

THE EFFECTS OF BRITISH TELEVISION AMONG FOREIGN AUDIENCE

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ABSTRACT: *This study focuses on the effect of television on international students of Anglia Ruskin University in terms of English speaking skills, knowledge of British culture, change of the type of food, and also the change of type of music. Thousands of students enter UK every year to study. These students, who come from different parts of the world, speak different languages and also have different culture. It was based on this that the researcher decided to undertake this study to identify the level of influence British television has been able to impact in the lives of the international students. Data were collected from 124 respondents through an online survey. The findings helped to understand the television viewing pattern of international students and the channel mostly viewed by them. The results confirmed that each international student has a need which they sought for gratification of those needs by watching a particular TV programme. The researcher also relates the study with both uses and gratification theory and cultivation theory. These theories formed the theoretical framework of the study. The researcher also made recommendations for the policy makers in the TV industry in UK who would like to produce and broadcast programmes that will not be culturally specific so as to appeal to a large audience of different nationalities. These recommendations, if implemented will go a long way to further improve the British TV industry.*

KEYWORDS: British television, International student, Uses and gratification, Cultivation theory.

INTRODUCTION

The mass media in general and television in particular occupy most of our leisure time. Over the years, there have been studies on effects of the mass media. Livingston (1996) highlights studies such “Wartella (1991), Roberts and Bachen (1981), Katz (1980), and McQuail (1987)”. This study examines the effects of British television on international students.

Universities in Britain are a magnet for overseas students (BBC, 2013). Every year thousands of international students come to UK to study with recent report putting the number of international students who come to UK to over 430,000, from over 180 countries (UCAS, 2014). It can be a little scary coming into a new country as Welikala and Watkins (2008, p.47) supported this view when they say “everyone in the institutions hosting significant members of international staff and students needs to be aware of the difficulties the newcomers face.

“The role of television in Britain has been, and still is, to offer a public service by informing and educating its audience, as well as entertaining viewers” (Bignell, 2013, p.23). In order to educate, entertain and inform the viewers, television as Bignell puts it “takes over the job of relating the viewer to the world around him or her” (2013, p.23). This is really true especially in Britain where most of the programmes are locally produced and reflect the culture and tradition of the British.

The effect of British television on foreign audience is an important issue because the influence has an effect on audience opinion and attitude regarding the foreign country and culture (Chapin, 2008). It is my view that a significant percentage of people are inclined to watching TV upon returning home from work or school. The rapidly developed multi-choice cable TV, which includes sports, romance, comedy, home shopping, foreign language, religion, leisure, and travel, acts not only as a provider of worldwide news and information, but has become a significant part of our leisure (Butler, 1990; Couldry, 2001; Dahlgren, 1998) as cited in Kim, et al. (2007). More to it is the rapid growth of internet which gives viewers access to watch television even without owning a TV set.

There is a fundamental disagreement amongst theorists and researchers as opined by McQueen (1998, p.189) as to “whether the media, in this respect act as agencies of social control, imposing dominant class values on subordinate groups (a Marxist perspective), or whether they merely act to reinforce consensual norms and values (a liberal pluralist perspective)”. The facts in this study will reveal the level and to what extent British television has impacted on the lives of international students.

Statement of the problem

Much of the difficulty in assessing television effect comes from the challenge of establishing definitive causal relationships with non-experimental studies. As Putman (2000) explains, “Without controlled experiment, we can’t be certain which causes which. Virtually all non-experimental studies of the media find it difficult to distinguish between ‘selection effects’ (people with a certain trait seek out a particular medium) and ‘media effects’ (people develop that trait by being exposed to that medium)” cited in Druckman (2003, p.560-561).

Television transmits lots of programmes daily which might have an impact to the viewers. There are viewers who copy what they see in the media as explained by the proponents of the hypodermic needle theory. Therefore, there is a likelihood that international students when exposed to British television might tend to embrace the British culture to the detriment of their own culture. Also, the fact that English language is not the first language of most international students, the research will find out if viewership of television has helped to improve their English speaking skills. It is on this note that the researcher investigates the effect of British television programmes on foreign audience using Anglia Ruskin University international students as a case study.

Objectives of the Study

The following are the objectives of this research:

1. To know how often international students watch British television.
2. To identify the channel that appeals to most international students.
3. To identify the programme that appeals to international student most.
4. To make recommendations on how British TV content can be improved to appeal to international students.

