to the speaker (family, community, local or regional group). Popular culture distinguishes itself from elite culture and folk culture in that it is transmitted through various means to a larger audience and is often widespread (Lynch, 2005). Forbes and Mahan (2000) confirm this by stating that "high culture is a gourmet meal, folk culture is grandma's casserole, and popular culture is a McDonald's hamburger" (pp. 2-3).

Different views exist on the relationship between these three types of cultures. Forbes and Mahan (2000) describe a relationship in which the three are relevant and equal in contemporary society. A different opinion is shared by McDonald, Hoggart, Leaving and Greenberg (cited in Lynch, 2005) who believe that folk culture is now strongly endangered by the commercialization of popular culture. They also claim that pop culture can enfeeble community and guarantee obedience (Lynch, 2005). This is why Lynch (2005) states that McDonald, Hoggart, Leaving and Greenberg perceive pop culture as the "culture provided *for* the people" and not "the authentic culture *of* the people" (p. 10). In his book, Lynch (2005) alludes to the notion of "bricolage" to refer to the interweaving of diverse forms of culture (p. 10). Behind this concept lies the idea that it is often complex to differentiate between folk and pop culture. The author exemplifies this with salsa dance, which is part of Cuban and Latin American folk culture and is taught in Britain. Nowadays, the standard of living of people includes different elements from different traditions (Lynch, 2005). Weinstock (2022) claims that it is plausible to establish a link between popular culture and folk culture. Originally, the two are contrasted to each other, especially since pop culture is something created for mass consumption, which is strongly opposed to folk culture. In this regard, Weinstock (2022) mentions the notion of commodification of folk culture, which can be included into the concept of popular culture. He illustrates this with the mass commodification of woven Navajo rugs and blankets, representing Navajo folk culture. This can be considered, as the author names it, to be "the 'inauthentic' pop culture version" of it (Weinstock, 2022, p. 13). Fedorak (2009) elaborates on the intertwining of popular culture and high culture. Some artifacts that are now considered to belong to popular culture emerged as artifacts of high culture. This is the case of the ancient practice of Japanese *kodo*. The opposite also exists, that is, elements that originally belonged to popular culture are now only attracting the elite, e.g., orchestral music (Fedorak, 2009). Popular culture can also blur social barriers. This is the case with samba and tango, two types of dances of modest origins,

which are performed by all kinds of people worldwide. Due to globalization, the distinction between high and low culture (e.g., popular culture) is not as clear and established as it used to be (Fedorak, 2009). Kidd (2017) states that pop culture "is usually associated with either mass culture or folk culture, and differentiated from high culture and various institutional cultures (political culture, educational culture, legal culture, etc.)" (Introduction, para. 1). Whereas mass culture and popular culture are often used interchangeably by some, Fiske (1989) makes a distinction between the two. To him, mass culture refers to the system behind the commercialization and marketing of the artifacts produced for the mass population while popular culture is how people make use of these artifacts. As will be put forward at the end of this section and as opposed to Fiske (1989), I have decided to associate mass culture with popular culture and not to make a sharp distinction between the two in my definition of popular culture. *Mass culture*, the "cultural products that are both mass-produced and for mass audiences" (*Oxford Reference*, n.d., mass culture), invokes the artifacts of popular culture. Therefore, mass culture and popular culture are closely intertwined and related.

In the essay "Folklore to populore", Browne (2005), the pioneering scholar of pop culture, gives the following definition for the concept of popular culture: "[p]opular culture consists of the aspects of attitudes, behaviors, beliefs, customs, and tastes that define the people of any society. Popular culture is, in the historic use of the term, the *culture of the people*" (p. 25). A similar view is shared by Fedorak (2009) who states that pop culture has the potential to guide and shape people's values, ideals and practices as well as their vision and comprehension of the world. It can also involve political and societal commentary and activism. Fedorak (2009) further adds that popular culture is powerfully anchored in society.

Based on the ideas that often dominate in contemporary thinking and writing in social media and the popular press, Weinstock (2022) puts forward a rather elaborate definition of the notion of popular culture. Weinstock (2022) asserts that "[p]opular culture can be defined as social practices and activities in which people can engage without significant training, education, or cost" (p. 19). He adds to this that it is closely linked to youth culture and refers to practices and activities that can lead to pleasure and personal expression. Although they are dominant in the lives of consumers, these practices and activities are repeatedly considered "to lack interpretive depth or complexity" (p. 19). Weinstock (2022) states that popular culture also has the ability to be remodeled or to vanish quickly. This last point is also shared by Fedorak (2009) who refers to pop culture as an ongoing process. Fedorak (2009) instantiates this with the genre of Rock' n' Roll and the various varieties it has

developed over the years. A reappearance of certain aspects of popular culture years after their peak of popularity is also possible, e.g., clothing styles (Fedorak, 2009).

The major recurring elements in the definitions of popular culture are the concepts of consumerism and consumption (*The Oxford encyclopedia women in world industry,* 2008; Fedorak, 2009) and its appeal to an ordinary mass audience (*Cambridge dictionary online*, n.d. pop culture; *Oxford learner's dictionaries online*, n.d., pop culture; Lynch, 2005; *The Oxford encyclopedia women in world industry,* 2008; Fedorak, 2009, Weinstock, 2022).

Partly based on these different, yet sometimes similar, definitions, I have decided to make my own definition of popular culture. This definition underlines the meaning of popular culture used in the context of this research. Formerly, popular culture was exclusively the domain of the low people. Overtime, it has become a phenomenon that can influence the common people as well as some people from higher social classes. This is linked with the fact that pop culture is for everyone and for every taste. Popular culture can take diverse forms and consists of a large range of artifacts (see Section 1.3) such as music, television and social media. These products are made to be consumed by a large number of consumers. The notion of consumerism is key to the phenomenon of popular culture. Pop culture has the potential to impact the way people shape their lives and the way they think. It influences and shapes their tastes as well. Nowadays, it is conceivable to have an intertwining of popular culture with other forms of culture such as high culture, folk culture and mass culture, for instance. The paintings of prestigious artists such as Van Gogh which are now used as a decorative element in houses are an example of this. Mass culture is strongly linked to pop culture in that it represents the artifacts of the latter. Popular culture is prominent in society. Indeed, it is everywhere, whether people want it or not. The large availability and popularity of pop culture across the world are linked to globalization and technological developments and improvements. There is no barrier between continents when it comes to the phenomenon of popular culture. Essentially, pop culture aims to entertain people. Nowadays, it can also teach people things and be used in educational contexts. This is the case for language learning contexts, for instance. In such contexts, one can find a combination of entertainment and learning, which makes the learning process easier and makes it more enjoyable as well. New artifacts of pop culture can emerge and/or reemerge at any time. Each period has its popular culture but certain artifacts can be found in more than one period. The development of one artifact through time is also possible. Some artifacts are more lasting than others. For example, a viral line from a funny video has a shorter lifespan than songs in general.

1.2. History

The development and spread of popular culture, in particular English language popular culture, result from a plethora of systems, inventions and improvements. In this regard, the notions of capitalism, Industrial Revolution, consumerism, cultural imperialism and globalization are of high relevance. Capitalism is the economic system that currently pervades in almost all parts of the globe. It is impacting popular culture in that it shapes it and contributes to its production as well as its development (O'Brien & Szeman, 2017). An important moment in history is the Industrial Revolution (18th-19th century), which transformed society in many ways. The Industrial Revolution "describes the transition from an agricultural and small-scale commercial society to one based on organized mechanical production" (O'Brien & Szeman, 2017, p. 41). It sharpened the economic system of capitalism but also had an impact on the way goods are produced as well as on the extent of their production. It reshaped life and its results are seen in the structure of contemporary life. This Revolution influenced how people were consuming as well as their standard of living. Its impact has also affected popular culture and the way it was produced. Its elaboration and expansion were also influenced and enabled by the Industrial Revolution (O'Brien & Szeman, 2017). This is due to the fact that this Revolution is closely associated with the growing commercialization of pop culture and with technological inventions and improvements. These developments helped shape new forms of popular culture, which are the ones we know the most today. They also helped propel pop culture artifacts to a larger scale and to a greater number of social classes (O'Brien & Szeman, 2017). Among these technological improvements and developments, one finds the telephone, phonograph, telegraphy, railroad, media empires, the Internet and digital libraries. The establishment of a railway allowed people to travel and enabled them to go to cinemas, the theatre and alike (O'Brien & Szeman, 2017). It also made it possible for pop culture artifacts to be spread in different parts of the world by facilitating, improving and stimulating the transportation and "distribution of goods and services" (O'Brien & Szeman, 2017, p. 54). Not only do "technologies of production", but also "technologies of delivery", such as the telegraph (mid-19th century), play a key role in the evolution and growth of pop culture (O'Brien & Szeman, 2017, p. 54). Technologies of delivery are central in the channeling of information (O'Brien & Szeman, 2017). The Industrial Revolution, together with the industrialization and the technological improvements that stemmed from it, enabled the development of pop culture artifacts such as the press, advertising, broadcasting, the cinema and pop music with

the radio, for instance (Crystal, 2003; O'Brien & Szeman, 2017). The Revolution led to the establishment of a consumer society in which consumerism is central. The amplification of commercialization is linked with the flourishing of mass media, caused by the Industrial Revolution (O'Brien & Szeman, 2017). Thus, the Revolution and the developments and changes that came with it played a major role in the growth of popular culture.

Due to the central position of the USA and the UK in the development and spread of technological improvements, English, the mother tongue in these places, has firmly established itself in all of this (Crystal, 2003). It goes so far as to talk about "the Americanization of popular culture" (O'Brien & Szeman, 2017, p. 18). In the press sector, English owes its notable status to the inauguration of important papers and alike in the UK and the USA (Crystal, 2003). When it comes to advertising, the traces of English can be seen right from the beginning. In general, English-language ads do not dominate in non-anglophone countries, but they are more discernable than the ads produced in other languages (Crystal, 2003). This is why "it is the English of American products which rules" (Crystal, 2003, p. 94). The very first commercial radio station was established in an English-speaking region, that is, in Pennsylvania (Crystal, 2003). When "commercial channels developed" in Europe, the "American experience and influence" were already strongly established (Crystal, 2003, p. 95). There was a strong position of Britain in broadcasting and thus of English too. The UK, together with the USA, were also prominent in the domain of public television. The dominance of America, and especially of Hollywood, in the industry of the cinema was pivotal. This is why English governed movies when sound started to be included in them. Although the film industry developed in other parts of the world, Hollywood and the production of its movies in English continued to pervade (Crystal, 2003). This explains why most of the biggest movies are English-language movies (e.g., *Titanic*, *Barbie*, *Avatar*, *Oppenheimer*, *the Avengers*, *Wicked*). This central position of the English language is found in the recording industry as well. The first words recorded by the phonograph were in English and nearly all the other similar developments stemmed from the USA (Crystal, 2003). In the field of popular music, every "major recording companies […] had English-language origins" (Crystal, 2003, p. 101). The supremacy of the English language in popular music around the world is reflected in its pervasive influence on the music one hears at the radio. As a result, popular music is how many people are introduced to the English language for the first time. Thanks to the high production of gramophone records, the spread of English-language songs across the world was made easier (Crystal, 2003). This is why "[w]hen modern popular music arrived, it was almost entirely an English

scene" (Crystal, 2003, p. 102). The USA and the UK once again established themselves as important in the field of popular music with maestros such as Elvis Presley and the Beatles, whose influence went further than their home country. Popular music diffused English among the youth with such speed and dominance that no other artifact has ever done so (Crystal, 2003). Crystal (2003) points out the significant impact of the English language in the 2000s in "the international pop music world" (p. 103). He justifies this by explaining that even though every country has its own singers who sing in the national language(s), only a few of them manage to break through internationally. Most of the time, they have to sing in the English language to achieve this (Crystal, 2003). He illustrates this with the international career of the successful Swedish band ABBA, which is entirely characterized by the English language. The supremacy of English in the music industry is also emphasized by the fact that most popular songs are in English: "All I Want for Christmas Is You" by Mariah Carey and "Thriller" by Michael Jackson, for instance. Even the Queen and King of pop music, for example, are American artists singing or who used to sing in English. Furthermore, the most streamed female album on Spotify is an English-language album, that is, *SOUR* by Olivia Rodrigo.

It is thus clear that English was promoted in all these industries due to the UK's leadership in the Industrial Revolution and the USA's chief economic power (Crystal, 2003). The dominance of these two refers to what is known as cultural imperialism, "unequal power relations – economic, political, and cultural – that continue to exist between developed and developing countries" (O'Brien & Szeman, 2017, p. 308). In the current society, it is notably the USA that exerts the most power worldwide. An example of this is the American product McDonald's, which originated in the United States in 1937 and which is now found in a plethora of countries outside the American continent (O'Brien & Szeman, 2017). This brand also instantiates the phenomenon of *globalization*, which is "the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large multinational companies and of improved communication" (*OED online*, n.d., globalization). Globalization is an important factor in the development and spread of popular culture across the world as well as in the spread of new technologies.

1.3. Artifacts of Popular Culture

Enumerating every "artifact" (Werner & Tegge, 2021, p. 3) that falls into the notion of popular culture is not always an easy task. Some people may consider certain artifacts to

be part of pop culture while others would not agree with them. In this section, I will list several artifacts that are often considered to belong to pop culture. Music and live entertainment are central in the notion of pop culture (Weinstock, 2022). Every genre of music, concerts, festivals, TV shows such as music contests (e.g., X Factor) as well as award ceremonies (e.g., the GRAMMYs, the VMAs and the Oscars) highlight a side of pop culture. This first artifact can be represented by people, that is, by musicians such as pop singer Justin Bieber. Television (Weinstock, 2022) and the media (Bruti, 2021) represent other chief artifacts of pop culture. Movies, series, reality shows, cartoons (e.g., Disney), the news, sport events (e.g., the Olympic Games), interviews and alike fall under this category. Another major pop culture artifact is represented by the Internet and social media platforms (Weinstock, 2022) such as YouTube, Instagram, TikTok, Facebook, Snapchat, X, and other social media services as well as influencers, blogs, podcasts, memes and funny videos, trends and challenges and more. The written form of pop culture takes shape in literature and the press (Acharya, 2015) with books, cartoons, poetry, manga, comics newspapers and journals, for instance. Videos games (Weinstock, 2022) such as Minecraft, FIFA and Fortnite also form pop culture artifacts. The derivative products of all the above-mentioned aspects of popular culture are also included in the notion of pop culture. These artifacts often interact with one another. This is illustrated by characters in a movie doing TikTok dances, or by the existence of press articles on music or sport, for instance. It is important to mention that this list does not represent all popular culture artifacts but only some of the most common ones.

It is now possible to have an intertwining of high and pop culture. The famous painting Leonardo da Vinci's *Mona Lisa* (1503-1506) serves as a good example in this context. Indeed, a lot of popular derivatives have been made: the *Mona Lisa* with a bubble gum as well as numerous pop art versions of it such as the *Colored Mona Lisa* by Andy Warhol (1963). What is particular about the latter is that it is linked with popular culture since *pop art* is "a style of art, developed in the 1950s and 1960s, that was based on popular culture and used material such as advertisements, film images, etc." but it also distances from it in that it has become a valuable painting worth millions of dollars (*OED online*, n.d., pop art). High culture and its artifacts are characterized by their unavailability to the common people. Indeed, not everyone can afford to buy an authentic Van Gogh, for instance. However, it is now possible for people, regardless of their social class and the money they earn, to buy posters of some of Van Gogh's paintings at an attractive price. Thanks to these alternatives, anyone can decorate the rooms of their house with elements from high culture. In a way, aspects of high culture are not totally restricted to a specific group of society

anymore. These two examples suggest that there is a fine line between pop culture and high culture, which is why a sharp distinction between the two should not be made anymore.

1.4. Accessing Popular Culture

It has been argued that popular culture can be accessed by three main routes, namely, mass media, personal networks and traveling (Grau, 2009 mentioned in Werner & Tegge, 2021). The first route, mass media, has had and still has a significant impact on the spread of pop culture around the world (Queen, 2015 mentioned in Werner & Tegge, 2021). This is explained by the fact that most people in the Western World are surrounded daily by mass media artifacts such as social media and advertisements. These artifacts occupy a prominent place in developed countries and in the daily lives of most Western people. One's personal network should also be considered given that several people may interact with one another and talk about popular culture. This can be done by debating over something they saw on television, by discussing their favorite movie or even by recommending a book. Traveling plays a central role in the spread of popular culture worldwide. By traveling to another continent, one can discover elements of pop culture that are new to them but can also make people discover some. This can also be related to the first route, mass media, in that this could also be done via social media. Social media give easy and borderless access to different countries. It is the reason why a trend that started in the United States can rapidly spread to European countries.

1.5. The Teaching of English in the Walloon Educational System

This section gives a general overview of the teaching of foreign languages in the Walloon educational system. It aims to give a better insight into the moment when the learner is confronted with the possibility of learning English as a foreign language. It is important to mention that this section focuses on general rules, but that these may diverge based on the institution in which the student is studying, for example, a Catholic secondary school. This may also vary depending on whether the student is studying at a secondary school with a technical rather than a general qualification, for instance.

In kindergarten, learning a foreign language is not part of the curriculum. It is, however, possible to learn a foreign language in the third year of kindergarten through immersion (Frontaliers Grand Est, 2024b).

Regarding primary education in Wallonia, learning a foreign language is introduced and compulsory from the fifth year of primary school and from the third year in Brussels and in certain Walloon municipalities (Frontaliers Grand Est, 2024b; Belgium.be Informations et services officiels, 2025). Some schools, however, have anticipated this by offering an earlier introduction to a second language. Pupils have the choice between three languages: Dutch, English and German. In primary school, the foreign language chosen is taught twice a week (Frontaliers Grand Est, 2024b).

There are differences between the three levels of secondary education. At the first level of secondary school, that is, the first and second year, students are limited to a single foreign language, which they learn four times a week. At the second level, i.e., the third and fourth year, the possibility of learning a second foreign language is introduced in the third year of secondary school. Finally, at the third level, that is, the fifth and sixth year, students can decide to learn a third foreign language. For their second as well as their third foreign language, students have the choice between the following languages: Dutch, German, English, Italian, Spanish and Arabic. However, it is important to point out that some students might have a narrower choice for their first foreign language based on the municipality in which they are located. As a matter of fact, teaching Dutch as a second language is compulsory in Walloon municipalities on the Dutch-speaking border such as Enghien. Geographical location also plays a role in Malmedy, Waimes, Baelen, Plombières and Welkenraedt, since the first foreign language learned in these localities can only be Dutch or German. In secondary school, students can also decide to do their studies in immersion. Eight to thirteen times a week can be devoted to immersion learning (Frontaliers Grand Est, 2024a & 2024c).

There are no set rules for the process of learning one or more foreign language(s) in higher education, as it largely depends on the study field chosen and the institution.

The material covered in English courses depends on the level of instruction. In kindergarten, the aim is to introduce the pupil to the foreign language. To this end, interactive activities are set up to bring the child into contact with the written and spoken language, through songs and games, for instance. The objective is to familiarize students with the pronunciation of the English language and the intonations used to express certain emotions. Teachers introduce pupils to English through activities related to emotions, weather, birthdays, numbers, colors, forms of greetings and alike (Fédération Wallonie-Bruxelles, 2020). The material covered in primary education is similar. As a matter of fact, the main aim of these English classes is to introduce children to English. Other tools, such as comic

strips, are used in addition to those used in kindergarten. Over the years, students are introduced to new concepts, such as plural words (Fédération Wallonie-Bruxelles, 2022a & 2022b & 2022c). Regarding English courses in the first two years of secondary education, students who chose English as first foreign language are expected to achieve a level between A1 and A2- in all skills. In the second and third years, the average level is B1- in all skills. In the last two years of secondary school, the expected level is B1+ or B2- depending on skills. Students who have English as second foreign language are expected to have a proficiency equal to A2, regardless of skills, after their first two years of English classes and a B1- level after four years. Students who chose English as third foreign language should have an A2+ level after the two years of English classes. In the first common stage of secondary education, English courses focus on four skills: listening, reading, speaking and writing. Students participate in activities such as discussing a text, describing a picture, explaining the meaning of a word, completing fill-in-the-blank sentences and writing a letter to a celebrity. They are also introduced to different registers, linguistic variations between British and American English, for example, and grammatical notions such as coordinating conjunctions (Fédération Wallonie-Bruxelles, 2019a). In the second and third stages of secondary education, these elements are deepened and students are involved in activities that require a greater knowledge of the language. The teaching of English grammar also becomes more complex over the years. For instance, students become familiar with different conjugation tenses, such as past and future tenses (Fédération Wallonie-Bruxelles, 2019b).

Chapter 2: Literature Review

This chapter explores various studies that have been carried out in the twenty-first century with the aims to analyze popular culture and to find out the potential several English-language popular culture artifacts have for the acquisition and development of English among English learners. Researchers have examined the question of integrating such artifacts into the curriculum as well. Other elements such as motivation and anxiety have also been addressed by some. This chapter is divided into five parts: music, television, gaming, the Internet together with social media and reading. The studies covered in each paragraph are organized as much as possible from the most general to the most specific, that is, from the furthest away to the closest to Wallonia.

2.1 Music

Several studies carried out in different locations have explored music and its potential for English language learning (Kuppens, 2007 & 2010; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Ibrahim, 2021; Tegge & Coxhead, 2021; Werner, 2021; Wouters et al., 2024). Tegge and Coxhead (2021) highlighted the predominance of this artifact, and especially of the rap genre, across the world. Music has often been found to be highly consumed by many participants and to be particularly omnipresent in their lives (Kuppens, 2010; De Wilde et al., 2018; Peters, 2018; Bollansée et al., 2021; Ibrahim, 2021; Tegge & Coxhead, 2021; Wouters et al., 2024). De Wilde et al. (2018), for instance, were not astonished to notice that music makes up the daily lives of almost all their participants (97%) since the Flemish radio is strongly characterized by English-language music. As a result, even if Flemish children do not wish to, they are surrounded by it.

The negative views and reluctance shared by many on music, and rap in particular, have been underlined by researchers such as Tegge and Coxhead (2021). In the context of their corpus study on the lexical profile of English-language rap lyrics as well as their vocabulary challenge for learners and teachers, Tegge and Coxhead (2021) pointed out that rap music tends to be avoided in the classroom due to its explicit character. What often motivates this choice to exclude rap songs from the educational system is the omnipresence of the explicit themes of sex, drugs and crimes and their uncensored speech which make most rap songs unsuitable for educational contexts (Tegge & Coxhead, 2021). It was found

that rap is more lexically demanding and causes thus more challenge than other artifacts such as movie scripts because of its specific features such as African American Vernacular English (AAVE) and word formation processes like compounding (Tegge & Coxhead, 2021).

Despite the hesitation and negative stereotypes certain genres of music can provoke, many researchers such as Bednarek (2021), Bruti (2021), Tegge and Coxhead (2021), and Werner (2021) have emphasized the benefits of music such as its ability to provide listeners with an insight into language variation and innovation as well as insight into an authentic use of the language. Rap songs, for instance, are a good way for learners to familiarize themselves with slurs and slang, which are rarely, if ever, found in educational books. Rap is thus more than songs one can sing along, it is also a way to enrich people's knowledge of a language and the culture that stems from it. If rap music were mixed with educational books, which contain the more formal aspect of a language, learners could gain insight into how a language is used in different contexts (Tegge & Coxhead, 2021). The lack of authenticity in the educational context has also been pointed out by other researchers such as Bednarek (2021), Bruti (2021) and Werner (2021) who affirmed that learners are seeking authentic use of the language learned but the educational system and its educational textbooks do not meet this expectation. In the context of his corpus analysis on pop lyrics and conversational grammar, Werner (2021) mentioned that the school curriculum fails to provide learners with the way English is used in real life, and to help them speak naturally and become aware of language variations. Werner (2021) found out that pop lyrics could be a good medium for introducing and familiarizing learners with conversational grammar and conversational language, for instance, thanks to the fact that a great range of aspects of conversational grammar such as basic conjunctions, modals, questions and discourse markers can be covered in pop lyrics. Werner (2021) stated that it is high time that such lyrics as well as other pop culture artifacts start to complement other existing material aimed at language teaching and learning. Pop lyrics are an artifact of popular culture that illustrates the ability to provide learners with a deeper insight into the language studied than what they are usually confronted with in the classroom (Bednarek, 2021; Bruti, 2021; Tegge & Coxhead, 2021; Werner 2021). Moody (2021) stated that including authentic materials from pop culture into the classroom and introducing learners with such materials might be a way to create a balance between authenticity and the strong focus placed on the standard variety in educational contexts. It is feasible to find a happy medium between rap music and the educational system, for example, since as Tegge and Coxhead (2021) asserted, it is possible to retrieve songs with lyrics with a lower lexical load and content that is thematically and

linguistically accessible and appropriate, and which could be integrated into an educational environment.

The consumption of English-language music has been shown by many to often contribute positively to word knowledge and acquisition (Kuppens, 2007; De Wilde et al., 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Ibrahim, 2021). These positive results have also often been linked to the need to include English-language popular culture artifacts in the educational context. This is the case of Ibrahim (2021) who focused on how Alaa Barcelona, a 24-year-old girl from Sudan, speaks English with a Midwestern US accent. English is a second language in her country and is taught as a subject at school. Alaa had never been to an English-speaking country but her way of speaking American is due to the influence American music had on her. Her exposure to English-language pop culture made that her skills excelled what was covered in the classroom. Her case emphasizes Crystal's (2003) statement in that she made her first contact with English through music. Music is an artifact that can entertain and teach. Ibrahim (2021) showed how popular culture is becoming an important means in the process of English language learning. Thanks to this, ESL learners have a knowledge of the language that goes beyond what is tackled in the classroom. Ibrahim (2021) stated that Alaa's case is common and that it underlines the necessity for teachers to include popular culture in their curriculum.

The potential of music and the need for it to be included into the school curriculum have been mentioned by Kuppens (2007) as well. Kuppens (2007) examined whether English-language media can exert an influence on the acquisition of English vocabulary in the long term. She also analyzed the potential connection between children's use of media and their performance in an English vocabulary test. Her study was carried out among Flemish children from different schools who were in their last year of primary education. These participants had never taken English classes but were expected to have access to a variety of English-language media. The participants had to self-report in a written format the frequency of their use of English language media such as music and movies, their attitude toward the language, their active use of it, a self-evaluation of their English skills and more. An oral vocabulary test based on illustrations also had to be taken. Kuppens (2007) found out that English-language music had no impact on the results of the vocabulary test. She pointed out that more than half of the correct English names for the objects found in the pictures were Dutch cognates. She further added that there were only a few participants whose vocabulary knowledge is diversified and who rather opted for non-cognates. She observed that Flemish participants who listen to English-language music the most were able

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to cite a great number of non-cognate words. Music has been found to exert a positive influence on the acquisition of difficult vocabulary. Kuppens (2007) mentioned that singing along songs might stimulate and facilitate the memorization of words.

Kuppens' (2007) findings are in line with those of Puimège and Peters (2019) who noticed, in the context of the meaning recognition test their participants had to take, that English-language music is among the artifacts that impact positively word knowledge the most. Puimège and Peters (2019) studied the English vocabulary proficiency of young Flemish children with no formal English education. Participants were divided into three groups: children of 10 years old, those of 11 years old and those aged 12. When analyzing learners' receptive vocabulary knowledge, they particularly focused on meaning recall and meaning recognition. They analyzed the relationship between English vocabulary acquisition and learner-related factors such as extramural English and age as well as the connection between English vocabulary acquisition and word-related factors such as cognateness and frequency. Participants were given a questionnaire to fill in about aspects such as their extramural English consumption and their attitude toward the language. They had to take an English and a Dutch vocabulary test as well. Puimège and Peters (2019) were interested in finding out whether there is a difference in the consumption of extramural English between the different age groups, if they also differ in terms of their English vocabulary knowledge, and which learner- and word-related factors influence the participants' word knowledge the most.

The potential of music has also been underlined by Bollansée et al. (2021). They analyzed the productive word knowledge of Flemish learners aged 11 to 12 before any formal instruction and their exposure to extramural English. These learners were from six distinct primary school in Flanders, Belgium. Their aim was to find out if extramural English can promote English productive vocabulary knowledge and which activities have the most potential in this regard. To do so, they made use of a productive English vocabulary test as well as a questionnaire. The latter focused on the learners' prior contact with the language in educational contexts as well as their attitudes toward the English language. It also questioned them about the extramural English activities they engaged with. Bollansée et al. (2021) were interested in discovering the extent to which young Flemish learners interact with extramural English, their score on a test examining productive vocabulary knowledge and in analyzing whether there is a difference between learners in grade five and those in grade six. They also wanted to observe the relationship between these learners' engagement with extramural English and their productive vocabulary knowledge. When analyzing the relationship

between young Flemish learners' extramural English and their productive vocabulary knowledge, they discovered a positive correlation with music.

Music and the gains it could generate have also been investigated by De Wilde et al. (2018) in the context of their examination of the extent of the influence that out-of-class exposure to English-language popular culture can have on the English proficiency of children before any formal English instruction. They also examined the different artifacts that are potentially responsible for this as well as their upshot. To do so, they tested the English receptive vocabulary knowledge as well as the listening, speaking, reading and writing skills of Flemish pupils aged 10 to 12 in their final year of primary school. These four skills were evaluated based on the Cambridge English Test for Young Learners – Flyers. Participants were also required to complete a questionnaire about their out-of-school exposure to English as well as their view on, their use of and their attitude toward the language. Although De Wilde et al. (2018) found out that the consumption of English-language music is valuable for the receptive vocabulary and the reading and writing abilities of their participants, that is, Flemish children, they also discovered that the prominent consumption of this artifact in comparison to the others is linked to lower English language proficiency. It is worth pointing out that the consumption of music does not necessarily imply the understanding and the acquisition of the language. In such cases, English-language songs do not contribute to the development of the language (De Wilde et al., 2018).

Peters (2018) observed that music is not always associated with high gains and positive correlations. She examined the frequency of Flemish EFL students' out-of-school exposure to English-language media and the potential relationship between current out-of-school exposure to this kind of media and learners' vocabulary knowledge. Peters (2018) made a comparison between 16-year-old learners in the fourth year of secondary school and 19-year-old students in their first year of university. To do so, she provided her participants with a questionnaire on the frequency of their out-of-school exposure to various English-language media as well as with a frequency-based vocabulary test evaluating meaning recognition. When examining the correlation between her participants' vocabulary knowledge and their exposure to English-language music, Peters (2018) observed a minor negative correlation.

The benefits of the popularity and high potential of pop lyrics have been demonstrated by several researchers. Popular culture artifacts such as pop lyrics, for instance, contribute to the fact that most English learners have already been exposed to the language before entering the English classroom (Kuppens, 2007 & 2010; De Wilde et al.,

2018; Puimège & Peters, 2019; Bollansée et al., 2021; Moody, 2021; Werner, 2021). This phenomenon is underlined by studies carried out among participants with no former English instruction but who nevertheless performed well on language tests (i.e. Kuppens, 2007 & 2010; De Wilde et al., 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Wouters et al., 2024).

2.2 Television

Television is an artifact of popular culture that has been highly considered by researchers. This section presents various studies, including corpus analyses as well as research carried out in Africa and Flanders (Belgium) (Kuppens 2007 & 2010; Peters et al., 2016; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bednarek, 2021; Bollansée et al., 2021; Bruti, 2021; Ibrahim, 2021; Wouters et al., 2024). These have the aim to put forward the potential of television for English language learning. The insertion of this artifact into the curriculum is also discussed.

The frequency of the consumption of television among participants has been pointed out by several researchers. This is the case of Kuppens (2010) who was interested in seeing whether popular media forms including English-language subtitled television and films could bring about the incidental acquisition of the English language in the long term among Flemish preteens. The participants were around 11 years old, were in their final year of primary school and had never had any English instruction. Kuppens (2010) put forward a written survey for Flemish pupils to describe their use of English-language media and of English in general, their attitudes toward the target language, to self-assess their English skills and more. She also generated two translation tests, one from English to Dutch and the other from Dutch to English. Kuppens (2010) noticed that L1 subtitled English-language television and films are an important part of her participants' lives. This has also been noticed by De Wilde et al. (2018), Peters (2018), Bollansée et al. (2021) and Wouters et al. (2024). Bollansée et al. (2021) observed that watching television in English with English subtitles is among the artifacts that are the least frequently consumed by their participants. A similar observation was made by De Wilde et al. (2018). Indeed, in contrast to watching English television subtitled in their home language, watching English spoken television with English subtitles or without subtitles was found to be unlikely to make up the daily routine of their participants. Peters (2018) noticed that her participants are also frequently exposed to non-subtitled movies and television. Based on her observations, she suggested that learners'

frequent use of English media inputs might change over time. Indeed, computer games were found to be more exploited by 16-year-old students than university students, who engage more frequently with non-subtitled television programs than the former. In the context of their study on the potential relationship between out-of-class English and their participants' motivation, language anxiety as well as their listening and reading skills, Wouters et al. (2024) analyzed the consumption of television among participants. They carried out their study among three different age groups: Flemish participants aged 11 to 12 (grade six), 13 to 14 (grade eight) and 15 to 16 (grade ten). The latter group consisted of EFL learners in technical secondary education who had already been studying English for two years, the group of grade eight participants was made up of EFL learners who had recently started attending English classes and the group of grade six were pupils with no formal English education. Wouters et al. (2024) made use of a questionnaire evaluating the participants' exposure to and consumption of extramural English as well as a listening and reading comprehension test. Grades eight and ten learners were asked to answer questions about motivation and language anxiety, which was not the case for grade six pupils. Both listening and reading tests were an excerpt from the European Survey on Language Competences at the levels A1, A2, B1 and B2 of the Common European Framework of Reference for Languages. The latter level was removed for grade six participants. In line with Kuppens (2010), De Wilde et al. (2018) and Peters (2018), Wouters et al. (2024) noticed that watching English-language television with Dutch subtitles seemed to be more common among their participants than watching it without subtitles, with English subtitles or subtitles in any other language than English and Dutch. Puimège and Peters (2019) noticed that their participants' consumption of popular culture artifacts increases over time, especially when it comes to watching videos and television.

The influence exerted by popular culture artifacts such as television on the way people talk has been underlined by Bruti (2021) in the context of her corpus study of American teen TV talk. Her corpus is made up of teen talk from the first three seasons of *Pretty little liars*, *Riverdale* and *13 Reasons why*. She claims that since people are constantly exposed to popular culture artifacts, the way they speak becomes influenced by the way English is used in these particular aspects of pop culture. This can enrich their vocabulary because they are exposed to unfamiliar words. Repeated encounters with these words will eventually help pop culture consumers remember them. TV shows are central to the discussion of how popular culture can influence the way people talk (Bruti, 2021). Bruti (2021) asserts that TV shows exert a consequent influence on students. Viewers are

confronted with a language use that they can choose to follow, reject or elaborate depending on the needs and situations. In this context, she also alludes to the negative views on teen talk, which has also been pointed out by Tegge and Coxhead (2021) in the context of rap music. English-language popular culture, and popular culture in general, is often linked to slang, slurs, swear words, dialects and more, which often leads to some pop culture artifacts being deemed inappropriate for some contexts. It could also be argued that it has a negative impact on the way teenagers communicate. Indeed, the way teenagers talk is often criticized based on the numerous slang, swearing and loan words that make up their language (Bruti, 2021).

The presence of swear and taboo words in US TV series as a way to provide learners with an insight into innovative, emotional and natural language as well as realism has been brought up by Bednarek (2021). She carried out a corpus analysis of the swear/taboo words *god*, *hell*, *damn*, *ass*, *bitch*, *shit*, *fucking*, and *fuck* in US TV series. Bednarek (2021) complemented this corpus analysis with an analysis of use in TV dialogues, comments of screenwriters on the incorporation of swear/taboo words in their scripts and answers of EFL learners from diverse German universities to a questionnaire on their consumption of TV shows that include such words. The screenwriters she interviewed pointed out that there are various functions that are expected when using such words in series such as characterization and the manifestation of emotions. The most frequent one, however, is the creation of realism. Popular culture is something through which people can easily be faced with swearing and other taboo words, as opposed to the classroom. Television is for this reason a useful way for learners to familiarize themselves with a form of language that is uncensored and natural to the native speaker (Bednarek, 2021). In this case, uncensored does not mean that characters in these series speak with a totally vulgar and explicit language, but that they use a way of speaking that a native speaker would normally use in their everyday life. Among the German students who answered Bednarek's (2021) questionnaire, some claimed that they are aware of the presence of swear/taboo words in the TV shows they watch while others seemed to be less sensible to this. This could result from the fact that it depends on the series that entertain them. As a matter of fact, one student could be consuming TV series that contain a large number of swear/taboo words whereas another could be watching series whose scripts are not particularly marked by such a register.

The potential and possible benefits of television are elements that have been highly considered by researchers. Ibrahim (2021) reported the case of Delores, a South African Zulu speaker of 22 years old, who has a Midwestern US accent. Although English is an official

language in her country, she regards it as a learned second language. Delores sounds American even though she has no American origins. The American touch in her accent resulted from her great consumption of American television. Her case is illustrative of the power popular culture can have. Some researchers have explored the potential of subtitled, non-subtitled and captioned television in Flanders. This is the case of Kuppens, (2007 & 2010), Peters et al. (2016), De Wilde et al. (2018), Puimège and Peters (2019), Bollansée et al. (2021) and Wouters et al. (2024), for instance. Kuppens (2007) states that children who have watched English-language television before entering the English classroom for the very first time are already more advanced than those who have not. One of the factors contributing to this exposure is that television programs in foreign languages in Flanders are more frequently subtitled than dubbed (Kuppens, 2007; De Wilde et al., 2018; Peters et al., 2016; Peters, 2018). Teachers are thus encouraging parents to expose their children to English-language television (Kuppens, 2007). Kuppens (2010) noticed that participants who regularly consume English language-subtitled programs and films produced better translation tests than the rest. Peters et al. (2016) examined the impact of Dutch (i.e., L1) subtitles and captions (i.e., English subtitles) on various aspects of word knowledge among Flemish EFL learners. To do so, two experiments were conducted. The first one was carried out among intermediate EFL learners from year five and year six from a general secondary school. The second one was conducted among EFL learners studying in a vocational school. They were between 17 and 20 years old and almost all had Dutch as their mother tongue. The English proficiency of the participants in the second experiment was considered to go from low to pre-intermediate. Each experiment consisted of language tests, a captions group and a subtitles group. The former group referred to the participants who watched the documentary with captions whereas the latter was made up of those who consumed it with Dutch subtitles. Overall, the observations made by Peters et al. (2016) from the first experiment were in line with those from the second one. Their study shows that it is possible to incidentally acquire new vocabulary through the consumption of a short video clip. In general, few learning gains were observed in the participants. Nevertheless, captions were found to increase the acquisition of new word forms and to be more beneficial for this matter than Dutch subtitles. All learners, no matter their level of proficiency, can benefit from captions. Various other factors could however be of relevance such as the visual aspect of the video consumed (Peters et al., 2016). Frequency of occurrence was found to be positively associated with word learning. This, however, did not prevent words occurring only once to be memorized. This suggests that there might be other relevant parameters that play a role

in this. Peters et al. (2016) noticed a positive connection between learners' vocabulary size and word learning. Indeed, "[t]he more words a learner knows, the more words they will learn" (Peters et al., 2016, p. 145). Nevertheless, learners with a restricted vocabulary knowledge can learn new words via L1 subtitles and captions. L1 subtitles and L2 subtitles or captions involve more lexical learning than the absence of any kind of subtitles (Peters et al., 2016; Kuppens 2007 & 2010). This is in contrast with Bollansée et al.'s (2021) observation that watching television in English without subtitles is among the artifacts that seem to be particularly related to learning. They found out that watching television without subtitles was positively correlated with young Flemish learners' productive vocabulary knowledge whereas the latter's relationship with watching television with L1 subtitles was negatively correlated.

Subtitled and non-subtitled movies and television programs were examined by Peters (2018) as well. A positive correlation has been noticed between learners' vocabulary knowledge and their exposure to television programs, followed by non-subtitled movies. Surprisingly, Peters (2018) observed that frequent users of subtitled television and movies did not necessary do better on the vocabulary test. This is in contrast with Kuppens' (2007 & 2010) and Peters et al.' (2016) findings. Peters (2018) suggests that this might be because nearly all participants claimed to watch subtitled television and films frequently. Better scores were reached in the vocabulary test by the group of university students. De Wilde et al. (2018) also examined the potential gains from English-language television. Watching subtitled programs was not found to be the factor with the most beneficial effects on informal language learning. This, however, does not prevent it from having learning gains. The variability in the participants' skills might partly be the consequence of a difference in their exposure to English and English-language activities (De Wilde et al., 2018). Even though they do not analyze it in detail in the context of their study, they argue that the attitude toward English is something of high relevance. Nearly all their participants claimed to have a positive attitude toward English, which might explain and stimulate their out-of-school consumption of English. In the context of their study on the English vocabulary proficiency of young Flemish children with no formal English education, Puimège and Peters (2019) examined subtitled and non-subtitled English language videos and television. Regarding the meaning recognition test their participants had to take, watching television was found to be one of the factors with the most positive impact on word knowledge. This is in line with Kuppens' (2010) and Peters' (2018) findings. Puimège and Peters (2019) observed a positive correlation between extramural English such as subtitled and non-subtitled television and

vocabulary knowledge. Indeed, incidental learning through extramural English can largely contribute to English vocabulary acquisition with learners' vocabulary proficiency becoming wider with age. Wouters et al. (2024) found out that watching non-subtitled television in English is positively related to listening and especially reading skills. They noticed that the consumption of non-subtitled television could be more advantageous for learners than television with subtitles in their mother tongue. This is in line with Bollansée et al. (2021) who observed that watching television with Dutch subtitles, that is, subtitles in learners' mother tongue, contributed unfavorably to the vocabulary test scores of the participants and who found a positive correlation between watching non-subtitled television and young Flemish learners' productive vocabulary knowledge.

The question of integrating English-language popular culture into school curricula has been examined by many researchers (i.e., Kuppens, 2010; Peters, 2018; Bednarek, 2021; Bollansée et al., 2021; Bruti, 2021; Ibrahim, 2021; Wouters et al., 2024). Ibrahim (2021) accentuates the fundamental need for popular culture to be incorporated into any English language curriculum due to its remarkable impact and potential. Bruti (2021) argues that popular culture artifacts, such as TV shows, should be included in the language teaching and learning processes, for the initiation to "innovative and emotional language" and the stimulation of learning beyond the educational institution, for instance (p. 45). She also mentions that since teenagers are constantly immersed in series, it would be rational for such TV shows to be exploited in EFL classrooms. Bednarek (2021) takes part in the discussion as well. Regarding the implications of swear/taboo words and TV shows for the EFL classroom, Bednarek (2021) mentions Dewaele (2004) and his claim that such words should be highly represented in the learning material of instructed learning. The use of TV series in the classroom is the answer to the problem underlined by some teachers that textbooks only reflect scripted language. If such register is avoided in the classroom, students may not acquire the knowledge they need to use this type of discourse accurately, which could result in offence and humiliation (Dewaele, 2018 mentioned in Bednarek, 2021). Although some language teachers are opposed to the use of subtitled media in the educational context because of their potential distraction (Danan, 2004 mentioned in Kuppens, 2010), Kuppens (2010) argues that they should also be aware of the positive impact these subtitles could have on learners. Kuppens (2010) argues that English teachers should give advice to their students on how to use these sources appropriately for their incidental language acquisition. She further adds that educators could combine intentional and incidental language acquisition by incorporating media sources into the curriculum. Peters' (2018) research highlights the great

potential of out-of-class exposure to English language media for English language learning. Her study also shows that teachers should promote language gains from out-of-school English-language activities. This is also the case of Wouters et al. (2024). As a matter of fact, their study and the benefits it puts forward of the impact of extramural English on proficiency point to the need for English teachers to incorporate activities such as watching non-subtitled TV into homework assignments. Bollansée et al. (2021) argue that language learners should interact with out-of-school activities because there is undoubtedly high potential in extramural English. They indicate that teachers could recommend extramural English activities to their students so that they could expand their knowledge and become able to read in the target language. They could also guide learners by informing them about the potential of each activity regarding productive vocabulary knowledge. The high potential of television emphasized by many researchers clarifies why they insist on the need to include such material in the educational context, and on the need for teachers to promote it.

2.3 Gaming

Several studies have analyzed the impact and potential of video games on the acquisition of English as a foreign language. Their popularity among participants is also an element that has often been observed. This section examines a few of these studies that have been carried out in Flanders (Belgium) (Kuppens, 2007 & 2010; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Wouters et al., 2024).

Video games have often been found to be highly popular in the daily lives of many participants. Although less consumed than music and subtitled English-language television and films by Kuppens' (2010) Flemish participants, computer games have also been found to be popular in their daily routine. She also noticed that these are more consumed by males than females. This last observation is in line with the findings of Peters (2018), Puimège and Peters (2019) and Bollansée et al. (2021). The place taken by video games in the lives of participants has also been observed by De Wilde et al. (2018) who found that playing English-language video games was the fourth most consumed artifact by the Flemish pupils surveyed. Their study reveals that several English-language popular culture artifacts, and thus the English language in general, make up the daily lives of many participants. Indeed, 45% of them asserted that they make use of English daily. Peters (2018), Bollansée et al. (2021) and Wouters et al. (2024) observed that computer games are among the artifacts to which their participants are frequently exposed.

