

**UNIVERSIDAD DE CUENCA FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN**

**IMPLEMENTING THE USAGE OF SITCOM (SITUATIONAL COMEDY) VIDEOS
IN EFL CLASSROOMS TO STIMULATE STUDENTS' ORAL SKILLS ON B1
LEVEL (CEFR)**

*Trabajo de titulación previo a la obtención
del Título de Licenciada en Ciencias de la Educación en Lengua y
Literatura Inglesa y Licenciado en ciencias de la educación
en la Especialización de Lengua y Literatura Inglesa.*

Autores: Valeria Alexandra Chumbi Landy

Joe Adrián Narváez Paguay

Directora: Mgst. María Gabriela Tobar Espinoza

Cuenca – Ecuador 2016



RESUMEN

Este trabajo reúne estudios realizados en diferentes campos de adquisición de lenguaje, específicamente en la habilidad del habla, la cual tiende a ser una de las más difíciles de adquirir y desarrollar en el idioma inglés de acuerdo a importantes estudios. Nuevas tecnologías han empezado a ser usadas en aulas alrededor del mundo y algunas de ellas han mostrado exitosamente una mejora en las habilidades de expresión oral de los estudiantes. Este trabajo está hecho de acuerdo al uso de videos Sitcoms para la adquisición del idioma inglés a manera de apoyo para que otros profesores incluyan tales tipos de materiales en sus clases. Los estudiantes de hoy en día cuentan con fuentes de información casi ilimitadas que pueden obtener usando aparatos tecnológicos; esto representa una gran oportunidad de aplicar tales apoyos en campos educativos tales como la adquisición del lenguaje, con métodos que se acoplan a manera de un interesante producto visual para cualquier estudiante. Los Sitcoms representan una de las nuevas tendencias a ser analizadas como una herramienta útil para facilitar los procesos de atención y memoria debido a la facilidad del contexto en donde toman lugar y la conexión que tienen con otros aspectos del lenguaje como la cultura, tradiciones, modismos, jergas y más.

Palabras clave: Sitcom, videos, comedia, tecnología, visuales, habla.



ABSTRACT

This research gathers studies done on different fields of language acquisition, specifically the speaking skill, which tends to be one of the most difficult English language skills to be acquired and developed according to important studies. New technologies have started to be used in classrooms around the world and some of them have successfully shown an improvement on students' speaking skills. This research is done regarding the use of Sitcom videos for English language acquisition as a support for other teachers to include such materials in their own classes. Students nowadays count with almost limitless sources of information that they can obtain by using technology devices; this represents a great opportunity for applying these aids in educative fields such as second language acquisition, with approaches that suit an appealing visual output for any learner. Sitcoms represent one of the new trends to be analyzed as a helpful tool to facilitate attention and memory processes, due to the easiness of the context where they take place and the connection they can have with other aspects of the language such as culture, customs, idioms, slangs, and more.

Key Words: Sitcom, videos, comedy, technology, visuals, speaking.



TABLE OF CONTENTS

ABSTRACT	3
TABLE OF CONTENTS	4
LIST OF FIGURES.....	5
LIST OF TABLES.....	6
LIST OF APPENDICES	6
COPYRIGHT CLAUSES	7
ACKNOWLEDGMENTS.....	11
Topic	13
Justification	13
Statement of the Problem.....	13
Objectives	15
General Objective	15
Specific Objectives.....	15
Chapter I: Literature Review.....	16
1.1 Theoretical basis.....	16
1.2 Speaking skills' difficulties.....	19
1.3 Speaking importance and its connection with other skills	22
1.4 Multimedia materials applied in educational contexts	24
1.5 The Importance of Visual Aids	28
1.5.1 The Affective Filter Hypothesis and its effect with videos	30
1.5.2 Communicative Language Teaching Approach and Oral Production.	32
1.6 Audio-Visual materials to develop Oral Skills.....	33
1.7 Sitcom (Situational Comedy) inside EFL classrooms.....	35
1.8 Chart on the Sitcom characteristics based on B1 level (CEFR)	40
1.9 Chart on the latest studies and researches about the use of Sitcom videos in different educational EFL contexts.....	41
Chapter II: Methodology and Potential Action Plan.....	45
2.1 Potential Participants.	46
2.2 Potential Data collection instruments.	46