Research Questions

Based on the objectives of the study, the following research questions were deduced:

1. How often do international students watch British television?
2. Which channel appeals to international students most?
3. Which Programme appeals to international student most?
4. How can British TV content be improved to appeal to international students?

REVIEW OF LITERATURE

History and Present configuration of British Television

Television broadcasting in the UK, as in most part of the world, was introduced as an extension of radio broadcasting. John Logie Baird, a Scottish engineer is often credited with the invention of television. Baird wasn't the only one developing this new system at that time; indeed, Earl Ferdinand Braun had invented the first commercial cathode ray tube as early as 1897. But it was Baird who developed the disc-scanning equipment that made television possible (Marcus, 2005).

The BBC was first set up as the British Broadcasting company in 1922 by a group of manufacturers of wireless equipment. On 1st January 1927, the name changed to the British Broadcasting Corporation by a declaration of a Royal Charter and granted a licence to broadcast but not until 1936 did experimental television service began. The competition between the BBC and ITV continued until an Annan report of 1977 argued that there was a need for a third channel in British broadcasting to break the duopoly control exercised by the BBC and ITV and also to serve a diverse range of audiences not served by the BBC and ITV. The outcome can be seen as a watershed in the history of Channel Four which was launched in 1982 as another commercial channel. Harvey (2000, p.92) sums up the emergence of Channel Four this way:

“This institution did not drop from the skies in response to a few lines in the British Parliament’s Broadcasting Act of 1980. It was pushed into existence by many people, acting sometimes together, sometimes at cross-purposes, and under more-or-less favourable conditions. Its birth was no accident, its upbringing carefully planned, and its financial needs were secured in advance. It did not always fulfil the hopes and dreams of its progenitors, but a considerable achievement it none the less was. It was probably the only television channel in the world to combine a legislative requirement to experiment, to innovate, and to complement the service offered by the existing commercial television channel, and all of this on an income guaranteed in advance by its parliamentary godparents, under the direction of the conservative government”.

The greatest challenges to existing forms of television in Britain came in the aftermath of the 1990 Broadcasting Act. Both the Broadcasting acts of 1990 and 1996 legislated for a new television environment in which regulation of independent television was loosened. The Act overhauled the regulations of independent television and replaced the Independent Broadcasting Authority (IBA) with the Independent Television Commission (ITC) which implements new licensing arrangements. This led to the launch of Channel 5 in April 1997 as a final terrestrial channel.

The Government’s White Paper title ‘A new future for communications’ set the stage for the emergence of The Communication Act of 2003 that established the Office of Communication or Ofcom. The Act is meant to do the following:

- “sets out Ofcom’s duties and powers;
- provides for the functions of the existing regulators to be transferred to Ofcom;
- implements the EC electronic communications directives, including in relation to management of the radio spectrum to enhance transparency and provide new rights of appeal; and

- updates and makes various improvements to the spectrum management regime” (Ofcom, n.d).
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The 1980s and 1990s witnessed a tremendous growth of cable and satellite markets in the TV history. The establishment of Cable Authority in 1984, Sky in 1989 and British satellite Television in 1990 which later merged into BSkyB in 1991 were historic dates in British television. Recent advancement in technology has brought change in the industry; presently, viewers cannot only rely on the terrestrial channels to watch their favourite programme but can now view television through other sources like cables, satellite and internet.

Genres of British Television

Genre is a French word which means ‘type’. Genre in television is a way of theorising how television programmes are classified and organised (Casey et al., 2002, p.108). Genre therefore aims to explain how theorists and audiences classify what they see and hear on television. This claim was supported by Neale and Turner (2001, p.1) when they say “Most theorists of genre argue that generic norms and conventions are recognized and shared not only by theorists themselves, but also by audiences, readers and viewers.” Some of the genres in British television include:

1. Soap Operas: The term soap opera was first used in the US to describe radio serials sponsored by soap powder manufacturers. In Britain, the first TV soap was launched in 1954 called *The Grove Family*. Today, *Coronation Street* and *Eastenders* produced by ITV and BBC are the prominent Soap operas in UK having recorded high audience rating figures (BARB, 2014). McQueen (1998, p.35) believed that the large audiences that *Eastenders* had saved the BBC from privatization.

2. Situation Comedy: Neale and Krutnik (1990, p.43) define sitcom as “a narrative series comedy, generally between 24 and 30 minutes long, with regular characters and settings.” The primary feature of television sitcom is that it is funny. The most commonly themes in sitcoms are issues of family and home, work and authority. Easton (1981) as cited in McQueen (1998, p.57) gave the reason behind the choice of these themes thus:

“the two basic situations used continually over the years are ‘home’ and ‘work’ ... these basic situations provide material for the constant repetition of character and theme, and fit the economic demands of the company’s budget in allowing for the use of stock sets and little or no filmed footage.”