The impact of video games and the nature of its correlations with other variables have been explored by a few researchers. Kuppens (2007), who examined the potential influence exerted by English-language media on the acquisition of English vocabulary in the long term, noticed that video games had no impact on the results of the vocabulary test taken by her participants. This observation could perhaps be explained by the fact that she did not differentiate between the different genres of computer games and thus made no distinction between games that make great use of English and those that exploit it very restrictedly. Kuppens (2010) argues that multiplayer online gaming might lead to global friendship networks, and thus to new ways of learning a language. However, gaming in English was found to have a positive outcome by De Wilde et al. (2018). They assert that gaming could be beneficial for receptive vocabulary and general proficiency as well. Videos games are characterized by their interactive and communicative components, which can be particularly important for the development of English language skills (De Wilde et al., 2018). In the context of Peters' (2018) study, computer games were not the object of any significant correlations with learners' vocabulary knowledge. This is in contrast with Kuppens (2010) who claimed that computer games have a positive impact on language skills. A similar idea is found among Puimège and Peters (2019). Indeed, in the context of the meaning recall test they carried out, they observed that computer games can greatly contribute to English vocabulary learning. Bollansée et al. (2021) also found a positive correlation between learners' extramural English and their productive vocabulary knowledge. Bollansée et al. (2021) also mentioned that video games seem to be particularly associated with learning. A potential reciprocal relationship between English-language vocabulary acquisition and contact with this target language has been underlined by Puimège and Peters (2019). Indeed, the enlargement of learner's vocabulary knowledge could make them engage more with the language learned. This could also result in increased vocabulary learning. A distinction between the two genders has been noticed. Indeed, boys' vocabulary appeared to be larger than girls' (Puimège & Peters, 2019). A comparable observation was made by Bollansée et al. (2021) who noticed that boys' scores tended to rank higher than girls'. This could be the consequence of their higher consumption of extramural English due to the time spent gaming (Puimège & Peters, 2019). It seems that gaming, together with video streaming, are the extramural English activities that have an impact on learners' word knowledge in a more consistent way than the other artifacts (Puimège & Peters, 2019). A positive correlation between extramural English and vocabulary knowledge has been observed by Puimège and Peters (2019) in the context of their study. Indeed, incidental learning through extramural

English can largely contribute to English vocabulary acquisition with learners' vocabulary proficiency improving with age.

2.4 The Internet and Social Media

This section presents research that have been carried out in Africa, Hong Kong and Flanders (Belgium) on the effects of the use of the Internet and social media platforms on ESL and EFL learners (De Wilde et al., 2018; Peters, 2018; Ibrahim, 2021; Peirson-Smith & Miller, 2021; Wouters et al., 2024). They also provide a better understanding of how these artifacts can be used efficiently in extracurricular contexts, as well as inside the classroom, and why they should be part of the teaching program.

It was found that the Internet and social media platforms occupy an important place in the lives of most participants. De Wilde et al. (2018) observed that social media platforms are the third most exploited artifact by their participants. This is in line with Peters' (2018) findings since surfing the Internet is among the artifacts to which her participants are most often exposed. A similar observation was made by Wouters et al. (2024) who noticed that watching YouTube videos is the second most consumed artifact by their participants.

Several researchers have examined the potential of the Internet and social media for learning English and linked their findings to the discussion of integrating pop culture material into the classroom (De Wilde et al., 2018; Peters, 2018; Ibrahim, 2021; Peirson-Smith & Miller, 2021). As stated previously (Section 2.1), Ibrahim (2021) noticed in Alaa Barcelona advanced English skills acquired through music. He also mentioned her excellent command of English when posting on social media. Her case is thus illustrative of someone who acquired the language through popular culture, music in her case, and who uses it when exposed to other pop culture artifacts, such as social media. Her exposure to English-language pop culture was found to stimulate her English use. This element contributes to Ibrahim's (2021) statement that it is necessary for teachers to include popular culture in their curriculum. Peirson-Smith and Miller (2021) have also addressed the benefits of integrating social media into teaching contexts. Their study shows how social media can be used to practice and improve learners' English skills while discussing pop culture topics. Peirson-Smith and Miller (2021) set forth an innovative approach with a course on popular culture aimed at undergraduate students from different fields of study at a Hong Kong university whose first language is not English. The English level of these students was between high elementary and high intermediate. The course consisted of a mix of lectures and tutorials

characterized by interactivity as well as discussions on a Facebook group. Students were required to post and interact weekly in English with one another about prompt questions on the course content, that is, varying popular culture topics such as advertising and entertainment. They both observed that the out-of-class activity they had set up had a positive impact on students and allowed them to share their thoughts about the course content. Students were driven to use their second language, that is, English, in online and offline situations about popular culture topics they related to. They enjoyed the course content and the topics covered, which were "familiar, accessible" and relatable (Peirson-Smith & Miller, 2021, p. 158). They also claimed to be in favor of such activities in that it allowed them to ameliorate their English skills. The ease with which they communicated in the foreign language could indicate fierce motivation to move forward in the learning journey when inspiring topics are discussed. The course has compensated for the fact that students have few opportunities to interact and participate in lecture halls (Peirson-Smith & Miller, 2021). It has been argued by Peirson-Smith and Miller (2021) that teachers should supplement their lectures with additional out-of-class activities that interest their students and give them the opportunity to practice their second language. This course was beneficial for learners on various levels. Indeed, it enriched their cognitive and communicative abilities and made them develop further critical awareness. Peirson-Smith and Miller's (2021) study provides a better understanding of the potential of social media platforms and how they can be used as a teaching and learning tool. Most of the time, they are well-received by students, who use them to engage socially with their peers and enlarge their learning journey (Peirson-Smith & Miller, 2021). Peirson-Smith and Miller (2021) also point out that such pedagogical approach has the ability to increase learners' motivation and their language competences.

The learning gains the Internet and social media could generate as well as the integration of pop culture material into the classroom have been discussed by De Wilde et al. (2018) and Peters (2018) as well. De Wilde et al. (2018) claim that English-language activities such as social media and the exposure to the language that results from it can contribute in their own way to the broadening of English skills among non-English native speakers. People are exposed to English through activities that are detached from any teaching or learning objective (De Wilde et al., 2018). It is, however, significant to mention that their study shows that these originally non-educative activities can lead to informal learning. They also declared that there is a strong connection between watching English-language videos and learners' listening comprehension. De Wilde et al. (2018) noticed that the use of social media seems to have a positive impact on the participants' receptive

vocabulary as well as their listening, reading, writing and speaking skills. It has also been found to be favorable for English proficiency in general and to be a factor with beneficial effects on informal language learning. The great potential of out-of-class exposure to English language media on Flemish EFL learners' vocabulary knowledge was considered by Peters (2018). She found a positive correlation between learners' vocabulary knowledge and their exposure to the Internet. As a result, she emphasizes the need for teachers to promote such activities and argues that they should guide their students in the effective use of the Internet for language learning.

Motivation and stress are elements that have been underlined by a number of researchers, often in relation to the educational context. Peirson-Smith & Miller (2021) point out that stress related to performance might prevent some students from participating in the classroom. The out-of-class activity their participants were exposed to might have given them the opportunity to express themselves in the foreign language despite their limited skills. Motivation and stress are factors that have been considered by Wouters et al. (2024) as well. They found connections between several extramural English activities, motivation and anxiety. Most participants claimed to not feel anxious when they must speak in the target language in the classroom. A third of grade eight learners and a third of grade ten participants, however, indicated that they are affected by such anxiety. Only a small number of learners mentioned that they suffer from anxiety when they must speak English outside the classroom. Wouters et al. (2024) claim that learners who regularly consume extramural English are more likely to suffer from less anxiety. Wouters et al. (2024) put forward that there is a relationship between EFL learners' motivation and their commitment to extramural English. English teachers should be made aware of the positive effects that such out-of-class activities have on motivation and anxiety so that they can exploit them in the best interests of their students (Wouters et al., 2024). In the context of her corpus study on teen talk in television, Bruti (2021) alluded to motivation, anxiety as well as self-confidence. In line with Peirson-Smith & Miller (2021) and Wouters et al. (2024), she states that series enhance and enlarge learners' learning motivation and reduce anxiety due to their entertaining and enjoyable character. Watchers are involved in them, which fosters and facilitates the learning process. This could also lead to the stimulation of self-confidence as well as the desire to take risks and to extend one's knowledge (Bruti, 2021).

2.5 Reading and Activities Related to the Written Component

Reading and activities related to the written component are elements that have been addressed in various studies that highlight the linguistic gains that these popular culture artifacts can bring about in English learners (De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Sauro & Thorne, 2021; Wouters et al., 2024). Despite the overall unpopularity of these activities among participants, the studies presented in this section have been able to identify relevant observations.

Reading in English has often been found to be among the least frequent activities to which English learners are exposed and to be unlikely to make up their daily routine (De Wilde et al., 2018; Peters, 2018; Bollansée et al., 2021; Wouters et al., 2024). Bollansée et al. (2021) observed that the extramural English artifacts consumed vary according to the age of the learners. This could result from the fact that some activities might require a higher language proficiency than others and thus more previous contact with the language. Reading in English might be among these activities that necessitate high mastery of the language, which could explain its low popularity among learners (De Wilde et al., 2018). The suggestion that there may be a lack of skills needed to read in the target language among participants is also expressed by Puimège and Peters (2019), who noticed no relevant differences between the reading habits of the three age groups (10, 11 and 12 years old) and saw little evolution in their reading frequency.

The benefits of reading and activities related to the written component have been discussed by De Wilde et al. (2018), Peters (2018), Sauro and Thorne (2021) and Wouters et al. (2024). Sauro and Thorne (2021) have highlighted the positive effects of writing fanfiction based on existing literature and fictional texts on various aspects such as the development of English skills. Sauro and Thorne (2021) examined the potential of using fanfiction in a pedagogical context for learning English as a second language. To do so, they reshaped a mandatory English teacher education course at the Swedish Malmö University. The students of this course, between 70 and 90 per term, were studying to become English teachers in secondary school. Sauro and Thorne's (2021) project lasted six years and they contributed to it by implementing and redesigning several times group tasks based on fanfiction produced in the English language. One of the objectives of this course was to stimulate these future teachers to engage with innovative tools such as fanfiction in their future classrooms to enhance their students' contribution and their English skills. Sauro and Thorne (2021) put forward three different phases of their fanfiction project, with each phase

being an innovative and improved version of the previous one based on students' feedback. Overall, all three phases involved students' engagement in group works based on creative fanfiction writings. They observed that their project resulted in a plethora of positive upshots such as linguistic improvements in vocabulary and grammar as well as further interest and participation among most students. It also enabled learners to uplevel their academic and creative writing skills and trained them in literary analysis. Participants claimed that this project influenced their way of speaking English outside the classroom as well. Sauro and Thorne (2021) state that it is necessary for students to take part in activities that stimulate their creative and innovative use of the language studied. Fanfiction has been shown to be one way of doing this. Although very few of her participants frequently read English-language books and magazines, Peters (2018) found a positive correlation between reading and learners' vocabulary knowledge. She pointed out that even though her participants claimed to rarely engage with English-language books and magazines, they might, however, be exposed to reading activities on the Internet. Reading English-language books was not found to be among the factors with the most beneficial effects on informal language learning by De Wilde et al. (2018). This, however, does not mean that it does not positively impact their learning gains in some way. Regarding reading and learners' anxiety, a negative correlation between the two was found by Wouters et al. (2024).

The studies included in this chapter put forward that various English-language popular culture artifacts such as music, television and video games can contribute to English language acquisition. Not only are they positive for language learning, but they have also often been found to be beneficial in terms of motivation and anxiety. Many have stressed the need to integrate such artifacts into the educational system because of their high potential in terms of language teaching and learning, and the authentic use of the language they reflect.

Chapter 3: Research Questions and Hypotheses

Many researchers have highlighted the influence that English-language popular culture has on the English acquisition of learners in different parts of the world (e.g., Kuppens 2007 & 2010; Peters et al., 2016; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bednarek, 2021; Bollansée et al., 2021; Bruti, 2021; Ibrahim, 2021; Peirson-Smith & Miller, 2021; Sauro & Thorne, 2021; Werner, 2021; Wouters et al., 2024). Although several studies on the subject have been carried out in Flanders, that is, the Dutch-speaking part of Belgium (e.g., Kuppens 2007 & 2010; Peters et al., 2016; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Wouters et al., 2024), it seems that such studies focusing on the French-speaking part, Wallonia, are missing or rare in the literature. Most studies tend to investigate the extent to which English-language pop culture influences the English acquisition of young learners. To the best of my knowledge, no research has explored the impact of English-language popular culture on the English acquisition of middle-aged learners. To my knowledge, no study has examined the difference in the influence exerted by English-language popular culture on the English acquisition of young people and of adults in the middle of their adulthood.

To contribute to and fill in gaps in the literature, this research aims to analyze the influence of English-language popular culture on the acquisition of English as a foreign language by comparing young Walloons of the end of Generation Y and Generation Z with middle-aged Walloons of Generation X. This research also looks at participants' self-reported command of English and their relationship with English-language pop culture. The principal objective of this study is to provide answers to the following research questions:

1. To what extent do participants perceive English-language popular culture as influencing their English language acquisition?

2. Is there a difference in self-reported English proficiency between participants aged 16 to 30 and those aged 45 to 60, and how do participants in each group perceive the influence of English-language popular culture on their language skills?

3. Is there a link between participants' English proficiency and their engagement with English-language popular culture? Is there a difference between participants aged 16 to 30 and those aged 45 to 60?

In the light of previous research, it can be assumed that the findings of this study will show that the younger participants, i.e., aged 16 to 30, are great consumers of English-language pop culture. It can also be presumed that this study will highlight an undeniable potential of English-language popular culture on the English acquisition of young learners.

Chapter 4: Methodology

4.1 Participants

To carry out this research, 50 young people aged 16 to 30 (end of Generation Y/ Generation Z) and 50 older people aged 45 to 60 (Generation X) were needed. In this thesis, the former group is referred to as Group 1 and the latter as Group 2. These age brackets were chosen because they represent the generation of a young person and that of his or her parents in most cases. To be eligible, participants aged 16 to 30 had to have spent most of their lives in Wallonia, that is, the French-speaking part of Belgium. Those aged 45 to 60 were expected to have spent at least most of their lives and their youth in Wallonia. All participants were expected to be French speakers. The reason for this is that participants took part in the study in French.

4.2 Instrument

Two different, yet very similar, questionnaires in French were generated on Google Forms to carry out this study. Both questionnaires were piloted by two people for each questionnaire, that is, four in total, before being published. Once piloted, the questionnaires were spread out on the Internet via the social media platforms Facebook and Instagram. People shared them with their acquaintances as well in order to make them part of this study. An initial questionnaire comprising 40 questions on personal experience with English and English-language popular culture was designed for participants aged 16 to 30. Participants aged 45 to 60 were given the same questionnaire with two additional questions. These two questions are not part of the questionnaire designed for participants aged 16 to 30, as they require participants to give information about their exposure to English-language pop culture when they were young.

Different question formats characterize the questionnaires: open questions, multiple choice questions as well as Likert scale questions (e.g., a scale from 1 to 5 with the following propositions: 1. *Strongly disagree*, 2: *Disagree*, 3: *I don't know*, 4: *Agree*, 5: *Strongly agree*). The content of the questionnaires can be divided into four parts: questions regarding 1) background information, 2) exposure to English-language pop culture, 3) pop culture and English-language use, followed by 4) pop culture and English-language learning. Each part is a matter of self-perception on the part of the participant. The questions under background information regard participants' gender, their academic or professional status as well as their

potential English proficiency. The second part, that is, exposure to English-language popular culture, focuses on the participants' interest in (English-language) popular culture and English, the extent of their exposure to such artifacts as well as their attitude toward English-language pop culture. It is in this part that the two additional questions for adults aged 45 to 60 are found. These focus on their exposure to English-language pop culture during their youth and their view on it (1-2).

1) To what extent would you say that you were exposed to English-language pop culture during your youth?

   o To a large extent.
   o To a small extent.
   o I don't know.

2) Do you wish you were as influenced as people between 16 and 30 years old are by English-language pop culture during your youth? Why?

Participants are also asked to indicate their frequency of consumption of the following English-language pop culture artifacts: music, films, series, books, the press, (YouTube) videos, social media, memes (i.e. gifs, funny videos), video games, sport and art. They are also required to give their opinion on these habits. One question is about fandoms. This question was included in the questionnaires in order to examine whether the phenomenon of fandom could contribute to participants' acquisition of English and enable them to practice communicating in English. The final questions of the questionnaires focus on participants' motivation to learn English, on pop culture as a potential source of motivation, and on their acquisition of English through various English-language popular culture artifacts (e.g., 3).

3) I am learning English through movies and/or series (1: *Strongly disagree*, 2: *Disagree*, 3: *I don't know*, 4: *Agree*, 5: *Strongly agree*).

   1   2   3   4   5

Art, however, is not the focus of a question like the example provided because it was assumed that this artifact would not be popular among participants and therefore would not

provide interesting answers. The decision to not include art in this was also motivated by the fact that every effort was made to not include trivial questions in the questionnaires so that people would not be too lazy to participate. A question centers on participants' opinion on the effects of English-language pop culture on their English proficiency. The following questions focus on the ability of English-language popular culture to go beyond what is taught at school, and on the existence of a gap between participants' level of English and that of their parents or children, depending on the questionnaire answered by the participants. The questions that compose the questionnaires have the aim to provide an answer to the research questions.

The answers provided by the participants for the various questions were analyzed on the basis of a descriptive and an inferential analysis. In Chapter 5, figures and tables are used to give a more visual aspect to data analysis. Some lines in the tables are in grey in order to visually represent the categories with no instances and the categories that were not included in the figures and/or for the performance of the Chi-Square tests (see further information in 4.3). The answers to the questions were examined individually as well as in combination with those of other questions. Indeed, the number of years of English classes taken by the participants and their English proficiency were explored together as well as the exposure to a certain artifact and the frequency of its consumption, for instance. As the main aim of this thesis is to compare the two age groups, the findings are constantly approached in terms of comparison.

It is important to point out that due to a lack of consistency and/or irrelevance among some participants, a few responses had to be categorized as being irrelevant. Indeed, some people claimed to not be exposed to a particular artifact but later stated that they consume this same artifact very often, often or sometimes. Therefore, it has been decided that a negative answer for the exposure to a certain artifact (i.e. "No") can only combine with an answer that has a negative or neutral connotation, that is, "I don't know", "Rarely" and "Never", for the question on the frequency of consumption of this artifact. Any answer with a positive connotation, that is, "Very often", "Often" and "Sometimes", were classified as irrelevant due to a lack of consistency. The same rule was applied for participants who claimed to not consume a particular artifact and who later asserted that they are learning English through this same artifact. The answers "Strongly agree" and "Agree" on the latter have thus been changed to "Irrelevant". Some participants claimed to not be exposed to a particular artifact, English-language books for instance, and then stated that they consume it rarely. Others asserted that they are exposed to this artifact and selected the answer "Rarely"

for the frequency of their consumption of this same artifact. In this context, all responses were kept as they were. On the one hand, the rule regarding answers with a negative connotation applies in this case. On the other, consuming something rarely underlies exposure. Some questions were left unanswered by some, leading to the creation of the category "No answer".

The findings of this study are related to the existing literature as well. To be more precise, the observations made by the researchers mentioned in Chapter 2 as well as their findings will be discussed in relation to those of this study. This will be done in Chapter 6.

4.3 Statistical Analysis

Chi-Square tests were performed with the software Excel (Microsoft 365 Apps for enterprise, 2024, Version 16.89.1) for the inferential analysis. This hypothesis testing method allows to observe whether there is an association between two categorical variables based on the relation between observed values and theoretically expected values. In order to observe whether the two variables are dependent or independent on each other, a p-value is necessary. The latter refers to the benchmark for the statistical significance of a Chi-Square test. A built-in function in Excel (Microsoft 365 Apps for enterprise, 2024, Version 16.89.1) was used to determine the p-value. This function compares two provided ranges, one for the observed frequencies and one for the expected ones, and outputs the p-value. The p-value chosen in the context of this study is $p \leq 0.05$. As a result, if the response obtained after performing the Chi-Square test is inferior or equal to 0.05, there is a statistically significant association between the two categorical variables. In this case, the null hypothesis, that is, the hypothesis that there is no association between the two variables, is rejected. If the Chi-Square test response is superior to 0.05, the null hypothesis is kept, which rejects the existence of any statistically significant associations between the variables. When possible, such statistical tests were included in the results so as to reinforce the descriptive analysis and hypotheses resulting from it.

It is, however, important to point out that Chi-Square tests have their limitations in this study. Indeed, due to the relatively small sample of participants, performing such tests in some contexts would have been irrelevant, if not counterproductive. As a result, Chi-Square tests were not done for each aspect of the analysis. In some cases, categories were merged to include as many relevant Chi-Square tests as possible. This was carried out by paying attention to not transform the original results. Due to the small sample and the format

of some questions, Chi-Square tests could not be performed for the observations made for the results of the combinations of questions. As stated, the format of some questions led to the addition and merger of categories for the performance of Chi-Square tests. Another factor that caused this is the fact that the responses of some people to certain questions were irrelevant and that some did not provide an answer when needed. Consequently, categories such as "Irrelevant" and "No answer" were added to analyze the data collected for some questions. It is, however, crucial to mention that such categories could not have been integrated in a Chi-Square test. Indeed, such answers are not inherently linked to the other responses which are relevant and definite. For instance, when examining the nature of the association between the variables "years of English classes taken" and "age group" (Table 1), the categories "Unclear/Irrelevant" and "No answer" are not directly related to the years of English classes taken like the categories "0 year", "1-5 year(s)", "6-10 years" and "11-15 years" are. Keeping them would have corrupted the statistical test and would have made it immaterial.

Table 1

Number of Years of English Classes Taken by the Two Age Groups

Group	Number of Years of English Classes Taken					
	0 Year	1-5 Year(s)	6-10 Years	11-15 Years	Unclear/ Irrelevant	No Answer
Group 1 (16-30 Years Old)	3	7	20	14	6	0
Group 2 (45-60 Years Old)	11	13	20	0	2	4
Total	14	20	40	14	8	4

Another important point to mention is that when the sum of the data in a vertical or horizontal line is equal to zero, the category had to be put aside. The underlying reason for this comes from the calculation of a critical value required for Chi-Square tests. This value is computed using a fraction whose denominator equals zero if the sum of a given row or

column is equal to zero. Since it is strictly impossible to divide something by zero, the said category had to be ignored to perform a statistical test. The categories that could not be included to perform Chi-Square tests are in grey in the tables. It will be mentioned when an operation such as the sidelining of categories had to be realized to run a Chi-Square test.

Chapter 5: Results

This chapter focuses on the results obtained from the answers provided by the participants to the two questionnaires. The results are divided into the four parts that constitute the questionnaires: 1) background information, 2) exposure to English-language pop culture, 3) pop culture and English-language use, and lastly, 4) pop culture and English-language learning. This is followed by the results of the combinations of questions. For each part, the data observed for Group 2 (45-60 years old) immediately follow those obtained for Group 1 (16-30 years old). This is done in order to give a better and direct insight into the answers of both age groups for the same topic. This chapter closes with the statistical analysis.

5.1 Descriptive Analysis

This section presents a descriptive analysis of the results obtained.

5.1.1 Background Information

5.1.1.1 Gender. The female gender strongly characterizes the participants of Group 1, that is, participants aged 16 to 30. Indeed, 74% (37/50) of them are females and 26% (13/50) are males. Participants are thus predominantly female. The same observation is valid for Group 2. As a matter of fact, the female gender is dominant in this group too. The gap between the two genders is, however, less strong in this context. 58% (29/50) of the participants are females whereas 42% (21/50) are males. Table 20 in the Appendices gives a visual overview of the gender of the participants.

5.1.1.2 Academic and Professional Status. Participants had to answer questions on their academic or professional status. When asked if they were still studying, 60% of Group 1, that is 30 people out of 50, answered positively whereas 40% (20/50) claimed to be working. If they were still studying, the participants were asked to indicate their field of study. 2 people out of 30 did not provide an answer. Diverse disciplines came out such as law and human resources. However, the three most popular fields are sciences (7 people), followed by languages and literatures (6 people) and everything related to economics, sales management and marketing (4 people). Among the participants who claimed to still be

studying, someone mentioned that they are also working at the same time. If they were working and not studying anymore, participants were requested to indicate what they used to study as well as their current occupation. Not everyone answered both questions. 1 person did not mention their job and 5 others did not allude to their former studies. However, in most cases, their occupation revealed information about their studies since most of these necessitate a certain diploma. With regard to participants' former studies, the most recurring field is economics, that is, business, management and marketing. Most participants claimed to be working in disciplines related to economics (7 people) and sciences (4 people). These fields are domains that are both popular among the students and workers aged 16 to 30 in this study.

Regarding participants in Group 2, 96% (48/50) asserted that they have finished their studies and that they are working. Only 4%, that is, 2 people, claimed to still be studying. Among these two, 1 is studying and working at the same time. The other is studying finance. When it comes to participants with an occupation, too many people did not provide an answer for their former studies, which made it impossible to make a genuine ranking of the most common studies. It is, however, important to mention that among those who gave a response for the question on their former studies, most practice a job related to what they used to study, which is perhaps and probably also relevant for most of those who did not provide a complete answer. This assumption is made by the fact that, as mentioned above, most of these occupations require a specific diploma. 2 people indicated that they are not studying anymore but did not mention their current job nor their former studies. Several domains were observed when examining participants' current occupation. The following ones were found to be the most popular: sciences/medical field (13 people), followed by administration and office (5 participants), manual jobs such as welder and steelworker (4 people), teaching (4 people) and lastly, economics and management (3 participants). As was the case in Group 1, sciences were found to be high-ranking. Table 21 in the Appendices provides a visual representation of the academic status of participants in both groups.

5.1.1.3 Number of Years of English Classes Taken. Table 2 shows that 97% (47/50) of Group 1 claimed to have and/or to have had English classes in contrast to only 6% (3/50). Table 1 gives an overview of the number of years of English classes taken by participants in the two age groups. In Group 1, 3 participants have never had English classes in comparison to 7 people who affirmed that they have had between 1 and 5 year(s) of

English classes, 20 participants who stated that they have taken between 6 and 10 years of English classes and 14 people who indicated that they have had between 11 and 15 years of English classes. 6 participants were imprecise and ambiguous, which resulted in unclear answers.

70% (35/50) of the participants aged 45 to 60 asserted that they have had and/or still have English classes. 22% (11/50) denied having taken any English classes. The question was left unanswered by 4 people (8%). The same 4 people did not answer the question on the number of years of English classes taken. Nevertheless, 14 participants claimed to have had between 1 and 5 year(s) of English classes and 20 people have had between 6 and 10 years. No participant in this group has had more than 10 years of English classes. 1 answer was considered to be irrelevant and another was categorized as unclear. Figure 30 in the Appendices displays the number of people in each age group per year of English classes taken.

Table 2

Number of Participants in Both Age Groups Based on Whether They Took English Classes

Group	English Classes		
	Yes	**No**	**No Answer**
Group 1 (16-30 Years Old)	47	3	0
Group 2 (45-60 Years Old)	35	11	4
Total	82	14	4

Table 1

Number of Years of English Classes Taken by the Two Age Groups

Group	Number of Years of English Classes Taken					
	0 Year	**1-5 Year(s)**	**6-10 Years**	**11-15 Years**	**Unclear/ Irrelevant**	**No Answer**
Group 1 (16-30 Years Old)	3	7	20	14	6	0
Group 2 (45-60 Years Old)	11	13	20	0	2	4
Total	14	20	40	14	8	4

5.1.1.4 English Proficiency. Participants were asked if they could speak English. If yes, they were asked to indicate the level of English they consider themselves to have. Almost all participants in Group 1 (98%) claimed to be able to speak English. Only 1 person (2%) denied any ability to speak the language. Regarding their level of proficiency, 17 people asserted that they have a level from low to intermediate (from A1 to B1/B2). To be more precise, 3 people declared that they have an A1 level, 2 claimed to be A2, 9 to be B1 and 3 to be B1/B2. The other 32 people claimed to have a proficiency between intermediate and high, that is, between B2 and C2. Among these participants, 13 claimed to have a B2 level, 1 to be between B2 and C1, 12 to be C1, 2 to be C1/C2 and 4 to be C2. There are thus more people who claimed to have an English proficiency between B2 and C2 than between A1 and B1/B2.

There are less people in Group 2 who can speak English. Indeed, almost half of the participants aged 45 to 60 declared that they do not speak the language (46%). The other 54% claimed to have English skills. Although it was mentioned that the question on the level of English was restricted to those who answered positively to the question "Do you speak English?", some people who gave a negative response still answered the question. Since the former question, that is, "Do you speak English?", functions as a filter question, the answers of such people to the question on English proficiency were categorized as irrelevant (10/50).

The other 13 people who declared that they are not able to speak English and thus provided no answer to the question on proficiency make up the category "No level". In contrast to participants aged 16 to 30, there are, here, more people with a level of English between low and intermediate (19 people) than with a proficiency between intermediate and high (8 people). To be more specific, there are 4 people who perceived their English proficiency as being A1, 7 others claimed to be A2, 1 to be between A2 and B1 and 7 to be B1. Regarding the participants who asserted that they have a proficiency between intermediate and high, 3 perceived their level to be B2, 4 to be C1 and only 1 to be C2.

Table 3 represents the number of people per English proficiency in each age group. The results showed that participants in Group 1 tended to classify their level of English at a higher level than those in Group 2. The table also indicates that there are more participants aged 16 to 30 who can speak English than those aged 45 to 60. The English proficiency of participants tends to be higher among those aged 16 to 30. It is also more common for participants aged 45 to 60 to not have any English level. Figure 31 in the Appendices gives a visual representation of the number of people in each age group per English proficiency.

Table 3

Number of People per English Proficiency in Each Age Group

Group	English Proficiency			
	From A1 to B1/B2 (From Low to Intermediate Proficiency)	From B2 to C2 (From Intermediate to High Proficiency)	No Level	Irrelevant
Group 1 (16-30 Years Old)	17	32	1	0
Group 2 (45-60 Years Old)	19	8	13	10
Total	36	40	14	10

5.1.2 Exposure to English-Language Pop Culture

5.1.2.1 Interest in Pop Culture, English and English-Language Pop Culture. Based on participants' answers, three categories were created: "Total interest", which refers to an interest in pop culture, English and English-language pop culture, "Partial interest" when the participant is only interested in one or two aspect(s) and "No interest". Most participants in Group 1 (86% or 43/50) claimed to be interested in the three aspects. Only 14% (7/50) denied any interest. More disinterest can be observed among participants aged 45 to 60. Indeed, 28% (14/50) indicated that they are not interested in any of the three aspects. 8% (4/50) of them have a partial interest. One of them, a male participant, mentioned that he is interested in pop culture but not in English-language pop culture and English. The other 3 participants said that they are interested in English but not in English-language popular culture and pop culture in general. 64% (32/50) have a total interest.

Figure 1 visually depicts the difference between the two age groups in their interest in pop culture, English and English-language pop culture. The figure shows that there are, in Group 2, more people with a total interest than those with a partial or no interest. Nevertheless, the numbers are not as high as with participants aged 16 to 30, which suggests that there is more interest in these three aspects among younger participants (i.e., Group 1) than older ones (i.e., Group 2). These findings are also represented in Table 22 in the Appendices.

Figure 1

Number of People in Each Age Group Based on Their Interest in Pop Culture, English and English-Language Pop Culture
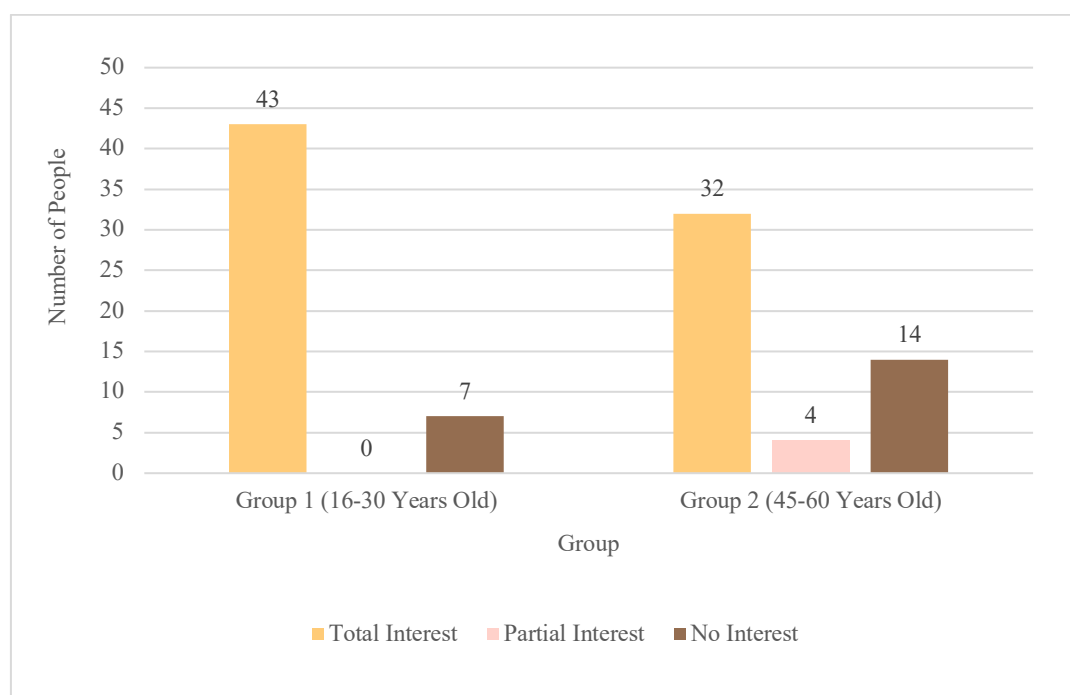
5.1.2.2 Group 2 Participants' Exposure to English-Language Pop Culture During Their Youth. As Table 4 shows, 42% (21/50) claimed to have been largely exposed to English-language pop culture in their youth, 48% (24/50) indicated that the extent of this former exposure was small and 5 people (10%) asserted that they do not know. There are thus a few people who were not exposed to English-language pop culture to a large extent during their youth. However, the number of people who were greatly exposed to it is also significant. These participants were then asked if they wish they were as influenced as people between 16 and 30 years old are by English-language pop culture during their youth and to justify their answer. 7 participants said that they were influenced by it just like the youth is nowadays, 1 person said "why not" and another provided an irrelevant answer. 21 participants answered negatively to this question. They justified their response by mentioning a lack of interest and the omnipresence of anglophone influence which is considered by some to be pervasive. 20 people indicated that they wish they had been as influenced as today's youth during their youth to facilitate and enable English acquisition, to be able to understand and communicate in English as well as for the diversity of pop culture and to discover more cultures. Their justification is interesting since it mentions the potential of English-language popular culture for learning the English language.

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Table 4

Group 2 Participants' Extent of Exposure to English-Language Popular Culture During Their Youth

Group	Extent of Exposure to English-Language Popular Culture During Youth		
	To a Large Extent	**To a Small Extent**	**I Don't Know**
Group 2 (45-60 Years Old)	21	24	5

5.1.2.3 Extent of Exposure to English-Language Pop Culture. Table 5 indicates that 70% (35/50) of participants in Group 1 declared that they are exposed to English-language pop culture to a large extent in contrast to 22% (11/50) who claimed to be slightly exposed to it. 8% (4/50) clicked on "I don't know". Table 6 shows that 26% (13/50) wish it was to a larger extent, only 4% (2/50) to a lesser extent and 70% (35/50) claimed to be satisfied with their current exposure and would not change anything. The answers to both questions were examined in combination. 6 participants who defined the extent of their exposure as being large stated that they wish it was to a larger extent. 2 people with a large exposure wish it was to a lesser extent whereas 27 people would not change a thing to their large exposure. 4 people with a small exposure to English-language pop culture want it to be larger whereas 7 people would not alter it. There is no instance of a participant with a low exposure who wants it to be even lower. Regarding the 4 people who did not know how to define the extent of their exposure to English-language pop culture, 3 of them wish it was to a larger extent and 1 would not change it. The results indicate that, in most cases, participants aged 16 to 30 claimed to be largely exposed to English-language pop culture. Many wish their exposure to it was more significant.

Table 5

Number of People in Each Age Group Based on the Extent of Their Exposure to English-Language Popular Culture

Group	Extent of Exposure to English-Language Popular Culture		
	To a Large Extent	**To a Small Extent**	**I Don't Know**
Group 1 (16-30 Years Old)	35	11	4
Group 2 (45-60 Years Old)	23	23	4
Total	58	34	8

Table 6

Number of People in Each Age Group Based on Their Attitude Toward the Extent of Their Exposure to English-Language Popular Culture

Group	Wish the Extent of Their Exposure to English-Language Popular Culture Was		
	To a Larger Extent	**To a Smaller Extent**	**As It Is**
Group 1 (16-30 Years Old)	13	2	35
Group 2 (45-60 Years Old)	13	5	32
Total	26	7	67

46% (23/50) of the participants in Group 2 asserted that they are exposed to English-language pop culture to a large extent. However, the exact same percentage describes those with a low exposure. As for Group 1, 8% (4/50) did not know how to characterize their exposure. 13 people wish it was to a larger extent as opposed to 5 participants who want their exposure to be smaller. 32 participants would not change anything to the extent of their exposure. Among those who claimed to be largely exposed to English-language pop culture, 5 wish it was to a larger extent, 4 to a lesser extent and 14 people would not change the nature of the extent of their exposure. 7 participants with a small exposure want it to be larger and 16 people claimed to not want it to be any different. None of the participants with a low exposure indicated that they want an even lower one. 1 person who did not know how to

describe their exposure asserted that they wish it was to a larger extent, another wants it to be smaller and the other 2 would not modify it.

In comparison to Group 1, there are less people in Group 2 who are exposed to English-language pop culture to a large extent (70% versus 46%). The number of participants with a small exposure is also more consequent among those aged 45 to 60 (22% for Group 1 versus 46% for Group 2). The large number of participants in Group 2 with a small exposure and who do not wish to alter it is also something that is worth mentioning. Indeed, more than half of those who are not largely exposed to English-language pop culture are satisfied with this current situation (16 out of 23). The results suggest that participants aged 16 to 30 are more exposed as well as more open to English-language pop culture than those aged 45 to 60. Figure 32 in the Appendices provides a visual overview of the number of people in each age group based on the extent of their exposure to English-language popular culture.

5.1.2.4 Exposure to English-Language Pop Culture: Exposure to Artifacts.
Tables (23-32) that contain the data obtained for participants' exposure to each artifact can be found in the Appendices.

5.1.2.4.1 Exposure to English-Language Music. Almost all participants, no matter the group to which they belong, claimed to be exposed to English-language music. Indeed, 96% (48/50) of participants in Group 1 and 100% (50/50) of participants in Group 2 are exposed to it.

5.1.2.4.2 Exposure to English-Language Films and Series. Many people in both groups are familiar with English-language films and series. 80% (40/50) of participants aged 16 to 30 claimed to be exposed to them as opposed to 20% (10/50) who are not. Similar results can be observed in the context of Group 2. As a matter of fact, 72% (36/50) indicated that they are exposed to English-language films and series in comparison to 28% (14/50) who do not consider themselves to be exposed to them.

5.1.2.4.3 Exposure to English-Language Books and the English-Language Press. The findings indicated a strong difference in exposure to English-language books between participants in the two groups. 52% (26/50) of participants in Group 1 asserted that they are exposed to English-language books as opposed to 48% (24/50). The difference between those who are exposed to it and those who are not is thus minor. This is not the case for

participants in Group 2. Indeed, only 16% (8/50) mentioned that they are exposed to it in contrast to 84% (42/50) who are not.

In Group 1, 38% of the participants claimed to be exposed to the English-language press as opposed to 62% who denied any exposure. The exposure to this artifact is even lower among participants aged 45 to 60. As a matter of fact, 16% (8/50) of the participants in Group 2 indicated that they are exposed to the English-language press as opposed to 84% (42/50) who are not familiar with it.

5.1.2.4.4 Exposure to English-Language (YouTube) Videos, Social Media in English and English-Language Memes. The exposure to different aspects of the Internet in English was examined as well: (YouTube) videos, social media and memes. Participants in Group 1 were found to be particularly exposed to English-language (YouTube) videos (82% or 41/50). Only 18% (9/50) indicated that they are not exposed to them. There are thus more participants in Group 1 that are exposed to such videos than those who are not. The opposite is observed among participants in Group 2. 46% (23/50) of the participants aged 45 to 60 are exposed to English-language (YouTube) videos in contrast to 54% (27/50) who are not. The number of participants aged 45 to 60 who are not exposed to this artifact therefore outnumbers those who are.

Regarding the exposure to social media platforms in English, there is a sharp distinction between the two age groups. Indeed, 82% (41/50) of participants in Group 1 claimed to be exposed to it in comparison to 46% (23/50) for Group 2. Only 18% (9/50) of participants aged 16 to 30 mentioned that they are not exposed to English when they use social media platforms. This is in contrast with Group 2 since 54% (27/50) denied any exposure. This is exactly three times more than for Group 1.

A clear contrast characterizes the exposure to English-language memes of participants in the two age groups. Indeed, the results suggest that Group 1 are more exposed to these than Group 2 (68% versus 26%). 32% of the participants in Group 1 considered themselves to not be exposed to English-language memes in comparison to 64% for Group 2.

5.1.2.4.5 Exposure to English-Language Video Games. Playing video games in English is not a popular artifact among the participants in this study. Group 1 and Group 2 were not found to be particularly exposed to English-language video games. Indeed, only 20% (10/50) of participants in Group 1 and 16% (8/50) of participants in Group 2 asserted

that they are exposed to English-language video games. This is thus low in comparison to those who are not exposed to them (80% of Group 1 and 84% of Group 2).

5.1.2.4.6 Exposure to Sport in English. Watching and/or practicing sport in English is another artifact with low popularity among participants in this study. The same observation is valid for both groups since only a small percentage of participants in Group 1 (24%, i.e., 12/50) and in Group 2 (16%, i.e., 8/50) claimed to be exposed to this artifact. There are thus more participants who are not exposed to English when they watch and/or practice sport (76% for Group 1 and 84% for Group 2).

5.1.2.4.7 Exposure to Art in English. There is an even smaller exposure to everything related to art in the English-language among participants in both groups. 9 people aged 16 to 30 (18%) and 6 participants (12%) in Group 2 claimed to be exposed to this. There is thus a high percentage of people who are not exposed to this specific artifact (82% of Group 1 and 88% of Group 2).

5.1.2.4.8 Exposure to Other English-Language Pop Culture Artifacts. Participants were asked if they are exposed to any other English-language popular culture artifacts. All participants aged 16 to 30 answered negatively. The same applies to 46 participants in Group 2. The other 4 participants provided an irrelevant answer. No additional artifacts were therefore included in the discussion.

5.1.2.4.9 Exposure to English-Language Pop Culture Artifacts: Conclusion. Overall, English-language music is the artifact to which most participants, regardless of age group, are exposed. Most participants in both groups are also familiar with English-language series and films. When it comes to participants in Group 1, exposure to social media platforms in English, followed by English-language (YouTube) videos and English-language memes is common. The results showed that adults aged 45 to 60 are less exposed to English-language pop culture artifacts than participants aged 16 to 30. Indeed, the third category of English-language pop culture after music and films and series to which they are exposed the most is English-language (YouTube) videos. However, not even half of Group 2 claimed to be exposed to them. In general, participants in both age groups are not really exposed to the following English-language pop culture categories: video games, sport and art.

5.1.3 Pop Culture and English-Language Use

5.1.3.1 Frequency of Consumption of English-Language Pop Culture Artifacts. Figures (33-52) that visually represent the number of people in each age group per exposure to and frequency of consumption of every artifact mentioned in this section are included in the Appendices. Each figure has been designed solely on the basis of relevant data obtained for the exposure to a specific artifact and the frequency of its consumption.

5.1.3.1.1 Frequency of Consumption of English-Language Music. Table 7 shows that most participants in both age groups claimed to consume English-language music. 38 participants in Group 1 asserted that they consume English-language music very often, followed by 8 people who consume it often and 2 who sometimes engage with this artifact. Only 1 person claimed to consume music in English rarely and 1 response was classified as irrelevant. With regard to Group 2, 24 participants indicated that they consume this artifact very often, 16 do so often, 8 sometimes and only 2 people consume anglophone music rarely. In both age groups, no participant claimed to never listen to English-language music. Although both groups consume this artifact, the results showed that participants aged 16 to 30 tend to consume this artifact more frequently than those aged 45 to 60.

Table 7

Number of People in Each Age Group per Frequency of Consumption of English-Language Music

Group	Frequency of Consumption of English-Language Music					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	38	8	2	1	0	1
Group 2 (45-60 Years Old)	24	16	8	2	0	0
Total	62	24	10	3	0	1

5.1.3.1.2 Frequency of Consumption of English-Language Films and Series. Table 8 indicates that participants in Group 1 consume English-language series and films more frequently than those in Group 2. As a matter of fact, 29 participants aged 16 to 30 claimed to consume this artifact either very often (18 participants) or often (11 people) and 7 people consume such series and films sometimes. 9 participants in Group 1 indicated that they have a consumption that is rare and 4 others asserted that they never watch English-language series and films. 1 answer was considered to be irrelevant.

Participants aged 45 to 60 have a lower consumption than those aged 16 to 30. Indeed, only 12 people indicated that they watch such series and films very often (3/50), often (4/50) or sometimes (5/50). The rest rarely (15 participants) or never (21 people) consumes this artifact. 2 answers were categorized as being irrelevant.

