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Research Article

A Content Analysis of TV Series/Shows Watched by The Secondary and High School Students in Turkey*

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ABSTRACT

This study aimed to review TV series/shows' content watched by teenagers in Turkey. The content of ten television shows with the highest ratings and popularity among teenagers between 10-14 and 15-18 were examined in terms of physical development (psychomotor and sexual development), cognitive/perceptual development, social/emotional development, language development, and other developmental issues such as violence, consumer culture, role modeling, family structure, and values. It was a descriptive study employing the content analysis method. The study data were collected using a "Content Evaluation Form for Children Shows." The findings revealed that TV shows mainly affected social and emotional development areas. They also reflected issues surrounding violence, cognitive/perceptual development, and role modeling. However, the influence of those shows on physical development was not significant.

Keywords: Television series/shows, teenager, development areas, contents of television series, media



1. Introduction

There have been rapid advances in technology and media tools in recent years. They play a significant role in the development of teenagers. Today, there are several media tools in people's homes. The media reflects cultural dispositions, and as a fundamental part of society, it can guide people (Arslan, 2006; Groebel, 1998).

The influence of media tools on children and teenagers is not a new topic of discussion. There are several national and international studies in the literature (Balıkçioğlu and Volkan, 2016; Erjem and Çağlayandereli, 2006). The studies emphasized that media tools positively and negatively affect children and teenagers (Weintraub Austin and Pinkleton, 2016; Mastro and Sink, 2016). Those positive effects include the functions such as informing, socializing, contribution to the generation of knowledge, promoting language and cognitive development, active participation, providing images to enrich the daily life, assisting to recognition and making sense of the world (Büyükbaykal, 2007; Mutlu, 2005). Furthermore, television contributes to children and teenagers' development and education and encourages them to improve their skills, use their minds to grasp the patterns and make inferences and interpretations about their environment (Akyüz, 2013). On the other hand, the negative effects are closely associated with unnecessary consumption, mistaken sexual identity, harmful sexual content, indecent relations with the opposite sex, hostile relations with parents, violent images and dispositions, negative effects on academic success and intellectual life, cultural alienation, degeneration in language, negative body image, exposure to images of drugs and abuse and adverse impact on identity (Büyükbaykal, 2007; Wake et al., 2003; Batmaz and Aksoy, 1995).

According to Perloff (2002), teenagers usually do not understand the impacts of television and other media tools on them and do not even believe that that media can influence their attitudes, thoughts, and behaviors. Nabi and Oliver (2009) assert that media tools affect teenagers' cognitive structures and behaviors. Recent studies on the effects of television on individuals and society have dealt primarily with role modeling (Erjem and Çağlayandereli, 2006).

Some studies in Turkey revealed the most popular series and shows among teenagers (Üstündağ and Doğan, 2016; 2017). However, no study examined TV series' contents by some developmental areas. Thus, the current study's primary goal was to analyze the contents of popular TV shows by certain development areas among teenagers between 10-14 and 15-18. Researchers attempted to determine whether those TV shows affected teenagers' psychomotor, cognitive, perceptual, social, and emotional development and determine the specific components of violence, consumer culture, role modeling, family values, and language development.

2. Method

2.1. Research Model

This was a descriptive study using the content analysis method to review and examine the TV shows' contents by different development areas. The content analysis enabled the researcher to collect and analyze the text content of the TV shows. Film analysis has several advantages, such as detecting words, gestures, and facial expressions and observing the same behavior at different times (Neuman, 2013; Yıldırım and Şimşek, 2005).

2.2. Study Population and Sample

The study population consists of all TV series/shows broadcast on the national and satellite channels between 2015 and 2016. The study sample included the top ten TV series that were de-

terminated by Üstündağ and Doğan (2016; 2017) as the most popular shows among the teenagers between 10-14 and 15-18. Table 1 shows the distribution of the TV shows.