Some of the famous British sitcoms according to British Comedy Guide include;
Only Fools and horses, Blackadder, The Vicar of Dibley, Dad’s Army, and Fawlty Towers.

3. Game Shows: The simple spelling quiz *Spelling Bee*, transmitted by BBC in 1938 is Britain’s first game show. Today, game shows are consistently popular in TV and have the advantage because they are cheap to produce (Whannel, 1990, p.104). Whannel (1990, p.106) argues that game shows are not all about the prizes attached to it but they “are about ordinary people being on television- the real prize is your 15 minutes of fame”. Popular game shows in UK are, *The Chase, University Challenge, Pointless* and *Who Wants to be a Millionaire*.

4. Television News: One of the primary functions of television is the provision of information to the public. In providing information to the public, television presents news that may be regional, national or international to the audience. This is perhaps one of the social function of television. George Comstock cited in Berman (1987, p.34) supported the view that television is “the people’s medium and the one particularly relied upon by those who, for reasons of education, income, or culture, have limited access to or make little use of other

sources ... These groups, voluntarily or involuntarily, are more dependent on television, and a sizeable proportion is totally and involuntarily so". Today there are many TV channels that are dedicated solely for presenting news to the public 24 hours every day. Such channels include BBC News and CCTV News. They cover vast areas of events such as politics, economy, sports, weather etc.

5. Talk Shows: Talk shows are programme where one person (or group of people) discuss various topics put forth by a talk show host. Television talk shows have become a major arena for the discussion of lay public opinion on a range of issues, from individual, personal dilemmas and family relationships, to broader social problems and concerns (Thornborrow, 2007, p.1437). Robert Allen argues that the daytime talk show studio audience has a stronger similarity to the game audience than to those of other genres (as cited in Shattuc, 1997, p.5). *The Graham Norton Show*, *The Paul O'Grady Show* and *The Jeremy Kyle Show* are some of the popular talk shows in UK.

6. Documentaries: Like news programmes, documentaries deal with facts: real places, people and events. Documentaries have quite tiny viewing figures when compared to other genres such as game shows (McQueen, 1998, p.122). Film-maker Roger Graef tells us that, when it comes to documentary, "British viewers may not appreciate that no other country in the world offers anything like such variety" (cited in McQueen, 1998, p.122). *Shoah*, *The thin blue line*, *Grizzly man* and *Nanook of the North* were the famous documentaries in 2013 (The Guardian).

7. Factual programming: This is a genre of non-fiction television programming that documents actual events and people. This type of programme can also be described as reality television. Although the genre has existed in some form or another since the early years of television, the term 'factual television' has most commonly been used to describe programs produced since the 1990s (Bignell, 2005). Examples of factual programmes include; *Don't Tell The Bride* on BBC Three, and *Big Brother* on Channel 5.

8. Police Series: Series are those programmes which have the same stars and the same locations every week but which have different stories each episode (McQueen, 1998). These stories are self-contained, unlike serials whose stories continue from one episode to the next. A good example of a police series in UK is *The Cops*.

Information and Entertainment flow in a Globalised World

Globalisation has become a commonly used term to explain the international information and entertainment flows in the 21st century. Marshall McLuhan discusses two important concepts: 'the medium is the message' and "the global village" (Marchessault, 2005, p. 213). This phrase 'global village' was chosen by McLuhan to list his observation that an electronic nervous system, the media, was rapidly integrating the globe (cited in Wang, 2008, p.204). The role of the media in general and TV in particular is crucial in globalisation as they are the purveyors of the message. Hartley (2006, p.137) supported this view when he concludes that "TV is a convenient metaphor- and scapegoat – for many of the perceived ills of commercial democracies, particularly worries about the effect of popular media on national and cultural identity in different countries".

As people migrate to other countries, they rely mostly on the media to give them information about their host countries and their own country of origin. Globalisation has also made it possible for news and entertainment programmes to be sold and bought in the global market. But this does not limit the fact that most western countries like UK and USA produce most of their programmes locally. Since television has become a potent symbol of globalisation, it tends to feed the international audience with the culture of the host nation. However, Hartley (2006,

P.144) states that, “the production company can profit from global distribution while the local audience actually sees a show that is to all intents and purposes their own”. But it could be difficult with some programmes. For example, with some programmes, it might not be easy to produce a programme that will be consumed by local audience as aspect of their culture and simultaneously produce programmes that reflect other people’s cultures the way their home television could do.