Table 8

Number of People in Each Age Group per Frequency of Consumption of English-Language Films and Series

Group	Frequency of Consumption of English-Language Films and Series					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	18	11	7	9	4	1
Group 2 (45-60 Years Old)	3	4	5	15	21	2
Total	21	15	12	24	25	3

5.1.3.1.3 Frequency of Consumption of English-Language Books and the English-Language Press. When it comes to the frequency of consumption of English-language books of participants in Group 1, there is a distinction between on the one hand those who read books in English either very often (5 participants), often (6 people) or sometimes (11 participants) and those who rarely (8 people) or never (20 people) do so on the other. Only 2 participants in Group 2 affirmed that they read English-language books often (1 person) or sometimes (1 participant). The other 48 participants declared that they rarely (5 people) or

never (43 participants) read such books. Thus, almost all participants in Group 2 never read books in English in comparison to 20 participants in Group 1.

Table 9

Number of People in Each Age Group per Frequency of Consumption of English-Language Books

Group	Frequency of Consumption of English-Language Books				
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**
Group 1 (16-30 Years Old)	5	6	11	8	20
Group 2 (45-60 Years Old)	0	1	1	5	43
Total	1	7	12	13	63

Similar observations can be made for the frequency of consumption of the English-language press. Table 10 shows that participants in Group 1 are more likely to consume this artifact than those in Group 2. 18 people in Group 1 affirmed that they read the English-language press very often (2 people), often (10 participants) or sometimes (6 people). 7 participants indicated that they read it rarely and 16 other people never read it. 9 answers had to be categorized as irrelevant. Few participants in Group 2 asserted that they read the English-language press. Indeed, only 4 participants read it very often (1/50), often (2/50) or sometimes (1/50). The rest has a scarce consumption (12/50) or never consumes it at all (33/50). 1 person in Group 2 provided an irrelevant answer.

Table 10

Number of People in Each Age Group per Frequency of Consumption of the English-Language Press

Group	Frequency of Consumption of the English-Language Press					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	2	10	6	7	16	9
Group 2 (45-60 Years Old)	1	2	1	12	33	1
Total	3	12	7	19	49	10

5.1.3.1.4 Frequency of Consumption of English-Language (YouTube) Videos, Social Media in English and English-Language Memes. Regarding the consumption of the artifacts related to the Internet, that is, English-language (YouTube) videos, the use of English on social media platforms and English-language memes, participants in Group 1 have a higher consumption than Group 2 participants.

When it comes to the frequency of consumption of (YouTube) videos in English of participants in Group 1, Table 11 shows that most participants mentioned that they watch such videos either very often (11/50), often (14/50) or sometimes (15/50). 5 people have a frequency of consumption that is rare (4/50) or inexistant (1/50). The responses of 5 participants were put under the category "Irrelevant". Participants in Group 2, in contrast, tend to rarely (14/50) or never (14/50) watch such videos. 17 participants aged 45 to 60 claimed to watch English-language (YouTube) videos very often (3/50), often (2/50) or sometimes (12/50). As was the case in Group 1, 5 answers are irrelevant.

Table 11

Number of People in Each Age Group per Frequency of Consumption of English-Language (YouTube) Videos

Group	Frequency of Consumption of English-Language (YouTube) Videos					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	11	14	15	4	1	5
Group 2 (45-60 Years Old)	3	2	12	14	14	5
Total	14	16	27	18	15	10

There are more participants aged 16 to 30 who use English in their social media interactions than those aged 45 to 60. As a matter of fact, 36 participants in Group 1 stated that they make use of the English language to interact on social media platforms at the following frequencies: very often (10/50), often (15/50) and sometimes (11/50). 8 people claimed to do so rarely and 4 people never do so. Table 12 shows that 2 participants in Group 1 gave irrelevant answers. The opposite tendency characterizes Group 2. Indeed, there are more participants in this group who rarely (7/50) or never (31/50) interact on social media in English than those who do so very often (1/50), often (3/50) and sometimes (2/50). The answers of 6 people could not be considered relevant.

Table 12

Number of People in Each Age Group per Frequency of Consumption of Social Media in English

Group	Frequency of Consumption of Social Media in English					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	10	15	11	8	4	2
Group 2 (45-60 Years Old)	1	3	2	7	31	6
Total	11	18	13	15	35	8

Table 13 shows that the use of English-language memes appears to be essentially associated with younger participants (i.e., Group 1). 31 participants in Group 1 declared that they consume them very often (19/50), often (9/50) or sometimes (3/50). 5 participants characterized their consumption of this artifact as being rare (1/50) or nonexistent (4/50). Due to a lack of consistency on the parts of 14 participants, 14 responses had to be categorized as irrelevant. The results obtained for Group 2 showed that very few people claimed to consume English-language memes frequently. 2 people make use of these very often, 2 use them often and 2 other participants consume them sometimes. Most participants in Group 2 never (22/50) consume these memes or do so but scarcely (12/50). As was the case in Group 1, some responses had to be put under the category "Irrelevant" (10/50).

Table 13

Number of People in Each Age Group per Frequency of Consumption of English-Language Memes

Group	Frequency of Consumption of English-Language Memes					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	19	9	3	1	4	14
Group 2 (45-60 Years Old)	2	2	2	12	22	10
Total	21	11	5	13	26	24

5.1.3.1.5 Frequency of Consumption of English-Language Videos Games, Sport and Art in English. The results obtained for the frequency of consumption of English-language video games, sport and art in English are similar for both age groups. Most participants do not consume such artifacts frequently. The Appendices contain tables (33-35) that give an overview of the data observed for the frequency of consumption of these three artifacts.

Regarding English-language video games, 7 people in Group 1 indicated that they consume them very often (3/50), often (1/50) or sometimes (3/50) in comparison to 39 participants who rarely (9/50) or never (30/50) do so. 4 answers were found to be irrelevant. In line with Group 1, very few participants in Group 2 play video games in English very often (1/50), often (2/50) or sometimes (2/50). Indeed, almost all never (42/50) play such games or only rarely (3/50).

Similar observations apply to watching and/or practicing sport in English, which is not common among the participants in this study. 8 participants in Group 1 mentioned that they consume this artifact either very often (5/50), often (1/50) or sometimes (2/50) in contrast to 37 participants who never (32/50) consume it or only rarely (5/50). The responses of the other 5 participants in Group 1 were classified under the category "Irrelevant". Participants aged 45 to 60 are also not great consumers of anything related to sport in English. 41 people claimed to rarely (3/50) or never (38/50) consume this artifact in contrast

to 5 people who do so often (1/50) or sometimes (4/50). In this group, 4 people provided an answer that had to be changed into irrelevant due to inconsistency. There is thus no great difference between the two age groups in that almost all participants, regardless of group, do not consider themselves to be consumers of this category of English-language pop culture.

Art is the least consumed artifact overall. 36 participants in Group 1 claimed to never consume this artifact and 7 mentioned that they do so scarcely. Only 4 people make art while using English often (2/50) or sometimes (2/50). A total of 3 responses had to be classified as irrelevant. All participants in Group 2 indicated that they never (47/50) or only rarely (3/50) make art and use the English-language at the same time.

5.1.3.1.6 Frequency of Consumption of English-Language Pop Culture Artifacts: Conclusion. English-language music is the artifact that was found to be the most consumed by the participants who took part in this study. Indeed, participants, regardless of group, are great consumers of music in English. All artifacts related to the Internet, that is, English-language (YouTube) videos, social media in English and English-language memes are also popular among younger participants (i.e., Group 1) since most of them consume them frequently. A large number of participants aged 16 to 30 watch English-language series and movies with a high frequency. This suggests that participants in Group 1 are great consumers of various English-language popular culture artifacts. This conclusion, however, does not apply to participants in Group 2. Indeed, English-language music is the only category that is considerably consumed by these participants. As concerns the other artifacts, more than half the participants claimed to never make use of them or only rarely. The only category of English-language pop culture, after music, that is consumed either very often, often or sometimes by more than 15 participants in Group 2 is English-language (YouTube) videos. This implies that English-language popular culture artifacts characterize the daily lives of participants aged 16 to 30 to a larger extent than of those aged 45 to 60.

5.1.3.2 Participants' Attitude Toward Their Frequency of Consumption of English-Language Pop Culture Artifacts. Participants were asked if they wish the nature of their consumption of the various artifacts was different and if yes, to indicate how different they want it to be. Most participants in Group 1 affirmed that they are satisfied with the status of their consumption since they answered negatively to the former question (35/50). 11 participants wish their consumption was different. 3 people gave an irrelevant response and 1 person did not provide an answer to the two questions. Some participants

who gave a relevant response to the second question pointed out that they want a larger consumption. Some wish they could be able to watch series and movies in English and another person would like to be more exposed to English in general. As was the case for most participants in Group 1, those in the second group are, in general, content with the nature of their exposure and do not wish to alter it (34/50). 12 people wish it was different, 1 person claimed to have no opinion on this and 3 answers are irrelevant. Among those who gave relevant answers to the second question, some stated that they would like to be able to understand what they listen to, read and watch rather than guessing. Others would have liked to be more involved in English-language popular culture and to consume it to a larger extent. Someone did say, however, that they wish there was less anglophone culture because pop culture artifacts such as music and movies are too focused on a foreign culture that has become too pervasive.

Table 14

Number of People in Each Age Group Based on Their Attitude Toward the Frequency of Their Exposure to English-Language Popular Culture

Group	Wish the Frequency of Their Consumption to English-Language Popular Culture Was Different				
	Yes	No	No Answer	No Opinion	Irrelevant
Group 1 (16-30 Years Old)	11	35	3	0	1
Group 2 (45-60 Years Old)	12	34	0	1	3
Total	23	69	3	1	4

5.1.3.3 Fandom Membership. As Table 15 indicates, 40 participants in Group 1 claimed to not belong to a fandom as opposed to 8 participants and 2 who asserted that they used to but not anymore. Among those who provided information about their potential exchanges with peers and the language(s) in which this was done, 6 people stated that they do so in English. Another participant claimed to use French and English to talk with other

fans. Someone indicated that they do not communicate with the other people of the fandom to which they belong. There are only 2 participants aged 45 to 60 who are members of a fandom. 1 of them communicates with the other fans in French and English. The other respondent provided an irrelevant answer. Although more common among young participants (i.e., Group 1), the findings show that the phenomenon of fandom is not particularly popular among participants in this study.

Table 15

Fandom Membership Among Participants in Both Age Groups

Group	Fandom Membership		
	Yes	Yes, Formerly	No
Group 1 (16-30 Years Old)	8	2	40
Group 2 (45-60 Years Old)	2	0	48
Total	10	2	88

5.1.4 Pop Culture and English-Language Learning

5.1.4.1 Main Motivation to Learn English. When asked about their main motivation for learning English, many participants in Group 1 mentioned travel as principal motive (16 instances). This is closely followed by the desire to be able to communicate in English (15 instances), which could, in a way, be linked to the first reason, that is, travel. It could, however, be associated with the third most recurring answer as well. Indeed, many participants (13 people) claimed to learn English for work. The international character of the language as well as English-language popular culture were mentioned as being motivational factors. Other reasons were raised in addition to these: to learn to know another culture, to be able to read scientific articles and understand as many data as possible, studies, to understand things that are not translated, everyday life in general, to understand the news and updates and to learn something new. 3 people mentioned that their main motivation for learning English is their love for the language. The most recurrent answers of Group 2 are in line with those of the first group. Indeed, travel as well as communicating in and understanding English are the two most popular motives (15 instances for each). This is

followed by English-language popular culture and work with 8 instances for each. The other reasons are also similar to those of Group 1: to learn a new culture, English being a universal language, it was necessary for their former studies, and everyday and private life in general. Similar to Group 1, 2 people in Group 2 indicated that their principal motive to learn English is the interest they have for the language. 6 people claimed to have no motivation to learn the language. Overall, the results showed that participants in both groups have the same motivations for learning English with travel, communicating, work and English-language popular culture being the main motives.

5.1.4.2 English-Language Pop Culture as a Motivation to Learn English.
32 people in Group 1 claimed that English-language popular culture is a motivation for them to learn English as opposed to 16 people who are not motivated by it. 2 people gave either an irrelevant response or no answer at all. Among those who said yes and provided a relevant justification, some pointed out that English-language popular culture encourages them to learn English so that they can go from subtitled to non-subtitled television, understand lyrics, sing along the songs and understand references and subtilities of the language that can be found in artifacts such as music and series. 1 participant emphasized the benefits of music for learning English. Someone also mentioned not having to wait for French translation of books. Some people said that they want to understand what they are exposed to every day and mentioned its large popularity worldwide. English-language pop culture is a motivational factor for some because they want to understand better topics that interest them and want to memorize expressions and constructions, which is, according to them, easier to do through pop culture. They also want to understand trends and stay updated on what is happening at an international level. Although it was not asked, some of the participants who claimed to not be motivated by English-language pop culture for learning English gave a justification. They mentioned that it is not a motivation for them but they do not deny the benefits it has for learning English. Indeed, they asserted that it is a good way for them to learn English and improve their skills as well as to be exposed to the language in general. Someone, however, indicated that English-language pop culture does not help them learn English.

Regarding the answers of Group 2, 27 participants agreed that English-language pop culture is a motivational factor for them to learn English. 20 people disagreed with this and 2 people did not have a firm opinion on this (answers: "Why not" and "I don't know"). One

response had to be classified as irrelevant since the person answered negatively to this question but mentioned earlier on that one of their main motivations for learning English is to understand songs. Among the participants who answered positively and provided a relevant justification, many mentioned that they want to be able to understand song lyrics. Other people would also like to be able to understand movies, series and books. Some are motivated by English-language pop culture because it is largely widespread, it is interesting and accessible and because it allows direct access to content without translation as well as a better understanding of cultural nuances. Although participants who are not motivated by English-language popular culture were not asked to justify their response, 1 of them justified it. This person pointed out that English-language pop culture allows to maintain and improve English proficiency.

Although more participants in Group 1 than in Group 2 considered English-language pop culture to be a motivation for them to learn English, both groups contain many people who are motivated by it. English-language pop culture can thus be seen to stimulate English learning among a large number of participants, regardless of their age group. Table 36 and Figure 53 in the Appendices visually represent the number of people per age group and their agreement on English-language pop culture as a motivation to learn English.

5.1.4.3 English Language Learning Through English-Language Pop Culture Artifacts. Regarding the questions on whether participants learn English through English-language pop culture artifacts, some participants could have answered "Strongly disagree" and "Disagree" because they do not consume a particular artifact and can thus not learn through it. Consequently, these questions are only examined in combination with the questions on the frequency of consumption of English-language pop culture artifacts (5.1.5.6). Only literature and social media are discussed here since no distinction was made between books and the press nor between (YouTube) videos, social media platforms and memes in the questions on learning English through artifacts. It is therefore impossible to directly associate the answers obtained for the frequency of consumption of books, the press, (YouTube) videos, social media and memes respectively with those observed for the questions on personal English learning through literature and social media. Tables (37-38) that provide an overview of the results discussed in this section can be found in the Appendices.

5.1.4.3.1 English Language Learning Through English-Language Literature.
Participants in Group 1 were 9 to strongly disagree, 5 to disagree, 14 to agree and 11 to strongly agree with the fact that they learn English through English-language literature. 8 participants claimed to not know. The answers of 3 participants had to be classified as irrelevant due to a lack of consistency with their answers to the questions on their consumption of English-language books and the English-language press. The results differ for Group 2 since 25 participants claimed to strongly disagree, 3 to disagree, 9 not to know, and only 3 to agree and 5 to strongly agree. 5 people were inconsistent in their responses. Consequently, their answers to this question were classified as irrelevant. The difference between the two age groups might be explained by the fact that participants in Group 1 asserted that they consume books and/or the press more frequently than those in Group 2. The results also imply that, overall, those who consume English-language literature learn English through it in comparison to those who do not consume it. Otherwise, there would be no significant difference between the two groups in terms of agreement on learning English through literature.

5.1.4.3.2 English Language Learning Through Social Media in English. When it comes to learning English through social media, 1 participant in Group 1 strongly disagreed with this, another person disagreed, 8 did not know, 28 participants agreed and 12 others strongly agreed. There is a clear distinction between the two age groups. Indeed, 15 participants in Group 2 strongly disagreed, 11 disagreed, 8 claimed not to know, 12 agreed and only 2 people strongly agreed. The responses of 2 participants had to be put under the category "Irrelevant". The same hypothesis as for literature can be made in the context of social media. Indeed, a contrast was found in the consumption of (YouTube) videos, social media platforms in English and memes of the two groups. Based on the results, it could be argued that participants in Group 1 consume these artifacts more frequently than participants in Group 2. This suggests that, in general, those who consume social media platforms in English learn English through them in comparison to those who do not consume them. Otherwise, the difference between both age groups in terms of their agreement on learning English through social media would not be as great as it is.

5.1.4.4 English Language Learning Through English-Language Pop Culture as Being Easier and More Pleasant. Nobody in the first group strongly disagreed with the assertion that English language learning is easier and more pleasant through English-language pop culture. 4 participants aged 16 to 30 disagreed, 7 did not know, 13 agreed and 26 people strongly agreed with this. Participants in the second group were 5 to strongly disagree, 4 to disagree, 10 not to know, 19 to agree and 12 to strongly agree. The difference between the responses of the two groups remains small. Although particularly acknowledged by young participants (i.e., Group 1), the enjoyable nature of pop culture for learning English and the fact that it offers an easier way to learn the language are, overall, two elements recognized by many participants in this study. In the Appendices, Table 39 gives a visual overview of the results obtained for this question.

5.1.4.5 Positive Effects of English-Language Pop Culture on English Proficiency. 2 participants in Group 1 strongly disagreed with the fact that English-language popular culture has had a positive impact on their English proficiency. Nobody disagreed in comparison to 9 participants who did not know, 15 who agreed and 24 participants who strongly agreed. The positive impact that English-language pop culture can have on English proficiency is thus underlined by the majority of Group 1. The results obtained for Group 2 showed a different tendency. Indeed, 10 participants aged 45 to 60 strongly disagreed with this, 2 disagreed, 14 did not know, 16 agreed and 8 strongly agreed. Note that some people clicked on "I don't know" because they do not have any English level. It is thus hard to evaluate whether English-language pop culture has had a positive impact on a nonexistent proficiency. The same applies to the question regarding the negative impact of English-language pop culture on English proficiency. This point was pointed out in the justification of some participants. Although there are in both groups more people who are positive with the affirmation that English-language pop culture has had positive effects on their proficiency, there are more people in Group 2 than in Group 1 who claimed to strongly disagree or disagree.

Table 16

Number of People in Each Age Group and Their Agreement on the Claim That English-Language Popular Culture Has Had a Positive Effect on Their English Proficiency

Group	English-Language Popular Culture Has Had a Positive Effect on English Proficiency				
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**
Group 1 (16-30 Years Old)	2	0	9	15	24
Group 2 (45-60 Years Old)	10	2	14	16	8
Total	12	2	23	31	32

Most participants in Group 1 who answered "Strongly agree" or "Agree" to the question underlined in their justification the positive impact it has had and is still having on the development of their vocabulary knowledge in terms of words, idioms, and informal language such as slang as well as on specific skills such as listening and speaking. Some also mentioned that it helps remember and learn new vocabulary and go beyond what is taught in the classroom. It also motivates many to learn and makes them more interested in the English language. It is a way to make them practice their skills without realizing nor really wanting to do so, which has positive impacts on their proficiency. Some participants also indicated that it is a more appealing way to learn the language than school. Among those who claimed to not know whether English-language pop culture has had a positive impact on their proficiency, someone said that they learned considerably thanks to pop culture, someone else said that they do not know because they have always been learning English and somebody else asserted that they have learned English rather through academic reading and social interactions than through pop culture. Some did not answer, others claimed to not know or provided an irrelevant response that is not justifying their personal response. One of the two people who answered "Strongly disagree" justified their answer by stating that they still have difficulties speaking English even with social media. The other participant claimed that their English level, which is equal to B1, is not linked to English-language popular culture.

When it comes to the second group, some of the participants who either strongly agreed or agreed that English-language pop culture has had a positive impact on their proficiency stated that it made them want to learn and gave them motivation, as opposed to school, and that it allowed them to improve the knowledge they had acquired at school. Most of those who claimed to not know justified this by mentioning that they do not or rarely engage with English-language pop culture so it would be hard for it to have an impact on them. Somebody indicated that they are not convinced that people can learn proper English with video games and songs that are sometimes not even sung by native speakers. Among those who strongly disagreed or disagreed, some said that they cannot memorize nor understand anything, that they do not speak English so it cannot have a positive impact on them or that they rarely consume English-language pop culture.

5.1.4.6 Negative Effects of English-Language Pop Culture on English Proficiency. Table 17 shows that no participant, regardless of age group, agreed or strongly agreed with the following statement: "English-language pop culture has had a negative effect on my level of English". 38 participants in Group 1 strongly disagreed with this claim, 8 disagreed and 4 did not know what to think of it. As concerns Group 2, 28 participants strongly disagreed, 15 disagreed and 6 did not know. 1 answer had to be categorized as irrelevant due to inconsistency since someone clicked on "Totally agreed" but then justified this by stating that English-language pop culture is not negative.

Table 17

Number of People in Each Age Group and Their Agreement on the Claim That English-Language Popular Culture Has Had a Negative Effect on Their English Proficiency

Group	English-Language Popular Culture Has Had a Negative Effect on English Proficiency					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
Group 1 (16-30 Years Old)	38	8	4	0	0	0
Group 2 (45-60 Years Old)	28	15	6	0	0	1
Total	66	23	10	0	0	1

The justifications provided by the participants in Group 1 who responded "Strongly disagree" and "Disagree" are in line with the justifications given by those who strongly agreed and agreed with the claim that English-language pop culture has had a positive effect on their proficiency. Indeed, most pointed out that it enlarges their vocabulary and ameliorates their skills. Some also mentioned that it is a good way of learning English passively. Those who answered "I don't know" claimed that the way English is used in pop culture is not necessarily very advanced, that it is just English jargon to which non-native speakers cannot really relate or that they still have difficulties speaking English. Participants in Group 2 who either strongly disagreed or disagreed indicated that English-language pop culture is motivating and gives the desire to learn, that it is an extra learning opportunity and that it allows to maintain proficiency. Some mentioned the absence of any impact. This last point was also raised by someone who did not know whether English-language pop culture has had a negative effect on their personal English proficiency. Other participants who asserted that they do not know justified their answer by stating that they are not interested in or do not make use of English-language pop culture.

5.1.4.7 Ability of English-Language Pop Culture to Go Beyond What Is Taught at School. As Table 18 indicates, 39 people aged 16 to 30 believe that English-language pop culture has the potential to go beyond what is taught at school as opposed to 4

people who disagreed and 1 who claimed to have no idea. 3 people did not answer the question and 1 response is irrelevant. When it comes to the second group, 31 people agreed that English-language pop culture can go beyond what is taught at school whereas 14 participants disagreed. 4 people indicated that they do not have any idea nor any opinion and 1 person did not respond. Young participants (i.e., Group 1) appear to have more faith in the potential of English-language pop culture than participants in Group 2.

Table 18

Number of People in Each Age Group According to Their Opinion on Whether English-Language Popular Culture Can Go Beyond What Is Taught at School

Group	English-Language Popular Culture Can Go Beyond What Is Taught at School					
	Yes	No	No Idea/No Opinion	Irrelevant	Unclear	No Answer
Group 1 (16-30 Years Old)	39	4	1	1	2	3
Group 2 (45-60 Years Old)	31	14	4	0	0	1
Total	70	18	5	1	2	4

If their answer was positive, participants were asked to justify why they think that English-language pop culture has this ability. Overall, the same elements were mentioned by both groups. Indeed, many indicated that it is a way to gain insight into language variation and a way for them to expand their vocabulary by learning idioms, or aspects of the informal language that are often avoided at school such as slang, insults and dialects. Some also pointed out that it improves listening skills.

5.1.4.8 Gap Between Participants' Level of English and That of Their Parents or Children. Regarding Group 1, 43 participants indicated that there is a difference between their level of English and that of their parents. 1 person did not give information about this gap. 34 of these participants claimed that there is a big gap because they are better at English than their parents. 1 participant said that the difference with their

parents is relative, another person characterized this gap as being large with one parent and relative with the other and somebody else stated that this gap is small. 1 person indicated that there is a difference in the type of English. Indeed, this person mentioned that their mother speaks Nigerian Pidgin instead of standard English as opposed to them. The answer of 2 participants is unclear and the response of 2 other people had to be classified as irrelevant due to a lack of precision. However, in view of their proficiency (i.e., C1), it seems that the gap, which they considered to be large, would be that they are better at English than their parents. 4 participants said that there is a difference and no difference at the same time between their proficiency and that of their parents. 2 of them claimed that there is no difference with one of their parents but a huge gap with the other. Another characterized the gap as being small with one parent and as being large with the other. The last person mentioned that there is a large gap with one parent and a gap that is relative with the other. Whether the gap is big or small, these 4 participants have a higher level than their parents. 2 participants indicated that there is no difference between them and their parents and 1 person provided an unclear answer.

37 participants in Group 2 asserted that there is a gap between their English level and that of their child(ren). 3 of them did not precise the nature of this gap, 1 provided an irrelevant response and 2 answers are unclear. 27 of these participants described the gap as being big since their child(ren) has or have a better level. 1 person mentioned that there is a large gap with one of their children and another one that is relative with their other child. There are only 2 instances of a participant who has a better level than their child(ren). Nevertheless, one of them, a male participant, mentioned that his children are too small to be able to speak English. 1 person claimed that this gap is relative but has a C2 level, which suggests that their child(ren) has or have a high proficiency too. 1 participant said that there is and there is not a gap between their proficiency and that of their children. Indeed, there is a large gap with one of their children who is better at English whereas the gap with their other child is small because this child is not good at it. 1 person claimed to have no idea if there is a gap with their child(ren), 2 people indicated that they do not have any child and the answer of 1 participant is unclear. Finally, there are 8 participants who pointed out that there is no difference between their level and that of their child(ren). It is important to mention that one of them, a female participant, specified that her children are 33, 39 and 41. These ages do not correspond to the age bracket of the first group in this study, that is, from

16 to 30 years old, which is the age range that is associated with the children of people aged 45 to 60 (i.e., Group 2) in most cases.

Table 19

Number of People in Each Age Group According to the Existence of a Gap Between Them and Their Parents or Child(ren)

Group	Gap					
	Yes	**No**	**Yes + No**	**No Idea**	**No Children**	**Unclear**
Group 1 (16-30 Years Old)	43	2	4	0	0	1
Group 2 (45-60 Years Old)	37	8	1	1	2	1
Total	80	10	5	1	2	2

Overall, there is a gap that is large between participants' English proficiency and that of their parents or child(ren). In most cases, it is big because younger people, either participants in Group 1 or the children of participants in Group 2, are better at English. This suggests that younger people have a higher English proficiency than their parents, and thus than older people.

5.1.5 Combination of Questions

In this section, some questions are examined in combination. It is important to mention that if the answer of one participant to at least one of the two questions making up the combination is either irrelevant or unclear or that the question was left unanswered, this participant could not be included in the results.

5.1.5.1 Years of English Classes Taken AND Level of English. The English proficiency of participants was looked at in combination with the years of English classes taken to see if there is a relation between the two.

The average level of participants in both groups in relation to the number of years of English classes they have taken was calculated to obtain Figure 2. Table 40 in the Appendices

gives an overview of the English level of participants in Group 1 in relation to the years of English classes taken. Table 41 in the Appendices does the same for Group 2.

Figure 2

Average English Proficiency of Participants in Both Age Groups in Relation to the Years of English Classes Taken
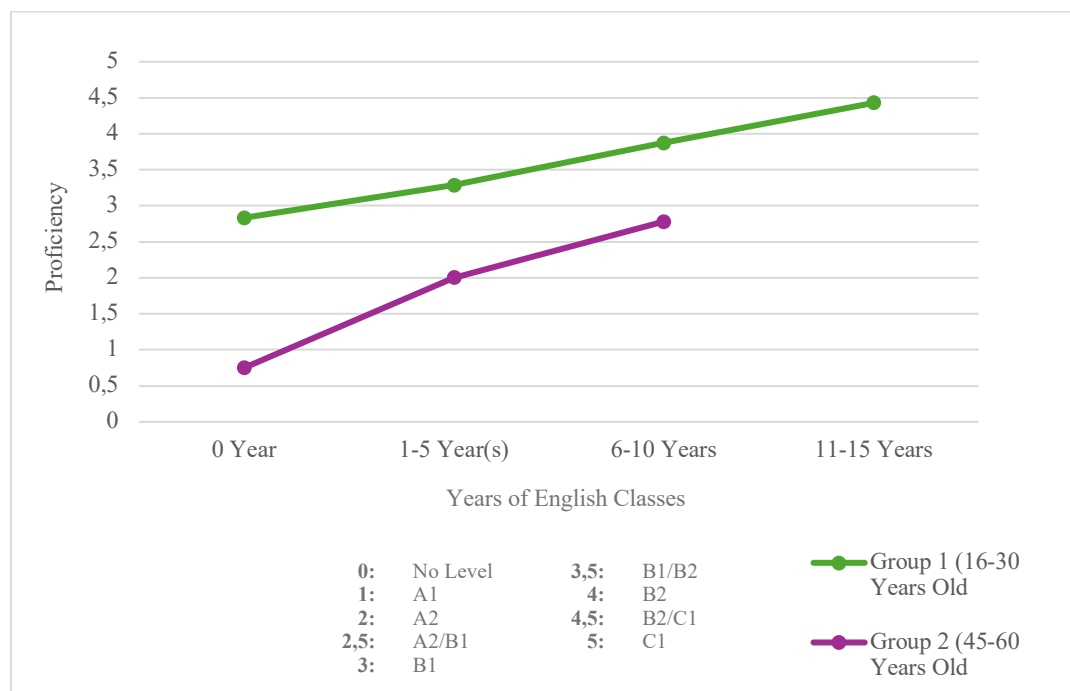
The figure suggests that there is, overall, a link between English proficiency and the years of English classes taken. Indeed, it appears that the more years of English classes taken, the better the level. The figure also shows that younger participants (i.e., aged 16 to 30) tend to have a better level of English than older participants (i.e., aged 45 to 60) who have had more or less the same number of years of English classes. This may be explained by the fact that English classes probably go back further for participants in Group 2 than for those in Group 1. These participants may have lost some of their knowledge of English over the years. It is also important to mention that not having had any English classes does not necessarily mean not being able to speak English at all. Indeed, there are in both age groups people who never took English classes who can speak English, regardless of proficiency. In this context, English proficiency is not linked to the number of years of English classes taken. This is especially the case in the first group since all 3 participants who claimed to never have had English classes indicated that they either have a proficiency equal to A2, to B1 or to B1/B2. Among the 11 participants in Group 2 who mentioned that they have never taken

English classes, 8 asserted that they do not have any English proficiency, 1 claimed to be A2 and 1 to be C1. The response of the other participant who indicated that they have never had English classes could not be taken into consideration because of an irrelevant answer to the second question, that is, the question regarding English proficiency.

5.1.5.2 Level of English AND Interest in Pop Culture, English and English-Language Pop Culture. The second combination focuses on the relation between participants' English proficiency and their interest in pop culture, English and English-language pop culture. The English levels of participants were regrouped in three categories: 1) No level, 2: From A1 to B1/B2 (from low to intermediate proficiency) and 3) From B2 to C2 (from intermediate to high proficiency). Their interest is represented by three categories as well depending on the type of their interest ("Total interest", "Partial interest" and "No interest").

Figure 3 represents the number of people in Group 1 per English proficiency based on their interest in pop culture, English and English-language pop culture. Figure 4 does the same for participants in Group 2. Tables (42-43) that represent an overview of the data can be found in the Appendices.

Figure 3

Number of People per English Proficiency Based on Their Interest in Pop Culture, English and English-Language Pop Culture (16-30 years old)

Figure 4

Number of People per English Proficiency Based on Their Interest in Pop Culture, English and English-Language Pop Culture (45-60 years old)
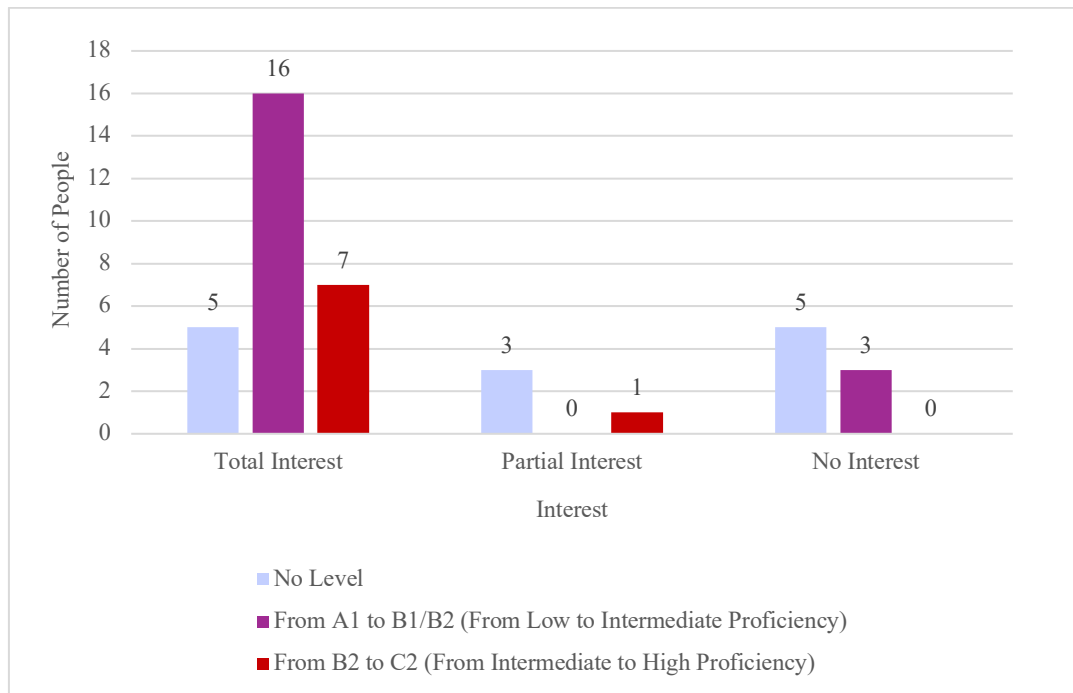
The figures show that there are more people in Group 1 that have a total interest than in Group 2. They also put forward that most people who are interested in pop culture, English and English-language pop culture have an English proficiency. This suggests that there may be an interplay between English proficiency and having an interest in at least one of the three aspects. There is no participant in Group 1 who has a total interest and no proficiency as opposed to Group 2. In general, those who have an English level between B2 and C2 have a total or partial interest. This does not apply to 3 people in Group 1 only. As opposed to participants in Group 2, there is no participant in Group 1 who has a partial interest. As a matter of fact, they have either a total interest or no interest at all. It should be noted that 10 participants from Group 2 could not be included due to a lack of relevance in their answer to at least one of the two questions. There is no guarantee that this does not impact the results.

5.1.5.3 Level of English AND Extent of Exposure to English-Language Pop Culture. This combination is interested in examining whether there is a potential relation between participants' English proficiency and the extent of their exposure to English-language popular culture. Once again, the participants who provided an irrelevant answer to at least one of the two questions had to be omitted.

Figures 5 and 6 show that there are more people in Group 1 that have a large exposure to English-language pop culture than in Group 2. This suggests that participants aged 16 to 30 are more exposed to it than those aged 45 to 60. The figures also indicate that most people who have a large exposure to English-language pop culture have an English proficiency. In Group 1, all participants with a large exposure have either a level between A1 and B1/B2 (7 people) or between B2 and C2 (28 people). Regarding Group 2, participants who are exposed to English-language pop culture have no level at all or have a proficiency. Most of them have a level between low and intermediate (10 people). This is followed by those who are between B2 and C2 (7 participants) and those who have no level (5 people). The figures show that participants aged 16 to 30 with a large exposure to English-language pop culture have a better command of English than those aged 45 to 60. The figures also display the small extent of exposure of some participants, which is more common among participants in Group 2. When it comes to Group 1, all participants with a small exposure have a proficiency whereas participants in Group 2 have either no proficiency (6 people), a level between A1 and B1/B2 (9 participants) or between B2 and C2. The latter only applies to 1 person. It could be argued that there is, overall, in Group 1 a relation between participants' English level and their exposure to English-language popular culture. Indeed, those who are largely exposed to it are more likely to have a higher proficiency. The results are tabulated in Tables 44 and 45 in the Appendices.

Figure 5

Number of People per English Proficiency Based on Their Exposure to English-Language Pop Culture (16-30 years old)

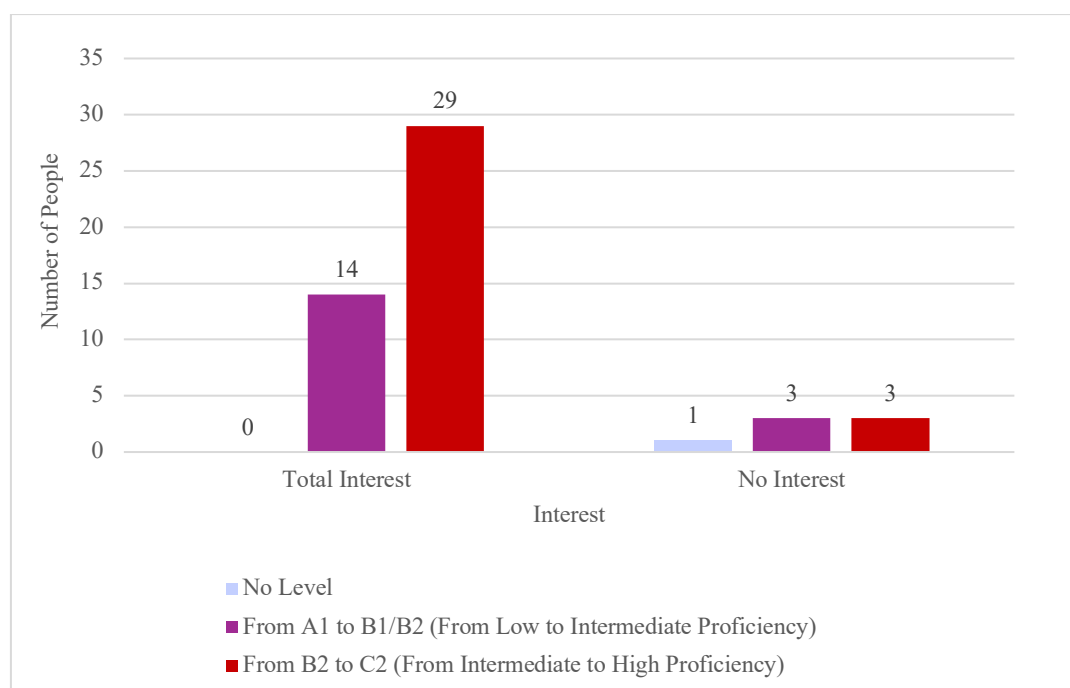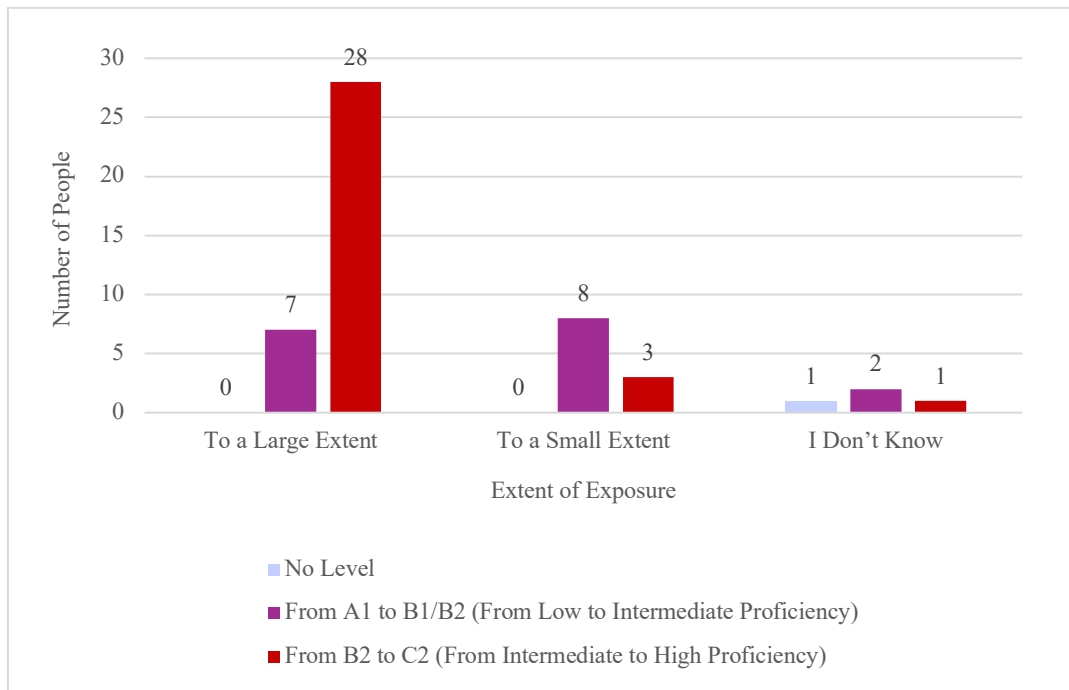**Figure 6**

Number of People per English Proficiency Based on Their Exposure to English-Language Pop Culture (45-60 years old)
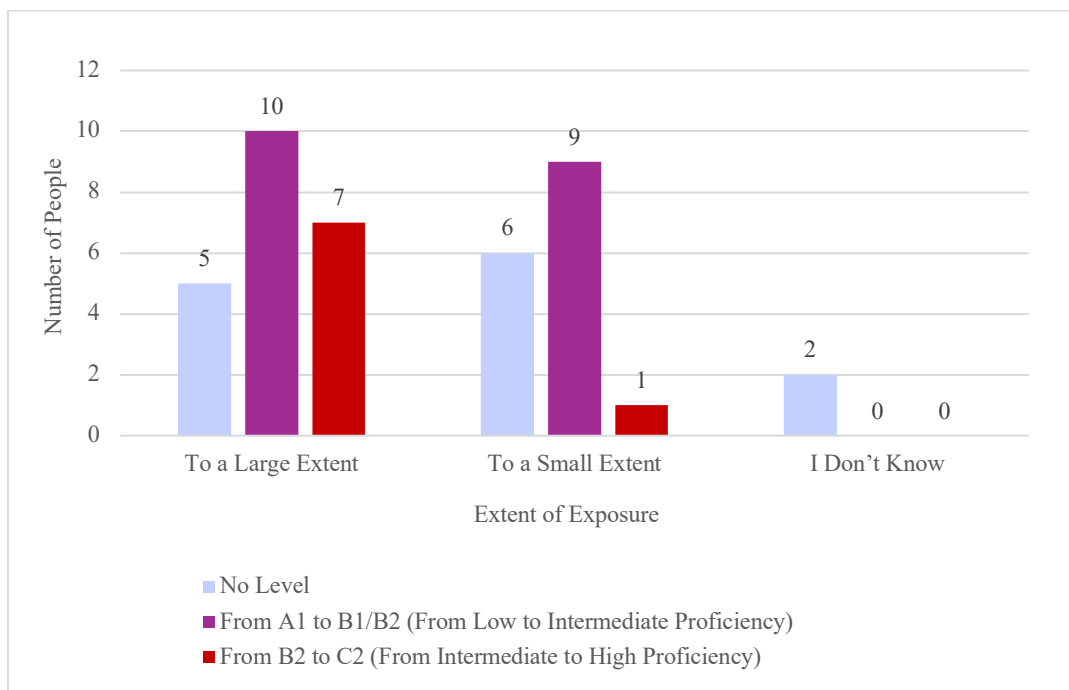
5.1.5.4 Level of English AND Frequency of Consumption of English-Language Pop Culture Artifacts. The results obtained for each combination are tabulated in the Appendices (Tables 46-65).

5.1.5.4.1 Level of English AND Frequency of Consumption of English-Language Music. The figures (7-8) show that most participants, regardless of age group, are great consumers of English-language music. The difference between the two groups is that in Group 1, most of these people master English at a level between intermediate and high (32 participants) whereas in Group 2, most of them have a proficiency between low and intermediate (19 participants). There are also more people in Group 2 who consume music and do not have any English proficiency than in Group 1. This is also because there is only 1 person in Group 1 who cannot speak English as opposed to 13 in Group 2. These observations indicate that it is not because someone listens to English-language songs that this person understands what is being said in them. However, the results suggest that there is, in general, a link between English proficiency and the frequency of consumption of English-language music. This is especially the case for participants in Group 1. Note that in Group 1, 1 participant with a level between A1 and B1/B2 could not be included due to the lack of relevance in their answer to the question on the frequency of consumption of English-language music. As regard to Group 2, 10 participants were put aside for the analysis of this combination.

Figure 7

Number of People per Frequency of Consumption of English-Language Music and English proficiency (16-30 Years Old)

Figure 8

Number of People per Frequency of Consumption of English-Language Music and English proficiency (45-60 Years Old)

5.1.5.4.2 Level of English AND Frequency of Consumption of English-Language Films and Series. Figure 9 shows that almost all participants (17) in Group 1 who claimed to consume English-language films and series very often have a proficiency between B2 and C2. The other person has a level between A1 and B1/B2. Those who consume such movies and series often or sometimes tend to be among those who have a high level, that is, from intermediate to high. Finally, English-language movies and series are rarely or never watched by people with no proficiency or with a level inferior to B2 in most cases. This suggests that this artifact requires a certain proficiency to be consumed.