Table 1: The top ten TV shows among 10–14-year-old teenagers

Top 10 TV Shows	Girls		Boys		Total	
	N	%	N	%	N	%
Diriliş Ertuğrul (Revival of the Ottoman Empire)	155	22.7	270	31.8	425	27.8
Kiralık Aşk (Rental Love)	211	30.9	194	22.9	405	26.5
Tatlı İntikam (Sweet Revenge)	194	28.4	184	21.7	378	24.7
Kırgın Çiçekler (Resentful Flowers)	138	20.2	137	16.2	275	18.0
Eşkîya Dünyaya Hükümdar Olmaz (Bandits can't rule the world)	105	15.4	158	18.6	263	17.2
Kara Sevda (Bad Romance)	128	18.8	133	15.7	261	17.1
Aşk Yeniden (Love Again)	122	17.9	124	14.6	246	16.1
Poyraz Karayel	111	16.3	113	13.3	224	14.6
Arka Sokaklar (Back Streets)	89	13.0	129	15.2	218	14.2
The Flash	83	12.2	108	12.7	191	12.5

Table 2: The top ten TV shows among 15–18-year-old teenagers

Top 10 TV Shows	Girls		Boys		Total	
	N	%	N	%	N	%
Diriliş Ertuğrul (Revival of the Ottoman Empire)	242	23.0	297	27.7	539	25.4
Eşkîya Dünyaya Hükümdar Olmaz (Bandits can't rule the world)	188	17.9	249	23.2	437	20.6
Tatlı İntikam (Sweet Revenge)	228	21.7	206	19.2	434	20.4
Kiralık Aşk (Rental Love)	214	20.4	186	17.3	400	18.8
The Walking Dead	178	17.0	183	17.0	361	17.0
The Flash	170	16.2	185	17.2	355	16.7
Kara Sevda (Bad Romance)	174	16.6	173	16.1	347	16.3
Game of Thrones	172	16.4	174	16.2	346	16.3
Poyraz Karayel	160	15.2	173	16.1	333	15.7
Arrow	151	14.4	147	13.7	298	14.0

As there were seven television series watched by both age groups, the researcher reviewed 13 different TV shows.

2.3. Data Collection Tools

The data were collected using a “Content Evaluation Form for Children Shows.” The form was developed by the Turkish Ministry of Family, Labor, and Social Services. The contents of the given shows were appropriately encoded in the form. The encoding system is characterized by systematic observation and record of the data within specific rules (Neuman, 2013).

2.4. The Content Evaluation Form for Children Shows

The form was developed by the Turkish Ministry of Family, Labor, and Social Services in 2008. In parallel with the literature, the contents of children's shows were grouped into several development areas.

Several persons filled out the form to ensure reliability. Content validity was undertaken to ascertain whether the content of the form was relevant and appropriate. Expert opinion was elicited for the appropriateness of the expressions in the form, and the Lawshe formula was used for expert opinions (General Directorate of Family and Social Researches, 2008).

The original form contains 80 items. However, since the items were insufficient for certain development areas, the researchers added 22 items. There were 112 items in the final version of the form.

2.5. Data Collection and Analysis

The consents were obtained from the Ministry of Family, Labor, and Social Services. The number of episodes and duration of the TV shows broadcast in the 2015-2016 season were listed. A systematic sampling method was used to determine the parts to be analyzed in an episode. The first 5, middle 10, and last 5 minutes in the episodes were examined using the form. In total, 126 episodes were reviewed.

The frequency analysis method was applied to evaluate the research findings, and each item in the form was examined separately. Before the frequency analysis, the contents were documented and encoded accordingly. An inter-observer reliability study was performed to ensure the reliability. The other observer examined 20% of the sample (26 episodes). The inter-observer reliability was achieved using the formula P (Percentage of Agreement) = $[Na$ (Consensus) / Na (Consensus) + Nd (Divergence)] X 100 (Türnüklü, 2000). P was found to be 92%, showing the reliability of the study.

3. Results and Discussion

3.1. Physical Development

Physical development was explored in two sub-dimensions: psychomotor development and sexual development.