THEORETICAL FRAMEWORK

Several theories have been formulated by researchers to explain the effect of television programmes in our social life. For this study, I will base it on two theories: the uses and gratification theory and the cultivation theory. The reason for choosing the uses and gratification theory is in consonance to the second and third research objectives which tend to answer which British channel and programme appeal to international student and that is one of the assumptions of the uses and gratification theory. Media consumers that are the target of this study derives satisfaction from the programme they view on TV and the uses and gratification theory is all about the satisfaction media users derive from TV programme viewing.

For the justification on the choice of cultivation theory, it is believed that regular usage of television over a long period of time can influence people’s belief and their conduct (Williams, 2010). I believe a useful way to conceptualise the effect of television programme to a foreign audience is the use of cultivation theory as this is in tandem with the fourth research objective. Williams (2010) believes that this theory remains the best approach in studying the effect of television.

The Uses and Gratification Theory

Early theories of mass communication (e.g the hypodermic needle theory) viewed the mass media as having a uniform and immediate influence on individuals, whom they perceive as susceptible to influence and unable to form their own opinions (Mcquail and Windahl 1993 as cited in Quan-Haase and Young, 2010 p.351). However, the uses and gratifications approach to media assumed the audience brought their own needs and desires to the process of making sense of media messages. The focus shifted from what the media do to people to what people do with the media.

Williams (2010, p.177) identified the basic assumptions of the theory to include: “first, people actively use the media for their own purposes; second, people know what these purposes are and can articulate them, and third, despite the variations between individuals in their use of the media, it is possible to identify some basic patterns in uses and gratifications.” That is to say that when an audience member has a need for escape, there are specific media available to gratify this need in a satisfactory manner.

McQuail, Blumler & Brown’s (1972) summarised the needs of the audience as:

- i. **Diversion:** Often described as escapism. Escape from daily routines or daily problems.
- ii. **Personal relationship:** Substituting the media for companionship.
- iii. **Personal Identity:** Seeking media to reinforce an individual’s values.
- iv. **Surveillance:** People feel better when they are informed about events happening within and around them.

One of the major findings of this research according to Williams is the unpredictability of uses and gratifications as people may use a programme in a number of quite unexpected ways (2003, p.178). No longer did the media manipulate the public but now viewers could do what they wanted with the media. Ruddock summarised the theory thus when he says that the passive dupes of the hypodermic needle model were replaced by “a new, confident breed who knew what they wanted and how to get it” (2001, p.69).

The Cultivation Theory

This theory as propounded by Gerbner emphasises the exposure to recurring patterns of stories, images, themes and messages through the media. It sees the audience to be active, whose interaction with the media comes to cultivate a world view or set of attitudes. That is to say that what people see frequently on television is what they come to believe (Harris and Karafa, 1999).

Gerbner's work on cultivation theory was in the area of television violence where he concluded that people who watch violent programmes see the world as a dangerous place. Various scholars have discussed the relationship between the media and cultural values and some took on theories about the pervasiveness of western media, television in particular, under the rubric of 'cultural imperialism' (Elasmar and Hunter, 2003).

Despite the efficacy of this theory, it has come under criticism with some scholars expressing misgivings about the methods employed by Gerbner and his colleagues, who fail to establish clear categories for what constitutes heavy, moderate and light viewing (Ruddock, 2001 as cited in Williams, 2010). However, as stated earlier, Williams (2010) believes that this theory remains the best approach in studying the effect of television.

RESEARCH METHOD

The researcher used survey as a method of research. Methods of data collection for survey include; face-to-face interview, telephone interview, online questionnaire, paper questionnaire, or a combination of these methods. For this study, the researcher used online questionnaire as data collection method. A questionnaire according to Oppenheim is “not some sort of official form, nor is it a set of questions which have been casually jotted down without much thought” but rather as an important data collection method which “function is measurement” (2006, p.100). The choice of online method was due to the argument of Cargan who says “by providing access to very large populations, the internet offers multiple sampling possibilities” (2007, p.101). The URL link to the questionnaire was posted directly to the account of participants on social networking sites and various Internet forums such as e-mail. The researcher also utilised his Ipad to reach participants on the campus on face- to- face basis.