Figure 9

Number of People per Frequency of Consumption of English-Language Films and Series and English Proficiency (16-30 Years Old)

Note. 1 participant had to be omitted due to an irrelevant answer to one of the two questions that constitute the combination.

Regarding Group 2, Figure 10 shows that this artifact is consumed (very) often or sometimes by people with a level between A1 and B1/B2 or B2 and C2. However, this artifact is more consumed by people aged 16 to 30 than those aged 45 to 60. This may be due to the fact that there are very few people in Group 2 who are able to master English at a level beyond B2 in comparison to Group 1. All participants in Group 2 who have no English proficiency indicated that they rarely or never watch English-language movies and films.

This reinforces the hypothesis that this artifact requires a certain level of English to be consumed. Indeed, most participants in this group cannot or can speak English with a proficiency inferior to B2, which may not be enough for some of them to be able to consume English-language films and series on a regular basis. This artifact, as opposed to music, necessitates comprehension to be consumed. This explains why English-language music is often consumed by non-English speakers but not English-language films and series. These observations and comparisons suggest that there is a relation between English proficiency and the frequency of consumption of English-language films and series.

Figure 10

Number of People per Frequency of Consumption of English-Language Films and Series and English Proficiency (45-60 Years Old)
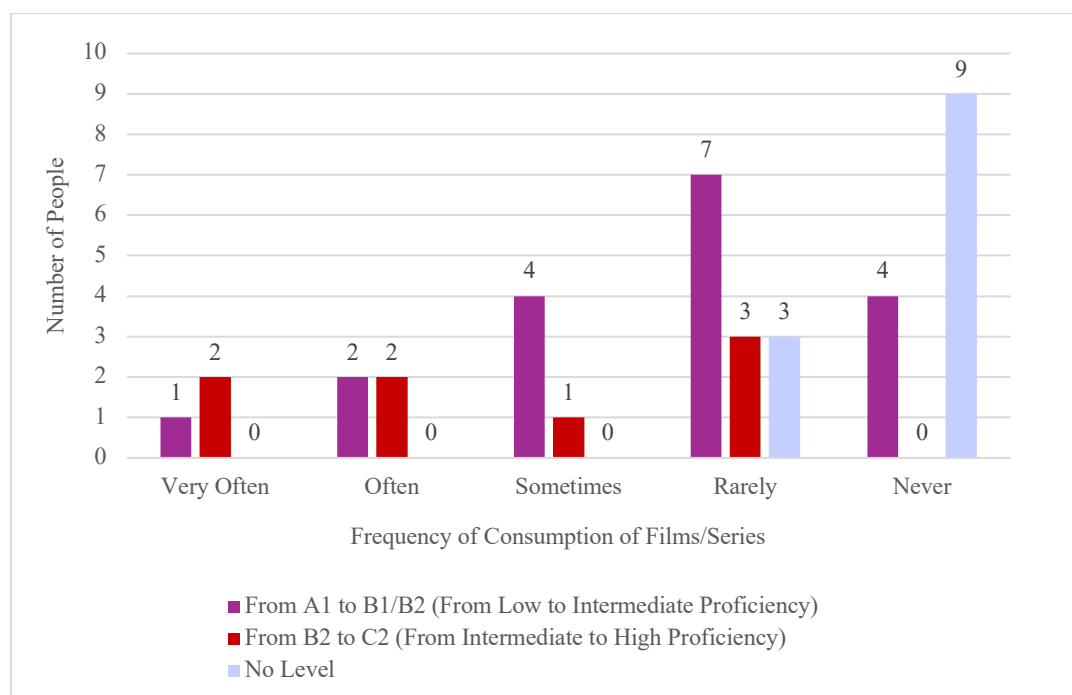
Note. 12 participants had to be set aside for the analysis of this combination due to irrelevance. This may have an impact on the results obtained.

5.1.5.4.3 Level of English AND Frequency of Consumption of English-Language Books. Most people in Group 1 who read English-language books either very often, often or sometimes have a proficiency that is equal or superior to B2. The majority of participants with a level inferior to B2 tend to rarely or never consume this artifact. This suggests that a high proficiency is necessary to read books in a foreign language, English in this case. This hypothesis is reinforced by the observations made in the context of Group 2. Indeed, very few people in this age group are able to speak English with a level above B2. This may

explain why this artifact is barely consumed by participants in this group. The only person who claimed to read such books often has a proficiency between low and high. It is, however, important to mention that the other participants with such a high level rarely or never consume this artifact. This implies that mastering English with at least a B2 level does not mean reading English-language books frequently. Nevertheless, it could be a condition of access. Based on the results obtained for both groups, it could be argued that there is a potential relation between English proficiency and the frequency of consumption of English-language books.

Figure 11

Number of People per Frequency of Consumption of English-Language Books and English Proficiency (16-30 Years Old)
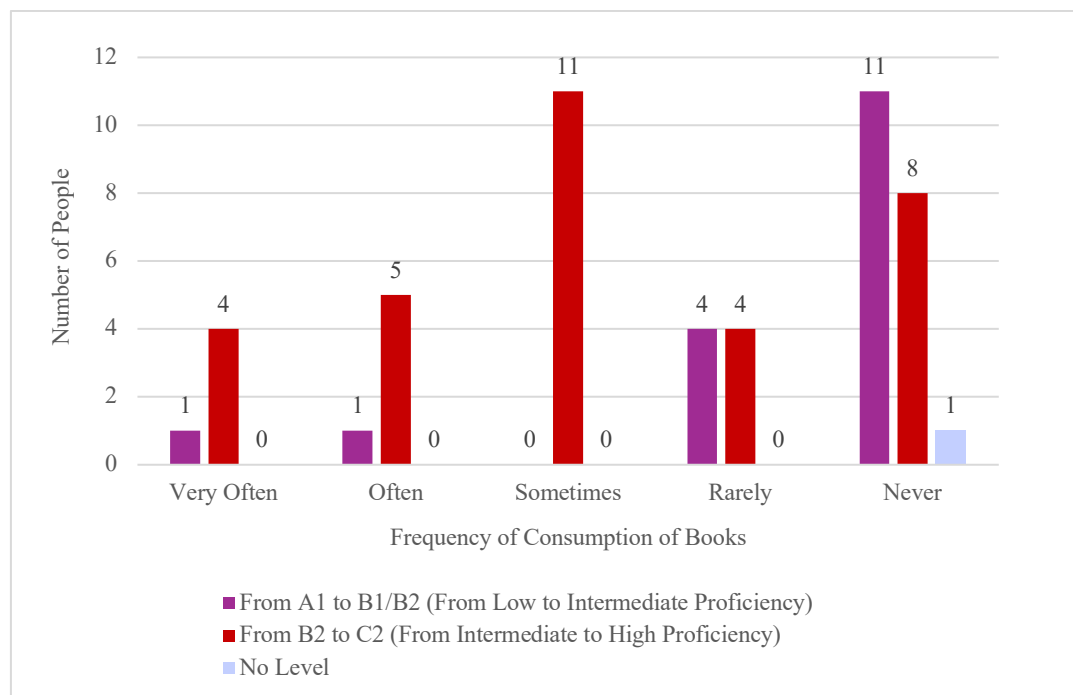
Figure 12

Number of People per Frequency of Consumption of English-Language Books and English Proficiency (45-60 Years Old)
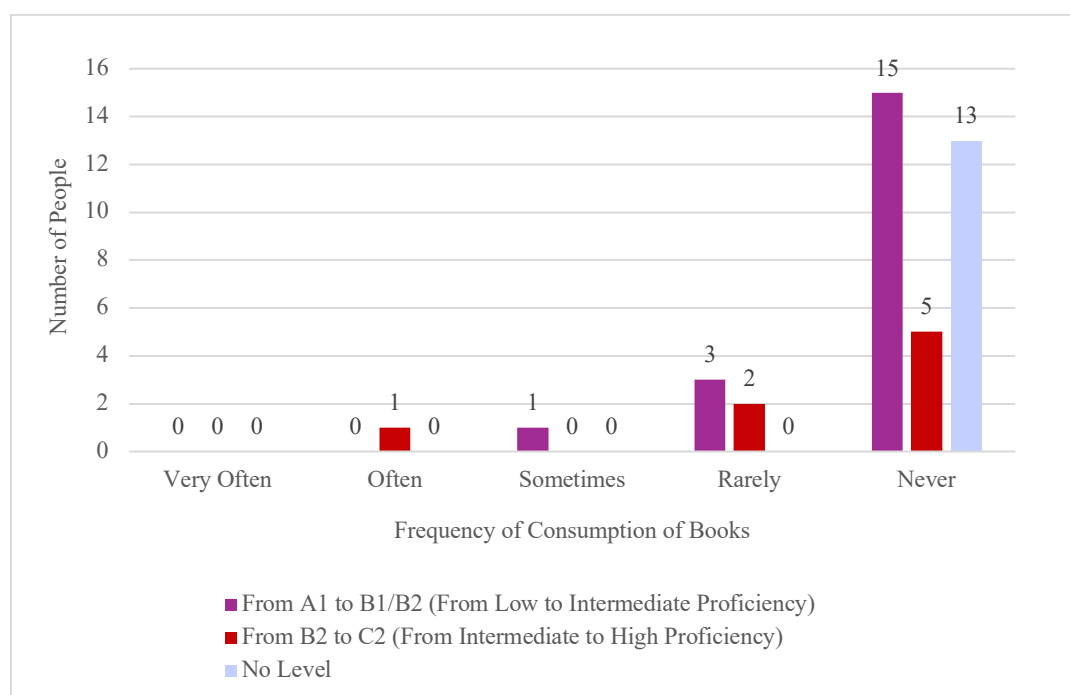
Note. 10 participants in Group 2 had to be put aside due to the irrelevance of their answers to the question on English proficiency.

     5.1.5.4.4 *Level of English AND Frequency of Consumption of the English-Language Press.* Figures 13 and 14 allow to visually compare the tendencies obtained for the two age groups. The figures show that the English-language press is more consumed by Group 1 than Group 2. These consumers tend to have an English proficiency higher than B2 as well. As mentioned in the context of English-language books, this does not mean that mastering English at a level between intermediate and high necessarily involves reading the English-language press. However, such a proficiency could be perceived as a condition of access. As a matter of fact, this genre seems to require a certain proficiency to be consumed. This could explain why not many participants in Group 2 frequently consume this artifact. Indeed, as stated previously, this group is rather characterized by people with no level or with a proficiency inferior to B2, which seems to be insufficient for the consumption of this artifact. This hypothesis is strengthened by the fact that all participants in Group 2 with English proficiency never read the press in English. Since the English-language press seems to require English proficiency, it could be argued that there is a relation between English proficiency and the frequency of its consumption by participants in this study. 9 participants

from Group 1 and 11 participants from Group 2 had to be omitted for the analysis of this combination due to irrelevance.

Figure 13

Number of People per Frequency of Consumption of the English-Language Press and English Proficiency (16-30 Years Old)
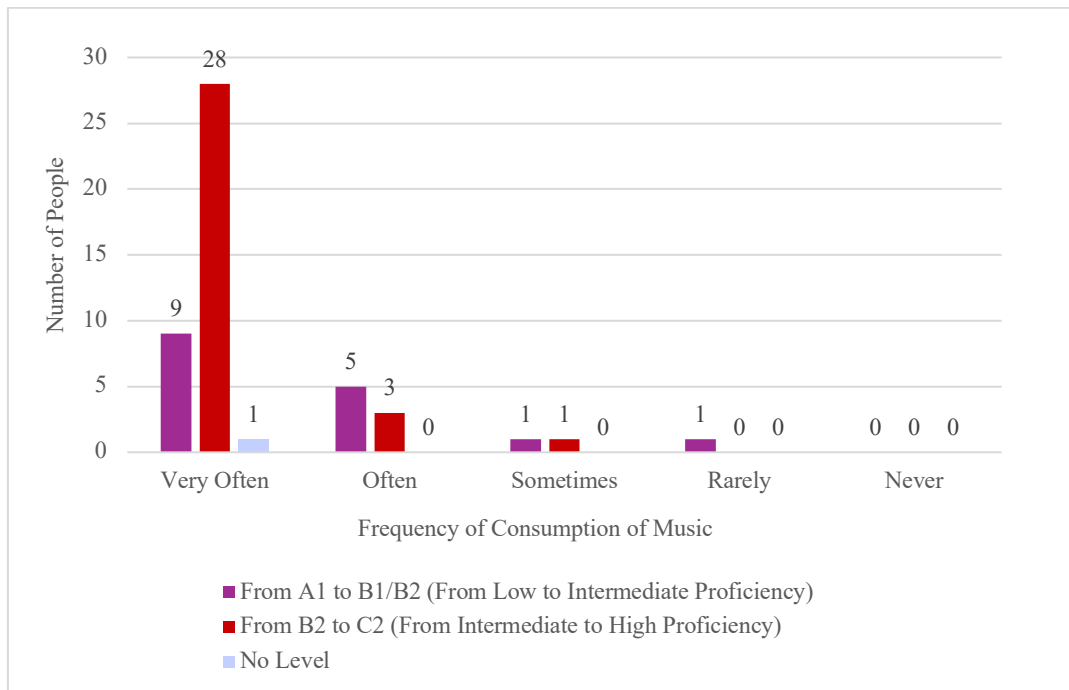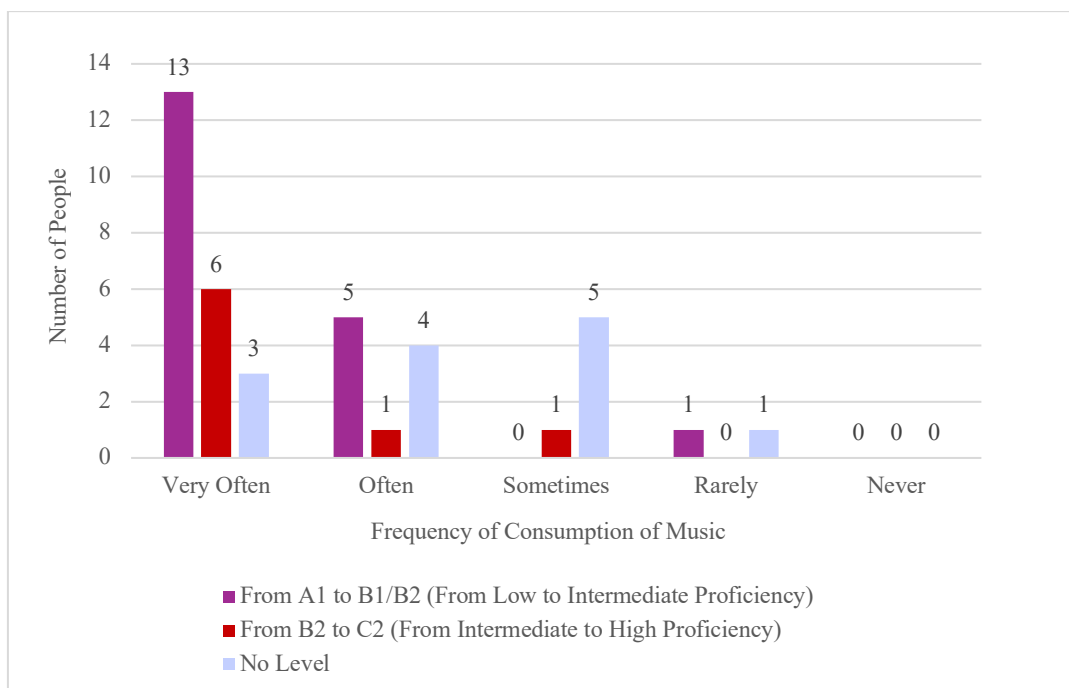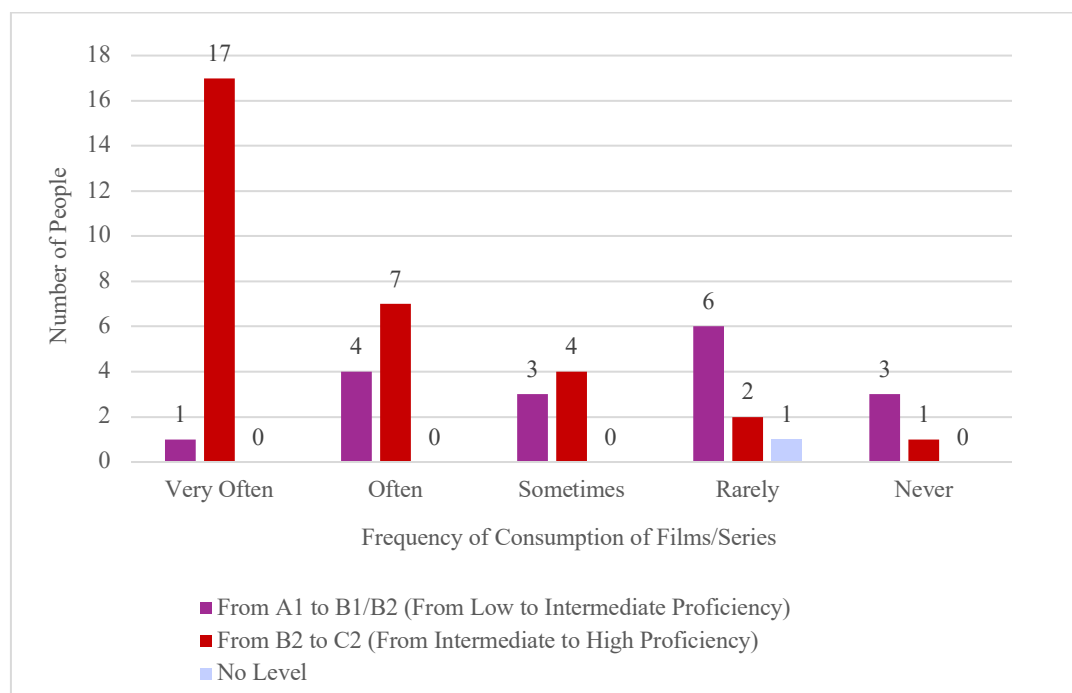
Figure 14

Number of People per Frequency of Consumption of the English-Language Press and English Proficiency (45-60 Years Old)

5.1.5.4.5 Level of English AND Frequency of Consumption of English-Language (YouTube) Videos. The results showed that more participants in Group 1 consume such videos very often, often and sometimes than participants in Group 2 (40 versus 17). In Group 1, such videos are watched by participants with an English proficiency inferior to B2 and especially, by those with a level superior to it. In Group 2, however, this is mostly done by people with a level of English between A1 and B1/B2. It is also worth mentioning that in Group 2, there are people with no level of English who claimed to watch English-language (YouTube) videos sometimes (4), as opposed to Group 1. Nevertheless, most participants in Group 2 with no proficiency tend to rarely or never consume these videos. The results obtained for both groups suggest that there is a certain level required to watch such videos frequently, that is, either very often or often. The results of Group 2 indicated that it is possible for people with no proficiency to sometimes watch these videos. However, this does not mean that these people understand what is being said in them. The visual support of videos can perhaps help them to do so.

These observations suggest that there is a relation between English proficiency and the frequency of consumption of English-language (YouTube) videos. Note that 5 participants from Group 1 and 14 people from Group 2 could not be included due to the

irrelevance of their answers to one of the two questions that constitute this combination. Figures 15 and 16 visually represent the number of people in each group per frequency of consumption of English-language (YouTube) videos and English proficiency.

Figure 15

Number of People per Frequency of Consumption of English-Language (YouTube) Videos and English Proficiency (16-30 Years Old)
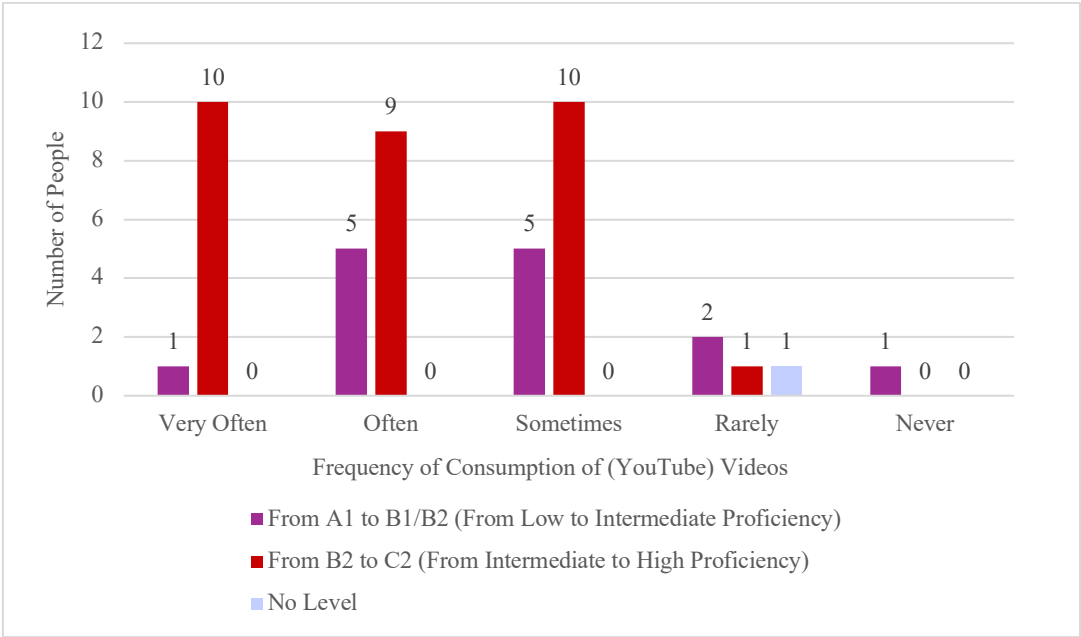
Figure 16

Number of People per Frequency of Consumption of English-Language (YouTube) Videos and English Proficiency (45-60 Years Old)
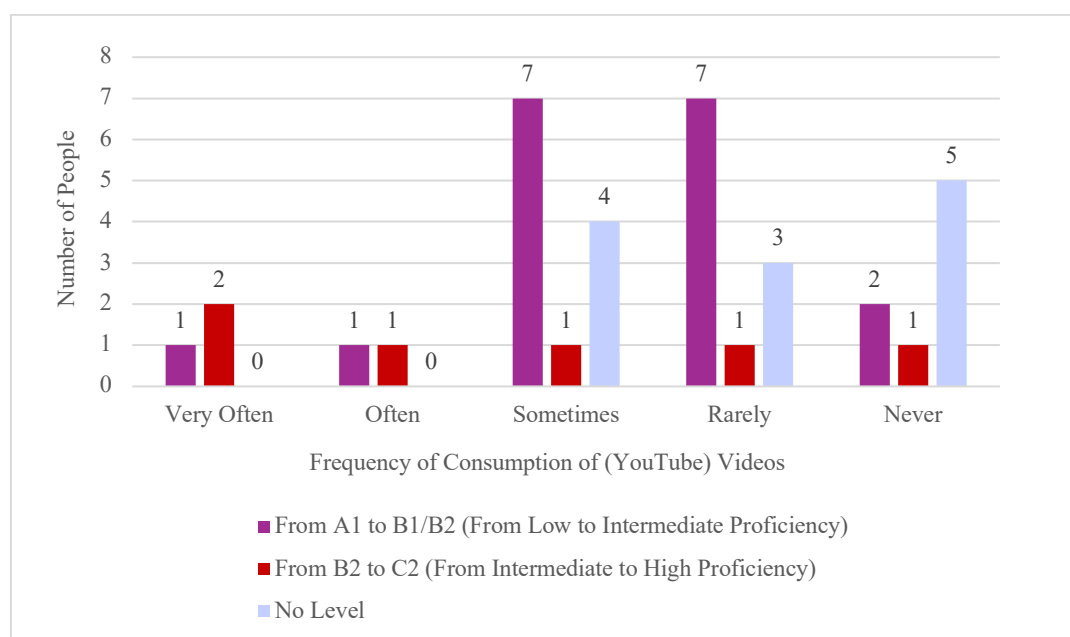
5.1.5.4.6 Level of English AND Frequency of Consumption of Social Media in English. Based on the relevant answers obtained for the two questions that compose the combination, the results showed that there is a significant gap between participants in the two groups in terms of their consumption of social media in English. Indeed, most participants in Group 1 claimed to use English on social media either very often, often or sometimes as opposed to participants in Group 2 (36 versus 6 participants). In both groups, some participants who do so have a level inferior to B2, that is, from low to intermediate, but most of them have a level superior to it, that is, from intermediate to high. This suggests that an English proficiency below B2 is sufficient to use social media platforms in the English language but that having a level beyond B2 is better. In Group 2, all participants with no proficiency never use English on social networks. Regarding Group 1, the only participant who has no English level claimed to do so rarely. One hypothesis is that this is due to the language barrier. Therefore, it could be argued that there is a connection between English proficiency and the frequency of consumption of social media platforms in English. It should be noted that 2 participants from Group 1 and 16 participants from Group 2 could not be included due to irrelevance. This may have an impact on the observations made in the context of this combination. Two figures (17-18) were designed to provide a visual overview

of the number of people in each age group per frequency of consumption of social media in English and English proficiency.

Figure 17

Number of People per Frequency of Consumption of Social Media in English and English Proficiency (16-30 years old)
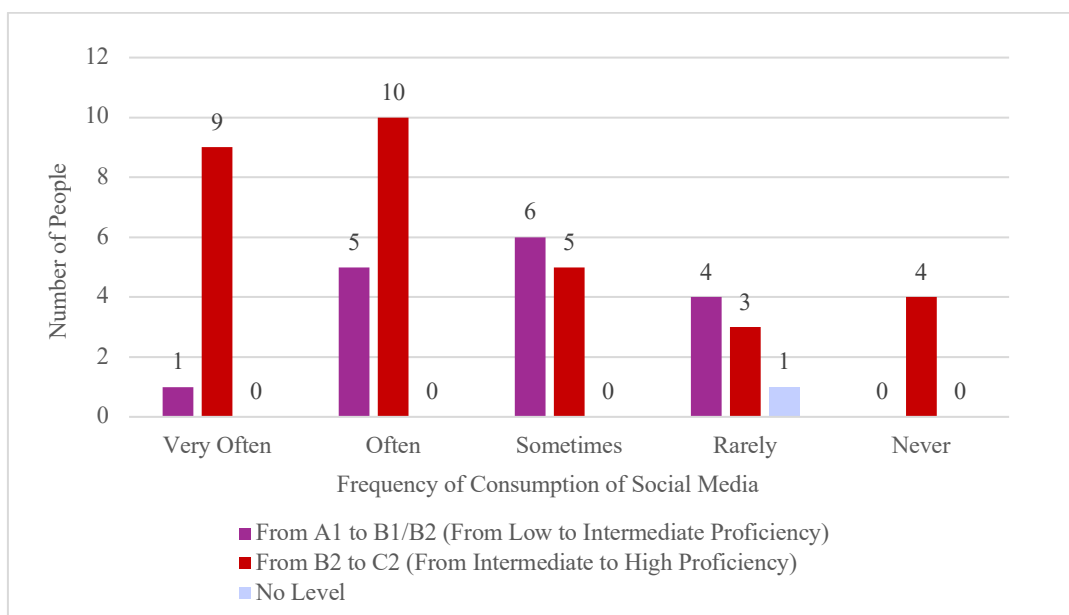
Figure 18

Number of People per Frequency of Consumption of Social Media in English and English Proficiency (45-60 years old)
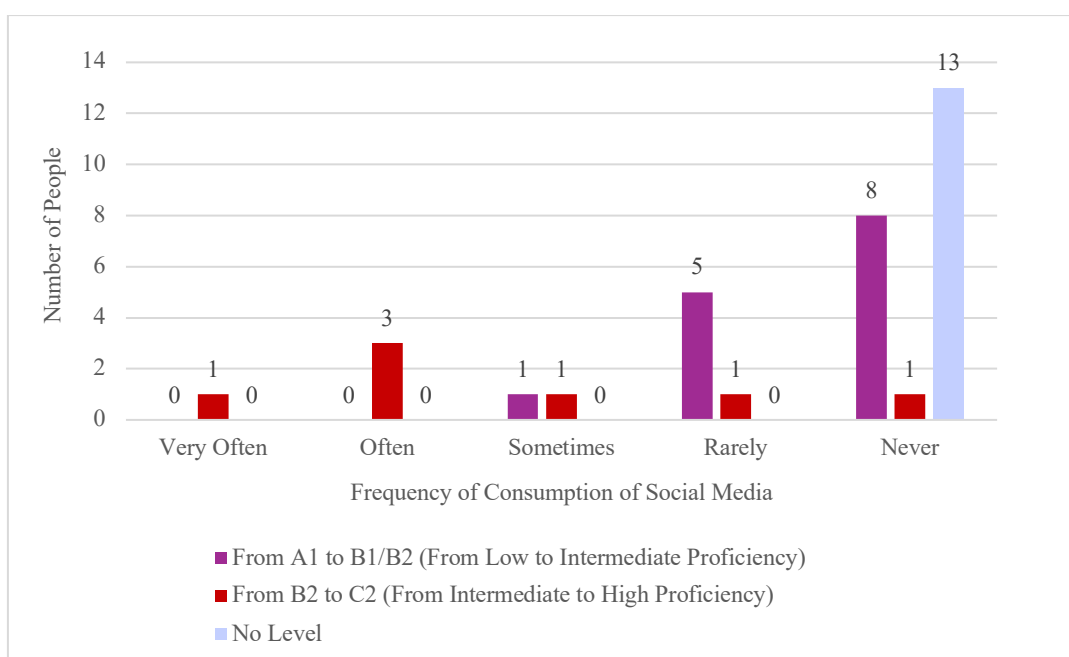
5.1.5.4.7 Level of English AND Frequency of Consumption of English-Language Memes. Figures 19 and 20 show that the consumption of English-language memes is more frequent among participants in Group 1 than among those in Group 2. In Group 1, most participants who make use of such memes very often, often or sometimes have a proficiency superior to B2. In Group 2, there is no gap between those who have a proficiency between low and intermediate and those who are superior to the B2 level. In both groups, there are participants with an English proficiency, either inferior or superior to B2, who rarely or never consume English-language memes. This means that it is not because someone speaks English that they make use of this artifact. However, the results of Group 2 suggest that a proficiency is required to consume English-language memes since those with no proficiency claimed to rarely or never consume them. Thus, the possibility of a relation between English proficiency and the frequency of consumption of English-language memes cannot be dismissed. It is, however, worth mentioning that the number of participants that had to be set aside may have an impact on these results. As a matter of fact, this had to be done for 14 people in Group 1 and 18 people in Group 2.

Figure 19

Number of People per Frequency of Consumption of English-Language Memes and English Proficiency (16-30 Years Old)
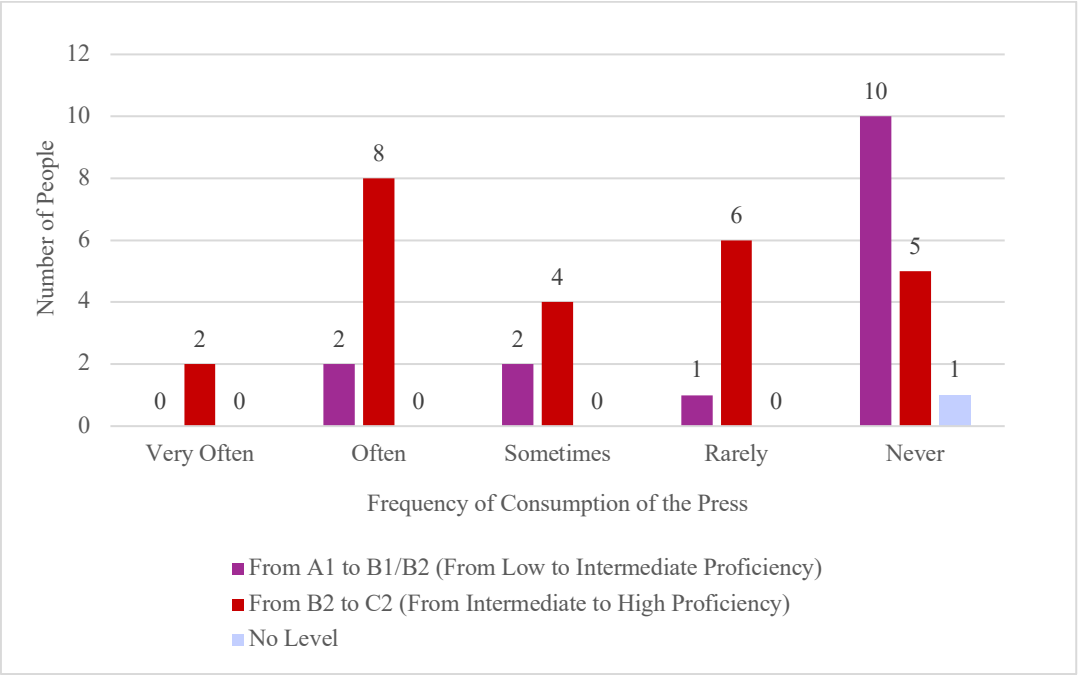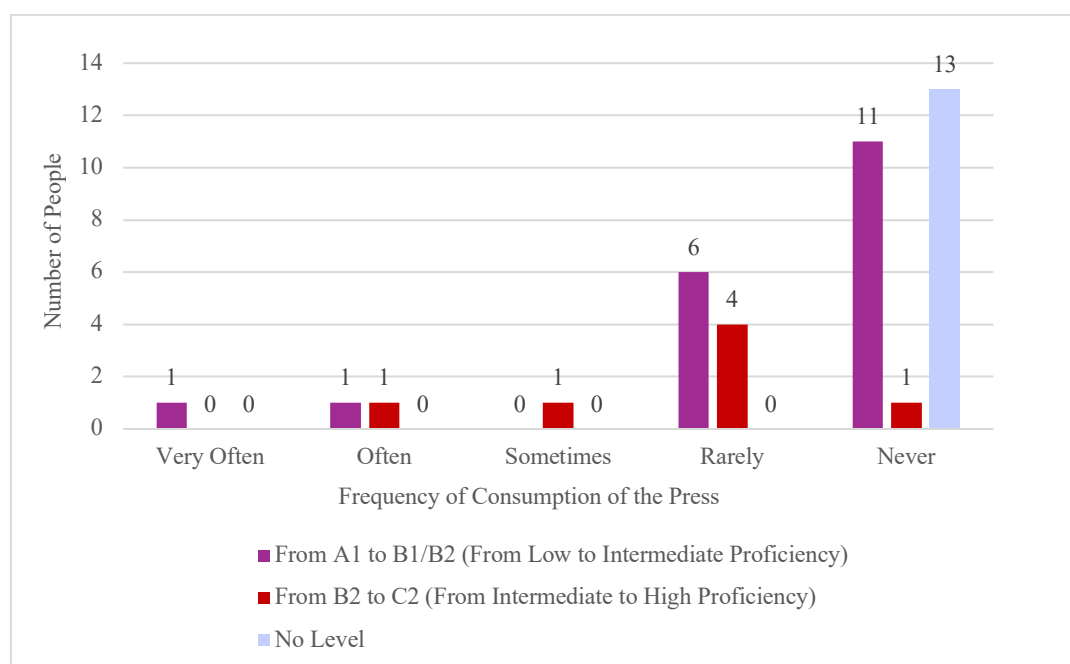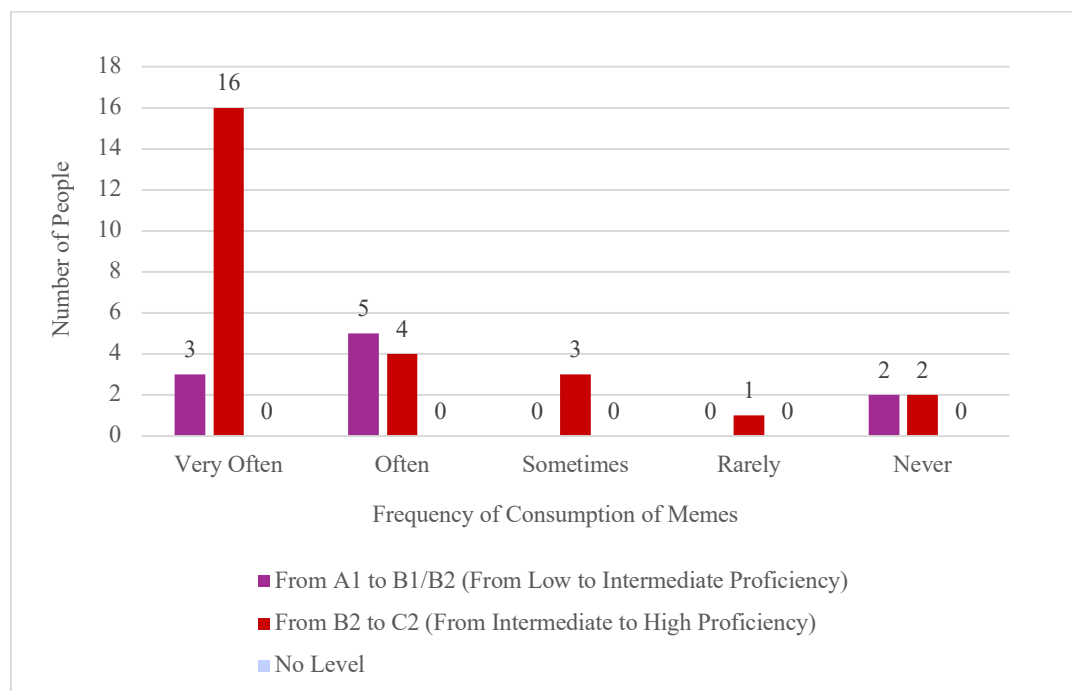
Figure 20

Number of People per Frequency of Consumption of English-Language Memes and English
Proficiency (45-60 Years Old)
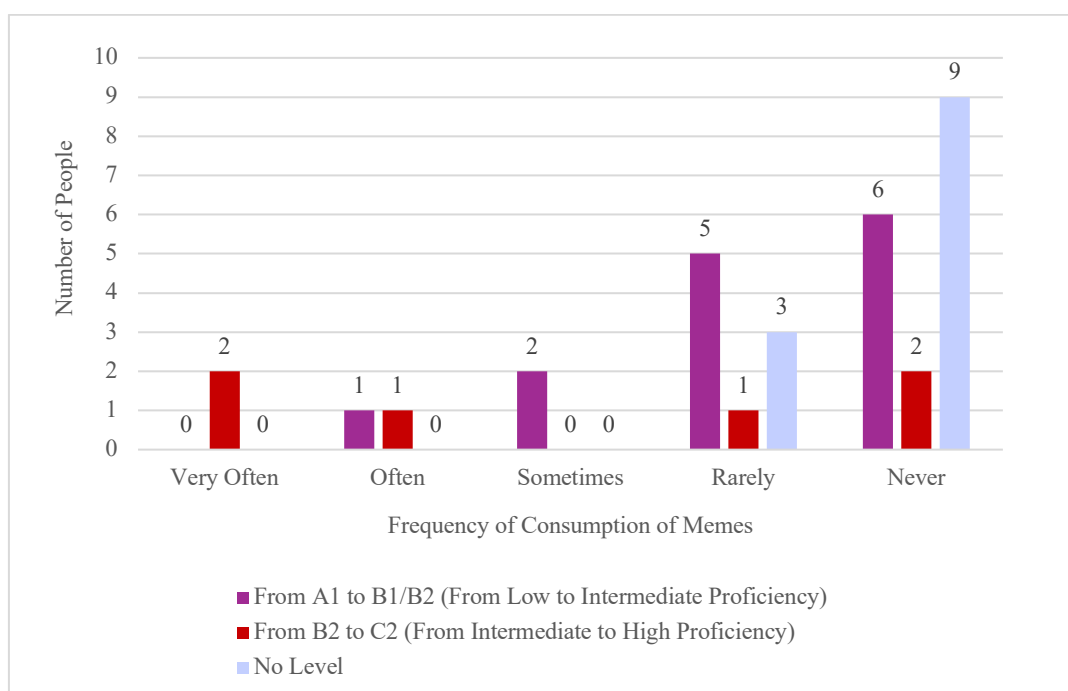
5.1.5.4.8 Level of English AND Frequency of Consumption of English-Language
Video Games/Sport in English/Art in English. As the results obtained for these three
artifacts are similar and do not lend themselves to in-depth comparisons, it was decided to
group them together in a single section. Once again, the observations are based on relevant
data only. Regarding video games, 4 participants from Group 1 and 10 from Group 2 were
put aside. The same was done for 5 participants in Group 1 and 14 people in Group 2 in the
context of sport. Finally, 3 people in Group 1 and 10 participants in Group 2 gave an
irrelevant answer to one of the two questions constituting the combination "Level of English
AND Frequency of consumption of art in English", which resulted in their sidelining. It is
important to mention that there is no certainty that this has no impact on the comparisons
made when analyzing the data of the two groups. Figures (54-59) and Tables (60-65) were
designed to provide a visual approach to the results. These can be found in the Appendices.

English-language video games are barely consumed by participants, regardless of
group. Those who consume it, however, have either a proficiency inferior or superior to B2.
The results indicated that English-language video games are rarely or never consumed by all
participants with no proficiency and by most participants with an English proficiency. These

observations suggest that speaking English does not mean playing English-language videos games but it could be a necessity for being able to do so. Based on the results, it could be argued that there is a link between English proficiency and the frequency of consumption of English-language video games. However, this assertion remains weak due to the small number of cases that support it.

Watching or practicing sport in English is not common among participants. In Group 1, those who do so very often, often or sometimes are either inferior or superior to B2. In Group 2, participants have either a proficiency above B2 or no level at all. This suggests that it is possible to watch or practice sport in English without necessarily being fluent in the language. However, this remains occasional since these participants indicated that they do so only sometimes. Given that very few people claimed to consume this artifact, it is difficult to make strong assumptions about the relation between English proficiency and the frequency of consumption of sport in English.

The same difficulty applies to the consumption of art in English. Indeed, there is no participant in Group 2 who asserted that they consume this artifact very often, often or sometimes. There are only 4 participants in Group 1 who do so either often (2/4) or sometimes (2/4). 1 of them has a proficiency between low and intermediate and the rest has a level superior to B2.

5.1.5.5 Level of English AND Pop Culture as a Motivation to Learn English. The questions on participants' level of English as well as whether English-language pop culture is a motivation for them to learn English were examined in combination in order to analyze the relation between the two and generate assumptions. In this context too, participants who provided at least one irrelevant response or no answer to one of the two questions were set aside. It is the case for 1 participant in Group 1 and 10 people in Group 2.

The results showed that participants in Group 1 who claimed to have English-language pop culture as a source of motivation to learn English have either a proficiency inferior to B2 or superior to it. When it comes to Group 2, they have either one of these two proficiencies or no level at all. This suggests that English-language pop culture might be a factor that stimulates English learning and might be the reason why some people are fluent in English. The results observed for Group 2 also indicate that English-language pop culture could encourage non-English speakers to learn English. These observations, however, do not

apply to everyone since there are participants aged 16 to 30 with or without an English level who do not consider English-language pop culture to be a motivational source for learning English. This is also the case for Group 2. This means that not everyone who are able to speak English were motivated by English-language pop culture to learn the language. It is also not a way for them to improve their proficiency and to be in contact with the language. In most cases, there may be a relation between English-language popular culture and English proficiency. There are other cases, however, in which English-language pop culture is not one of the factors responsible for English proficiency. Figure 21 and Figure 22 give a visual idea of the relation between English proficiency and English-language pop culture as a motivation to learn English for participants in both age groups. The results are tabulated in Tables 66-67 in the Appendices as well.