3.1.1. Psychomotor Development

The reviews revealed that, in those TV shows, many expressions and images might interfere with psychomotor development. However, there were very few contents that could be useful for teenagers' physical activity, self-care, and health. Especially for the 15-18-year-old teenagers, no content promotes the improvement of physical self-care. According to social learning theory (Bandura, 1977), children learn by modeling. The given TV series included many harmful and dangerous contents which might encourage teenagers to model such unfavored behaviors. However, the contents related to physical activity in the TV series such as cycling, jogging, dancing, swimming, and good habits such as showering, dressing well, physical hygiene, and washing hands were thought to improve teenagers' physical care skills and behaviors. It should also be noted that such TV shows promoted positive behavioral outcomes, but at the same, they made them sit in front of the television screen for a long time.

3.1.2. Sexual Development

It was concluded that those TV shows included certain sexual content such as hugging and kissing and extramarital affairs, and inappropriate clothing emphasizing sexuality. Therefore, it can be inferred that they were not suitable for teenagers' development. Nevertheless, there was no content implying sexual relationships in friendship. According to the Supreme Board of Radio and Television (2006) research, elementary school students were generally uncomfortable watching nudity and sexuality-related content on television. In their research with 1,792 teenagers aged 12-17 years, Collins (2004) found that watching shows including sexual content on TV stimulated teenagers' sexual behaviors. Although there was much sexuality-related content in TV series, specific issues surrounding the time to have a sex life, safe sex, safe sexual intercourse, sexual

health, condom use, and protection from sexually transmitted diseases were not dealt with in those shows. Several studies in the literature found similar findings (Vessey, Yim-Chiplis and MacKenzie, 1998; Güney et al., 2006). Sexuality is taboo in many countries. Therefore, teenagers generally learn about sexuality from their friends, then from the media, family, and school (Akın and Bahar Özvarış, 2003). In Turkey, parents either do not provide any information to their children about sexual development, sexual health, and reproductive health or provide minimal information (Kerimoğlu and Üstündağ, 2014). As adults do not feel comfortable talking to their children about sexual matters, children seek different sources to obtain information (Kerimoğlu and Üstündağ, 2014; Üstündağ et al., 2015). The media and television series are among the secondary information sources of teenagers. According to Henry (1997), through what they watch on TV, teenagers develop their moral and ethical values, learn about sexual development, choose a role model, clarify gender roles, and prepare for future careers. Therefore, they should be informed with the right sources. Teenagers who are informed about sexual and reproductive health know how to act, adapt to developmental changes, and quickly solve their problems. In this sense, television series have significant responsibilities in educating teenagers for sexual development and providing appropriate role models.

3.2. Cognitive/Perceptual Development

It was observed that, in the television series watched by 10-14-year-old teenagers, the characters generally solved their problems by using violence, and there were some expressions and images that normalized the violation of the law. Similar features were also observed in the TV shows that were mostly watched by 15- to 18-year-old teenagers. The characters in those shows used violence to solve problems, and they had unrealistic properties. However, it was seen that those shows also encouraged standing by the righteous. In this sense, television series contents can be considered harmful, albeit slightly. These harmful contents included expressions and images encouraging the mafia, emphasizing physical characteristics such as being beautiful and handsome, using supernatural powers to solve problems, sudden changes in sounds and images that make it difficult for the child to perceive, emphasizing only material wealth, and normalizing aggressive personality traits and theft.

On the other hand, the contents promoting critical and imaginative thinking abilities were quite limited in the shows. It is suggested that to encourage teenagers to reflect on and decide between right and wrong, positive and negative values can be combined in the shows. Hence, they can make their decision. Several social values can also be transferred to teenagers in this way.