Sample Size

The sample size for this study is 124 participants. Bryman argues that a “large sample cannot guarantee precision, so that it is probably better to say that increasing the size of a sample increases the likely precision of a sample” (2012, p.198). That is to say that as sample size increases, sampling error decreases. Conducting a similar research, Pine and Nash from the University of Hertfordshire, used a sample size of 118 to prove the effects of television advertising on young children. It was based on that argument that I choose my sampling size. Time factor was also another consideration. The population of international students in Anglia Ruskin university is 2074 (Anglia Ruskin Institutional Review, 2013).

Sampling Techniques

The sampling technique used for this study is the quota sampling. Kumar (2014) asserts that the main consideration directing quota sampling is the researcher's ease of access to the sample population. In addition to convenience, the researcher is guided by some visible characteristics, such as gender, race, of the study population that is of interest to you. "The sample is selected from a location convenient to you as a researcher, and whenever a person with this visible, relevant characteristic is seen that person is asked to participate in the study. The process continues until you have been able to contact the required number of respondents (quota)" (Kumar, 2014, p.243). For this study, the main consideration was that the person must have to be an international student at Anglia Ruskin University which is the base of the researcher.

Data analysis

The data analysis were based on the research questions.

How often do you watch British television?

	Frequency	Percentage
Very often	27	22%
Often	52	42%
Sometimes	41	33%
Never	4	3%
Total	124	100%

From the table, it shows that 22% of the respondents watch British television very often, 42% of the respondents watch British television often, 33% of the respondents watch British television sometimes and 3% of the respondents have never watched British Television. Those that have never watched British television recently came into the country. Thus, they could not take part in the other questions that followed.

4.2.1 Which channel do you watch most on British TV?

		Frequency	Percentage
1	4 Music	4	3%
2	Aljazeera London	4	3%
3	BBC	8	7%
4	BBC 1	10	8.3%
5	BBC 2	2	1.6%
6	BBC 3	2	1.6%
7	BBC 4	3	2.5%
8	BBC News	17	14%
9	BBC parliament	1	.8%
10	Channel 4	6	5%
11	Channel 5	3	2.5%
12	Discovery	1	.8%
13	Disney	3	2.5%
14	E4	2	1.6%
15	Film 4	3	2.5%
16	ITV	14	12%
17	ITV 4	3	2.5%
18	Sky living	2	1.6%
19	Sky News	4	3%
20	Sky Sports 3	2	1.6%
21	Sky Sports	15	13%
22	UKTV	2	1.6%
23	VIVA	9	8%
	Total	120	100%

The table shows the channel viewed by the respondents. There were 23 channels listed by the respondents though some respondents were not specific on the channel they watch most in the case of BBC but others were specific to tell us the channel in BBC they prefer. The result shows that majority of the respondents watched BBC News (14%) followed by Sky Sports (13%) and ITV (12%).

4.2.3 What is your favourite programme on British Television?

	List of respondents programmes	Frequency	Percentage
1	Any documentary	2	1.7%
2	Big brother	3	2.5%
3	Britain's got talent	3	2.5%
4	Celebrity juice	1	0.8%
5	Challenge	1	0.8%
6	Come dine with me	2	1.7%
7	Coronation street	5	4.2%
8	Deal or no deal	4	3.3%
9	Dragon's den	3	2.5%
10	Eastenders	6	5%
11	Emmerdale	1	0.8%
12	Family guy	2	1.7%
13	Fresh prince of Bel air	1	0.8%
14	Great British ghosts	1	0.8%
15	Horror films	1	0.8%
16	House of Lord & House of commons live session	4	3.3%
17	Jeremy kyle	3	2.5%
18	Match of the day	5	4.2%
19	Million pound drop	1	0.8%
20	My kitchen rules	1	0.8%
21	My wife kids	1	0.8%
22	Myth busters	2	1.7%
23	News	24	20%
24	Only fools and horses	1	0.8%
25	Panorama	1	0.8%
26	Police camera action	1	0.8%
27	Police interceptor	1	0.8%
28	Real house wife	1	0.8%
29	Real Husbands of Hollywood	2	1.7%
30	Sherlock	1	0.8%
31	Sports	13	10.8%
32	Super star DJs	1	0.8%
33	The chase	2	1.7%
34	This morning	2	1.7%
35	Top gear	2	1.7%
36	Two and half men	1	0.8%
37	Who wants to be a millionaire	2	1.7%
38	Why don't you speak English?	5	4.2%
39	Wrestling	2	1.7%
40	X factor	4	3.3%
	Total	120	100%