Figure 21

Number of People Based on English Proficiency and English-Language Pop Culture as a Motivation to Learn English (16-30 Years Old)
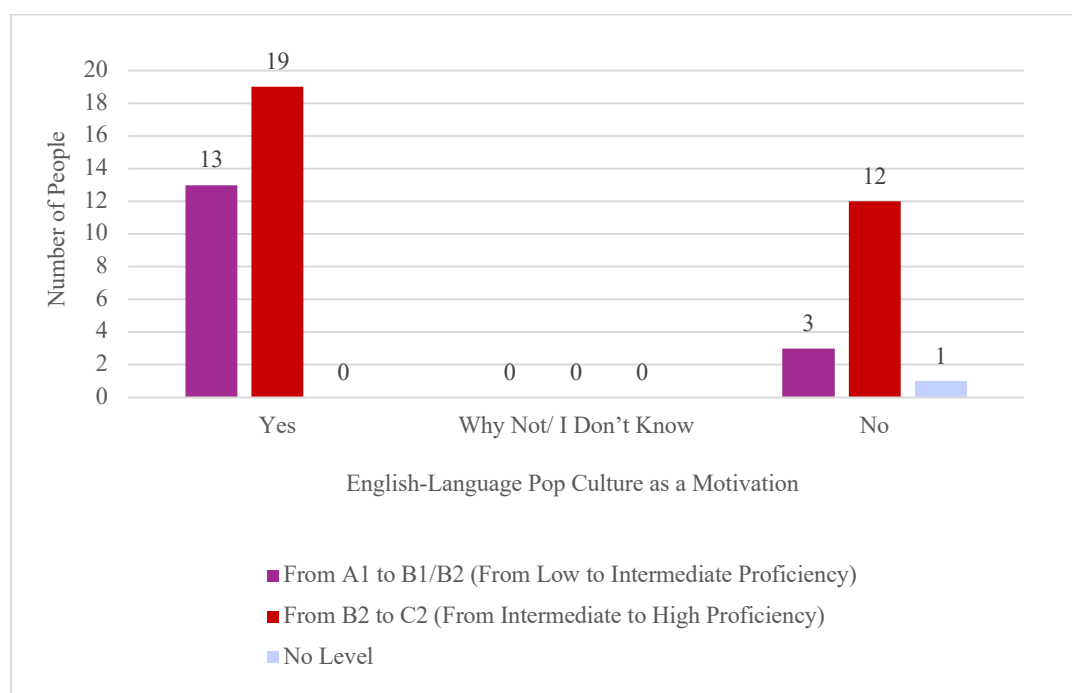
Figure 22

Number of People Based on English Proficiency and English-Language Pop Culture as a
Motivation to Learn English (45-60 Years Old)
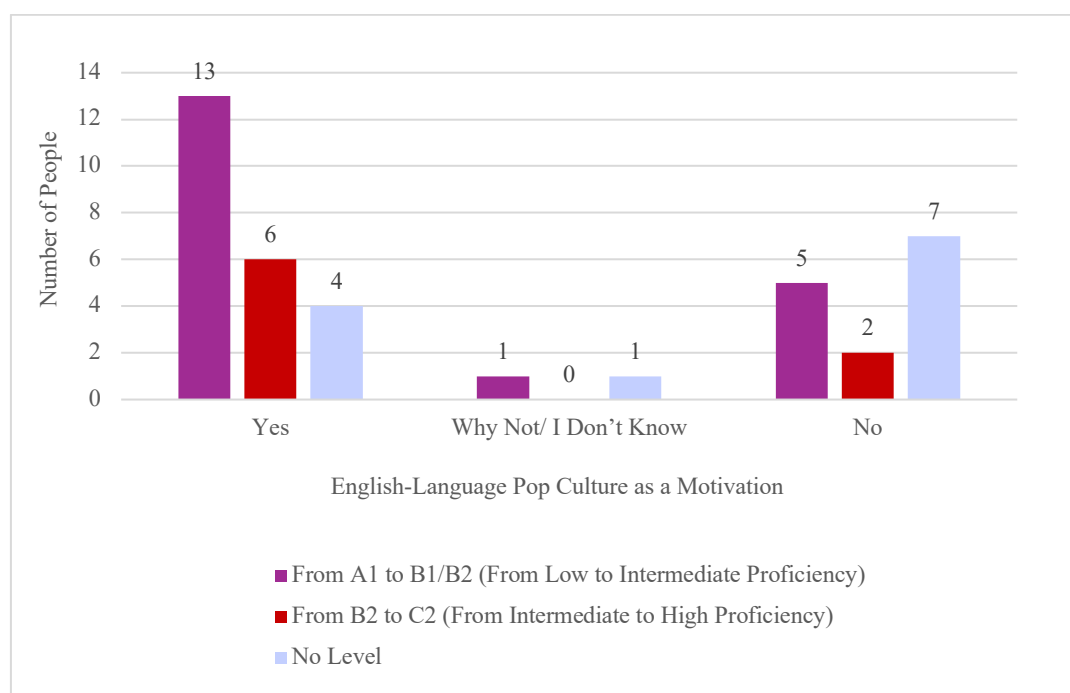
5.1.5.6 Frequency of Consumption of English-Language Artifacts AND English Language Learning Through English-Language Pop Culture Artifacts. The relation between the frequency of consumption of an artifact and whether the participants claimed to learn English through it is the focus of this combination. Music, films and series, video games, and sport are the English-language pop culture artifacts that are discussed in this section. Tables (68-75) that provide an overview of the results obtained for the different combinations that are included in this section can be found in the Appendices.

5.1.5.6.1 Frequency of Consumption of English-Language Music AND English Language Learning Through English-Language Music. Figure 23 shows that in Group 1, almost all participants who claimed to listen to such songs very often, often or sometimes indicated that they learn English through them. There are few participants who consume English-language music frequently and who (strongly) disagreed with the fact that they learn English through this artifact. This also applies to participants in Group 2 (Figure 24). However, there are more participants in this group than in Group 1 who listen to these songs very often, often or sometimes but who claimed to not learn English through them. In general, these observations suggest that in many cases, English-language music is a popular

culture artifact that has the ability to make people learn some aspects of the English language. It should be noted that 1 participant from Group 1 had to be omitted due to irrelevance.

Figure 23

Number of People Based on the Frequency of Consumption of English-Language Music and View on Personal English Language Learning Through English-Language Music (16-30 Years Old)
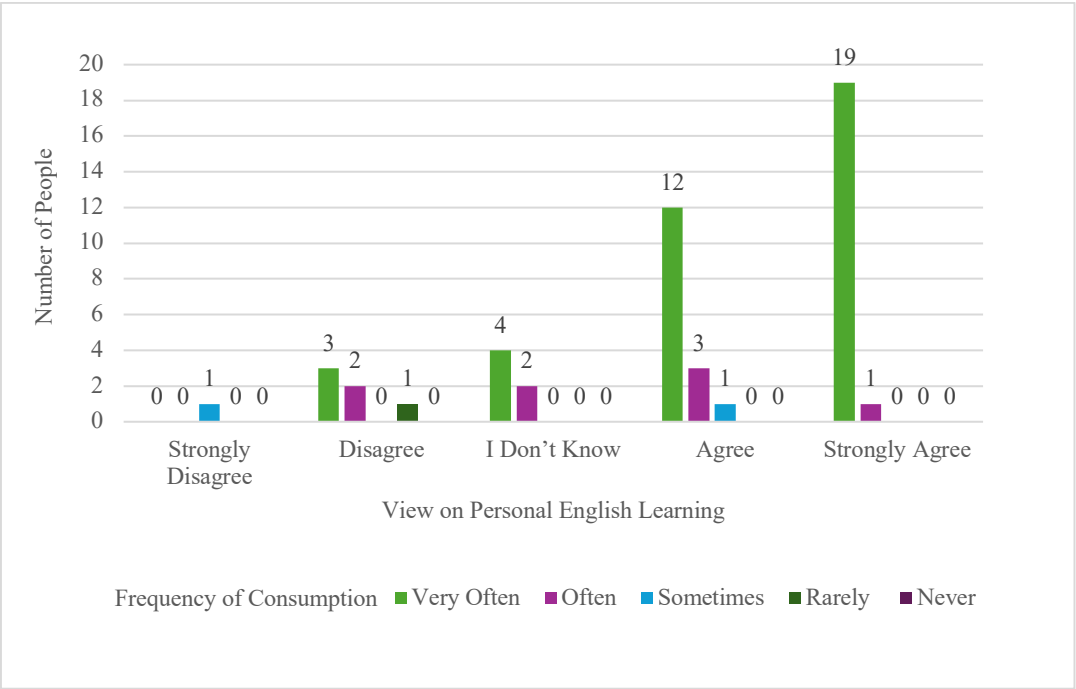
Figure 24

Number of People Based on the Frequency of Consumption of English-Language Music and View on Personal English Language Learning Through English-Language Music (45-60 Years Old)
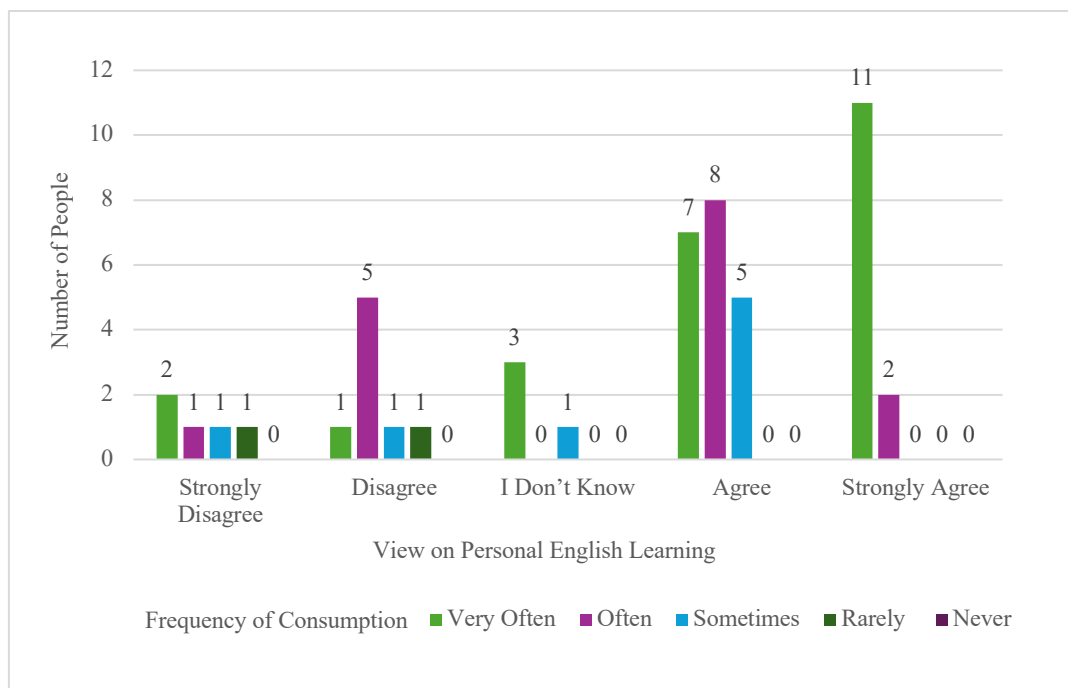
5.1.5.6.2 Frequency of Consumption of English-Language Films and Series AND English Language Learning Through English-Language Films and Series. Figure 25 shows that participants aged 16 to 30 who watch English-language movies and series either very often, often, sometimes or rarely tended to (strongly) agree with the fact that they learn English through them. There is only 1 participant who consumes this artifact very often who disagreed. The other people who (strongly) disagreed are either rare or non-consumers. Regarding Group 2, most participants indicated that they do not learn English through this artifact. This is, however, probably due to the fact that most do not or rarely watch English-language movies and series. Almost all participants in Group 2 who consume this artifact very often, often or sometimes (strongly) agreed with the fact that they acquire English through English-language movies and series. There are fewer people in Group 2 who claimed to learn the language through English-language films and series because there are less participants in Group 2 than in Group 1 who watch them very often, often or sometimes. However, almost every participant in Group 2 who watches English-language films and/or series (very) often or sometimes asserted that they learn English through them. The results indicate that watching English-language films and series very often, often or sometimes

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leads to the acquisition of English in most cases, regardless of age group. It should be noted that 2 people from Group 1 and 8 participants from the second group were put aside because of irrelevance.

Figure 25

Number of People Based on the Frequency of Consumption of English-Language Films and Series and View on Personal English Language Learning Through English-Language Films and Series (16-30 Years Old)
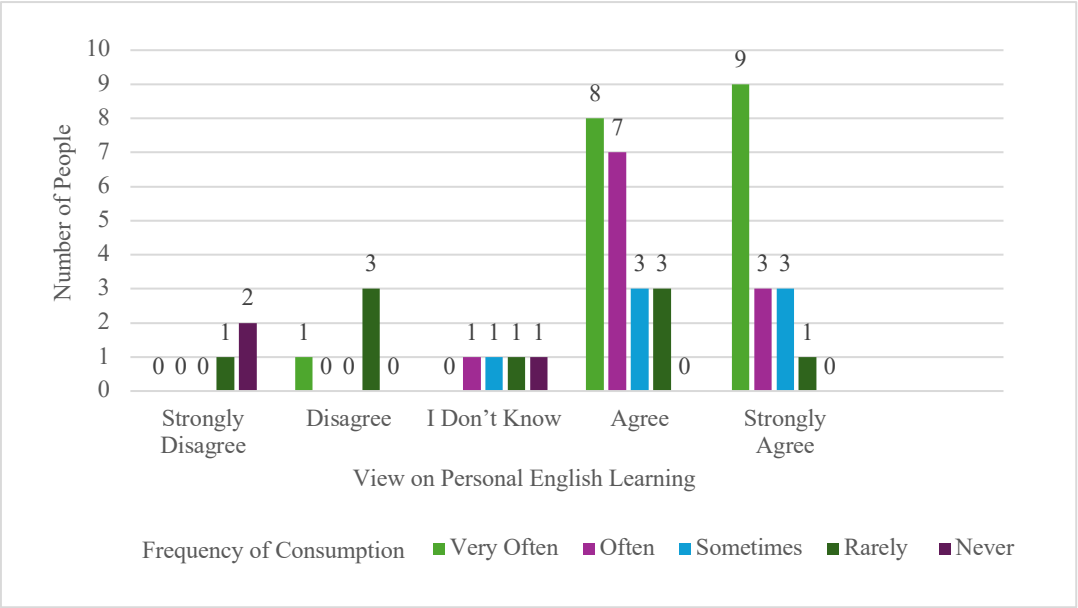
Figure 26

Number of People Based on the Frequency of Consumption of English-Language Films and Series and View on Personal English Language Learning Through English-Language Films and Series (45-60 Years Old)
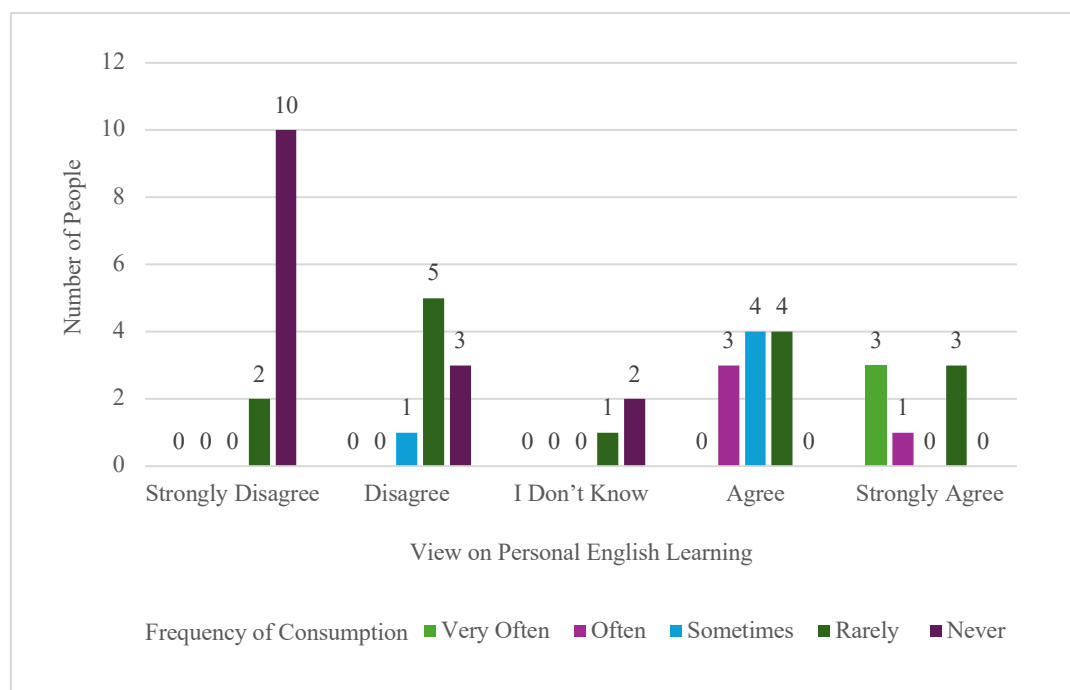
5.1.5.6.3 Frequency of Consumption of English-Language Video Games/Sport in English AND English Language Learning Through English-Language Video Games/Sport in English. Since the results obtained for video games and sport are in line, the two artifacts are dealt with in the same section. Regarding English-language video games, 10 participants in Group 1 and 3 people in Group 2 were set aside due to irrelevance. When it comes to watching and/or practicing sport in English, this had to be done for 9 participants in Group 1 and 7 participants in Group 2. Figures (60-63) and Tables (72-75) that visually represent the number of people in each age group based on the frequency of consumption of the two pop culture artifacts and the view on personal English learning through these artifacts can be found in the Appendices.

Most participants in both age groups asserted that they rarely or never consume English-language video games and watch and/or practice sport in English, which resulted in them claiming to not learn English through these artifacts. The majority of those who play English-language video games (strongly) agreed with the fact that English language acquisition results from their consumption. The same applies to watching and/or practicing sport in English. However, these participants are rather rare in comparison to the rest of the

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participants who are non-consumers of these two artifacts. Based on the answers of the very few consumers of these artifacts, it could be suggested that the consumption of English-language video games and watching and/or practicing sport in English stimulate English language learning in most cases.

5.1.5.7 Level of English AND English-Language Pop culture Has Had a Positive Effect on Proficiency. This combination focuses on participants' proficiency and their attitude toward the claim that English-language popular culture has had a positive impact on their proficiency. No participant in Group 1 disagreed with this assertion. Only 2 participants aged 16 to 30 and with a proficiency inferior to B2 strongly disagreed with the fact that English-language popular culture affected their proficiency positively. Most participants in this group (i.e., Group 1) either agreed or strongly agreed with the fact that English-language pop culture has had a positive effect on their English proficiency. The English level of some of these participants is inferior to B2 but most of them have a proficiency that is superior to B2. The results strongly suggest that English-language popular culture can impact positively English proficiency.

Figure 27

Number of People Based on English Proficiency and Agreement on the Positive Impact of English-Language Pop Culture on English Proficiency (16-30 Years Old)
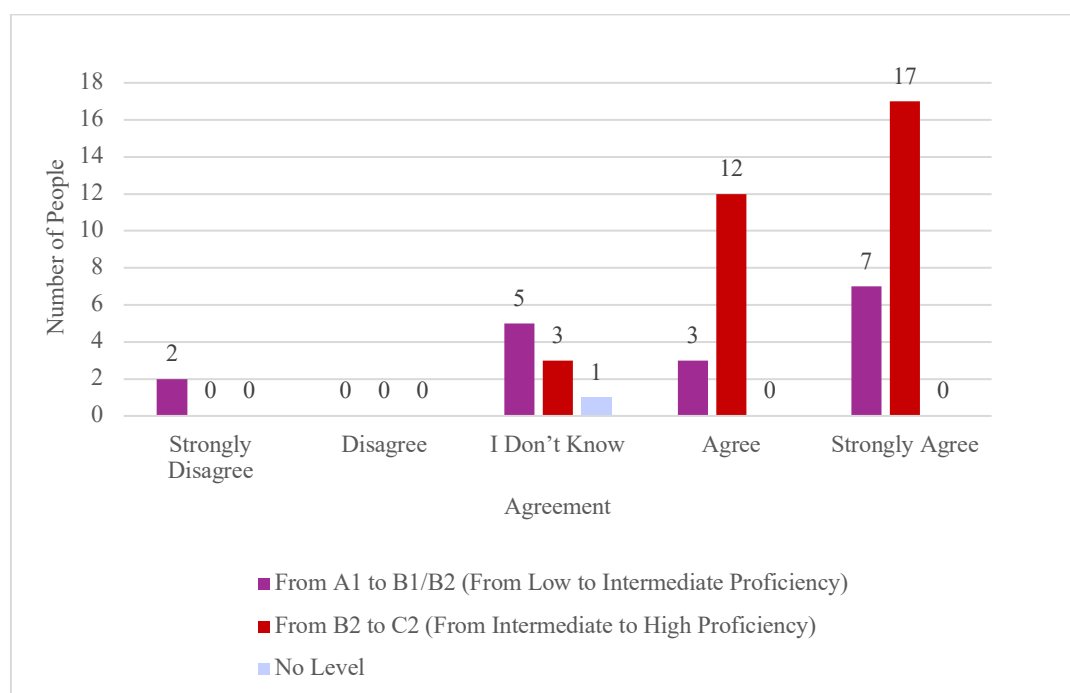
Regarding the attitude of participants in Group 2, only 1 participant who strongly disagreed with the fact that English-language popular culture has had a positive impact on their proficiency has an English level between low and intermediate. The rest of the participants who either strongly disagreed or disagreed with this may have done so because they have no English proficiency at all. Most participants who are either inferior or superior to B2 acknowledged the positive effects English-language pop culture has had on their proficiency. Note that 10 participants had to be omitted due to irrelevance.

Figure 28

Number of People Based on English Proficiency and Agreement on the Positive Impact of English-Language Pop Culture on English Proficiency (45-60 Years Old)
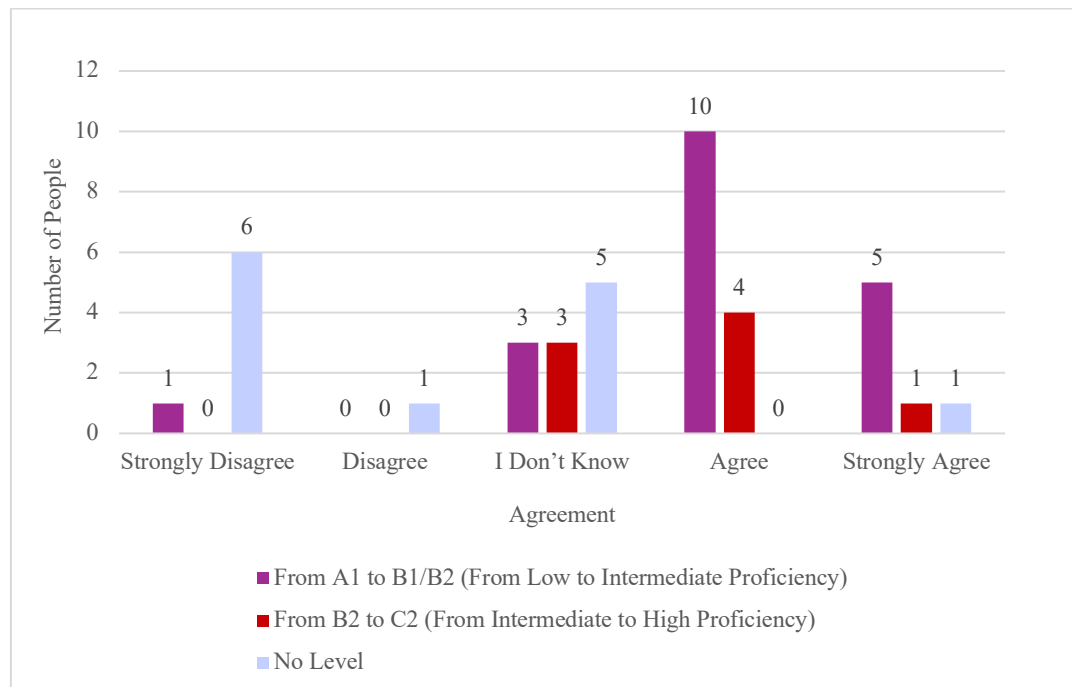
These observations show that almost all participants, no matter the age group to which they belong, have a positive attitude toward the impact that English-language has had on their English proficiency. Indeed, the majority claimed that it has had positive effects on their ability to master the English language. The results obtained for both groups are tabulated in Tables 76 and 77 in the Appendices.

5.1.5.8 Level of English AND English-Language Pop Culture Has Had a Negative Effect on Proficiency. With regard to participants' attitude toward the claim that English-language popular culture has had a negative impact on their proficiency, all participants, regardless of age group and proficiency, strongly disagreed, disagreed or claimed to not know. This reinforces the observations made in the context of the previous combination of questions and emphasizes the potential of English-popular culture for learning English. Figures (64-65) and Tables (78-79) in the Appendices illustrate the number of people in each age group based on the participants' English proficiency and their agreement on the negative impact English-language pop culture has had on their English level. 11 participants in Group 2 gave an irrelevant answer to one of the two questions that make up the combination, which resulted in the sidelining of their data.

5.1.5.9 Group 2 Participants' Extent of Exposure to English-Language Pop Culture During Their Youth AND Extent of Their Current Exposure to English-Language Pop Culture. The last combination focuses on participants in Group 2 since it pays attention to the evolution of their exposure to English-language pop culture from their youth to the present day. This evolution is visually represented in Figure 29. The data of the participants who responded "I don't know" to one of the two questions of the combination could not be included in the discussion (7 people). The reason for this is that it made it impossible to show any increase, decline or stability in their exposure over the years.

Figure 29

Evolution of the Exposure to English-Language Pop Culture From Youth to Present Day (45-60 Years Old)
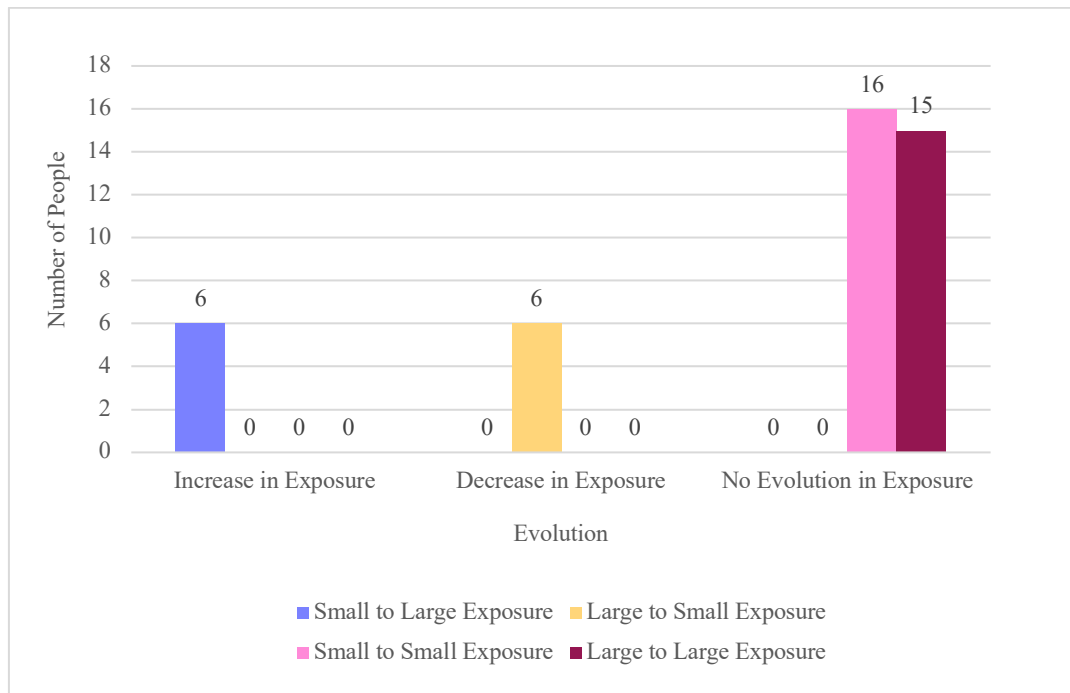
The figure does not show any difference between participants whose exposure has increased over the years and those whose exposure has decreased. There is also no significant difference between an unchanged small exposure and an unchanged large exposure. Based on these results, it is hard to put forward that English-language pop culture has a more prominent impact in their lives than several years ago.

5.2 Inferential Analysis

When it was possible and relevant, a Chi-Square test was performed to observe whether there is a statistically significant association between two variables. In each test, one of these variables is the age group. It is important to mention that the tests are based on relevant and concrete data only. This section presents the results of these Chi-Square tests.

5.2.1 Background Information

5.2.1.1 Number of Years of English Classes Taken. Categories not directly related to the number of years, that is, "No answer", "Irrelevant" and "Unclear" were put aside to perform a relevant Chi-Square test. This statistical test informs that there is a strong association between age and the number of years of English classes taken ($p = 1,4.10^{-4} = 0,00014 \ll 0,05$). This reinforces the observations made in the descriptive analysis since it was pointed out that participants in Group 1 appear to have had more years of English classes than those in Group 2.

5.2.1.2 English Proficiency. The results suggested that participants in Group 1 tend to have a higher English proficiency than those in Group 2. The Chi-Square test strengthens this observation. Indeed, it was found that there is a strong association between age and English proficiency ($p = 6,20042E - 06 \approx 0,000006 \ll 0,05$).

5.2.2 Exposure to English-Language Pop Culture

5.2.2.1 Interest in Pop Culture, English and English-Language Pop Culture. A statistically significant association between age and interest in popular culture, English and English-language pop culture was found ($p \approx 0,02 < 0,05$). As a matter of fact, the findings indicated that participants in Group 1 are more interested in the three aspects than participants in Group 2.

5.2.2.2 Extent of Exposure to English-Language Pop Culture. The findings showed that participants aged 16 to 30 are more exposed to artifacts of English-language popular culture than participants aged 45 to 60. These observations are reinforced by a Chi-Square test, which found an association between age and the extent of exposure to English-language popular culture ($p \approx 0,01 < 0,05$).

5.2.2.3 Extent of Exposure to English-Language Pop Culture: Exposure to Artifacts.

5.2.2.3.1 Exposure to English-Language Music. Since there is no large gap between the results of the two age groups, it is not surprising to find no statistically significant association between age and exposure to English-language music ($p \approx 0,15 \gg 0,05$).

5.2.2.3.2 Exposure to English-Language Films and Series. As was the case for English-language music, it is not astonishing to not find any association between age and exposure to English-language films and series when performing a Chi-Square test due to the small difference between the data obtained for the two groups ($p \approx 0,35 \gg 0,05$).

5.2.2.3.3 Exposure to English-Language Books and the English-Language Press. The result of the Chi-Square tests strengthens the observations made in the descriptive analysis. Indeed, there is a statistically significant association between age on the one hand, and exposure to English-language books on the other ($p \approx 0,0001 \ll 0,05$). Another association was found between age and exposure to the English-language press ($p \approx 0,01 \ll 0,05$).

5.2.2.3.4 Exposure to English-Language (YouTube) Videos, Social Media in English and English-Language Memes. Regarding (YouTube) videos in English, the Chi-Square test performed reinforces the observation made in the descriptive analysis that participants in Group 1 are more exposed to such videos than participants in Group 2. As a matter of fact, the p-value found is well below 0.05, which means that there is a strong association between age and exposure to English-language (YouTube) videos ($p \approx 0,0002 \ll 0,05$).

It is also not surprising to find a strong association between age and exposure to English on social media ($p \approx 5,43309E - 09 = 0,000000005 \ll 0,05$) since the results in the descriptive analysis indicated that participants in Group 1 are more exposed to this artifact than those in Group 2.

The same applies to the exposure to English-languages memes. Indeed, more participants in Group 1 claimed to be exposed to this artifact. Consequently, a strong connection between age and exposure to English-language memes ($p \approx 2,58119E - 05 = 0,00003 \ll 0,05$) was highlighted by the Chi-Square test performed.

5.2.2.3.5 Exposure to English-Language Video Games. Since there is no clear difference between the two age groups, it is not astonishing to not find any statistically significant association between age and exposure to English-language video games ($p \approx 0,6 \gg 0,05$).

5.2.2.3.6 Exposure to Sport in English. No association between the variable "age" and the variable "exposure to sport in English" was observed when performing a Chi-Square test ($p \approx 0,32 \gg 0,05$). This is linked to the fact that the results did not show any significant distinction in exposure between the two groups.

5.2.2.3.7 Exposure to Art in English. As was the case for sport, it is not surprising to not notice an association between age and exposure to art in English ($p \approx 0,4 \gg 0,05$) because this artifact was found to not be popular among participants, regardless of age group.

5.2.3 Pop Culture and English-Language Use

5.2.3.1 Frequency of Consumption of English-Language Pop Culture Artifacts.

5.2.3.1.1 Frequency of Consumption of English-Language Music. The observations made in the context of the descriptive analysis are reinforced by a Chi-Square test that indicates that there is an association between age and frequency of consumption of English-language music ($p \approx 0,02 < 0,05$). It is important to mention that the category "Irrelevant" was set aside for the performance of the test. The same was done for the category "Never" because no instance was found for this answer. Otherwise, it would have been impossible to carry out a Chi-Square test since it implies dividing something by zero, which is not feasible.

5.2.3.1.2 Frequency of Consumption of English-Language Films and Series. The Chi-Square test found a strong statistically significant association between age and frequency of consumption of English-language series and movies ($p \approx 1,67565E - 05 \approx 0,00002 \ll 0,05$). Once again, the category "Irrelevant" was put aside to perform the test. This reinforces the descriptive analysis since it was observed that participants in Group 1 tend to have a higher consumption of English-language films and series than those in Group 2.

5.2.3.1.3 Frequency of Consumption of English-Language Books and the English-Language Press. A strong association between age and frequency of consumption of English-language books results from the Chi-Square test ($p \approx 3,17344E - 05 \approx 0,00003 \ll 0,05$). This is not astonishing since participants in Group 1 were found to read books in English more frequently than those in Group 2.

A strong association between age and frequency of consumption of the English-language press was retrieved from the Chi-Square test ($p \approx 0,003 \ll 0,05$). This strengthens the observation made in the context of the descriptive analysis that the English-language press is more consumed by participants aged 16 to 30 than those aged 45 to 60. The irrelevant responses were put aside to carry out the test.

5.2.3.1.4 Frequency of Consumption of English-Language (YouTube) Videos, Social Media in English and English-Language Memes. When it comes to the frequency of consumption of (YouTube) videos in English, the Chi-Square test indicates that there is a strong relation between age and frequency of consumption of (YouTube) videos in English ($p \approx 3,48014E - 06 \approx 0,000003 \ll 0,05$). Irrelevant answers were omitted from the test.

The observation made in the descriptive analysis that participants in Group 1 use the English language on social media more frequently than participants in Group 2 is reinforced by the result of the Chi-Square. Indeed, there is a strong association between age and the frequency of consumption of the use of English in social media interactions ($p \approx 1,38091E - 08 \approx 0,00000001 \ll 0,05$).

Another strong association was found between age and the frequency of consumption of English-language memes ($p \approx 4,15435E - 08 \approx 0,00000004 \ll 0,05$).

It is not surprising to find strong associations here, as the descriptive analysis showed that there is a significant difference in the frequency of consumption of these three artifacts between the two age groups.

5.2.3.1.5 Frequency of Consumption of English-Language Videos Games, Sport and Art in English. There is no statistically significant association between the variables "age" and "frequency of consumption of English-language video games" ($p \approx 0,17 > 0,05$). This is also valid for the frequency of consumption of sport and art in English. Indeed, no association was found between age and frequency of consumption of sport in English ($p \approx 0,15 > 0,05$). The same applies to age and frequency of consumption of art in English

($p \approx 0,07 > 0,05$). To perform the Chi-Square tests for the frequency of consumption of sport and art in English, the irrelevant responses were put aside.

5.2.3.2 Fandom Membership. A slight association between age and fandom membership was put forward by the Chi-Square test ($p \approx 0,04 < 0,05$). As a matter of fact, the phenomenon of fandom seemed to be slightly more common among participants in Group 1.

5.2.4 Pop Culture and English-Language Learning

5.2.4.1 English-Language Pop Culture as a Motivation to Learn English. The observations made in the context of the descriptive analysis are strengthened by a Chi-Square test, which highlights no statistically significant association between age and pop culture as being a motivational factor to learn English ($p \approx 0,24 \gg 0,05$). The categories "Irrelevant" and "No answer" were not included in the Chi-Square test.

5.2.4.2 English Language Learning Through English-Language Pop Culture Artifacts.

5.2.4.2.1 English Language Learning Through English-Language Literature. It is not astonishing to find an association between age and the fact of learning English through literature ($p \approx 0,002 \ll 0,05$) since more participants in Group 1 than in Group 2 claimed to learn English through literature. Note that irrelevant answers were once again put aside to perform the test.

5.2.4.2.2 English Language Learning Through Social Media in English. A strong association was observed between age and the fact of learning English through social media ($p \approx 0,0000007 \gg 0,05$). Once again, answers under the category "Irrelevant" were set aside for the statistical test. This reinforces the observations made previously (5.1.4.3.2) in the context of the descriptive analysis.

5.2.4.3 English Language Learning Through English-Language Pop Culture as Being Easier and More Pleasant. A slight association between age and believing that English learning is easier and more enjoyable through pop culture results from

the Chi-Square test carried out ($p \approx 0,02 < 0,05$). This reinforces the observations made in the descriptive analysis.

5.2.4.4 Effects of English-Language Pop Culture on English Proficiency. The Chi-Square test revealed an association between age and agreement that pop culture has had a positive impact on personal English proficiency ($p \approx 0,002 \ll 0,05$). Participants in Group 1 were indeed more numerous to recognize a positive effect. However, no statistically significant association between age and believing that pop culture has had a negative impact on personal English proficiency has been retrieved ($p \approx 0,13 > 0,05$). To carry out the latter test, only relevant categories and categories that contain instances were kept.

5.2.4.5 Ability of English-Language Pop Culture to Go Beyond What Is Taught at School. The descriptive analysis showed that the belief that English-language popular culture can go beyond what is taught at school is more prevalent in Group 1. This observation is reinforced by a Chi-Square test that indicates that there is an association between age and believing that pop culture has the ability to teach more and/or other things than school ($p \approx 0,02 < 0,05$). Note that this test was performed based on relevant and concrete answers, that is "Yes", "No" and "No idea/ No opinion".

Chapter 6: Discussion

In this chapter, the observations made by the researchers mentioned in Chapter 2 as well as their findings are discussed in relation to those of the present study. It is important to indicate that different methods and different age groups were used to carry out all these studies. However, all the research projects discussed in Chapter 2 were carried out with young participants.

6.1 Exposure to and Consumption of English-Language Pop Culture

The results of this study showed that almost all participants, regardless of group, claimed to be exposed to English-language music. It was also found that most participants in both age groups mentioned that they consume English-language music, often at a high frequency. These observations are in line with previous studies since many researchers found that music was omnipresent in their participants' lives and was greatly consumed by them (Kuppens, 2010; De Wilde et al., 2018; Peters, 2018; Bollansée et al., 2021; Ibrahim, 2021; Tegge & Coxhead, 2021; Wouters et al., 2024).

The results of this research put forward that most participants in both age groups claimed to be exposed to English-language films and series. However, these are consumed more frequently by participants in Group 1 than those in Group 2. Researchers noticed that English-language television, films and series were central in their participants' lives (Kuppens 2010; De Wilde et al., 2018; Peters, 2018; Bollansée et al., 2021; Wouters et al., 2024). Most of them distinguished between captioned, subtitled and non-subtitled television, movies and series. In this study, such a distinction was not made because these artifacts were not the sole focus.

Few participants were found to be exposed to English-language videos games and/or to consume them. This is in contrast with previous studies. Indeed, in the literature, video games were found to be highly consumed by participants (Kuppens, 2010; De Wilde et al., 2018; Peters, 2018; Bollansée et al., 2021; Wouters et al., 2024).

Participants aged 16 to 30 were found to be particularly exposed to English-language (YouTube) videos and memes as well as to English on social media platforms. Most participants in this age group also claimed to consume these artifacts frequently. This is in

line with researchers such as De Wilde et al. (2018), Peters (2018) and Wouters et al. (2024) who noticed in the context of their studies that the Internet and the use of social media platforms in English were among the most consumed artifacts by their participants. The results obtained for participants aged 45 to 60 contrast with those obtained for Group 1 and with the literature (e.g., De Wilde et al., 2018; Peters, 2018; Wouters et al., 2024).

The results of this study suggest that the English-language press and English-language books are not the most popular activities among participants in the two age groups. This is especially the case for Group 2 since fewer participants in this group claimed to be exposed to these artifacts. A gap between the two groups in their frequency of consumption of these two artifacts was observed, which was reinforced by a Chi-Square test. Indeed, these artifacts are more consumed by participants aged 16 to 30 than those aged 45 to 60. In the literature, reading in English was often found to be among the least frequent activities to which English learners are exposed and to be unlikely to be part of their daily routine (De Wilde et al., 2018; Peters, 2018; Bollansée et al., 2021; Wouters et al., 2024).

6.2 Potential of English-Language Pop Culture

This research reinforces previous findings as the results suggest a link between participants' command of English and the frequency of their consumption of English-language music. As a matter of fact, many researchers found positive correlations between the consumption of English-language music of their participants and their vocabulary knowledge (Kuppens, 2007; Puimège & Peters, 2019; Bollansée et al., 2021; De Wilde et al., 2018) and their reading and writing skills (De Wilde et al., 2018). However, some exceptions were observed in the context of Group 2. Indeed, some participants with no English proficiency claimed to consume English-language music, often at a high frequency or sometimes. This indicates that it is not because someone listens to English-language songs that this person understands what is being said in them. It may often be the case, but not every time. A similar observation was made by De Wilde et al. (2018) who noticed that although the consumption of English-language music is associated with learning gains, this artifact, in comparison to the others they examined, is linked to lower English language proficiency. They mentioned that consuming English-language music does not necessarily imply the understanding and the acquisition of the language. In such cases, English-language songs do not contribute to the development of the language (De Wilde et al., 2018). Their observations can thus be applied to some participants in this study. When asked whether they

learn English through English-language music, almost all participants in Group 1 who claimed to listen to such songs (very) often or sometimes indicated that they learn English through them. There are few participants who consume English-language music frequently and who do not learn English through it. It is, however, important to mention that there are more participants in Group 2 than in Group 1 who listen to these songs very often, often or sometimes but who claimed to not learn English through them. The observations suggest that, in many cases, English-language music is a popular culture artifact that can help people learn aspects of the English language. Nevertheless, the findings also allude to De Wilde et al. (2018) but also to Peters (2018) who noticed that music is not always associated with high gains and positive correlations and who observed a minor negative correlation between her participants' vocabulary knowledge and their exposure to English-language music.

The results of this study suggest that English-language television is an artifact that requires a certain proficiency to be consumed. Indeed, it is consumed very frequently by people with an English proficiency. It could thus be argued that there is a relation between English proficiency and the frequency of consumption of English-language films and series. The findings of this study also indicate that watching English-language films and series very often, often or sometimes leads to the acquisition of English in most cases, regardless of age group. The positive effects of the consumption of English-language television on the acquisition and development of English skills were also pointed out by many researchers (Kuppens, 2007 & 2010; Peters et al., 2016; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bruti, 2021, Ibrahim, 2021).

The observations made in the context of this study suggest a relation between English proficiency and the frequency of consumption of English-language video games. Most participants who indicated that they consume such games claimed to learn English through them. Based on this, it could be argued that the consumption of English-language video games stimulates English language learning in most cases. However, it is important to mention that these observations are based on a small number of consumers. Previous studies put forward various observations. Although gaming in English was not found to have any significant impact on participants' vocabulary knowledge in Kuppens (2007) and Peters' (2018) studies, some researchers noticed that they contributed positively to English learning and proficiency (Kuppens, 2010; De Wilde et al., 2018; Puimège & Peters, 2019; Bollansée et al., 2021).

The results of this study showed that in general, participants who consume social media platforms in English learn English through them in comparison to those who do not

consume them. This is especially based on the participants in Group 1 since they were found to be great consumers. The observations made in this study also suggest that there is a relation between English proficiency and the frequency of consumption of the following artifacts: English-language (YouTube) videos, English-language memes and social media in English. In most cases, these artifacts were found to be greatly consumed by participants with an English proficiency. However, this does not mean that all participants with an English level consume all these artifacts very frequently. The beneficial impact of the Internet and social media on English acquisition and English proficiency has also been highlighted by several researchers such as De Wilde et al. (2018), Peters (2018), Ibrahim (2021) and Peirson-Smith and Miller (2021).

It was observed that, overall, those who consume English-language literature claimed to learn English through it. This suggests that this artifact can be beneficial for the acquisition of English. This is in line with De Wilde et al. (2018) and Peters (2018) who found that reading in English could generate learning gains. When examining participants' level of English and the frequency of their consumption of the English-language press and English-language books, the results suggest that a high proficiency is necessary to consume them. This may explain why more people in Group 2 claimed to be non-consumers since the average level of English is higher in Group 1. These observations support the hypothesis put forward by De Wilde et al. (2018) and Peters (2019) that reading in English might necessitate high mastery of the language, which could explain its lower popularity among learners.

The participants in this study who mentioned that they have never had English classes claimed to be exposed to at least one English-language pop culture artifact. This is in line with the claim made by several researchers that popular culture artifacts contribute to the fact that most learners of English have already been exposed to the language before entering the English classroom (Kuppens, 2007 & 2010; De Wilde et al., 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Moody, 2021; Werner, 2021). In this study, it was observed that the 3 participants in Group 1 who claimed to never have had English classes considered their English proficiency to be equal to A2, B1 or B1/B2. This alludes to researchers who observed in the context of their studies that participants with no former English instruction tended to perform great on language tests (i.e. Kuppens, 2007 & 2010; De Wilde et al., 2018; Puimège & Peters, 2019; Bollansée et al., 2021; Wouters et al., 2024). This, however, does not really apply to the participants in Group 2 who have never attended English classes because most of them have no proficiency (8 out of 11). It is also important to point out that the English

proficiency of the participants in this study was not tested, but was self-perceived by the participants themselves, as opposed to the research mentioned here.