According to Piaget, children have different cognitive structures. Therefore, they can ruminate on abstract concepts, solve complicated problems, and empathize (Piaget, 1977). Flannery (2006) stated that teenagers exposed to violence, stress, anxiety, and fear during adolescence would have a much higher risk of being aggressive and tyrannical. According to Gül and Güneş (2009), this instinct begins with excessive exposure to violent situations, and it becomes schematized in the brain. Young people may not distinguish between what they watch on TV and real life. Thus, they normalize using violence as a problem-solving strategy and violating laws without being punished. It may lead to undesired outcomes such as using violence to resolve problems instead of reporting to the police when they get hacked or lose a social media account. In their study, Durmuş and Gürkan (2005) showed that young people were statistically more prone to crime and committed many violent actions. Many studies revealed that the primary adverse effects of television series were violence and aggressive behaviors (Strasburger, 1997; Willis and

Strasburger, 1998). According to Lopez and Emmer (2002), teenagers' aggressive behaviors included joining a gang, stealing with the gang members, truancy, and violation of laws. Researchers proved that such behaviors occurred mostly between 15-17 and decreased at the end of adolescence (Aydın, 2005; Ögel, Tarı and Eke, 2006). The reasons for the emergence of such problems include dramatic changes in adolescence, moderate level of abstract thinking skills, the search for identity and desire to be a member of a group, inadequate social skills, anger control problems, and ineffective problem-solving skills (Namka, 1997; Weir, 2005).

3.2.1. Social and Emotional Development

The study's social and emotional development category involved the sense of responsibility, love, friendship, benevolence, truth, and justice. It was observed that the given TV shows considerably included those senses and encourage teenagers to improve them. It is believed that developing positive values and behaviors in young people is necessary to control negative values and behaviors. In the TV shows studied, some of the content promoted positive characteristics such as self-confidence, leadership, patience, respect, self-control, self-criticism, regret, and empathy. There was also very little content that improved religious values and raised awareness about social issues, animal love, and moral rules. According to Pahad et al. (2015), the television series' messages can change our perspective about the environment, and therefore they should stimulate positive thoughts, beliefs, values, and behaviors. Doğan (1991) indicated that television series, movies, and shows include love, benevolence, compassion, justice, truthfulness, and compassion instead of content such as alcohol, cigarettes, drugs, sexuality, and violence. It is believed that the characters in shows can be role models for teenagers with positive social behaviors such as sharing, assistance, cooperation, friendship, and responsibility in their relationships, which is thought to positively support their social development. According to Krebs (1970), role models are useful in the development of positive social behaviors. Therefore, providing role models with good social behaviors assists young people to internalize and practice such behaviors.

On the other hand, it was concluded that the television series' emotional and social contents included many negative feelings and thoughts such as threatening messages, disappointment, anger/violence, lying, revenge, betrayal, and rivalry. There was also a medium level of harmful content such as jealousy, helplessness, and arrogance. Lastly, there was very little content about alcohol consumption, gossiping, fatalistic perspective, superstition, stereotypes about different social classes, and dressing styles. It was also determined that the findings related to the expressions implying that boys should not cry and encouraging submission were not meaningful.

Television shows offer many opportunities for teenagers to observe and experience various emotions. Götz (2011) found that young people experienced emotions such as pleasure, fear, and excitement while watching television series, established emotional bonds with the characters, and generally preferred watching the characters they were emotionally affected by. Teenagers can immediately adapt to the given situations, attitudes, and behaviors in the shows ((Bar-on, 2000; Villani, 2001). Therefore, critical thinking and decision-making skills are exceptionally important for teenagers. According to the researchers, decision-making is a skill that can be learned, and it is suggested that young people with critical thinking ability tend to make better and more accurate decisions. (Elias et al., 1991; Fischhoff, 2008). In this sense, it is thought that teenagers who have critical thinking skills can both develop the ability to understand and interpret the messages in the television series and distinguish the positive and harmful messages in the contents.

3.2.2. Other Contents

Other contents related to children's development were examined under five sub-dimensions: violence, consumer culture, role modeling, family structure, and family values.