2.2.1 Quantitative methodology 46

2.2.2 Qualitative methodology 47

2.3 Potential treatment..... 47

Chapter III: Guidelines for future researches..... 48

3.1 Pausing and Predicting Activities 51

3.2 Debate and Discussion Activities 52

3.3 Problem-solving Activities 53

3.4 Role Plays and Dramas Activities 53

3.5 Lesson plans to be included in future researches. 54

5.5.1 Debate and discussion Lesson Plans 57

5.5.2 Problem Solving Lesson Plans 64

5.5.3 Pause, Ponder and Prediction Lesson Plans..... 71

5.5.4 Role-play Lesson Plans 79

Chapter IV: Conclusions and Recommendations..... 87

6.1 Conclusions and Recommendations..... 87

6.2 Reflections 92

REFERENCES..... 95

APPENDICES 101

LIST OF FIGURES

Figure 1. Statistic graphic based on teachers’ personal experiences when applying different Communicative Techniques at the University of Tennessee of the United States..... 36



LIST OF TABLES

Table 1	Factors that affect speaking development in EFL classes.....	20
Table 2	Chart on the Sitcom characteristics based on B1 level (CEFR)	38
Table 3	Chart on the latest studies and researches about the use of Sitcom videos in different educational EFL contexts	40

LIST OF APPENDICES

Appendix 1	Lesson Plan 1	101
Appendix 2	Lesson Plan 3	102
Appendix 4	Lesson Plan 4	103
Appendix 5	Lesson Plan 5	105
Appendix 6	Lesson Plan 7	106
Appendix 7	Lesson Plan 8	107
Appendix 8	Lesson Plan 10	108
Appendix 9	Lesson plan 11	111
Appendix 10	Lesson Plan 12	112
Appendix 11	Speaking Rubric.....	114



COPYRIGHT CLAUSES



Universidad de Cuenca
Clausula de derechos de autor

Valeria Alexandra Chumbi Landy, autora de la tesis "Implementing the Usage of Sitcom (Situational Comedy) Videos in EFL Classrooms to Stimulate Students' oral skills on B1 level (CEFR)", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autora.

Cuenca, 26 Mayo 2016

Valeria Alexandra Chumbi Landy

C.I: 0104548516



Universidad de Cuenca
Clausula de derechos de autor

Joe Adrián Narváez Paguay, autor de la tesis "Implementing the Usage of Sitcom (Situational comedy) Videos in EFL Classrooms to Stimulate Students' oral skills on B1 level (CEFR)", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi Licenciado en ciencias de la educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 26 Mayo 2016

Joe Adrián Narváez Paguay

CI. 0104461017



Universidad de Cuenca
Clausula de propiedad intelectual

Joe Adrián Narváez Paguay, autor de la tesis "Implementing the Usage of Sitcom (Situational Comedy) Videos in EFL Classrooms to Stimulate Students' oral skills on B1 level (CEFR)" certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 26 Mayo 2016

Joe Adrián Narváez Paguay

CI. 0104461017



Universidad de Cuenca
Clausula de propiedad intelectual

Valeria Alexandra Chumbi Landy, autora de la tesis "Implementing the Usage of Sitcom (Situational Comedy) Videos in EFL Classrooms to Stimulate Students' oral skills on B1 level (CEFR)", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 26 Mayo 2016

Valeria Alexandra Chumbi Landy

C.I: 0104548516



ACKNOWLEDGMENTS

I am using this opportunity to express my gratitude to everyone who helped me throughout the completion of my professional career, especially my thesis advisor Gabriela Tobar and my thesis partner Valeria Chumbi. Thank you for your patience and support.

I would also like to thank my mom Eloisa and my dad Hugo for being absolutely supportive during my academic progress and for always believing in me. This is also dedicated to my brothers and sisters: Edwin, Freddy, Janeth, and Nora for being my partners in life. Last but not least, I dedicate this to my beautiful girlfriend Mercedes and anyone who can become inspired by learning a foreign language using unconventional means.

Adrián.



ACKNOWLEDGMENTS

Foremost, I would like to express deepest gratitude to God, for helping me in every single moment and for giving me wisdom to complete this step in my life and professional career.

Furthermore, to my parents Jorge and Maria who have been by my side all the time, encouraging me every day and always giving me advice to face difficult times in life. All the support and unconditional love I have received from them have helped me to achieve my goals, and I am sure that without them, this could have never become true. Moreover, thanks to my dear and beautiful sisters Gabi, Maria Jose and Viviana for being my mates and best friends in whom I can trust. To Fabian, for being that person, my favorite one, who has been always encouraging me during this process.