6.3 English-Language Pop Culture and the Educational Context

The results of this study suggest that there is great potential in English-language pop culture for the acquisition of English. English-language popular culture was found to motivate many participants to learn English. Indeed, many participants, regardless of group, claimed that they want to be able to understand want they consume such as song lyrics, for instance. English-language pop culture can thus be seen to stimulate English language learning among a large number of participants, regardless of their age group. In most cases, participants who consume a specific artifact tended to affirm that they learn English through it. This implies that English-language popular culture has the ability to contribute positively to the development of the English language among non-native speakers. This reinforces the findings of previous studies (i.e. Kuppens, 2007 & 2010; Peters et al., 2016; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bruti, 2021; Bollansée et al., 2021; Ibrahim, 2021; Peirson-Smith & Miller, 2021; Sauro & Thorne, 2021; Werner, 2021; Wouters et al., 2024). Although this was especially acknowledged by participants in Group 1, the fact that pop culture is enjoyable and makes it easier to learn the language, was recognized by many participants. The positive impact that English-language popular culture can have on English proficiency was underlined by many since a large number agreed with the affirmation that English-language pop culture has had positive effects on their proficiency. This was especially the case in Group 1. This is emphasized by the fact that no participant agreed with the claim that English-language pop culture has had negative effects on their proficiency. As a matter of fact, a few participants indicated that it exerts a positive influence on the development of their vocabulary and language skills, for example. The results indicated that, in many cases, there could be a link between English proficiency and the exposure to English-language popular culture artifacts. This is especially the case for participants in Group 1. The findings also suggest that English-language pop culture might be a factor that stimulates English learning in many cases and might be the reason why some people are fluent in English. The results also showed that it could encourage non-English speakers to learn English. Despite some exceptions, most participants who claimed to consume a specific artifact at a high frequency also mentioned that they learn English through it. This reinforces the claim, often found in the literature, that English-language popular culture has

great potential (e.g., Kuppens, 2007 & 2010; Peters et al., 2016; De Wilde et al., 2018; Peters, 2018; Puimège & Peters, 2019; Bruti, 2021; Bollansée et al., 2021; Ibrahim, 2021; Peirson-Smith & Miller, 2021; Sauro & Thorne, 2021; Werner, 2021; Wouters et al., 2024). The findings of this study showed that participants in Group 1 appear to have more faith in the ability of English-language pop culture to go beyond what is taught in the classroom than participants in Group 2. However, several people in Group 2 do think that it has this ability. Thus, this study reinforces the assertion of many researchers that, given its great potential, English-language popular culture should be integrated into the curriculum. In previous studies, English-language pop culture has proven to provide (young) learners with many aspects of English such as language variation and innovation, as well as elements of informal language that are often avoided in the classroom, such as slang and swear words (e.g., Bruti, 2021; Bednarek, 2021; Tegge & Coxhead, 2021).

6.4 Limitations of This Study

It is important to mention that this study has its limitations. As a matter of fact, the sample used to carry out this research is relatively small (i.e., 100 participants in total). The larger the sample, the richer the observations. Indeed, a larger sample makes it possible to obtain more varied observations and tendencies. More solid observations and assumptions can be made with a larger sample. When examining the data, the format of the questionnaires also proved to contribute to the limitations of this study. Indeed, some responses had to be classified as irrelevant due to a lack of consistency on the part of some participants. As a result, the number of relevant answers obtained was lower than expected, that is, 50 per question and per age group. When the sample is already relatively small, such a thing has an impact that cannot be denied. The format of the questionnaires also enabled participants to give no or unclear answer(s) when concrete and relevant responses were needed. This also reduced the amount of data that could be analyzed and that could provide relevant findings.

Conclusion

This thesis has explored the influence of English-language popular culture on the English acquisition of Walloons aged 16 to 30 and 45 to 60. On the one hand, it intended to build on previous research on the topic by examining young participants. On the other hand, it aimed to contribute to research by investigating an age group, namely the 45-60 age group, which seems to be overlooked in the literature. The main objective of this study was to analyze the influence of English-language popular culture on English acquisition by comparing the two age groups.

This research observed participants' engagement with and attitude toward English-language popular culture as well as their self-reported English proficiency. The results suggest that younger participants, that is, participants in Group 1 are more interested in English-language popular culture than participants in Group 2. The findings showed that participants in Group 1 are more exposed to English-language pop culture and are greater consumers of it than those in Group 2. It was also found that participants aged 16 to 30 are familiar with more English-language pop culture artifacts than those aged 45 to 60. As a matter of fact, music, films/series as well as the artifacts related to the Internet and social media are elements of English-language pop culture to which many participants in Group 1 claimed to be exposed. Music and films/series are the only artifacts to which more than half of Group 2 are exposed. Furthermore, more artifacts are consumed frequently by Group 1 than Group 2. Indeed, music was found to be the only artifact that is highly consumed by participants aged 45 to 60.

The principal objective of this study, however, was to examine the influence of English-language popular culture on participants' acquisition of English, and to compare the two age groups. The study also aimed to answer three research questions.

1. Answer to Research Question 1

The objective of the first research question is to determine the extent to which participants perceive English-language popular culture as influencing their acquisition of the English language. In general, both groups (strongly) agreed with the fact that they learn English through an artifact that they consume either very often, often or sometimes. This is particularly the case for Group 1. It is worth mentioning that a few participants in Group 2

who claimed to consume English-language music (very) often or sometimes (strongly) disagreed with the fact that they learn English through it. The results also showed that many more participants in Group 1 than in Group 2 believe that English-language popular culture has had a positive effect on their English proficiency. However, no participants, regardless of group, (strongly) agreed with the fact that English-language pop culture has had a negative effect on their proficiency. Based on the results, it can be argued that most participants believe that English-language popular culture influences their acquisition of the English language. This is particularly true of participants in Group 1.

2. Answer to Research Question 2

The second research question investigates whether there is a difference in self-reported English proficiency between participants aged 16 to 30 and those aged 45 to 60, and how participants in each group perceive the influence of English-language popular culture on their language skills. The results showed that more participants aged 16 to 30 claimed to be able to speak English than those aged 45 to 60. The English level was also found to be higher in Group 1. Indeed, most participants in Group 1 indicated that they have a proficiency between intermediate and high whereas most participants in Group 2 claimed to have a proficiency inferior to B2. Thus, participants aged 16 to 30 tended to classify their English proficiency at a higher level than those aged 45 to 60. The results suggest that these participants are aware that English-language popular culture may have contributed to this. As a matter of fact, almost all participants in this group who have an English proficiency (strongly) agreed with the fact that English-language popular culture has had a positive effect on their proficiency. The findings also showed that most participants aged 45 to 60 who speak English believe that their proficiency has been positively influenced by English-language popular culture.

3. Answer to Research Question 3

This study also answers a third research question, which focuses on the existence of a link between participants' English proficiency and their engagement with English-language popular culture. This research question also necessitates to examine whether there is a difference between the two age groups. The results suggest that there may be an interplay between English proficiency and having an interest in English-language popular culture. This is especially valid for participants in Group 1. It could also be argued that there is,

overall, in Group 1 a link between participants' proficiency and the extent of their exposure to English-language popular culture. This is not always the case in Group 2. In general, the findings suggest a link between participants' English proficiency and the frequency of their consumption of a specific artifact. For some artifacts, such as music for instance, this is especially the case for participants in Group 1. However, the nature of this link can be interpreted in different ways. Indeed, this suggests that some artifacts require a certain level to be consumed, but it may also indicate that the more a person consumes an artifact, the more likely their level of English is to increase. In general, people who consume a certain artifact claimed to learn English through it. This is particularly true when the frequency of consumption is high. This is also more common among participants in Group 1. A potential explanation for this is that these participants are greater consumers of English-language pop culture artifacts than Group 2. Almost all participants with a proficiency claimed that English-language pop culture has had a positive effect on their proficiency. This implies that they have a better command of English thanks to pop culture. In many cases, English-language pop culture was found to be a motivational factor for learning English, and therefore a means of encouraging participants to learn the language and improve their skills. The findings therefore imply a link between participants' English proficiency and their engagement with English-language popular culture. The results also indicate that this may be more valid for participants aged 16 to 30. As a matter of fact, most participants in Group 1 were found to have a higher English proficiency and to be greater consumers of English-language popular culture than those in Group 2. It is, however, worth mentioning that the results also suggest a connection between English proficiency and the number of years of English classes taken. Thus, English-language popular culture is not the only factor that can be considered to contribute to English proficiency.

To conclude, this study has demonstrated that English-language popular culture offers great potential for the acquisition of the English language. This research also concurs with previous researchers who argue that popular culture should be integrated into the EFL classroom.

4. Further Research

Further research into the topic with a larger sample is needed to reach more solid conclusions and distinctions between the two age groups. Further examination of the 45-60 age bracket could develop insight into the influence of English-language pop culture on the

English acquisition of middle-aged people, and not be limited to young people, as is the case in most research projects. Future research could investigate the influence of English-language popular culture on English acquisition among young and middle-aged Belgian participants, and make a comparison between people living in Wallonia, Flanders and the German-speaking region. In the future, research could investigate and compare the influence of English-language pop culture on the English acquisition of Walloons of the end of Generation Y and of Generation Z when they are the current age of those of Generation X, i.e., participants in Group 2 in this study, with the generation of their children. Similar studies could be carried out in other countries or for other popular foreign languages and their popular culture, such as Japanese.

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Appendices

<u>Questionnaires</u>

<u>1. Questionnaire 1 (16-30 Years Old): French (Original) Version</u>

Partie 1 : Informations générales

Question 1 : Quel est votre sexe ?

- o Masculin
- o Féminin
- o Autre

Question 2 : Étudiez-vous toujours ?

- o Oui
- o Non

Question 3 : Si oui, qu'étudiez-vous ?

Question 4 : Si non, qu'avez-vous étudié et quelle est votre profession ?

Question 5 : Avez-vous eu ou avez-vous toujours des cours d'anglais à l'école ? Si oui, combien d'années ?

Question 6 : Parlez-vous anglais ?

- o Oui
- o Non

Question 7 : Si oui, quel niveau d'anglais considérez-vous avoir ? (Niveaux élémentaires : A1 et A2, niveaux intermédiaires : B1 et B2 et niveaux avancés : C1 et C2)

o	o	o	o	o	o
A1	A2	B1	B2	C1	C2

Partie 2 : Exposition à la pop culture anglophone

Question 8 : Êtes-vous intéressé par la pop culture ? Êtes-vous intéressé par l'anglais et la pop culture anglophone ?

_____

Question 9 : Dans quelle mesure diriez-vous que vous êtes confronté à la pop culture anglophone dans votre vie quotidienne ?

- o Dans une large mesure.
- o Dans une faible mesure.
- o Je ne sais pas.

Question 10 : Auriez-vous aimé que ce soit

- o Dans une mesure plus large.
- o Dans une mesure plus faible.
- o Tel quel. Je ne changerais rien.

Question 11 : À quel(s) aspect(s) de la pop culture anglophone êtes-vous exposé ?

- o Musique
- o Films et séries
- o Livres
- o La presse (ex. : journaux, revues, etc.)
- o Vidéos (YouTube)
- o Réseaux sociaux
- o Memes (ex. : gifs, vidéos marrantes, etc.)

o   Jeux vidéo

o   Sport

o   Art (ex. : peinture, graffiti, etc.)

o   Autres (veuillez préciser)

Question 12 : Autres (veuillez préciser)

Partie 3 : La pop culture et utilisation de la langue anglaise

Question 13 : Écoutez-vous des chansons en anglais ?

o   Très souvent

o   Souvent

o   Parfois

o   Rarement

o   Jamais

Question 14 : Regardez-vous des séries et/ou films en anglais ?

o   Très souvent

o   Souvent

o   Parfois

o   Rarement

o   Jamais

Question 15 : Lisez-vous des livres en anglais ?

o   Très souvent

o   Souvent

o   Parfois

o   Rarement

o   Jamais

Question 16 : Lisez-vous la presse en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 17 : Regardez-vous des vidéos (YouTube) en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 18 : Utilisez-vous l'anglais dans vos interactions sur les réseaux sociaux ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 19 : Utilisez-vous des memes (ex. : gifs, vidéos marrantes, etc.) en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 20 : Jouez-vous aux jeux vidéo en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 21 : Regardez-vous et/ou pratiquez-vous du sport en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 22 : Utilisez-vous l'anglais lorsque vous faites de l'art (ex. : peinture, graffiti, etc.) ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 23 : Auriez-vous aimez que ce soit différent ? Si oui, de quelle manière ?

Question 24 : Appartenez-vous à une fandom (fandom : une communauté de fans engagés d'une célébrité ou d'un groupe de célébrités) ?

- o Oui
- o Non

Question 25 : Si oui, communiquez-vous souvent en ligne avec d'autres personnes appartenant à cette fandom ? Si oui, dans quelle langue ?

Partie 4 : Pop culture et apprentissage de la langue anglaise

Question 26 : Quelle est votre principale motivation pour apprendre l'anglais ?

Question 27 : Est-ce que la pop culture anglophone est une source de motivation pour vous d'apprendre l'anglais ? Si oui, pourquoi ?

Question 28 : J'apprends l'anglais à travers des films et/ou séries (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 29 : J'apprends l'anglais à travers la musique (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 30 : J'apprends l'anglais à travers la littérature (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 31 : J'apprends l'anglais à travers les jeux vidéo (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 32 : J'apprends l'anglais à travers le sport (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 33 : J'apprends l'anglais à travers les réseaux sociaux (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 34 : L'apprentissage de l'anglais est plus facile et plus agréable à travers la pop culture anglophone (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 35 : La pop culture anglophone a eu un effet positif sur mon niveau d'anglais (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 36 : Pourquoi pensez-vous cela ?

_____

Question 37 : La pop culture anglophone a eu un effet négatif sur mon niveau d'anglais (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

O	O	O	O	O
1	2	3	4	5

Question 38 : Pourquoi pensez-vous cela ?

_____

Question 39 : Croyez-vous que la pop culture anglophone peut enseigner plus et/ou d'autres choses que ce qui est enseigné à l'école ? Si oui, quel genre de choses ?

_____

Question 40 : Y-a-t-il un écart entre votre niveau et celui de vos parents ? Si oui, quel genre d'écart ?

_____

2. Questionnaire 1 (16-30 Years Old): English Version

Part 1: Background information

Question 1: What is your gender?

- o Male
- o Female
- o Other

Question 2: Are you still studying?

- o Yes
- o No

Question 3: If yes, what are you studying?

_____

Question 4: If not, what did you study and what do you do for a living?

_____

Question 5: Do you take or have you taken English classes at school? If yes, for how many years?

_____

Question 6: Do you speak English?

- o Yes
- o No

Question 7: If yes, what would you consider your level to be? (Elementary levels: A1 and A2, intermediate levels: B1 and B2 and advanced levels: C1 and C2)

o	o	o	o	o	o
A1	A2	B1	B2	C1	C2

Part 2: Exposure to English-language pop culture

Question 8: Are you interested in pop culture? Are you interested in English and English-language pop culture?

_____

Question 9: To what extent would you say that you are exposed to English-language pop culture in your daily life?

- o   To a large extent.
- o   To a small extent.
- o   I don't know.

Question 10: Do you wish it was

- o   To a larger extent.
- o   To a smaller extent.
- o   As it is. I would not change a thing.

Question 11: What aspect(s) of English-language pop culture are you exposed to?

- o   Music
- o   Films and series
- o   Books
- o   The press (ex.: newspapers, journals, etc.)
- o   (YouTube) videos
- o   Social media
- o   Memes (ex.: gifs, funny videos, etc.)

- o Video games
- o Sport
- o Art (ex.: painting, graffiti, etc.)
- o Other (please specify)

Question 12: Other (please specify)

Part 3: Pop culture and English language use

Question 13: Do you listen to songs in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 14: Do you watch series and/or movies in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 15: Do you read books in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 16: Do you read the press in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 17: Do you watch (YouTube) videos in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 18: Do you use English in your interactions on social media?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 19: Do you use memes (ex.: gifs, funny videos, etc.) in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 20: Do you play video games in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 21: Do you watch and/or practice sport in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 22: Do you use English when you make art (ex.: painting, graffiti, etc.)?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 23: Do you wish it was different? If yes, in what way?

Question 24: Do you belong to a fandom (fandom: a community of committed fans of a celebrity or group of celebrities)?

- o Yes
- o No

Question 25: If yes, do you often communicate online with other people of this fandom? If yes, in which language?

Part 4: Pop culture and English language learning

Question 26: What is your main motivation for learning English?

Question 27: Is English-language pop culture a source of motivation for you to learn English? If yes, why?

Question 28: I am learning English through movies and/or series (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 29: I am learning English through music (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 30: I am learning English through literature (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 31: I am learning English through video games (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

O	O	O	O	O
1	2	3	4	5

Question 32: I am learning English through sport (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

O	O	O	O	O
1	2	3	4	5

Question 33: I am learning English through social media (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

O	O	O	O	O
1	2	3	4	5

Question 34: English language learning is easier and more pleasant through English-language pop culture (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

O	O	O	O	O
1	2	3	4	5

Question 35: English-language pop culture has had a positive effect on my English proficiency (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

O	O	O	O	O
1	2	3	4	5

Question 36: Why do you think so?

_____

Question 37: English-language pop culture has had a negative effect on my English proficiency (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 38: Why do you think so?

_____

Question 39: Do you believe English-language pop culture can teach more and/or other things than what is being taught at school? If yes, what kind of things?

_____

Question 40: Is there a gap between your level of English and that of your parents? If yes, how big is it?

_____

3. Questionnaire 2 (45-60 Years Old): French (Original) Version

Partie 1 : Informations générales

Question 1 : Quel est votre sexe ?

- o Masculin
- o Féminin
- o Autre

Question 2 : Étudiez-vous toujours ?

- o Oui
- o Non

Question 3 : Si oui, qu'étudiez-vous ?

_____

Question 4 : Si non, qu'avez-vous étudié et quelle est votre profession ?

_____

Question 5 : Avez-vous eu ou avez-vous toujours des cours d'anglais à l'école ? Si oui, combien d'années ?

_____

Question 6 : Parlez-vous anglais ?

- o Oui
- o Non

Question 7 : Si oui, quel niveau d'anglais considérez-vous avoir ? (Niveaux élémentaires : A1 et A2, niveaux intermédiaires : B1 et B2 et niveaux avancés : C1 et C2)

o	o	o	o	o	o
A1	A2	B1	B2	C1	C2

Partie 2 : Exposition à la pop culture anglophone

Question 8 : Êtes-vous intéressé par la pop culture ? Êtes-vous intéressé par l'anglais et la pop culture anglophone ?

_____

Question 9 : Dans quelle mesure diriez-vous que vous avez été confronté à la pop culture anglophone durant votre jeunesse ?

- o Dans une large mesure.
- o Dans une faible mesure.
- o Je ne sais pas.

Question 10 : Auriez-vous aimé avoir été autant influencé que les personnes âgées entre 16 et 30 ans le sont par la pop culture anglophone durant votre jeunesse ? Pourquoi ?

_____

Question 11 : Dans quelle mesure diriez-vous que vous êtes confronté à la pop culture anglophone dans votre vie quotidienne ?

- o Dans une large mesure.
- o Dans une faible mesure.
- o Je ne sais pas.

Question 12 : Auriez-vous aimé que ce soit

- o Dans une mesure plus large.
- o Dans une mesure plus faible.
- o Tel quel. Je ne changerais rien.

Question 13 : À quel(s) aspect(s) de la pop culture anglophone êtes-vous exposé ?

- o Musique
- o Films et séries
- o Livres
- o La presse (ex. : journaux, revues, etc.)
- o Vidéos (YouTube)
- o Réseaux sociaux
- o Memes (ex. : gifs, vidéos marrantes, etc.)
- o Jeux vidéo
- o Sport
- o Art (ex. : peinture, graffiti, etc.)
- o Autres (veuillez préciser)

Question 14 : Autres (veuillez préciser)

Partie 3 : La pop culture et utilisation de la langue anglaise

Question 15 : Écoutez-vous des chansons en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 16 : Regardez-vous des séries et/ou films en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 17 : Lisez-vous des livres en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 18 : Lisez-vous la presse en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 19 : Regardez-vous des vidéos (YouTube) en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 20 : Utilisez-vous l'anglais dans vos interactions sur les réseaux sociaux ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 21 : Utilisez-vous des memes (ex. : gifs, vidéos marrantes, etc.) en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 22 : Jouez-vous aux jeux vidéo en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 23 : Regardez-vous et/ou pratiquez-vous du sport en anglais ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 24 : Utilisez-vous l'anglais lorsque vous faites de l'art (ex. : peinture, graffiti, etc.) ?

- o Très souvent
- o Souvent
- o Parfois
- o Rarement
- o Jamais

Question 25 : Auriez-vous aimez que ce soit différent ? Si oui, de quelle manière ?

Question 26 : Appartenez-vous à une fandom (fandom : une communauté de fans engagés d'une célébrité ou d'un groupe de célébrités) ?

- o Oui
- o Non

Question 27 : Si oui, communiquez-vous souvent en ligne avec d'autres personnes appartenant à cette fandom ? Si oui, dans quelle langue ?

Partie 4 : Pop culture et apprentissage de la langue anglaise

Question 28 : Quelle est votre principale motivation pour apprendre l'anglais ?

Question 29 : Est-ce que la pop culture anglophone est une source de motivation pour vous d'apprendre l'anglais ? Si oui, pourquoi ?

Question 30 : J'apprends l'anglais à travers des films et/ou séries (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 31 : J'apprends l'anglais à travers la musique (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 32 : J'apprends l'anglais à travers la littérature (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 33 : J'apprends l'anglais à travers les jeux vidéo (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 34 : J'apprends l'anglais à travers le sport (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o	o	o	o	o
1	2	3	4	5

Question 35 : J'apprends l'anglais à travers les réseaux sociaux (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o   o   o   o   o

1   2   3   4   5

Question 36 : L'apprentissage de l'anglais est plus facile et plus agréable à travers la pop culture anglophone (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o   o   o   o   o

1   2   3   4   5

Question 37 : La pop culture anglophone a eu un effet positif sur mon niveau d'anglais (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o   o   o   o   o

1   2   3   4   5

Question 38 : Pourquoi pensez-vous cela ?

Question 39 : La pop culture anglophone a eu un effet négatif sur mon niveau d'anglais (1 : Fortement en désaccord, 2 : En désaccord, 3 : Je ne sais pas, 4 : D'accord, 5 : Tout à fait d'accord).

o   o   o   o   o

1   2   3   4   5

Question 40 : Pourquoi pensez-vous cela ?

Question 41 : Croyez-vous que la pop culture anglophone peut enseigner plus et/ou d'autres choses que ce qui est enseigné à l'école ? Si oui, quel genre de choses ?

Question 42 : Si vous avez des enfants, y a-t-il un écart entre votre niveau d'anglais et le leur ? Si oui, quel genre d'écart ?

---

4. Questionnaire 2 (45-60 Years Old): English Version

Part 1: Background information

Question 1: What is your gender?

- o   Male
- o   Female
- o   Other

Question 2: Are you still studying?

- o   Yes
- o   No

Question 3: If yes, what are you studying?

_____

Question 4: If not, what did you study and what do you do for a living?

_____

Question 5: Do you take or have you taken English classes at school? If yes, for how many years?

_____

Question 6: Do you speak English?

- o   Yes
- o   No

Question 7: If yes, what would you consider your level to be? (Elementary levels: A1 and A2, intermediate levels: B1 and B2 and advanced levels: C1 and C2)

o	o	o	o	o	o
A1	A2	B1	B2	C1	C2

Part 2: Exposure to English-language pop culture

Question 8: Are you interested in pop culture? Are you interested in English and English-language pop culture?

Question 9: To what extent would you say you were exposed to English-language pop culture during your youth?

Question 10: Do you wish you were as influenced as people between 16 and 30 years old are by English-language pop culture during your youth? Why?

Question 11: To what extent would you say that you are exposed to English-language pop culture in your daily life?

- o To a large extent.
- o To a small extent.
- o I don't know.

Question 12: Do you wish it was

- o To a larger extent.
- o To a smaller extent.
- o As it is. I would not change a thing.

Question 13: What aspect(s) of English-language pop culture are you exposed to?

- o Music
- o Films and series
- o Books
- o The press (ex.: newspapers, journals, etc.)
- o (YouTube) videos
- o Social media
- o Memes (ex.: gifs, funny videos, etc.)
- o Video games
- o Sport
- o Art (ex.: painting, graffiti, etc.)
- o Other (please specify)

Question 14: Other (please specify)

Part 3: Pop culture and English language use

Question 15: Do you listen to songs in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 16: Do you watch series and/or movies in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 17: Do you read books in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 18: Do you read the press in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 19: Do you watch (YouTube) videos in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 20: Do you use English in your interactions on social media?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 21: Do you use memes (ex.: gifs, funny videos, etc.) in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 22: Do you play video games in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 23: Do you watch and/or practice sport in English?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 24: Do you use English when you make art (ex.: painting, graffiti, etc.)?

- o Very often.
- o Often.
- o Sometimes.
- o Hardly ever.
- o Never.

Question 25: Do you wish it was different? If yes, in what way?

Question 26: Do you belong to a fandom (fandom: a community of committed fans of a celebrity or group of celebrities)?

- o Yes
- o No

Question 27: If yes, do you often communicate online with other people of this fandom? If yes, in which language?

Part 4: Pop culture and English language learning

Question 28: What is your main motivation for learning English?

Question 29: Is English-language pop culture a source of motivation for you to learn English? If yes, why?

Question 30: I am learning English through movies and/or series (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 31: I am learning English through music (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 32: I am learning English through literature (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 33: I am learning English through video games (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 34: I am learning English through sport (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 35: I am learning English through social media (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 36: English language learning is easier and more pleasant through English-language pop culture (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 37: English-language pop culture has had a positive effect on my English proficiency (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 38: Why do you think so?

Question 39: English-language pop culture has had a negative effect on my English proficiency (1: Strongly disagree, 2: Disagree, 3: I don't know, 4: Agree, 5: Strongly agree)

o	o	o	o	o
1	2	3	4	5

Question 40: Why do you think so?

Question 41: Do you believe English-language pop culture can teach more and/or other things than what is being taught at school? If yes, what kind of things?

Question 42: Is there a gap between your level of English and that of your parents? If yes, how big is it?

Tables

Table 20

Gender of the Participants in Both Age Groups

Group	Gender		
	Female	**Male**	**Other**
Group 1 (16-30 Years Old)	37	13	0
Group 2 (45-60 Years Old)	29	21	0
Total	66	34	0

Table 21

Academic Status of the Participants in Both Age Groups

Group	Academic Status	
	Studying	**Not Studying**
Group 1 (16-30 Years Old)	30	20
Group 2 (45-60 Years Old)	2	48
Total	32	68

Table 22

Interest of Participants in Both Age Groups in Popular Culture, English and English-Language Popular Culture

Group	Interest in Popular Culture, English and English-Language Popular Culture		
	Total Interest	**Partial Interest**	**No Interest**
Group 1 (16-30 Years Old)	43	0	7
Group 2 (45-60 Years Old)	32	4	14
Total	75	4	21

Table 23

Number of People in Each Age Group Based on the Exposure to English-Language Music

Group	Exposed to English-Language Music	
	Yes	**No**
Group 1 (16-30 Years Old)	48	2
Group 2 (45-60 Years Old)	50	0
Total	98	2

Table 24

Number of People in Each Age Group Based on the Exposure to English-Language Films and Series

Group	Exposed to English-Language Films and Series	
	Yes	**No**
Group 1 (16-30 Years Old)	40	10
Group 2 (45-60 Years Old)	36	14
Total	76	24

Table 25

Number of People in Each Age Group Based on the Exposure to English-Language Books

Group	Exposed to English-Language Books	
	Yes	No
Group 1 (16-30 Years Old)	26	24
Group 2 (45-60 Years Old)	8	42
Total	34	66

Table 26

Number of People in Each Age Group Based on the Exposure to the English-Language Press

Group	Exposed to the English-Language Press	
	Yes	No
Group 1 (16-30 Years Old)	19	31
Group 2 (45-60 Years Old)	8	42
Total	27	73

Table 27

Number of People in Each Age Group Based on the Exposure to English-Language (YouTube) Videos

Group	Exposed to English-Language (YouTube) Videos	
	Yes	No
Group 1 (16-30 Years Old)	41	9
Group 2 (45-60 Years Old)	23	27
Total	64	36

Table 28

Number of People in Each Age Group Based on the Exposure to English on Social Media

Group	Exposed to English on Social Media	
	Yes	No
Group 1 (16-30 Years Old)	46	4
Group 2 (45-60 Years Old)	18	32
Total	64	36

Table 29

Number of People in Each Age Group Based on the Exposure to English-Language Memes

Group	Exposed to English-Language Memes	
	Yes	No
Group 1 (16-30 Years Old)	46	4
Group 2 (45-60 Years Old)	18	32
Total	64	36

Table 30

Number of People in Each Age Group Based on the Exposure to English-Language Video Games

Group	Exposed to English-Language Video Games	
	Yes	No
Group 1 (16-30 Years Old)	34	16
Group 2 (45-60 Years Old)	13	37
Total	47	53

Table 31

Number of People in Each Age Group Based on the Exposure to Sport in English

Group	Exposed to Sport in English	
	Yes	No
Group 1 (16-30 Years Old)	12	38
Group 2 (45-60 Years Old)	8	42
Total	20	80

Table 32

Number of People in Each Age Group Based on the Exposure to Art in English

Group	Exposed to Art in English	
	Yes	No
Group 1 (16-30 Years Old)	9	41
Group 2 (45-60 Years Old)	6	44
Total	15	85

Table 33

Number of People in Each Age Group per Frequency of Consumption of English-Language Video Games

Group	Frequency of Consumption of English-Language Video Games					
	Very Often	Often	Sometimes	Rarely	Never	Irrelevant
Group 1 (16-30 Years Old)	3	1	3	9	30	4
Group 2 (45-60 Years Old)	1	2	2	3	42	0
Total	4	3	5	12	72	4

Table 34

Number of People in Each Age Group per Frequency of Consumption of Sport in English

Group	Frequency of Consumption of Sport in English					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	5	1	2	5	32	5
Group 2 (45-60 Years Old)	0	1	4	3	38	4
Total	5	2	6	8	70	9

Table 35

Number of People in Each Age Group per Frequency of Consumption of Art in English

Group	Frequency of Consumption of Art in English					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
Group 1 (16-30 Years Old)	0	2	2	7	36	3
Group 2 (45-60 Years Old)	0	0	0	3	47	0
Total	0	2	2	10	83	3

Table 36

Number of People in Each Age Group and Their Agreement on English-Language Popular Culture as a Motivation to Learn English

Group	English-Language Popular Culture as a Motivation to Learn English				
	Yes	Why Not/ I Don't Know	No	Irrelevant	No Answer
Group 1 (16-30 Years Old)	32	0	16	1	1
Group 2 (45-60 Years Old)	27	2	20	1	0
Total	59	2	36	2	1

Table 37

Number of People in Each Age Group and Their Agreement on Personal English Learning Through English-Language Literature

Group	Learn English Through English-Language Literature					
	Strongly Disagree	Disagree	I Don't Know	Agree	Totally Agree	Irrelevant
Group 1 (16-30 Years Old)	9	5	8	14	11	3
Group 2 (45-60 Years Old)	25	3	9	3	5	5
Total	34	8	17	17	16	8

Table 38

Number of People in Each Age Group and Their Agreement on Personal English Learning
Through Social Media in English

Group	Learn English Through Social Media in English					
	Strongly Disagree	Disagree	I Don't Know	Agree	Totally Agree	Irrelevant
Group 1 (16-30 Years Old)	1	1	8	28	12	0
Group 2 (45-60 Years Old)	15	11	8	12	2	2
Total	16	12	16	40	14	2

Table 39

Number of People in Each Age Group and Their Agreement on English Learning as Being
Easier and More Enjoyable Through English-Language Popular Culture

Group	English Learning Is Easier and More Enjoyable Through English-Language Popular Culture				
	Strongly Disagree	Disagree	I Don't Know	Agree	Totally Agree
Group 1 (16-30 Years Old)	0	4	7	13	26
Group 2 (45-60 Years Old)	5	4	10	19	12
Total	5	8	17	32	38

Table 40

English Proficiency of Participants in Group 1 in Relation to the Years of English Classes Taken

Group	English Proficiency of Group 1												
	No Level	A1	A2	A2/B1	B1	B1/B2	B2	B2/C1	C1	C1/C2	C2	No Response	Irrelevant
0 Year	0	0	1	0	1	1	0	0	0	0	0	0	0
1-5 Year(s)	0	1	1	0	1	0	3	0	1	0	0	0	0
6-10 Years	0	2	0	0	6	0	4	0	6	1	1	0	0
11-15 Years	0	0	0	0	1	2	4	1	4	1	1	0	0
Unclear	0	0	0	0	0	0	2	0	1	0	2	1	0
Irrelevant	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	3	2	0	9	3	13	1	12	2	4	1	0

Table 41

English Proficiency of Participants in Group 2 in Relation to the Years of English Classes Taken

Group	English Proficiency of Group 2												
	No Level	A1	A2	A2/B1	B1	B1/B2	B2	B2/C1	C1	C1/C2	C2	No Response	Irrelevant
0 Year	9	0	2	0	0	0	0	0	1	0	0	0	2
1-5 Year(s)	2	3	0	0	4	0	0	0	1	0	0	0	3
6-10 Years	2	1	4	1	3	0	3	0	0	0	2	0	5
11-15 Years	0	0	0	0	0	0	0	0	0	0	0	0	0
Unclear	0	0	1	0	0	0	0	0	0	0	0	0	0
Irrelevant	0	0	0	0	0	0	0	0	0	0	1	0	0
Total	13	4	7	1	7	0	3	0	2	0	3	0	10

Table 42

Number of Participants in Group 1 per English Proficiency Based on Their Interest in Pop Culture, English and English-Language Pop Culture

Interest	English Proficiency of Participants in Group 1											
	No Level	A1	A2	A2/B1	B1	B1/B2	B2	B2/C1	C1	C1/C2	C2	Irrelevant
Total Interest	0	3	1	0	7	3	13	1	10	2	3	0
Partial Interest	0	0	0	0	0	0	0	0	0	0	0	0
No Interest	1	0	1	0	2	0	0	0	2	0	1	0
Total	1	3	2	0	9	3	13	1	12	2	4	0

Table 43

Number of Participants in Group 2 per English Proficiency Based on Their Interest in Pop Culture, English and English-Language Pop Culture

Interest	English Proficiency of Participants in Group 2											
	No Level	A1	A2	A2/B1	B1	B1/B2	B2	B2/C1	C1	C1/C2	C2	Irrelevant
Total Interest	5	3	6	0	7	0	2	0	4	0	1	4
Partial Interest	3	0	0	0	0	0	1	0	0	0	0	0
No Interest	5	1	1	1	0	0	0	0	0	0	0	6
Total	13	4	7	1	7	0	3	0	4	0	1	10

Table 44

Number of People in Group 1 per English Proficiency Based on Their Exposure to English Language Pop Culture

Extent of exposure	English Proficiency of Participants in Group 1											
	No Level	A1	A2	A2/B1	B1	B1/B2	B2	B2/C1	C1	C1/C2	C2	Irrelevant
To a Large Extent	0	0	0	0	4	3	11	1	11	2	3	0
To a Small Extent	0	1	2	0	5	0	2	0	1	0	0	0
I Don't Know	1	2	0	0	0	0	0	0	0	0	1	0
Total	1	3	2	0	9	3	13	1	12	2	4	0

Table 45

Number of People in Group 2 per English Proficiency Based on Their Exposure to English Language Pop Culture

Extent of exposure	English Proficiency of Participants in Group 2											
	No Level	A1	A2	A2/B1	B1	B1/B2	B2	B2/C1	C1	C1/C2	C2	Irrelevant
To a Large Extent	5	0	4	0	6	0	2	0	4	0	1	1
To a Small Extent	6	4	3	1	1	0	1	0	0	0	0	7
I Don't Know	2	0	0	0	0	0	0	0	0	0	0	2
Total	13	4	7	1	7	0	3	0	4	0	1	10

Table 46

Number of People in Group 1 per English Proficiency and Frequency of Consumption of English-Language Music

Proficiency	Frequency of Consumption of English-Language Music of Participants in Group 1					
	Very Often	Often	Sometimes	Rarely	Never	Irrelevant
From A1 to B1/B2 (From Low to Intermediate Proficiency)	9	5	1	1	0	1
From B2 to C2 (From Intermediate to High Proficiency)	28	3	1	0	0	0
No Level	1	0	0	0	0	0
Irrelevant	0	0	0	0	0	0
Total	38	8	2	1	0	1

Table 47

Number of People in Group 2 per English Proficiency and Frequency of Consumption of English-Language Music

Proficiency	Frequency of Consumption of English-Language Music of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	13	5	0	1	0	0
From B2 to C2 (From Intermediate to High Proficiency)	6	1	1	0	0	0
No Level	3	4	5	1	0	0
Irrelevant	2	6	2	0	0	0
Total	24	16	8	2	0	0

Table 48

Number of People in Group 1 per English Proficiency and Frequency of Consumption of
English-Language Films and Series

Proficiency	Frequency of Consumption of English-Language Films and Series of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	4	3	6	3	0
From B2 to C2 (From Intermediate to High Proficiency)	17	7	4	2	1	1
No Level	0	0	0	1	0	0
Irrelevant	0	0	0	0	0	0
Total	18	11	7	9	4	1

Table 49

Number of People in Group 2 per English Proficiency and Frequency of Consumption of English-Language Films and Series

Proficiency	Frequency of Consumption of English-Language Films and Series of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	2	4	7	4	1
From B2 to C2 (From Intermediate to High Proficiency)	2	2	1	3	0	0
No Level	0	0	0	3	9	1
Irrelevant	0	0	0	2	8	0
Total	3	4	5	15	21	2

Table 50

Number of People in Group 1 per English Proficiency and Frequency of Consumption of English-Language Books

Proficiency	Frequency of Consumption of English-Language Books of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	1	0	4	11	0
From B2 to C2 (From Intermediate to High Proficiency)	4	5	11	4	8	0
No Level	0	0	0	0	1	0
Irrelevant	0	0	0	0	0	0
Total	5	6	11	8	20	0

Table 51

Number of People in Group 2 per English Proficiency and Frequency of Consumption of English-Language Books

Proficiency	Frequency of Consumption of English-Language Books of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	0	1	3	15	0
From B2 to C2 (From Intermediate to High Proficiency)	0	1	0	2	5	0
No Level	0	0	0	0	13	0
Irrelevant	0	0	0	0	10	0
Total	0	1	1	5	43	0

Table 52

Number of People in Group 1 per English Proficiency and Frequency of Consumption of the English-Language Press

Proficiency	Frequency of Consumption of the English-language Press of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	2	2	1	10	2
From B2 to C2 (From Intermediate to High Proficiency)	2	8	4	6	5	7
No Level	0	0	0	0	1	0
Irrelevant	0	0	0	0	0	0
Total	2	10	6	7	16	9

Table 53

Number of People in Group 2 per English Proficiency and Frequency of Consumption of the English-Language Press

Proficiency	Frequency of Consumption of the English-language Press of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	1	0	6	11	0
From B2 to C2 (From Intermediate to High Proficiency)	0	1	1	4	1	1
No Level	0	0	0	0	13	0
Irrelevant	0	0	0	2	8	0
Total	1	2	1	12	33	1

Table 54

Number of People in Group 1 per English Proficiency and Frequency of Consumption of English-Language (YouTube) Videos

Proficiency	Frequency of Consumption of English-Language (YouTube) Videos of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	5	5	2	1	3
From B2 to C2 (From Intermediate to High Proficiency)	10	9	10	1	0	2
No Level	0	0	0	1	0	0
Irrelevant	0	0	0	0	0	0
Total	11	14	15	4	1	5

Table 55

Number of People in Group 2 per English Proficiency and Frequency of Consumption of English-Language (YouTube) Videos

Proficiency	Frequency of Consumption of English-Language (YouTube) Videos of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	1	7	7	2	1
From B2 to C2 (From Intermediate to High Proficiency)	2	1	1	1	1	2
No Level	0	0	4	3	5	1
Irrelevant	0	0	0	3	6	1
Total	3	2	12	14	14	5

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Table 56

Number of People in Group 1 per English Proficiency and Frequency of Consumption of Social Media in English

Proficiency	Frequency of Consumption of Social Media in English of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	5	6	4	0	1
From B2 to C2 (From Intermediate to High Proficiency)	9	10	5	3	4	1
No Level	0	0	0	1	0	0
Irrelevant	0	0	0	0	0	0
Total	10	15	11	8	4	2

Table 57

Number of People in Group 2 per English Proficiency and Frequency of Consumption of Social Media in English

Proficiency	Frequency of Consumption of Social Media in English of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	0	1	5	8	5
From B2 to C2 (From Intermediate to High Proficiency)	1	3	1	1	1	1
No Level	0	0	0	0	13	0
Irrelevant	0	0	0	1	9	0
Total	1	3	2	7	31	6

Table 58

Number of People in Group 1 per English Proficiency and Frequency of Consumption of English-Language Memes

Proficiency	Frequency of Consumption of English-Language Memes of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	3	5	0	0	2	7
From B2 to C2 (From Intermediate to High Proficiency)	16	4	3	1	2	6
No Level	0	0	0	0	0	1
Irrelevant	0	0	0	0	0	0
Total	19	9	3	1	4	14

Table 59

Number of People in Group 2 per English Proficiency and Frequency of Consumption of English-Language Memes

Proficiency	Frequency of Consumption of English-Language Memes of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	1	2	5	6	5
From B2 to C2 (From Intermediate to High Proficiency)	2	1	0	1	2	2
No Level	0	0	0	3	9	1
Irrelevant	0	0	0	3	5	2
Total	2	2	2	12	22	10

Table 60

Number of People in Group 1 per English Proficiency and Frequency of Consumption of

English-Language Video Games

Proficiency	Frequency of Consumption of English-Language Video Games of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	0	1	2	11	3
From B2 to C2 (From Intermediate to High Proficiency)	3	1	2	8	17	1
No Level	0	0	0	1	0	0
Irrelevant	0	0	0	0	0	0
Total	3	1	3	11	28	4

Table 61

Number of People in Group 2 per English Proficiency and Frequency of Consumption of English-Language Video Games

Proficiency	Frequency of Consumption of English-Language Video Games of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	2	1	1	15	0
From B2 to C2 (From Intermediate to High Proficiency)	1	0	1	1	5	0
No Level	0	0	0	1	12	0
Irrelevant	0	0	0	0	10	0
Total	1	2	2	3	42	0

Table 62

Number of People in Group 1 per English Proficiency and Frequency of Consumption of Sport in English

Proficiency	Frequency of Consumption of Sport in English of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	2	0	1	0	14	0
From B2 to C2 (From Intermediate to High Proficiency)	3	1	1	5	17	5
No Level	0	0	0	0	1	0
Irrelevant	0	0	0	0	0	0
Total	5	1	2	5	32	5

Table 63

Number of People in Group 2 per English Proficiency and Frequency of Consumption of Sport in English

Proficiency	Frequency of Consumption of Sport in English of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	0	0	1	17	1
From B2 to C2 (From Intermediate to High Proficiency)	0	1	1	0	4	2
No Level	0	0	2	0	10	1
Irrelevant	0	0	1	2	7	0
Total	0	1	4	3	38	4

Table 64

Number of People in Group 1 per English Proficiency and Frequency of Consumption of Art
in English

Proficiency	Frequency of Consumption of Art in English of Participants in Group 1					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	0	1	3	12	1
From B2 to C2 (From Intermediate to High Proficiency)	0	2	1	4	23	2
No Level	0	0	0	0	1	0
Irrelevant	0	0	0	0	0	0
Total	0	2	2	7	36	3

Table 65

Number of People in Group 2 per English Proficiency and Frequency of Consumption of Art in English

Proficiency	Frequency of Consumption of Art in English of Participants in Group 2					
	Very Often	**Often**	**Sometimes**	**Rarely**	**Never**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	0	0	0	1	18	0
From B2 to C2 (From Intermediate to High Proficiency)	0	0	0	0	8	0
No Level	0	0	0	0	13	0
Irrelevant	0	0	0	2	8	0
Total	0	0	0	3	47	0

Table 66

Number of People in Group 1 Based on English Proficiency and English-Language Pop Culture as Being a Motivation to Learn English

Proficiency	English-language as Being a Motivation to Learn English in Group 1				
	Yes	**Why Not/ I Don't Know**	**No**	**Irrelevant**	**No Answer**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	13	0	3	1	0
From B2 to C2 (From Intermediate to High Proficiency)	19	0	12	0	1
No Level	0	0	1	0	0
Irrelevant	0	0	0	0	0
Total	32	0	16	1	1

Table 67

Number of People in Group 2 Based on English Proficiency and English-Language Pop Culture as Being a Motivation to Learn English

Proficiency	English-language as Being a Motivation to Learn English in Group 2				
	Yes	Why Not/ I Don't Know	No	Irrelevant	No Answer
From A1 to B1/B2 (From Low to Intermediate Proficiency)	13	1	5	0	0
From B2 to C2 (From Intermediate to High Proficiency)	6	0	2	0	0
No Level	4	1	7	1	0
Irrelevant	4	0	6	0	0
Total	27	2	20	1	0

Table 68

Number of People in Group 1 Based on the Frequency of Consumption of English-Language Music and View on Personal English Learning Through English-Language Music

Frequency	Learn English Through English-Language Music (Group 1)				
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**
Very Often	0	3	4	12	19
Often	0	2	2	3	1
Sometimes	1	0	0	1	0
Rarely	0	1	0	0	0
Never	0	0	0	0	0
Irrelevant	0	0	1	0	0
Total	1	6	7	16	20

Table 69

Number of People in Group 2 Based on the Frequency of Consumption of English-Language Music and View on Personal English Learning Through English-Language Music

Frequency	Learn English Through English-Language Music (Group 2)				
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**
Very Often	2	1	3	7	11
Often	1	5	0	8	2
Sometimes	1	1	1	5	0
Rarely	1	1	0	0	0
Never	0	0	0	0	0
Irrelevant	0	0	0	0	0
Total	5	8	4	20	13

Table 70

Number of People in Group 1 Based on the Frequency of Consumption of English-Language Films and Series and View on Personal English Learning Through English-Language Films and Series

Frequency	Learn English Through English-Language Films and Series (Group 1)					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
Very Often	0	1	0	8	9	0
Often	0	0	1	7	3	0
Sometimes	0	0	1	3	3	0
Rarely	1	3	1	3	1	0
Never	2	0	1	0	0	1
Irrelevant	0	0	1	0	0	0
Total	3	4	5	21	16	1