3.2.2.1. Violence

It was observed in the television series watched by 10-14-year-old teenagers that the heroes displayed a high level of verbal violence, such as yelling and insulting, physical violence such as hitting, wounding, and killing, and psychological violence such as underestimating, defamation, isolating, and mocking. In the television shows watched by 15-18-year-old teenagers, there were many images and expressions, including fear, anxiety, and physical violence elements. In their study, Ayrancı et al. (2004) found that television series contained considerable physical, verbal, and psychological violence. Verbal violence contents involved images and expressions that cause anxiety and fear, shouting and insulting. Psychological violence contents included scolding, slandering, isolating, and mocking. There were sometimes guns as a means of violence in the shows. It was observed that there was little content about the use of supernatural powers as a means of violence, such as radioactive power and lightning. The study findings showed that violent elements were used extensively in the television series, which is a negative feature. Researchers emphasized that the extensive use of violent elements in television series leads to aggressive and provocative behaviors among teenagers (Williams, 2003; Carnagey, Anderson and Bushman, 2007), as they model those evil characters in the shows. Young people can learn new methods of harming people, themselves, or other living beings due to the violent scenes in the shows (Gentile et al., 2004). The most damaging aspects of the violence in the TV series were the close-up and engaging shots of those scenes (Bourdieu, 1997). According to Kapıcıoğlu (2008), as a result of the violent scenes in television series, even if the person is not exposed to violence, s/he can learn violent behaviors through modeling, use it as a problem-solving method and become insensitive to the consequences of violent behavior. Studies show a negative relationship between good behaviors and aggression (Eisenberg and Fabes, 1998; Öğretir, 2009). Thus, it is vital to provide young people with role models that exhibit appropriate behaviors. Some researchers claim that the television series gradually and unwittingly influence and manipulate teenagers (Uğur Tanrıöver, 2008; Oktay, 1987). Teenagers accept and internalize any values and behaviors in the television series, and in turn, those values become widespread and popular in time. According to Mutlu (1991), the television series' harmful contents were related to crime and criminal. The television series "Diriliş Ertuğrul," "Eşkîya Dünyaya Hükümdar Olmaz," "The Flash," "Arrow," "The Walking Dead," "Game of Thrones," "Arka Sokaklar" and "Poyraz Karayel" can be given as examples. In these series, violence was normalized and became legitimate for young people due to the use of firearms and non-firearms, killing scenes, the punishment of villains through violence, breaking the law, and committing crimes. Violence was also legitimized due to the punishment of the unjust, favoring the victim, patriotism, advocacy of unity, and solidarity. The fact that the actors who played those roles were handsome and popular also made violence just and applicable.

The shows Poyraz Karayel and Arka Sokaklar should be evaluated from a different perspective as they are detective series. In Arka Sokaklar, the police use violence and guns to do their duties and fight with criminals. Therefore, it is legal for them to use weapons. However, there is inappropriate content about police officers, such as turning off the cameras in the interrogation room, torturing, deleting the records of torture and violence, showing tolerance for torture, and attempting to cover such practices. The police must catch criminals. However, in the series, the

police often chose to punish the criminals themselves. In Poyraz Karayel, Poyraz is both a policeman and a mafia member. As he acts as a policeman, it is legal for Poyraz to use weapons, but the mafia characters also use weapons. Similarly, almost all male and female characters in the *Eşkiya Dünyaya Hükümdar Olmaz* television series use weapons. Since the characters are mafia members and need to defend themselves against other mafia leaders, those TV shows make it legitimate for them to use weapons and violence.

In the foreign TV series, it was observed that there was much unrealistic and fantastic violent content that might distract teenagers' perception of reality. In brief, it can be inferred that the television series show and normalize illegal acts and violence as an effective method to solve problems, which leads teenagers to model such actors, use violence for justice, and punish those they see guilty instead of reposting them to the police.