Finally, special thanks to Mgst. Maria Gabriela Tobar, my advisor whose determination and awareness facilitated, guided, and reinforced the hard work of this thesis project and my partner Adrian Narvaez, for the patience and time spent together doing this work. Sincerely thanks.

Valeria.



Topic

Implementing the Usage of Sitcom (Situational Comedy) Videos in EFL Classrooms to Stimulate Students' Oral Skills on B1 Level (CEFR)

Justification

Nowadays English is considered the world's *Lingua Franca*. In many countries, it has become a necessity to learn English as a second language due to globalization, and the fact that this language has reached most means of information around the world and within educational fields, it is a priority to literate the students on the latest trends to acquire this language in an efficient and practical way. The modern approaches used by instructors when teaching an important language such as English, can enclose and facilitate communication, understanding and the performance of basic tasks that are essential and significant in real situational contexts for the learners. As a result, inside an EFL class, it is a priority to lead the *Speaking* skill in an efficient way in order to help the students interact with methods for gaining knowledge and obtaining an accurate use of the language.

Statement of the Problem

Students usually struggle with the Speaking skill more than with other skills in English, and most of the teachers do not spend much class time focusing on speaking practice due to factors such as the big amount of students inside a class, or short class periods, among others.



English language acquisition in schools has become more of a rote rehearsal and mechanical process with a teacher-centered setting. Students sometimes develop writing and reading skills automatically in order to pass the course, but their oral production suffers and does not allow them to communicate their thoughts in a meaningful way with interactive situations. Furthermore, students tend not to feel confident when trying to use English due to some teachers' absence of motivation to use different types of resources aside from the text, or even communicative-based activities directed for developing students' oral skills.

Due to most people are using technology more than ever, it is important to use authentic materials in order to get students' attention on the topic. Since this age is being considered as the audio-visual source age, and these type of materials can enhance students' motivation of speaking inside a class; more importantly, it will facilitate their own day-to-day life situations and future professional lives.

This academic work will analyze and synthetize previous and latest works done on the use of Sitcoms videos in different EFL contexts, especially the ones that dealt with speaking skill production, in order to provide the reader with general guidelines on how and why to apply Sitcoms within an EFL class. In addition, it will also propose Sitcom implementations in a classroom, in order for teachers to benefit from them, and help building students' speaking skills and the acquisition of the language on a determined basis.



Objectives

General Objective

To carry out a bibliographic research about the use of Sitcom Videos to facilitate the production of Oral Skills in EFL students with a B1 level (CEFR).

Specific Objectives

To compile the latest studies and researches about the use of Sitcom videos in different educational EFL contexts in a summary chart.

To determine which characteristics should a Sitcom Video include to be properly used in an EFL B1 level class (CEFR).

To provide a lesson plan model design and guidelines to include Sitcoms inside an EFL class, which can be used as a guide for future studies, all these evidenced in *the action plan*.



Chapter I: Literature Review

1.1 Theoretical basis

The basis and foundation for this particular research is grounded in the Social Constructivist View, theory that relates oral production to the environment where it is taught, as well as the strategies used. In this view, teachers and students collaborate with each other in order to understand, define and comprehend what is taught in the classroom. To summarize other researches, learning is an active, social process by which knowledge grows through interaction. One of the earliest pioneers of this theory was Lev Vygotsky. He stated that

“It is through the mediation of others, through the mediation of the adult, that the child undertakes activities. Absolutely everything in the behavior of the child is merged and rooted in social relations. Thus, the child’s relations with reality are from the start social relations, so that the newborn baby could be said to be in the highest degree a social being”. (as cited in Ivic, 1994, p. 474).

Jerome Bruner also corroborates this theory widely. As a founding father of the Constructivist Theory, he stated that, “...learners construct new ideas based on existing knowledge; that learning is an active process and it is based on information and experience” (as cited in Takaya, 2008, pp.7-8). This would suggest that a



grammatical utterance is based on vocabulary knowledge and its usage in everyday situations.

Vygotsky and M. Bakhtin stated that language and society are strongly connected in their corresponding theories. (as cited in FisherKeller, 2002, p. 156); learners attempt to look for visual aims, which connect the learners' social group context with language in every day usage. According to FisherKeller (2002), "Language is produced in a specific social context that influence its intent and function, which in turn affects the meaning of the words" (p. 156).

Consequently, learning a second language is a complete process, which needs to be developed in a natural environment where the student can be connected with the language. According to Mvududu and Thiel-Burgess "Learning English involves cognitive processes, cultural processes and language processes." (p.112).