Table 71

Number of People in Group 2 Based on the Frequency of Consumption of English-Language Films and Series and View on Personal English Learning Through English-Language Films and Series

Frequency	Learn English Through English-Language Films and Series (Group 2)					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
Very Often	0	0	0	0	3	0
Often	0	0	0	3	1	0
Sometimes	0	1	0	4	0	0
Rarely	2	5	1	4	3	0
Never	10	3	2	0	0	6
Irrelevant	0	0	0	1	1	0
Total	12	9	3	12	8	6

Table 72

Number of People in Group 1 Based on the Frequency of Consumption of English-Language
Video Games and View on Personal English Learning Through English-Language Video
Games

Frequency	Learn English Through English-Language Video Games (Group 1)					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
Very Often	0	0	0	2	1	0
Often	0	0	0	0	1	0
Sometimes	0	1	0	2	0	0
Rarely	0	5	1	3	0	0
Never	20	0	4	0	0	6
Irrelevant	0	0	0	0	0	4
Total	20	6	5	7	2	10

Table 73

Number of People in Group 2 Based on the Frequency of Consumption of English-Language Video Games and View on Personal English Learning Through English-Language Video Games

Frequency	Learn English Through English-Language Video Games (Group 2)					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
Very Often	0	0	0	0	1	0
Often	0	0	0	1	1	0
Sometimes	0	0	1	1	0	0
Rarely	2	0	0	1	0	0
Never	29	4	6	0	0	3
Irrelevant	0	0	0	0	0	0
Total	31	4	7	3	2	3

Table 74

Number of People in Group 1 Based on the Frequency of Consumption of Sport in English and View on Personal English Learning Through Sport in English

Frequency	Learn English Through Sport in English (Group 1)					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
Very Often	0	0	1	3	1	0
Often	0	0	0	1	0	0
Sometimes	1	1	0	0	0	0
Rarely	1	1	0	3	0	0
Never	20	3	5	0	0	4
Irrelevant	0	1	2	0	0	2
Total	22	6	8	7	1	6

Table 75

Number of People in Group 2 Based on the Frequency of Consumption of Sport in English and View on Personal English Learning Through Sport in English

Frequency	Learn English Through Sport in English (Group 2)					
	Strongly Disagree	Disagree	I Don't Know	Agree	Totally Agree	Irrelevant
Very Often	0	0	0	0	0	0
Often	0	0	1	0	0	0
Sometimes	0	2	1	0	1	0
Rarely	1	1	0	1	0	0
Never	22	4	9	0	0	3
Irrelevant	2	0	0	0	0	2
Total	25	7	11	1	1	5

Table 76

Number of Participants in Group 1 Based on English Proficiency and Agreement on the
Positive Effect of English-Language Popular Culture on English Proficiency

Proficiency	English-Language Popular Culture Has Had a Positive Effect on English Proficiency (Group 1)				
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	2	0	5	3	7
From B2 to C2 (From Intermediate to High Proficiency)	0	0	3	12	17
No Level	0	0	1	0	0
Irrelevant	0	0	0	0	0
Total	2	0	9	15	24

Table 77

Number of Participants in Group 2 Based on English Proficiency and Agreement on the Positive Effect of English-Language Popular Culture on English Proficiency

Proficiency	English-Language Popular Culture Has Had a Positive Effect on English Proficiency (Group 2)				
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	1	0	3	10	5
From B2 to C2 (From Intermediate to High Proficiency)	0	0	3	4	1
No Level	6	1	5	0	1
Irrelevant	3	1	3	2	1
Total	10	2	14	16	8

Table 78

Number of Participants in Group 1 Based on English Proficiency and Agreement on the Negative Effect of English-Language Popular Culture on English Proficiency

Proficiency	English-Language Popular Culture Has Had a Negative Effect on English Proficiency (Group 1)					
	Strongly Disagree	**Disagree**	**I Don't Know**	**Agree**	**Totally Agree**	**Irrelevant**
From A1 to B1/B2 (From Low to Intermediate Proficiency)	11	5	1	0	0	0
From B2 to C2 (From Intermediate to High Proficiency)	27	2	3	0	0	0
No Level	0	1	0	0	0	0
Irrelevant	0	0	0	0	0	0
Total	38	8	4	0	0	0

Table 79

Number of Participants in Group 2 Based on English Proficiency and Agreement on the Negative Effect of English-Language Popular Culture on English Proficiency

Proficiency	English-Language Popular Culture Has Had a Negative Effect on English Proficiency (Group 2)					
	Strongly Disagree	Disagree	I Don't Know	Agree	Totally Agree	Irrelevant
From A1 to B1/B2 (From Low to Intermediate Proficiency)	11	6	2	0	0	0
From B2 to C2 (From Intermediate to High Proficiency)	5	2	1	0	0	0
No Level	6	4	2	0	0	1
Irrelevant	6	3	1	0	0	0
Total	28	15	6	0	0	1

Figures

Figure 30

Number of People in Each Age Group per Year of English Classes Taken
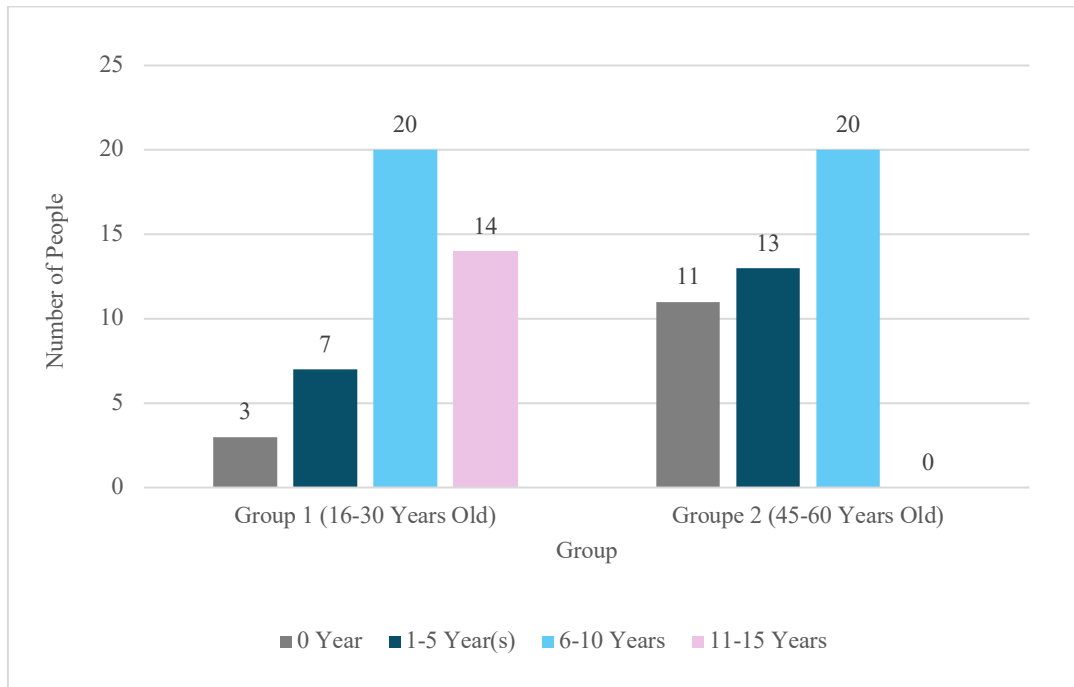
Figure 31

Number of People in Each Age Group per English Proficiency
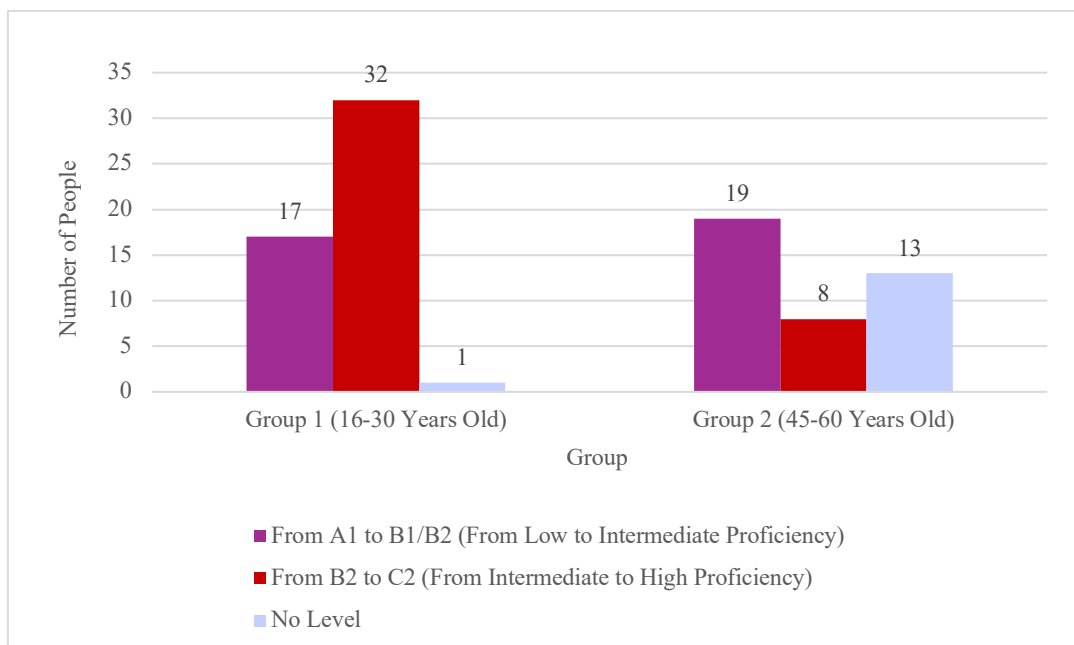
Figure 32

Number of People in Each Age Group Based on The Extent of Their Exposure to English-Language Pop Culture
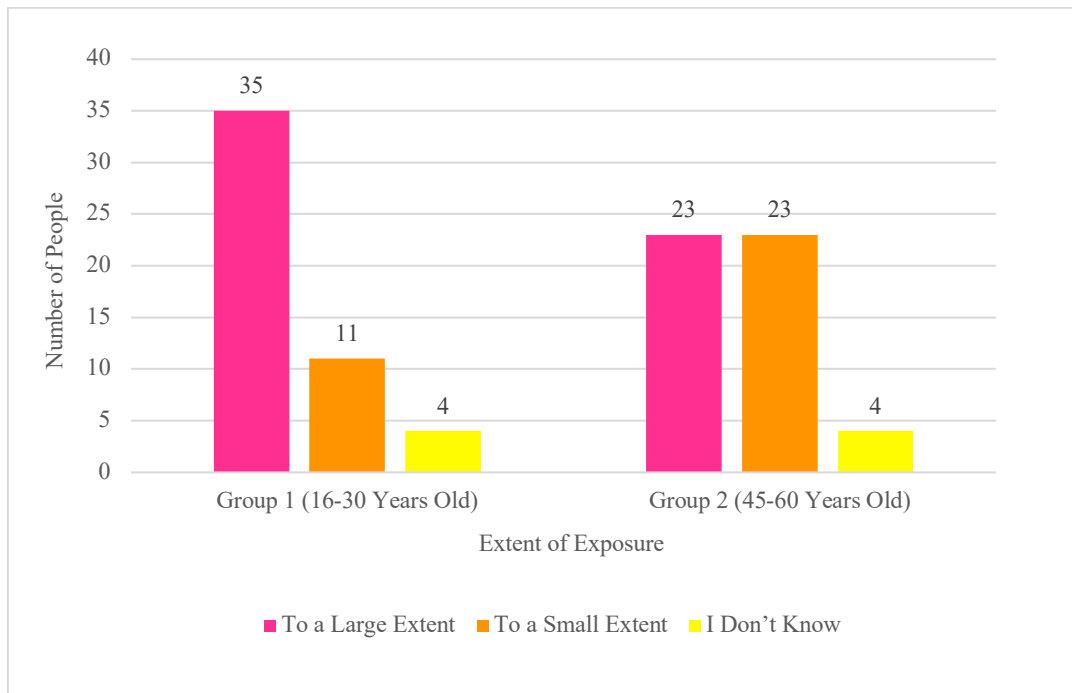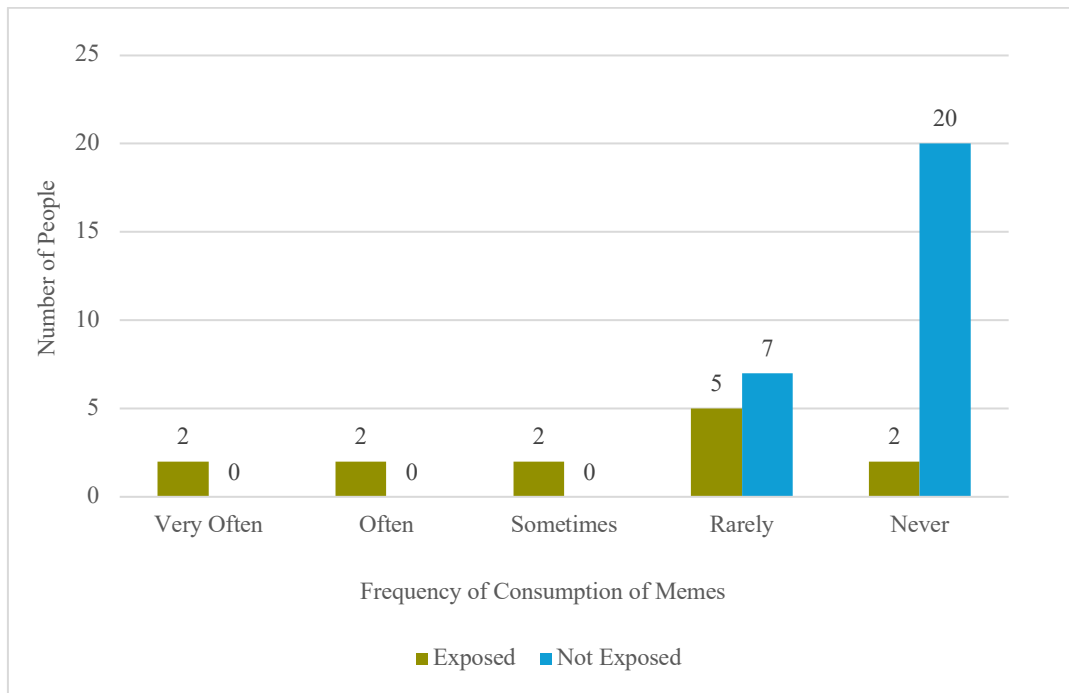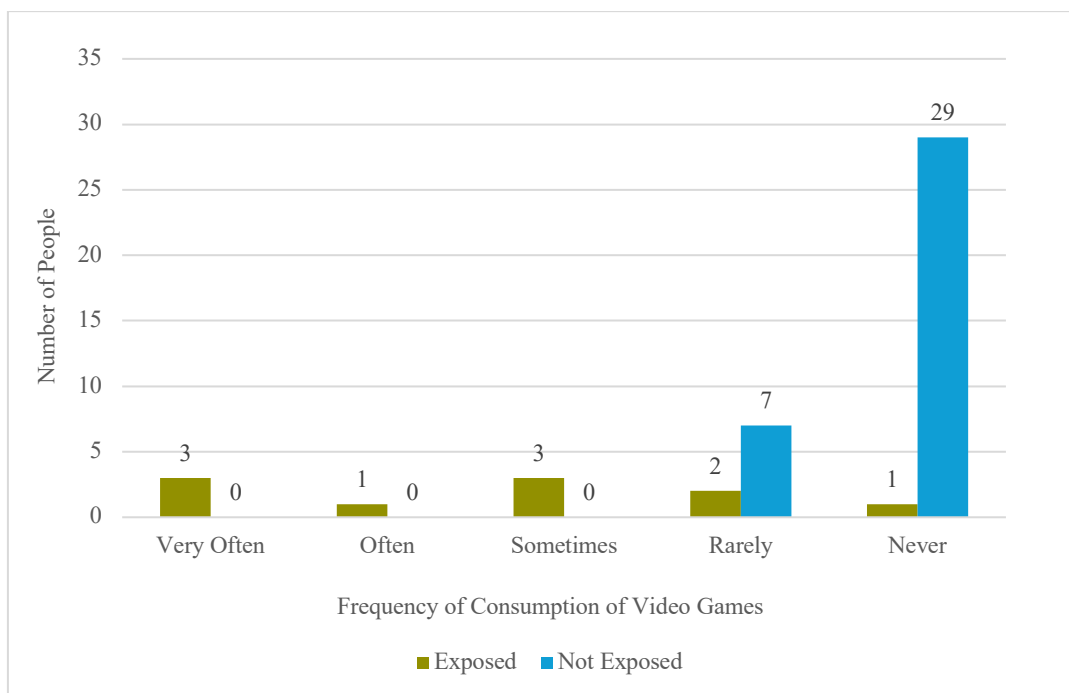

Figure 33

Number of People per Exposure to and Frequency of Consumption of English-Language Music (16-30 Years Old)
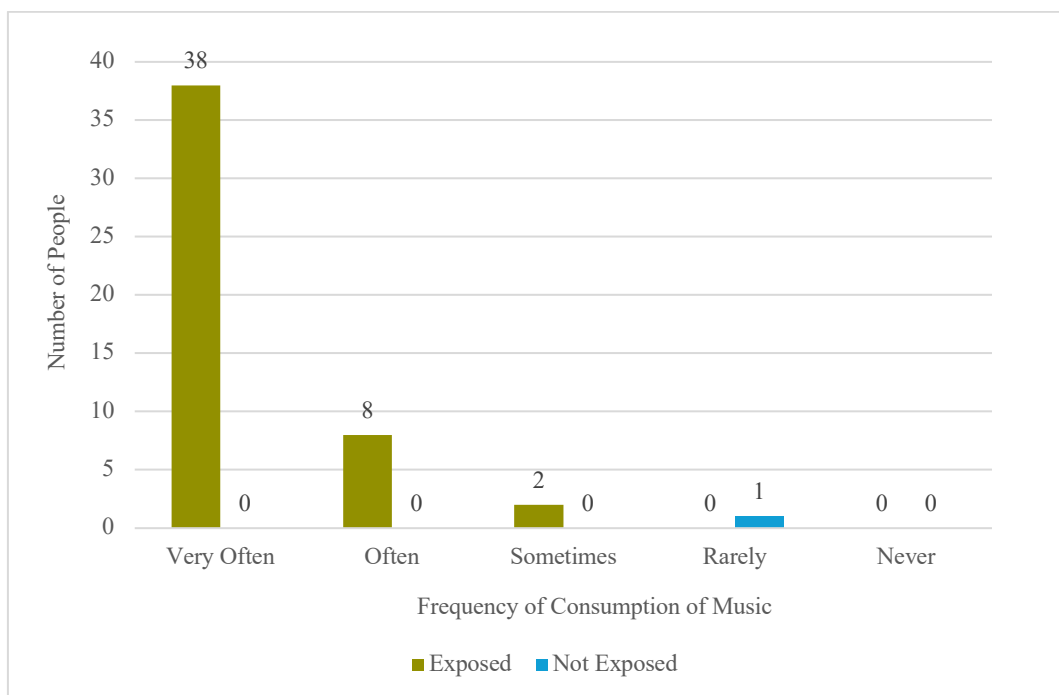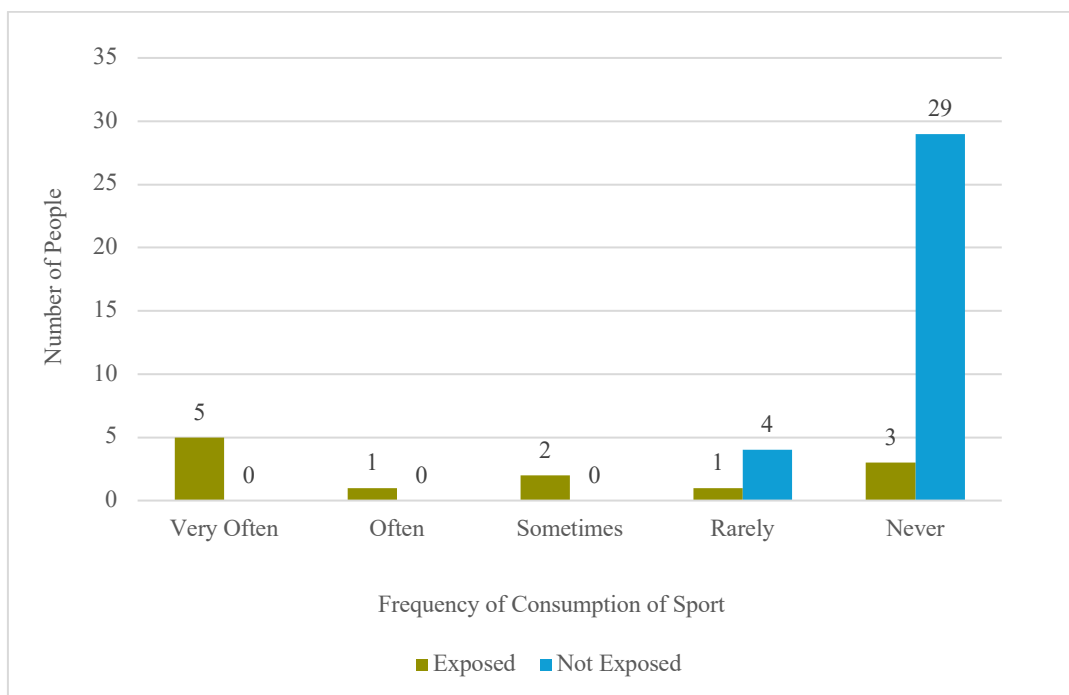
Figure 34

Number of People per Exposure to and Frequency of Consumption of English-Language Music (45-60 Years Old)
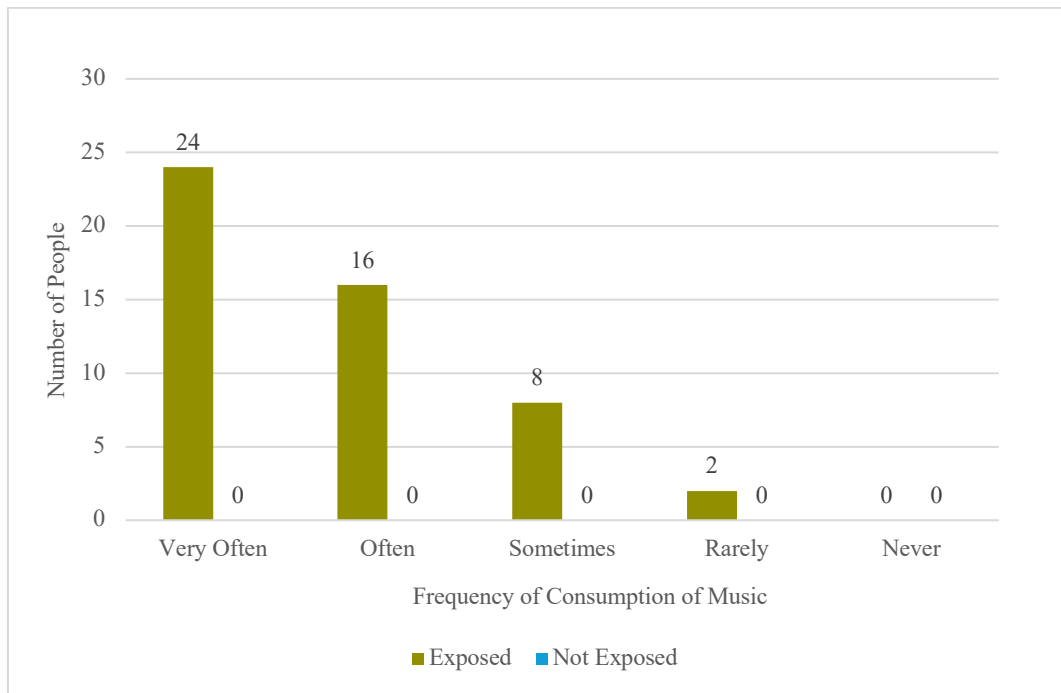
Figure 35

Number of People per Exposure to and Frequency of Consumption of English-Language Films and Series (16-30 Years Old)
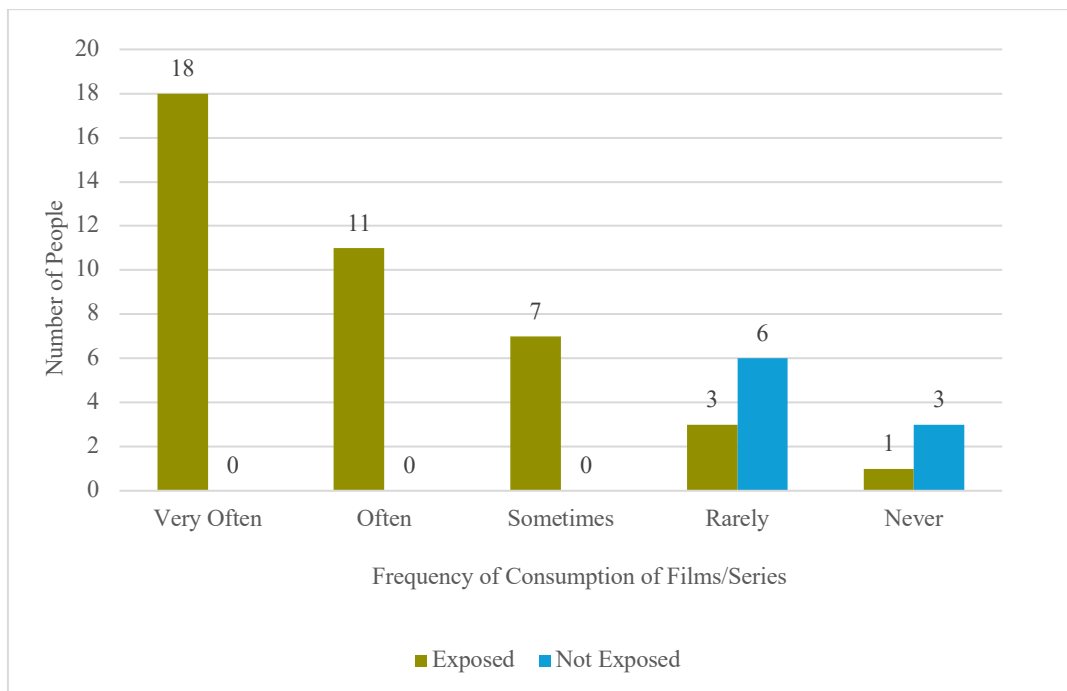
Figure 36

Number of People per Exposure to and Frequency of Consumption of English-Language Films and Series (45-60 Years Old)
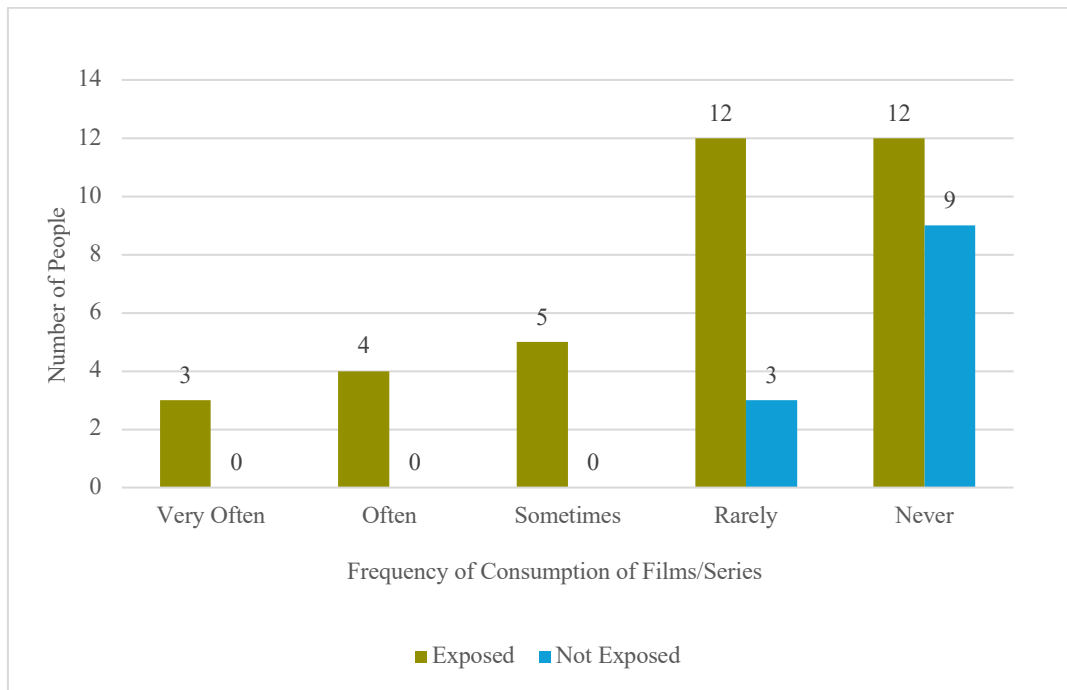
Figure 37

Number of People per Exposure to and Frequency of Consumption of English-Language Books (16-30 Years Old)
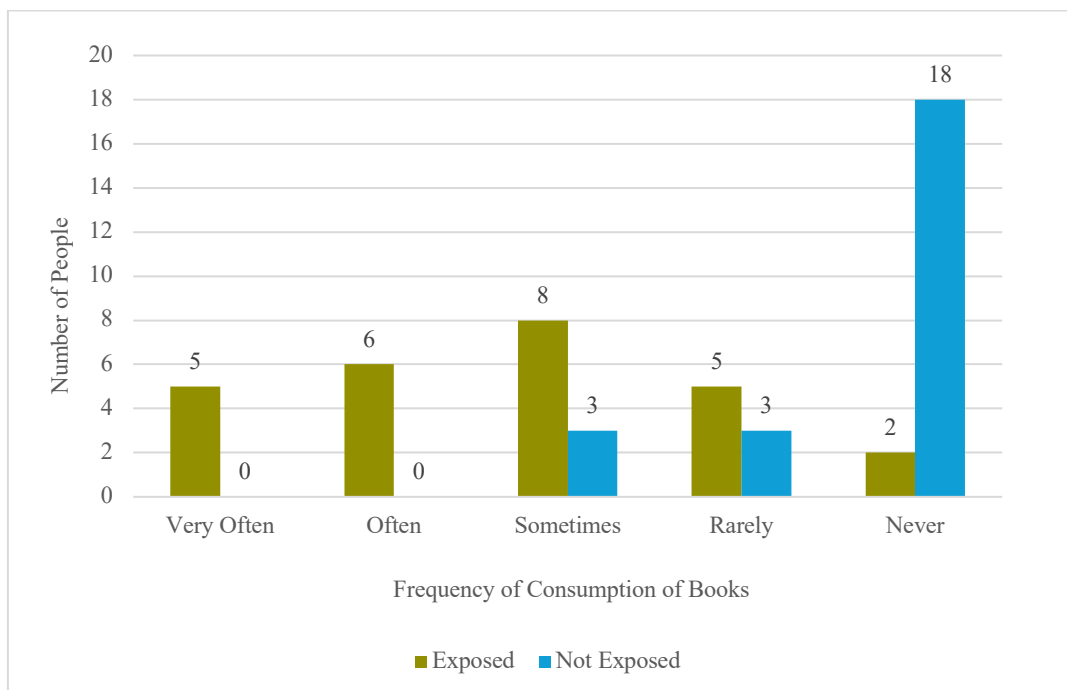
Figure 38

Number of People per Exposure to and Frequency of Consumption of English-Language Books (45-60 Years Old)
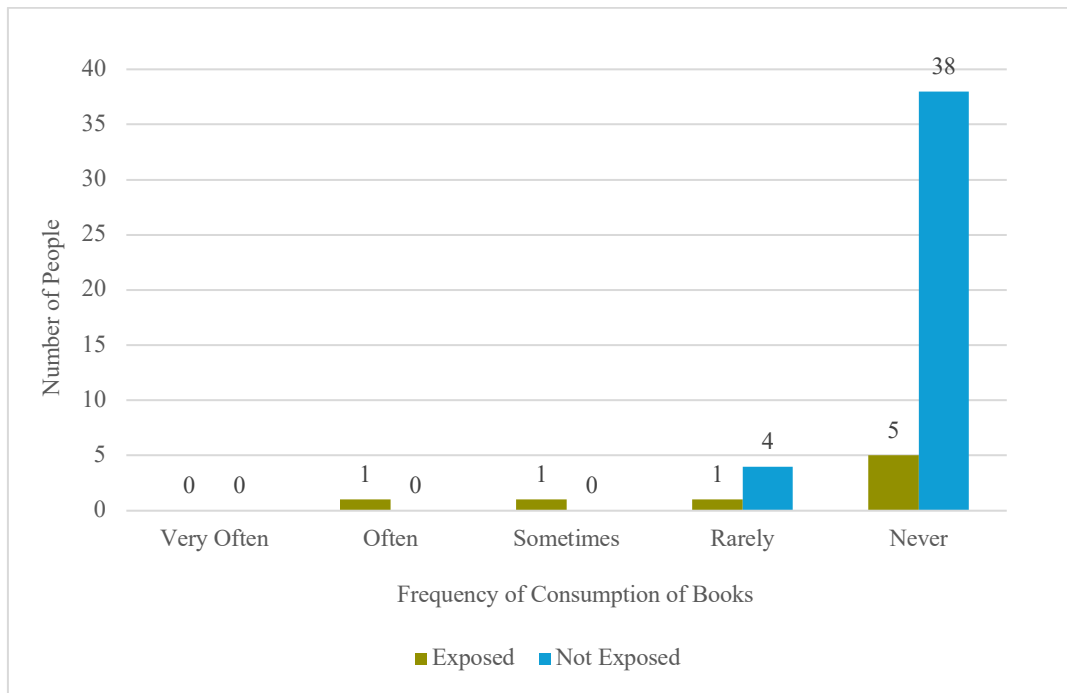
Figure 39

Number of People per Exposure to and Frequency of Consumption of the English-Language Press (16-30 Years Old)
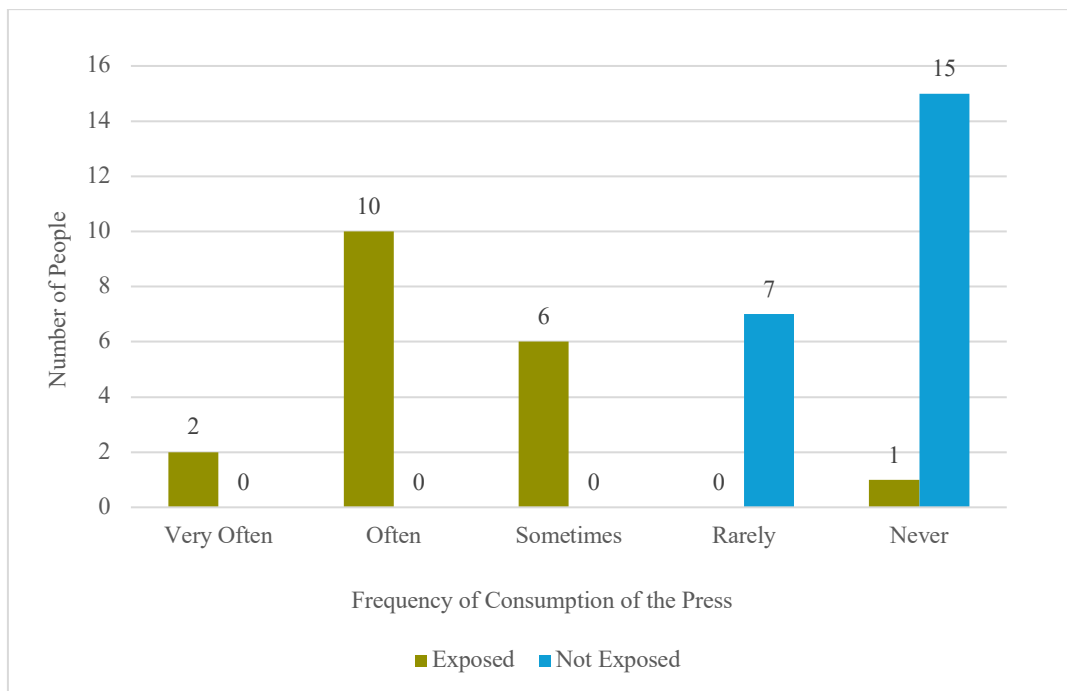
Figure 40

Number of People per Exposure to and Frequency of Consumption of the English-Language Press (45-60 Years Old)
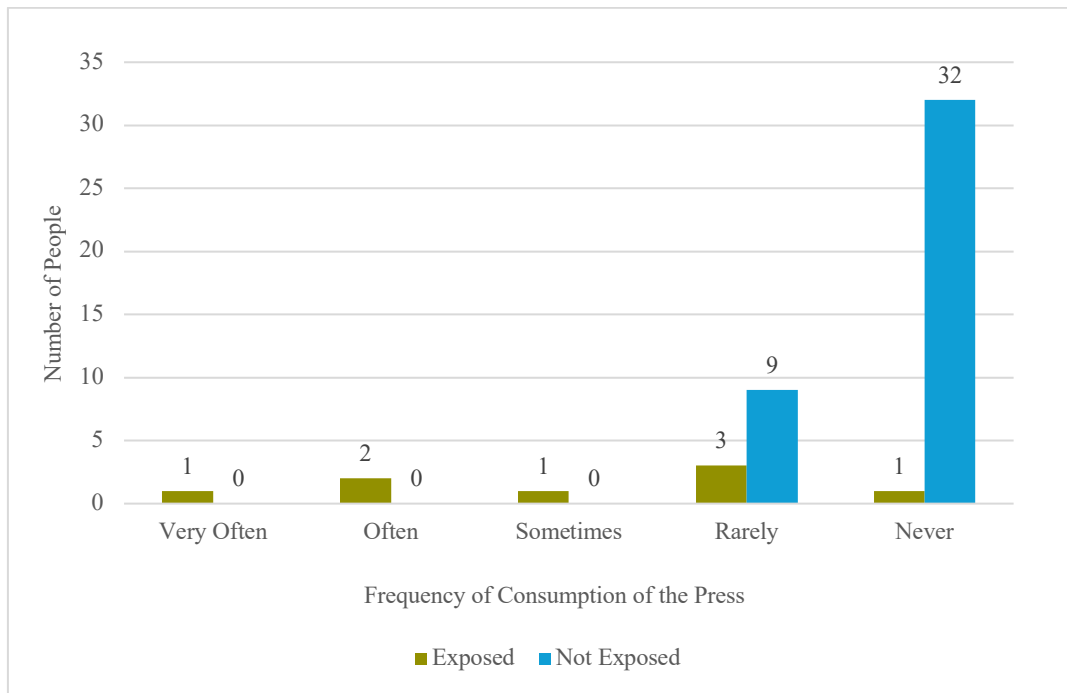
Figure 41

Number of People per Exposure to and Frequency of Consumption of English-Language (YouTube) Videos (16-30 Years Old)
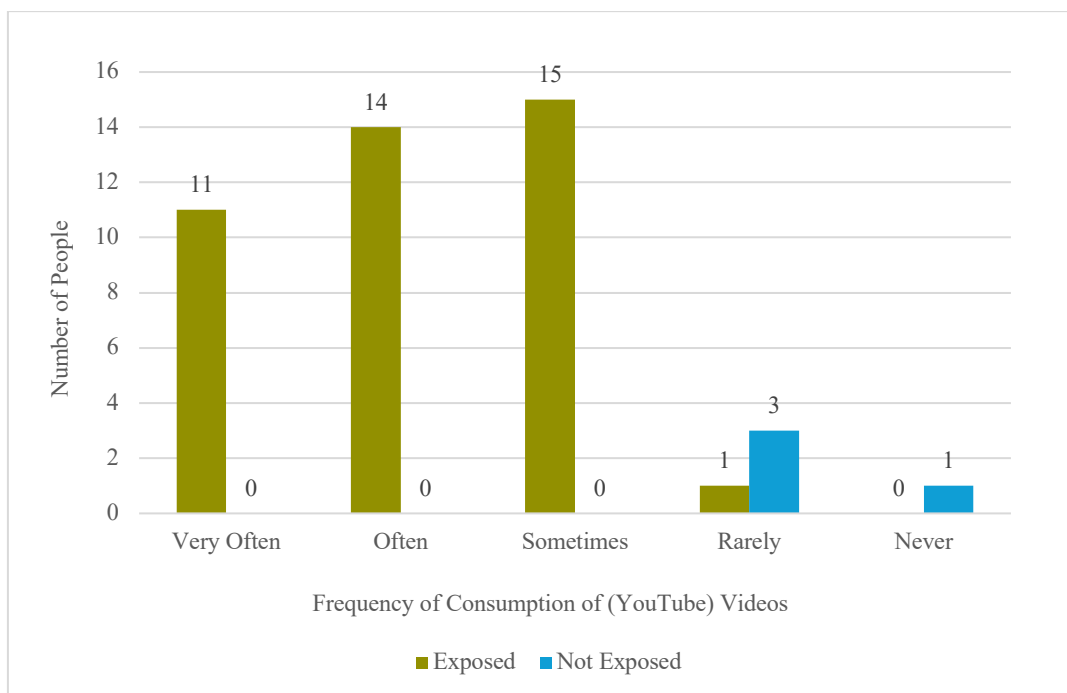
Figure 42

Number of People per Exposure to and Frequency of Consumption of English-Language (YouTube) Videos (45-60 Years Old)
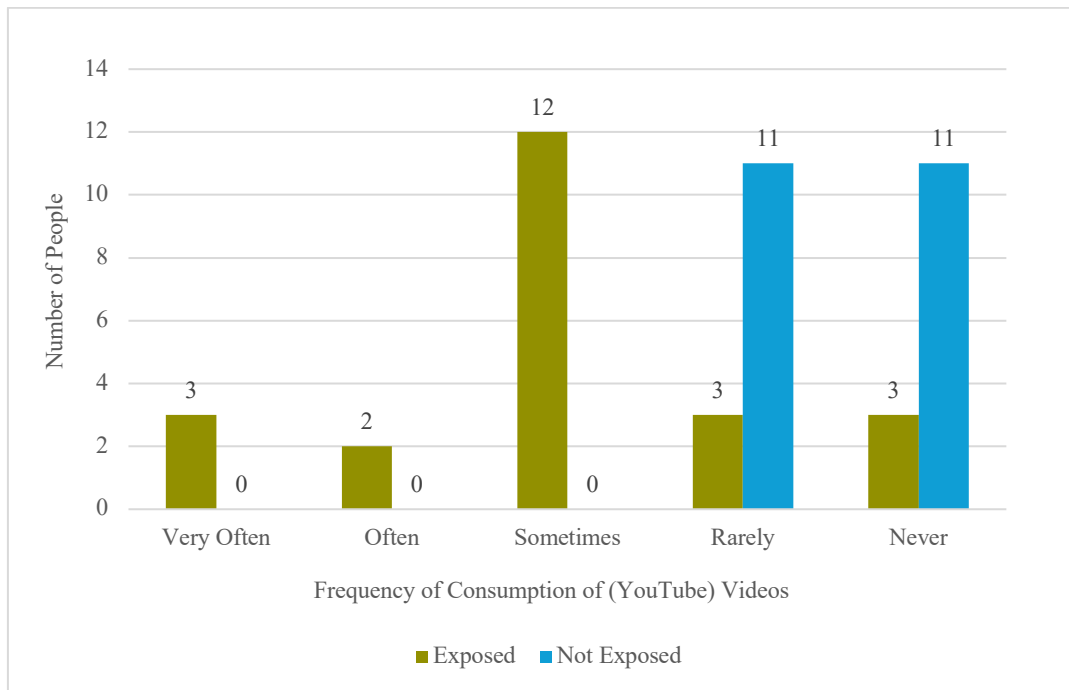
Figure 43

Number of People per Exposure to and Frequency of Consumption of Social Media in English (16-30 Years Old)
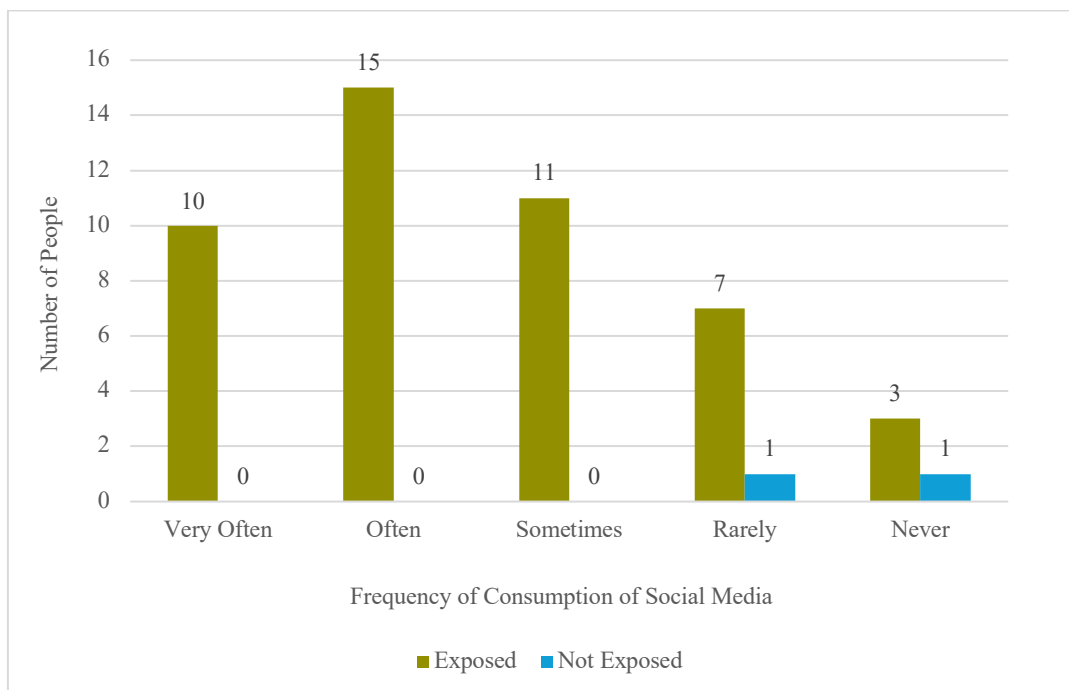
Figure 44