DISCUSSION OF FINDINGS

The result of the first research question reveals that international students watch British television often. This corresponds with previous research on the subject. Tal (2013) in a published article titled 'what do student viewing habits mean for TV?', observed that university student spend a couple of hours per day watching television. According to him, "at my university, the majority of students spend at least a couple of hours a day watching TV shows". Also, the study revealed that most International students watch BBC news than any other channel followed by Sky sports. This view was supported by a report that audience viewership of BBC news grew to a record figure globally (BBC). Wilding (2011, p.175) supported this view thus: "for BBC Global News as a whole (i.e. including BBC World News television and international users of the news & sport sections of BBC.com) the figure is 241 million".

Furthermore, the research also reveals that International students watch News programmes more than any other genre. The reason given by majority of the respondents was that they wanted to be updated with events happening in their countries of origin and their host country. In addition, the research also revealed the effect of British Television on international students. A great percentage of the respondents believed that their speaking skills have improved after watching television for a long time. They also believed that British television has given them an in depth knowledge of the British culture. Alison (2010) supported this view when he wrote "by watching foreign language TV shows, people can observe and learn about the customs and mannerisms of a culture which are intertwined with a language." I strongly believe that the best way non-speakers of English can improve on their speaking skills is to listen or watch the native speaks. All the viewers who watched "Why don't you speak English" said the programme propelled them into learning English by engaging in conversation with British people rather than being scared of being mocked. Majority of the respondents also believed that they started eating British food after watching British television. Douglas (2010) summarized this thus:

"When many people turn on the television set, as opposed to picking up a book or doing something more interactive, they're looking for a passive, mind-resting experience " They want something that doesn't require close attention, the way a twisty plot might. Something akin to visual music. Something ambient, in a way. Much food television gives them that. It's a banquet of colourful, seductive, and familiar images, presented rhythmically, with a soundtrack of oohs and aahs."

In conclusion, the research revealed that the respondents were undecided that they started listening to British music after watching British television.

CONCLUSION

This study is geared toward finding the effects of British television programmes on foreign audience. The study also addressed the research questions that emanated from the study. The literatures reviewed in this study and the survey the researcher carried out showed the channel mostly preferred by international students as well as the impact of British television on the students' viewers.

The study discussed the assumptions set by Katz et al, the proponents of the uses and gratification theory. The uses and gratification theory have provided ready explanation on why

international students highly associate with the medium which provide them with message and images that they view and accept. The study upheld the assumptions of the uses and gratification theory that each individual has a need and they seek a medium that would gratify their needs. The study also used the cultivation theory to study the effect of British television on the respondents. Majority of the respondents as discussed in the findings believed that their English speaking skills are improving because of their television viewing. They believed that watching the natives of the language speaking on television helps them to improve on their English language skills.

However, the findings of the research revealed that majority of the respondents were undecided whether they started listening to British music after watching British television. Another area where the respondents disagreed was that they won't be lost without watching British television. I believed that this might be so because majority of them use television for information purpose. With the emergence of new media, information has been made available in various means using the internet to reach the audience. Brown et al (2001, p.1) confirms this when they write that "the development of the Internet over the last ten years has caused much excitement as well as considerable consternation in many traditional industries."

The study adopted survey as a research method. Lears (1992, p.31) writes that "survey is administered to gather data on viewer beliefs, opinions, attitudes, behaviors, and/or viewing habits." The survey asks questions related to the respondents demographics, frequency of television viewing and the basic assumptions concerning the subject inquiry of the research.

RECOMMENDATIONS

The fourth objective of this study is to make recommendations on how British television can be improved to appeal to international audience more. With regard to this, views from the respondents suggest that British television programmes can be made to appeal more to international students if the following are done:

Emphasis should be laid on objectivity, fairness and balance in international news reportage. International or foreign correspondents should ensure that before they report any story that they have got both sides of the story. When effort is made and it's abortive, the audience should be informed as well.

British television should emphasise also on developmental news when reporting developing countries rather than the current emphasis on violence, terrorism, war and corruption. Again, BBC should also have the right to broadcast English premiership rather than broadcasting the highlights alone. Since most of international students watch television through internet, it makes it difficult for them watching English premier league whose right was sold to Sky sports and BT Sports.

Also, respondents who watch commercial channel recommended that they should lessen their advert during programmes. To what extent this would be implemented is uncertain taking into cognition that these channels depend on adverts for their survival.

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