Therefore, to merge students into social interactions, an interconnection of elements is required; thus it is necessary to help and enhance students to attain and learn the language inside an EFL class. Activities inside the class need to be based on communicative functions, and for this, it is essential to improve students' oral and communicative skills.

In order to improve oral production, the learner needs to be placed in a classroom environment where the content is presented completely by using the target language along with engaging activities focused on the learners' English level and needs. Al-Sibai stated that speaking fluency seems to be developed with increased exposure



to second language (L2) input (as cited in Al, 2014). Thus, when learners are set in a methodical English context with the target language used in class, together with material and followed by interaction time, the outcome results into the more frequent and confident use of the language.

However, it is necessary to use not only complete grammar-based activities, but also interactive lessons where the input can be processed and become significant for the learners so they can feel confident enough to put the language into practice within genuine contexts. According to Fisherkeller (2002), “Language is produced in a specific social context that influence its intent and function, which in turn affects the meaning of the words” (p. 156). Language and society are strongly connected as Vygotsky and M. Bakhtin (as cited in Fisherkeller, 2002) stated in their corresponding theories; learners attempt to look for visual aims, which relate their social group context with language in every day practice. (p.156). Today's learners are more likely to use technology and visual aids which help them to associate and bond previous knowledge.

Authentic material such as, videos, role plays, and video games are materials that engage learners to feel motivated and also increase their skills. According to Wang's research (2014) in China, by applying video resources and pertinent activities in EFL classes, learners “will be exposed to a more naturalistic use of English as reflected in popular media in US”; moreover, “students could create their real-life conversations in terms of different scenarios shown in Videos” (p. 4). When students are exposed to engaging materials, they can relate grammar with the language function, making



“colloquial interactions and language practices in the real-world communication.”

(Wang, 2014, p.4).

1.2 Speaking skills' difficulties

Learning the English language, according to Kang, is often thought as a “...purely academic exercise in which EFL students generally learn no more than is needed to pass the course. Many studies have “revealed the great difficulty that EFL learners have in producing correct English” (Farghal & Obiedat as cited in Wang, 2012, p. 399). It is not only caused by lack of student’s motivation, but also it is an educative and curricula failure, in which students are exposed in repetitive lessons where neither motivation nor variation are found. Khajlo (2013) stated that “Most students are not interested in learning the language and just think about passing the course, thus because they are not interested ... and even if they learn something they will forget it quickly, because they are tired of its repetition” (p.57).

According to Al Hosni (2014), language acquisition is a process that “occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language” (p.23). When students are involved in a real language use, the acquisition process occurs in a natural way and likewise, their productive skills are developed. Since English is included in students’ curricula as a mandatory subject, most of the students just want to pass it in order to fulfil the curricula but not as a personal decision. Therefore, students’ interest in learning the language stands affected, and subsequently



student's communicative competence gets spoiled. There might be a mechanical written output, but their oral production is not developed.

Aside from being a mandatory subject, other factors interfere in the development of skills, especially the Speaking skill, which according to Zhang, remains the most difficult skill to master for the majority of English learners (Zhang as cited in Al Hosni, 2014, p. 23). It is difficult for students to develop the two main productive skills inside an EFL class (Writing and Speaking) and that is why students are incompetent when communicating their ideas while using the target language. Therefore, Speaking is a skill that students need to develop, and according to Krashen's Theory, it will depend on each student's "acquisition of grammatical structures [that] follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others are acquired late" (Stephen Krashen's Theory of Second Language Acquisition, 1996 as cited in Schütz).

However, more factors have a role inside second acquisition learning (Ur, as cited in Al Hosni, 2014, p. 23), that produce difficulties in students when speaking as shown in Table 1:

Table 1. Factors that affect speaking development in EFL classes

<u>Factors</u>	<u>Description</u>
Inhibition	Students feel shy, afraid of making mistakes and



	criticism.
Nothing to say	Students do not have reason to express or use the language.
Low participation	Just few students participate and dominate the participation. Teacher-talking time is longer than student-talking time.
Mother-tongue use.	When students share the same mother tongue they use it inside classes to communicate with each other. This way they feel less exposed.