3.2.2.2. Consumption Culture

For Baudrillard (1997), consumer culture is a cultural phenomenon based on products' global consumption. In this sense, the content of the mentioned TV series included many brand names and visual images. Moreover, the series' characters gave the message of being superior thanks to the products they used. However, the contents related to promoting consumption and presenting consumption as a source of pleasure were less in the series. Studies have shown that visual media tools - especially television series – played an important role in developing positive attitudes and behaviors about brands and that young people were quite interested in the brands as they made them feel good, gain reputation, and increase their status (Wörsching, 2000; Sönmez, 2010). According to Kellner (2002), fashion is an important part of consumer culture, and teenagers get accustomed to consumption through fashion styles, they follow fashion to express themselves, and this perception is reflected in general society over time. Teenagers' consumption habits and identities are shaped through television, and the media and serials have an essential role in shaping consumption culture (Özdemir, 1998). In their study on general consumption culture, Topçuoğlu (1995) observed that imitating is a typical behavioral pattern in Turkey, and people have a desire to possess anything they see in advertisements, television series, and programs. In the reviewed series, families are generally very wealthy. They live in large houses or mansions and have maids and luxury items. There are many websites selling items such as computers, televisions, mobile phones, watches, clothes, and accessories used by those characters in the series (e.g., www.dizikiyafet.com; www.modamanya.net; <http://cepkolik.com>). It implies that teenagers want to possess such brands and items. It is seen that consumers approve product placement in the television series (Akgül, 2013), and consumption increases thanks to television series (Kula, 2012). It can be suggested that TV series re-promote consumption values (Kükre Aydın, 2014). Due to the indirect effects of television series, young people assume consuming to be “normal.” In research by ACNielsen Media (1999), it was observed that product placement practices in television series, movies, and programs increase brand dependency. Also, Çakır and Kınıt (2014) proved that product placement is more influential in purchasing behavior than sponsorship.

It can be suggested that television characters' lifestyles shape consumer culture. Even in the news, it is observed that teenagers change their names to their favorite actors/actresses, and families name newborn babies after the names of their favorite show characters (www.haberler.com; www.hurriyet.com.tr). As reported by the British Office of National Statistics, the *Game of Thrones* characters' names were often given to newborn children- especially the name of “Arya” (<http://visual.ons.gov.uk>). Similarly, “Arya” is among Turkey's most popular baby names in recent years (www.ismicaizmi.com).

3.2.2.3. Role Modeling

The study findings revealed that the characters exhibiting negative behaviors were presented as role models; they represented a particular social class and gender, and they sometimes had favored behaviors for children. Little content included national or religious symbols on the characters' clothes. Lastly, it was determined that there was no content regarding a particular race and stereotypes about different cultures.

Researchers found that the characters in television series influence young people and are seen as role models by them (Bütün, 2010; Doğan and Göker, 2012). Therefore, it is suggested that appropriate role models are provided, which is thought to contribute to developing positive and desired behaviors in young people. On the contrary, the shows with characters exhibiting negative behavior are thought to be undesirable role models for teenagers and reinforce negative behaviors. For example, in the *Kırgın Çiçekler* TV series, five high school girls live in an orphanage of the Ministry of Family and Social Policies. The character named Eylül is continuously abused and harassed by her stepfather. One night, while her stepfather was harassing Eylül in the orphanage garden, Eylül stabbed her stepfather and thought she had killed him. The other girls helped Eylül and buried her stepfather in the garden. In a few days, it turns out that the man was not dead, and he wants revenge on the girls.

In another example, the character called Songül attempts to rob a luxurious villa with her friend Kader. When the owners of the villa arrive, Kader runs away, but Songül cannot. When Songül confesses that she lives in the orphanage and needs money, she is forgiven, and the landlords become her foster family. There are many examples with similar content in the television series. In both instances, the characters are not punished, and they are even rewarded. In the content of the given television series, there were specific messages such as that orphanages are insecure places, the children in orphanages are not well cared for, they are hungry and penniless, they frequently commit crimes, and anything can happen to them in the orphanage, so they should be prepared. There are also social biases about the children in orphanages. They are assumed to be unreliable, unsuccessful, and bad-tempered, which leads to the marginalization of those children. Thus, it is suggested that teenagers' watching habits and the content of shows are followed and that they are encouraged to watch suitable shows with positive and favorable behaviors, which is thought to positively affect their overall development. Researchers also stress that choosing educational shows that stimulate creativity and positive thinking is beneficial in educating children and teenagers and reducing aggressive behaviors (Bar-on, 2000; American Academy of Pediatrics, 1999).