Number of People per Exposure to and Frequency of Consumption of Social Media in English (45-60 Years Old)
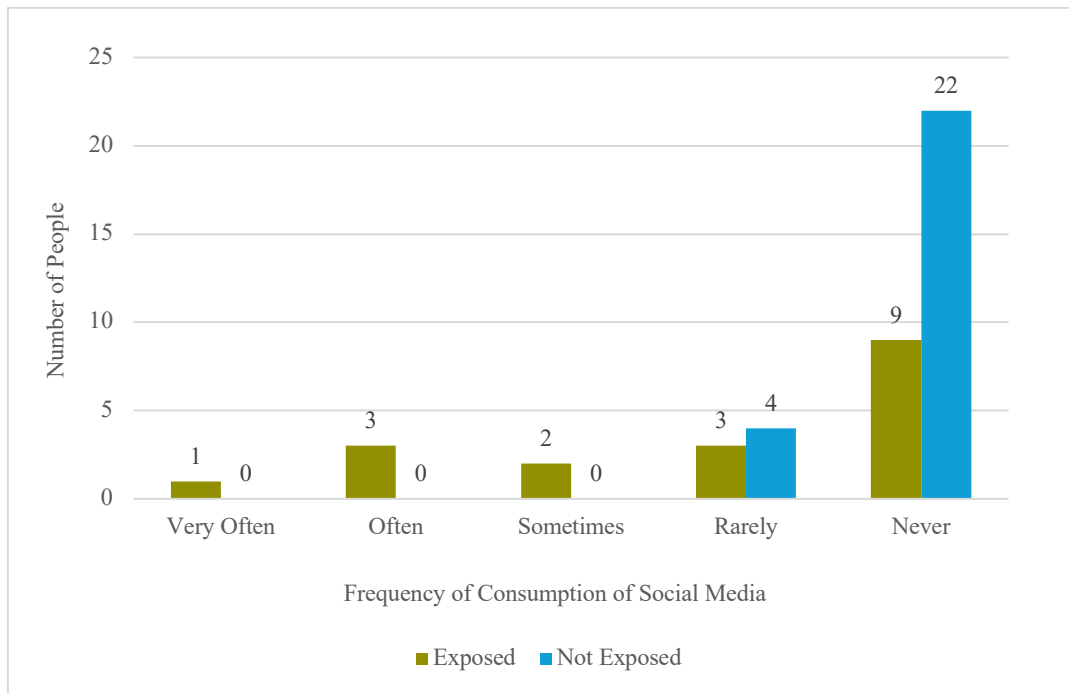
Figure 45

Number of People per Exposure to and Frequency of Consumption of English-Language Memes (16-30 Years Old)
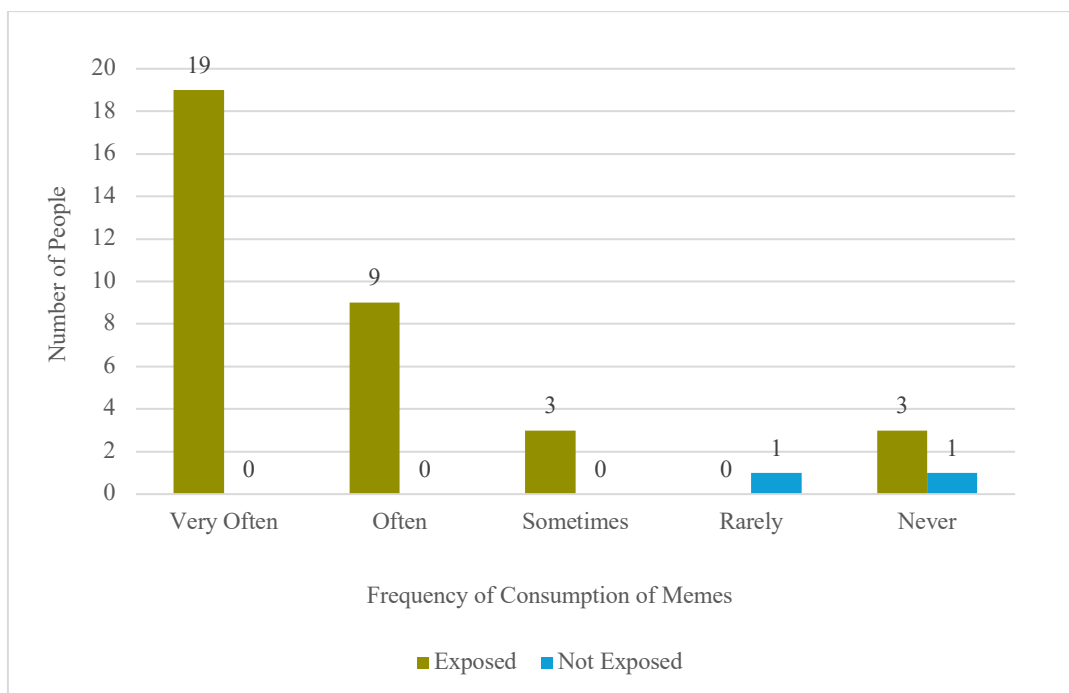
Figure 46

Number of People per Exposure to and Frequency of Consumption of English-Language Memes (45-60 Years Old)

Figure 47

Number of People per Exposure to and Frequency of Consumption of English-Language Videos Games (16-30 Years Old)

Figure 48

Number of People per Exposure to and Frequency of Consumption of English-Language Videos Games (45-60 Years Old)
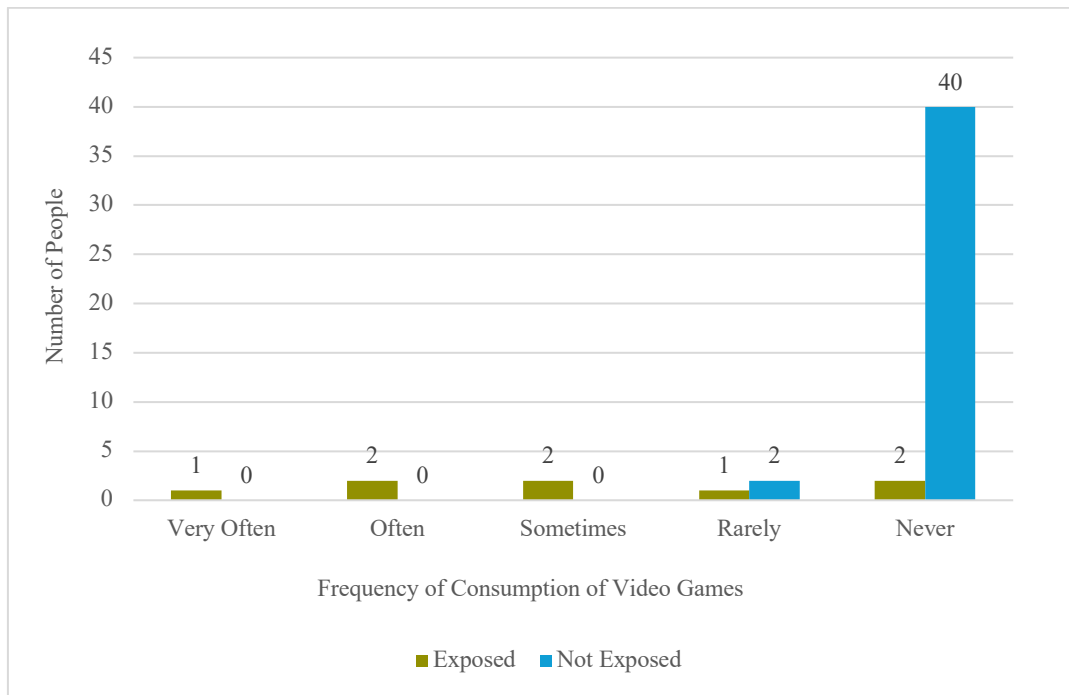
Figure 49

Number of People per Exposure to and Frequency of Consumption of Sport in English (16-30 Years Old)

Figure 50

Number of People per Exposure to and Frequency of Consumption of Sport in English (45-60 Years Old)
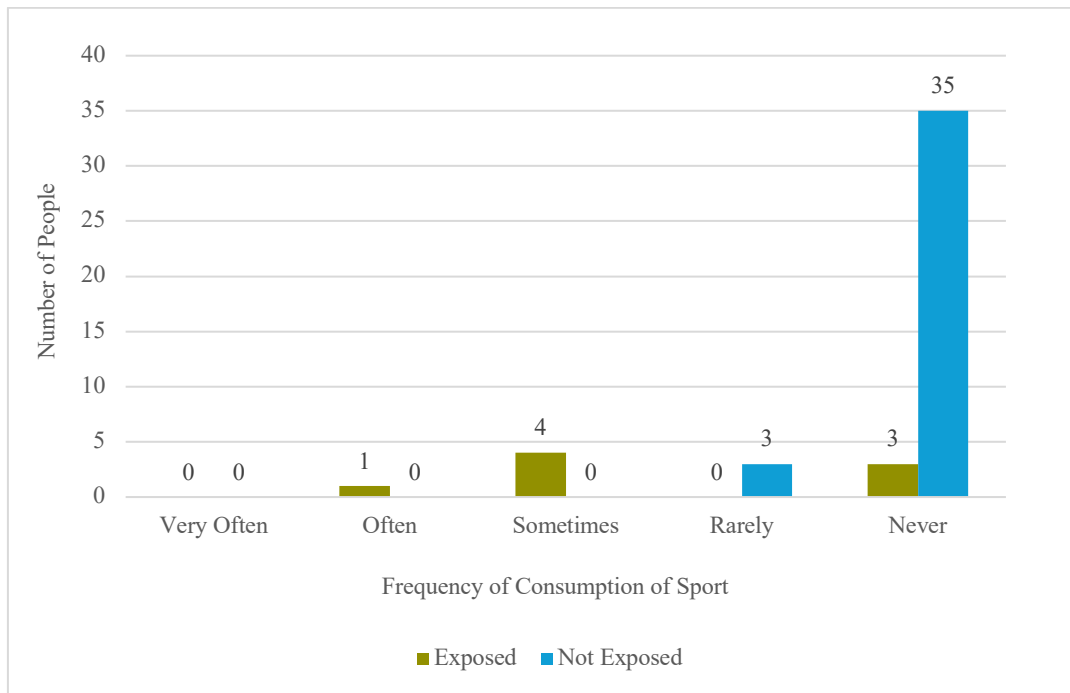
Figure 51

Number of People per Exposure to and Frequency of Consumption of Art in English (16-30 Years Old)
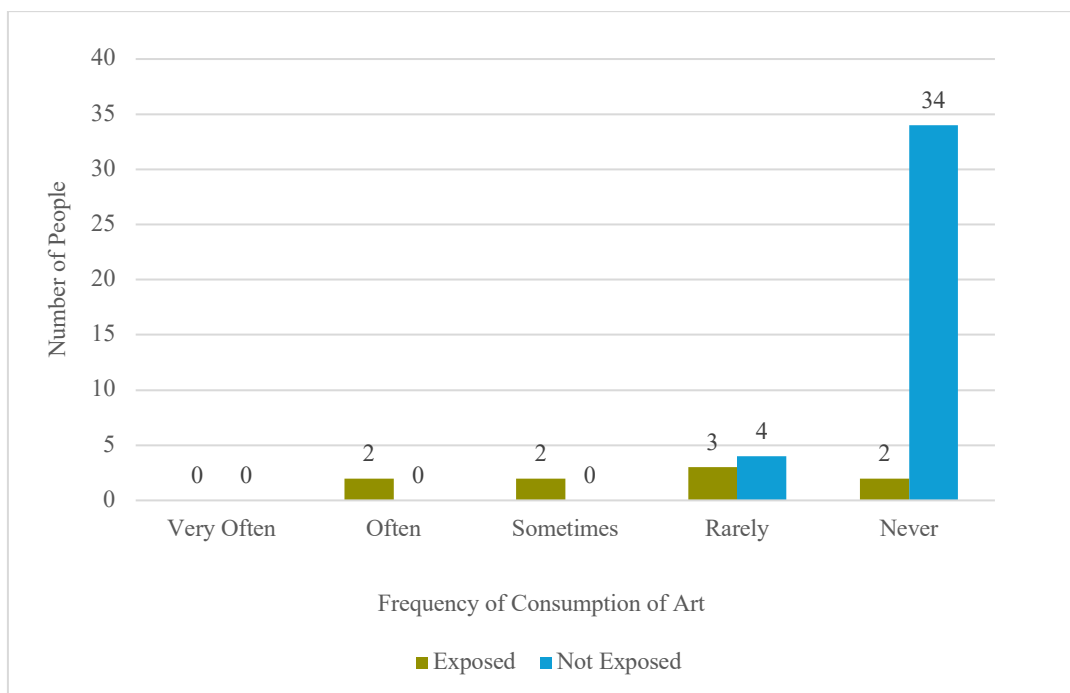
Figure 52

Number of People per Exposure to and Frequency of Consumption of Art in English (45-60 Years Old)
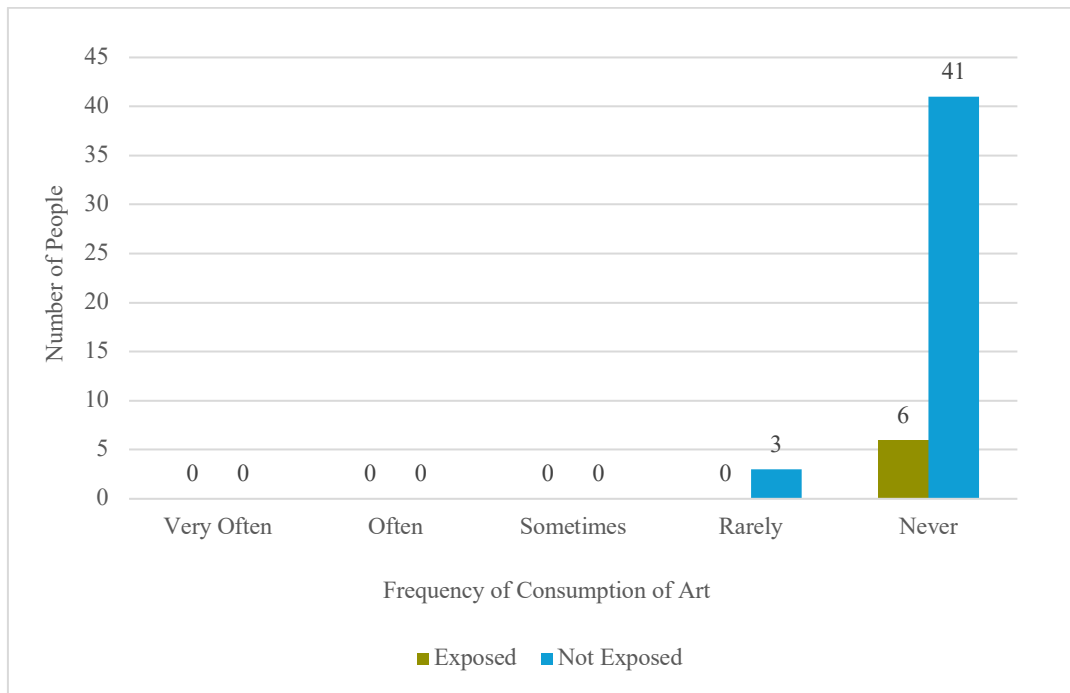
Figure 53

Number of People in Each Age Group and Their Agreement on English-Language Pop Culture as a Motivation to Learn English
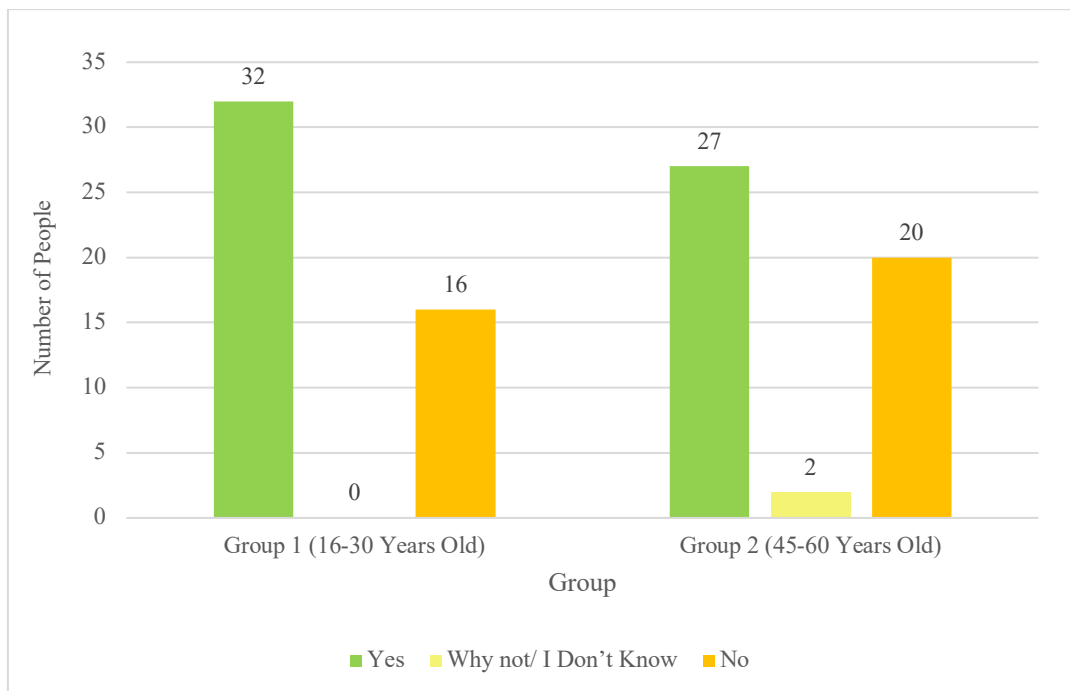
Figure 54

Number of People per Frequency of Consumption of English-Language Video Games and English Proficiency (16-30 Years Old)
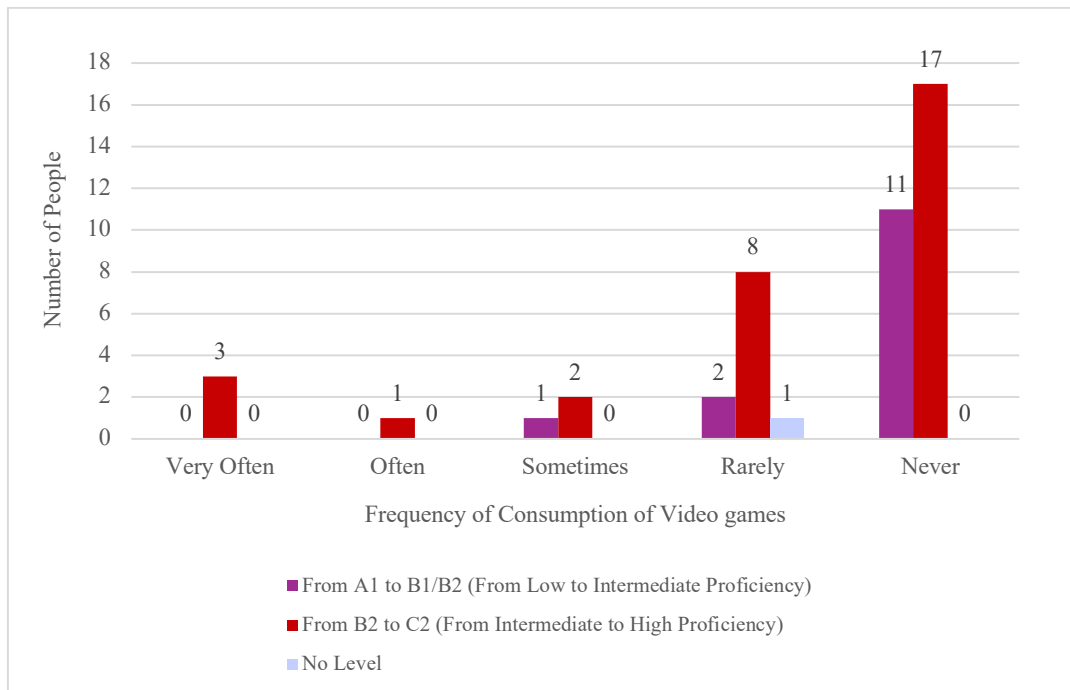
Figure 55

Number of People per Frequency of Consumption of English-Language Video Games and English Proficiency (45-60 Years Old)
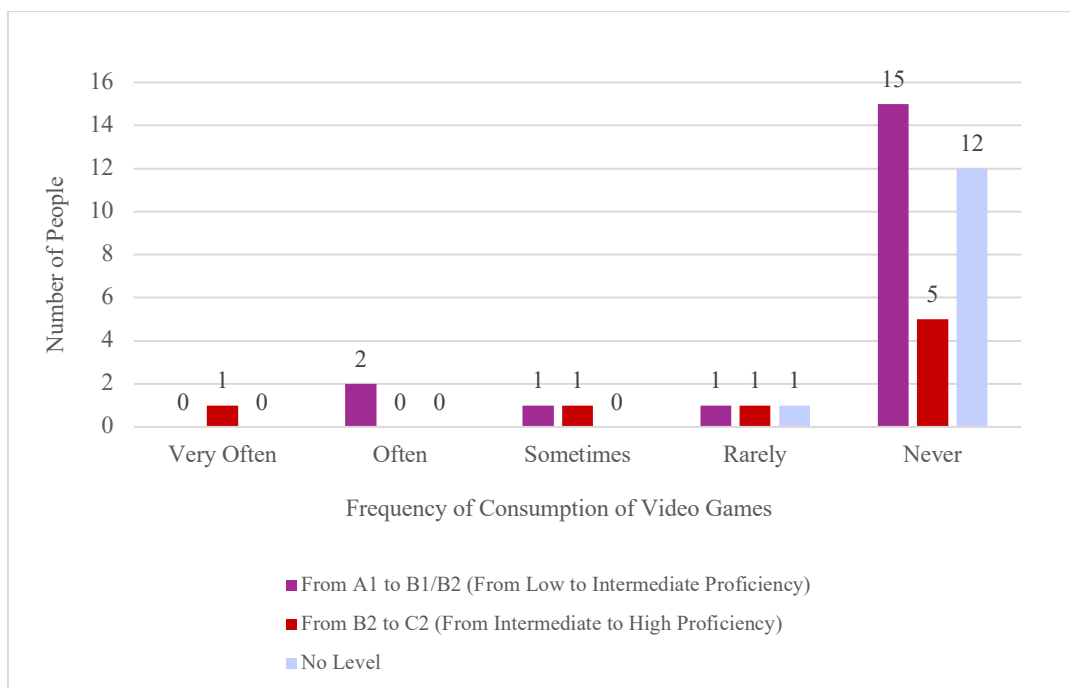
Figure 56

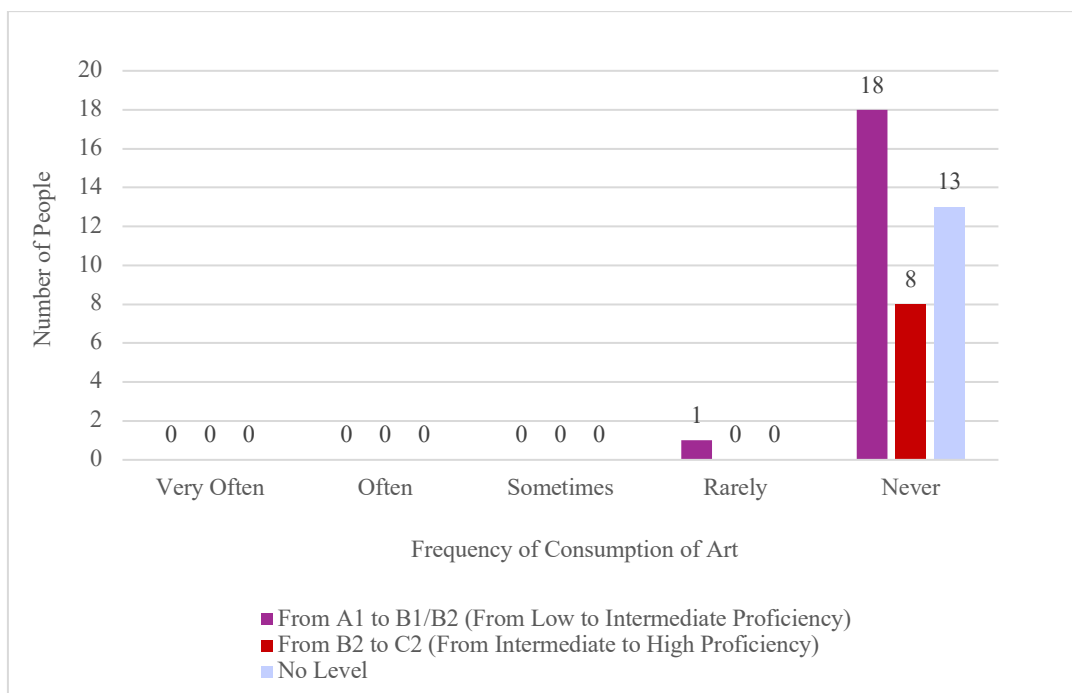*Number of People per Frequency of Consumption of Sport in English and English Proficiency (16-30 Years Old)*
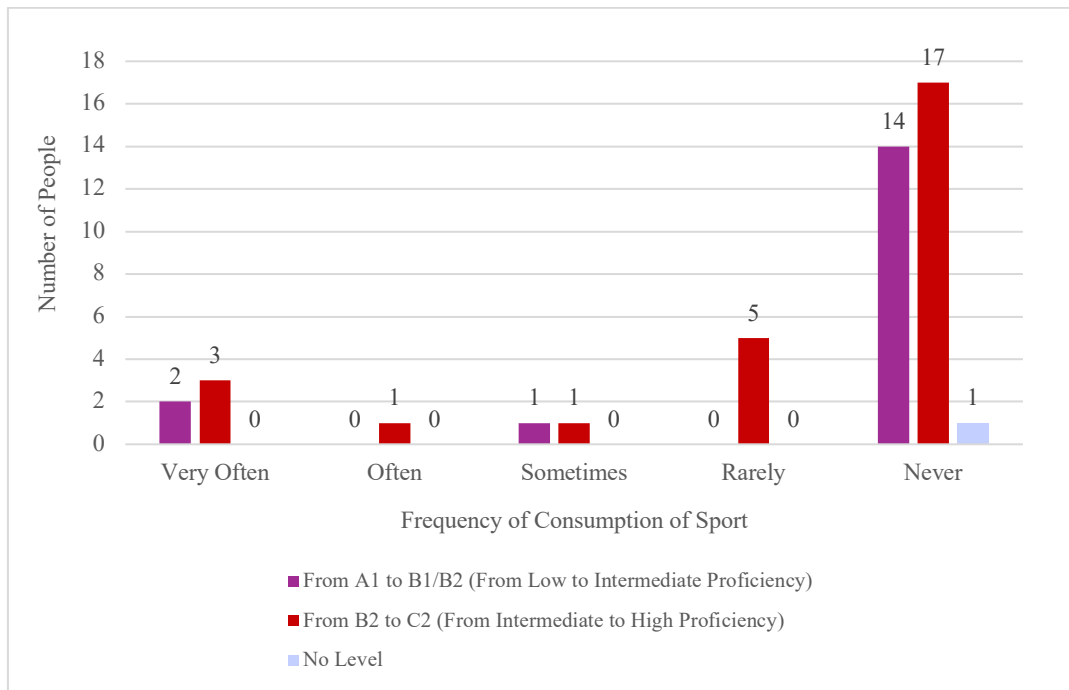
Figure 57

Number of People per Frequency of Consumption of Sport in English and English Proficiency (45-60 Years Old)
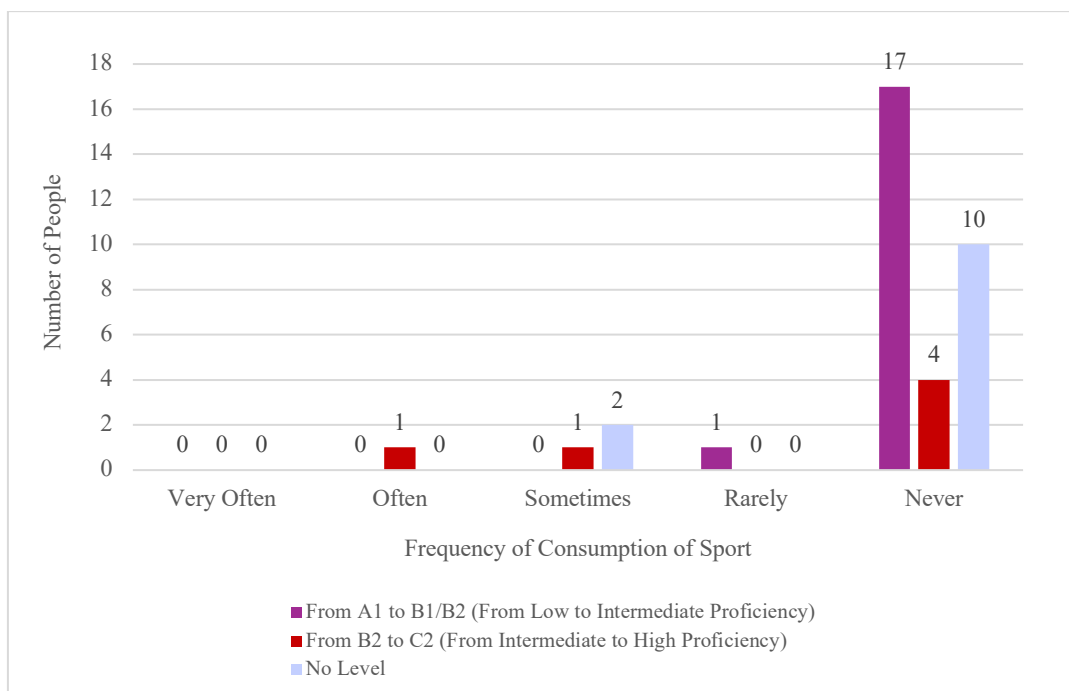
Figure 58

Number of People per Frequency of Consumption of Art in English and English Proficiency
(16-30 Years Old)
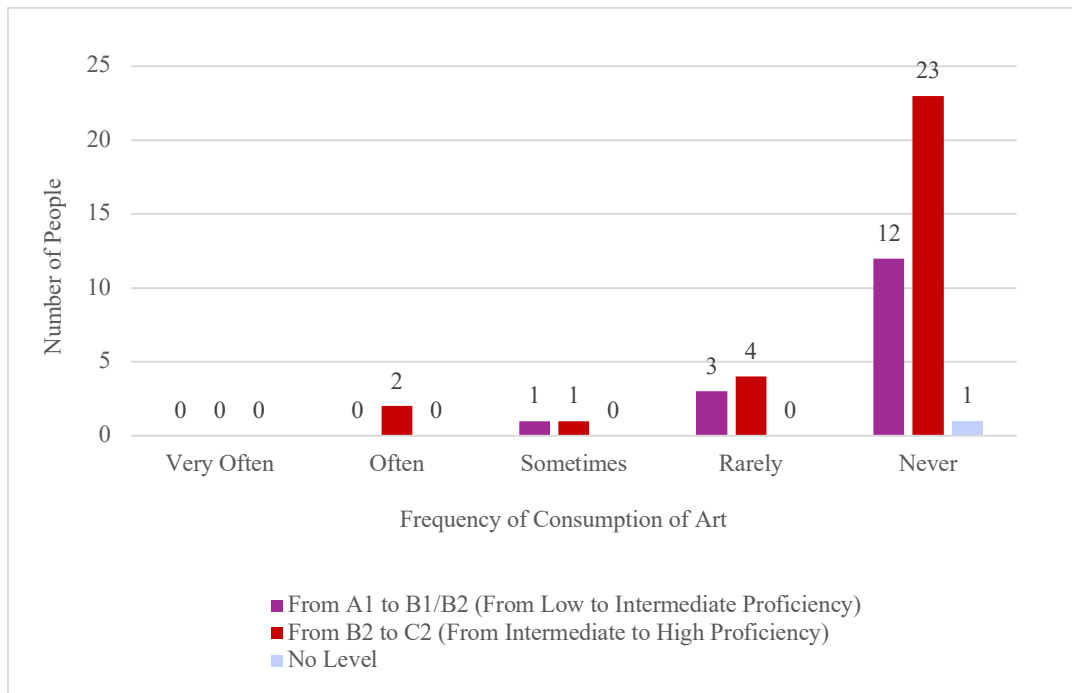
Figure 59

Number of People per Frequency of Consumption of Art in English and English Proficiency
(45-60 Years Old)

Figure 60

Number of People Based on the Frequency of Consumption of English-Language Video Games and View on Personal English Language Learning Through English-Language Video Games (16-30 Years Old)
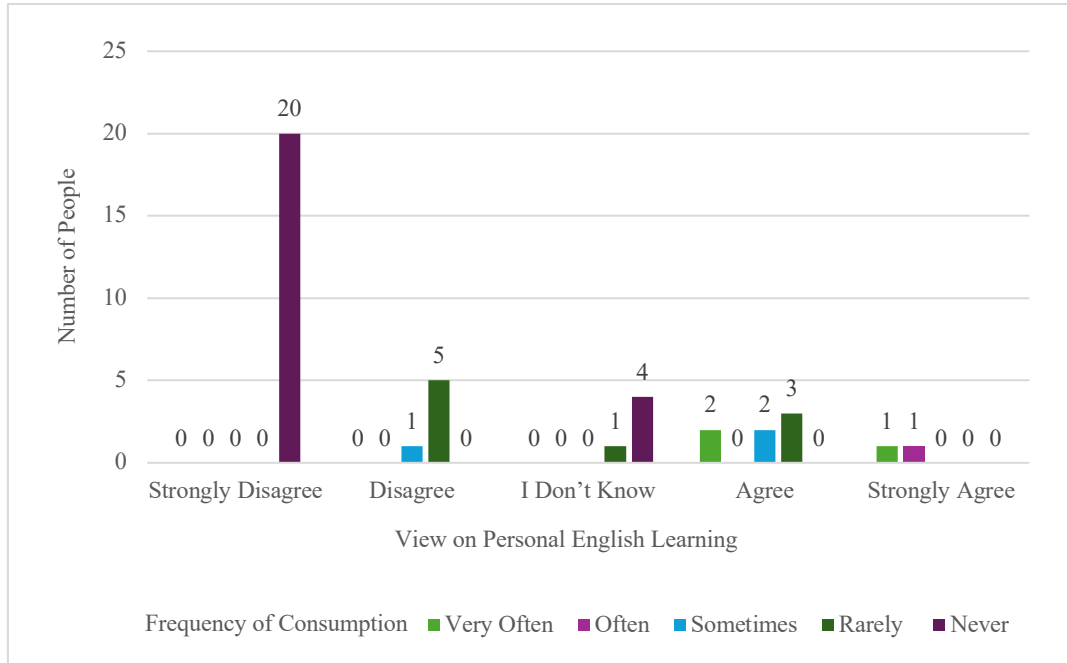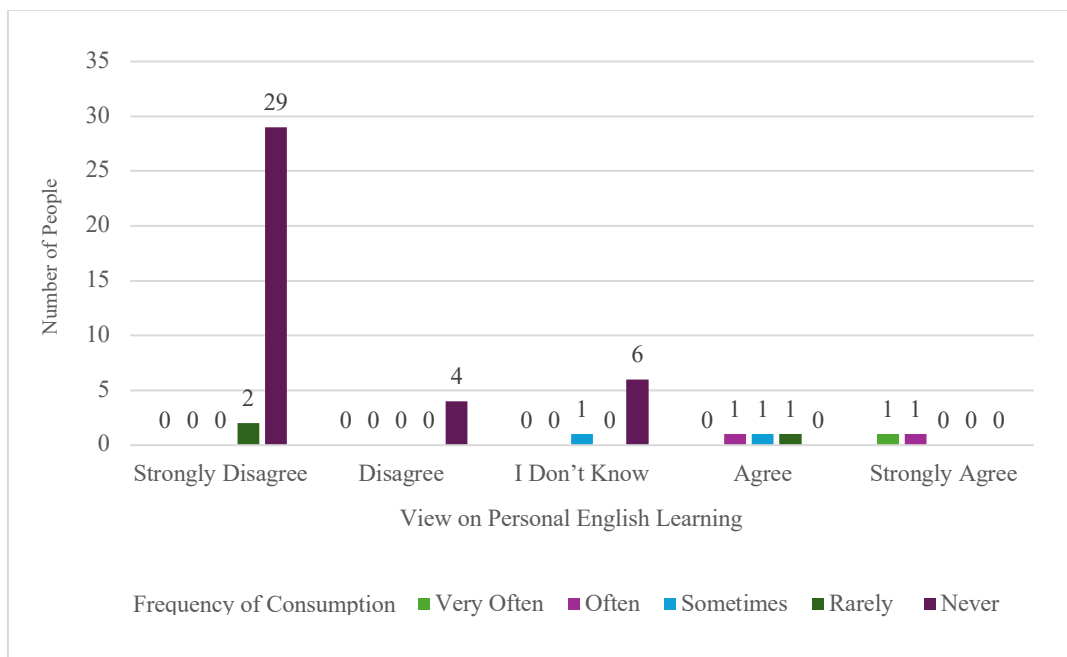

Figure 61

Number of People Based on the Frequency of Consumption of English-Language Video Games and View on Personal English Language Learning Through English-Language Video Games (45-60 Years Old)

Figure 62

Number of People Based on the Frequency of Consumption of English-Language Sport in
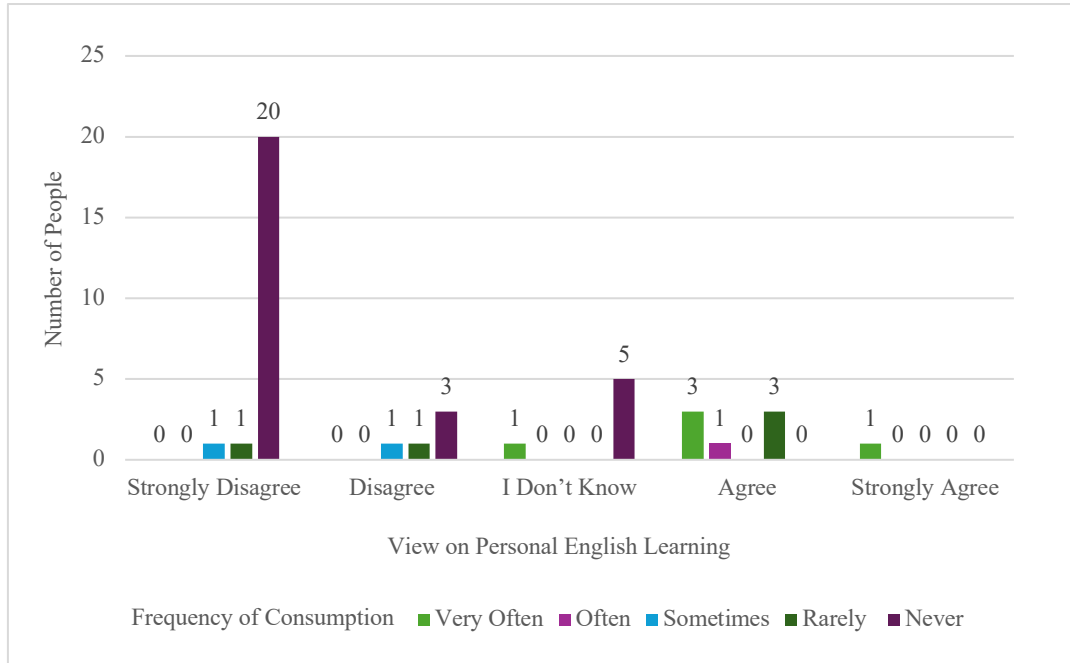*English and View on Personal English Language Learning Through Sport in English (16-30*
Years Old)

Figure 63

Number of People Based on the Frequency of Consumption of English-Language Sport in
English and View on Personal English Language Learning Through Sport in English (45-60
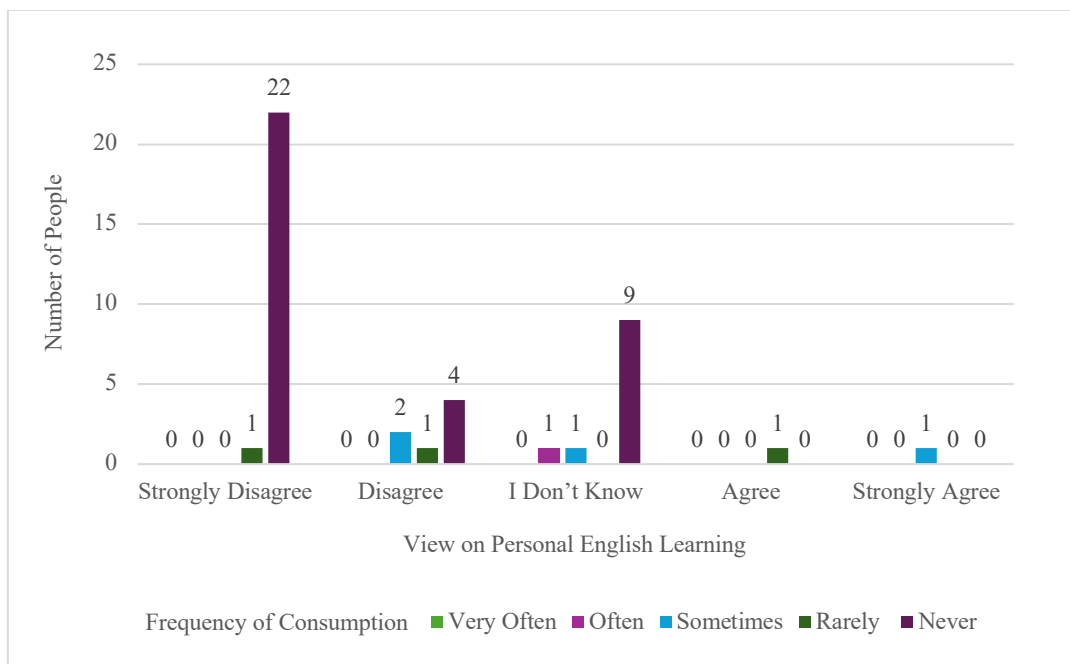*Years Old)*

Figure 64

Number of People Based on English Proficiency and Agreement on the Negative Impact of English-Language Pop Culture on English Proficiency (16-30 Years Old)
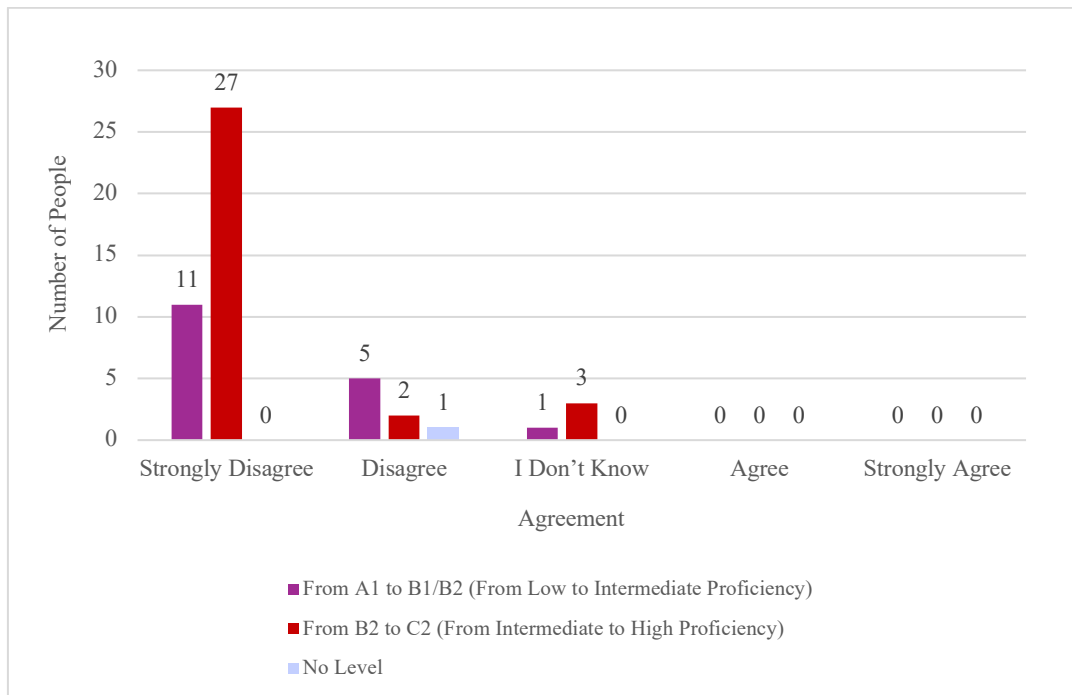

Figure 65

Number of People Based on English Proficiency and Agreement on the Negative Impact of English-Language Pop Culture on English Proficiency (45-60 Years Old)