Likewise, in an study done by Dil (2009) about *Learners 'communication obstacles* it was mentioned that there are two big factors that influence students during the English speaking process: anxiety and unwillingness. (as cited in Al-Hosni, p.24). When students do not feel motivated to participate in class, they create a certain resistance to communicate their ideas in English orally. According to Marzec-Stawrarska (2015) "Speaking is perceived to be the most anxiety-provoking element of foreign and second language education" (as cited in Hammad & Mahmoud, 2015, p. 52). Thus, learners who are not in an educative context in which they can feel driven to participate or communicate using English, feel frustrated and have pressure when trying to speak, aside from the fact that it influences on their motivation; other elements that can be considered relevant are: the material, the methodology, and activities used in an EFL class. EFL resources need to enhance students' motivation to talk and according to Al-Abri (2008), some English books lack of activities directed



to speaking; the implementation of other activities is suggested in order to allow students to improve their speaking skills, learning in an enjoyable way, and having fun at the same time. (as cited in Al-Hosni, p. 24).

1.3 Speaking importance and its connection with other skills

Nowadays, English is the world's lingua Franca, and it is considered as the universal language used to communicate among different countries and even in small cities in business, tourism and politics. It is officially, "...an international language which means that in the international school level, English language is always used as the medium language" (Wismono, Pandh, 2013, p. 4). Consequently, in order to achieve international educative standards, it is necessary that students understand its relevance as one of the main subjects in schools.

Therefore, in order to develop the students' language acquisition of English, it is vital to start seeing it as a unity in which Reading, Listening, Writing and Speaking skills are interconnected. "People are considered qualified if they are able to speak in English" (p. 3) and according to Ur (1996) just the people who speak a language can be considered as the ones who know the language; besides he contemplates Speaking as the most important skill out of the four main skills. (cited in Al-Hosni, p. 23). English is not only a written language but it is also reflected in the people's capacity to communicate their ideas, and so, it is necessary to cultivate their oral communicative skills.



English cannot be just read, written, listened or just spoken during second language acquisition; in addition, there has to be a connection with all other skills; Speaking needs to be reinforced with the Listening skill development. According to Bueno, Madrid, and Mcloren “Listening is important for speaking because it establishes the good basis for successful communicative exchanges” (cited in Segura, 2012, p.60). By integrating the four skills, especially Listening, the communicative competence of learning the target language becomes concrete and accurate. Researchers have found that when students have visual stimuli, their listening comprehension increases, (e.g., Altman as cited in Al-Surmi, p. 13). Chung (1994) found that the group of students who were exposed to videos during classes showed a better improvement in their listening comprehension skills than the group who was not.

As well as Listening, there is another important skill, which has an inherent value to elaborate proficient developing of the second language: Reading. It needs to be developed along with the rest of skills because if EFL learners cannot comprehend what they read, their oral production is stuck. Chung states that English language errors in utterances e.g., vocabulary usage, oral expression and production, “easily trigger communication breakdown or miscomprehension” (p. 400).

It is natural to distinguish the relation between the two first skills mentioned, but as they appear to happen in a more naturally presented type of completion, Speaking and Writing have a more complicated explanation in terms of memory. “...neither the speaker, nor the writer can be entirely sure that they know what they



mean, or understand what they think they understand, or remember what they think they remember until they have spoken it or written it” (Horowitz & Berkowitz, 1967, p. 209). This way, we can refer of the thinking and remembering processes as having a natural interconnection, in which the development of speaking and writing skills reproduce the significant acquired language.

The interconnection between skills has such an important significance, specially for these authors (Horowitz and Berkowitz) who carried a relevant study on the acquisition of the skills mentioned directly linked with the reproduction of memory, achieving interesting conclusions. Namely, by using simple cognitive tasks in their study, they concluded that speakers who read commit many mistakes when using English, but the ones who listened to a story had a more precise retention; this could be understood as a facilitation for the speakers who listened, or as an intrusion for speakers who read. In sum, Listening is greatly comparable (biologically and psychologically) to Speaking when repeating memory, and Reading is more closely related to Writing (p. 214). Understanding these processes will allow to analyze the acquisition of language as an increase of memory, and the approaches that a teacher can use to obtain better results when applying techniques such as the use of videos in a classroom, realizing also how skills can be expanded.

1.4 Multimedia materials applied in educational contexts

“A well-known way to create meaningful context for teaching English is through using media” (Yassae, 2012, p.12).



Flottemesch (2013) suggests, “The ability to personalize stories with pictures, personal narration, video, animation, artifacts and music, supports a deeper level of understanding” (p. 54). Goldstein and Driver (2015) mentioned the importance and some benefits of using visual sources when learning a language. They stated that including visual aids in a class is a dynamic system “...and it’s what our learners are watching outside of class; it’s a window on the world; it encourages intercultural awareness and critical thinking...” (p. 2). Thus, technology is also taking part within the classrooms, and educators need to be aware of the different tools to include in a lesson plan, along with a book, or when reinforcing a certain topic.