3.2.2.4. Family Structure and Family Values

It was determined that there were many expressions in the series that strengthen family bonds. The families in the series generally lived with children, family members were shown together both in and out of the home, and gender roles were separate. However, little content indicated that only the father worked for the family, and having a boy was better than having a girl. Lastly, there was no content implying that a child worked for the family, a single-parent family model was encouraged, older adults lived in nursing homes rather than living with the family, and only the mother worked for the family. In the sequences studied, the content was found that either did not exist or had no significant results.

It was also found that many contents were not suitable for Turkish family values. Some shows were thought to encourage child participation in family decisions and underestimate parents' roles in the family.

It was a contradictory result that those TV series included both expressions emphasizing family bonds and content that were not suitable for Turkish family values. In “Diriliş Ertuğrul,” there was an extended family with many relatives in which the elderly people were respected, and the little ones were loved. Thus, it can be assumed that the shows had many positive features in terms of family values and bonds, although there was limited harmful content, which was also proven by Yalçın (2016). However, the issues dealt with in the show, in general, were not suitable for Turkish family values and social norms. In those series, the characters often cheat on their spouses, have illegitimate children, have inappropriate relationships, and behave disrespectfully towards family elders. Moreover, illegitimate relationships and affairs were presented as “true love,” and cheating and adultery were normalized in those TV shows, which is thought to create wrong perceptions and attitudes about love among teenagers and negatively affect the Turkish family structure and values. It was concluded that TV series included a great deal of such unfavorable content.

4. Language Development

The TV series watched by 10-14 and 15-18- year-old teenagers included many slang words. The use of dialect and accent was also high in the series watched by 10-14-year-old teenagers. Studies have shown that the spoken language in television series or movies involves slang and accent, which negatively affects children and adolescents (Bar-on, 2000; American Academy of Pediatrics, 2001). It was determined that actors displayed macho mannerisms and used ambiguous expressions, complex sentence structures, and borrowed vocabulary, which was difficult for children to understand. However, the contents, including foreign and made-up words and phrases, a discriminative language, and a macho mannerism among actresses, were quite limited in those TV series.

According to Ayduttu (2011), television series affect teenagers’ language development, and the use of inappropriate language in the series can also be observed in daily speech. Researchers emphasized that teenagers imitate the language in television series, speaking mistakes become permanent due to excessive repetition on TV, and that television plays a vital role in teaching the mother tongue and improving vocabulary (Göçen, 2011; Tombul, 2006; Sis, 2006; Yılmaz, 2009). In research by Şubatlı et al. (2013), it was found that young people try to look, behave and speak like their favorite characters in movies and television series. Şuataman (2013) highlighted that television series did care about Turkish. They included many foreign words, phrases, and language mistakes, which disrupt the Turkish language structure. It is observed that teenagers frequently use distorted language in daily TV series, and they do not feel disturbed by the language mistakes. Kavalcı Göktepe (2015) investigated the effects of television series on high school students’ linguistic competence. They concluded that teenagers used many words and sentences in television series while expressing their feelings and thoughts. Moreover, the students admitted that they were influenced by the speaking style in the series and learned vocabulary and phrases from the series. The researcher emphasized that teenagers were not aware of using the speaking style in the series.

5. Conclusion and Implications

In conclusion, there was a high volume of content regarding social and emotional development. It was a remarkable result that there was so much negative and positive content in TV series. In other words, some topics develop favorable and positive outcomes such as responsibility, help-

fulness, love, leadership, friendship, and righteousness, and also the content that leads to anger, violence, frustration, threat, rivalry, lying, and revenge.

The second most common issues in the given TV series included violence and role modeling. Also, there were no physical activities in those shows that would contribute to teenagers' health and physical development. Despite some positive content, it should be emphasized that there was a lot of harmful and damaging content, including violence and drama themes, committing the crime as a problem-solving method, solving problems illegally, ignoring family values, and discrediting state organizations. The study results showed that the rates of harmful content in the TV series were higher than the rate of positive content. In this sense, the research can be used as a guiding tool for reducing the series' harmful effects.

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