The incorporation of multimedia sources in the educational context has been growing and teachers need to learn how to use and include multimedia in their classes to engage their students to the lesson. Yassea states that “The current information age requires teachers to be familiar with media and media literacy”. The *new information age* refers to these kinds of learners as *Digital Natives* who were born into this technology age. These students spend most of their time using media ranging from computers, video games, mp3 players, cellphones etc. (Prensy, 2001). Therefore the new educational contexts “require teachers to be familiar with media and media literacy” (Yassae, 2012, p. 12). Posteguillo also mentions the choosing of advertising material from TV and cinema to gain the visual stimuli that students need to merge their knowledge and language acquisition. “They constitute great stimuli for discussion as they exploit the curiosity about the environment and play on the



cognitive and emotional aspects of learners. (Esselborn as cited in Posteguillo, 2001, p. 420).

Inside an EFL class, audio-visual materials are tools that motivate English learners when acquiring a language by permitting them to develop their skills through the use of technology and dynamic contents. Vereshchagin and Kostomarov, Russian specialists, stated that something that is seen can be better acquired than something that a person hears about a hundred times, and the visual information is considered ten times greater than audio (as cited in Garza, 1996 p.3).

According to Posteguillo, many authors have come to the conclusion that videos with captions offer “an outstanding root of authentic language, and also they shape a less simulated view of communication; moreover, they have proven to improve results in verbal and grammar acquisition in advanced learners” (p. 420). By watching TV shows and other visual resources, learners associate knowledge to the context with language used every day, and more importantly, the texts or captions that appear along with the video assist in the acquisition of language due to the direct connection between what is being spoken and what is being read altogether.

When referring to the pedagogical aspect of videos, it is important to mention their specific key roles. According to Jane Willis (1983) there are four key roles for the video in a classroom; among those, she mentions the role of *Language Focus* in which the idea is to present a language model along with the video, where language items, words or chunks are encountered in context (Willis as cited in Goldstein and



Driver, 2015 p. 3). Videos that include captions contribute to the completion of learning vocabulary inside a class, and help the learner to maximize the comprehension of the language in order to apply it eventually in significant situations. “Captioning refers to the addition of subtitles –in the same language as the audio track – to a video segment” (Parlatto as cited in Garza, 1996 p. 10). Studies that focused captioning to obtain proficiency in EFL classrooms showed improvement, such as the one conducted in 1989 at the National Foreign Center, which suggested that captioning increased the aural comprehension of certain utterances. “Like learning a new vocabulary item when reading, the student working with captions will likely not miss the aural cue of a captioned expression the next time s/he encounters it in speech” (Garza, 1996, p 12). A great part of oral production also conveys with vocabulary acquisition and enhancement; this association occurs when students are watching and listening at the same time. Vocabulary understanding and usage is directly connected to oral understanding and expression. Yucsel & Tanriverdi (2009) said it can be argued that vocabulary is better acquired through movies. (Conclusion section, para. 1). In a study conducted by Wang (2012), where he applied TV Dramas to improve vocabulary learning, he concluded that from the learners’ perspectives, the use of TV Dramas “does help them to learn and comprehend the target vocabulary especially when the words appear more than once, in a dramatic way, or with an unexpected meaning” (p. 224).

Furthermore, since audio-visual resources contain every-day dialogues and situations, students feel interested, and engaged to the lessons. (Wang, 2012, p.



219). The content used by the instructor or teacher in their lesson plans have to direct the learners to develop different skills according to their needs. Willis mentioned a target situation presented in videos, in which the students re-enacted specific scenes, in the way of simple role-plays to complement a functional language section. (as cited in Goldstein & Driver, 2015 p. 3). By doing this, learners take a role-model replication of the language, and find it appealing to recognize and reproduce using their own oral skills in an specific setting or situation.

Educative models include more technology applied to the classrooms; therefore, English teachers need to update the visual means they use to obtain the learners' interest and enticement on learning a new language. Fortunately, it is an era where students and teachers can instantly interact with any type of visual data, due to the development of electronic devices. The advantages for the learners of using such visual and cultural aspects of video are considered to "...exercise their powers of observation to inductively learn functional use of language" (Rose as cited in Ishihara and Chi, 2004, p. 31).

1.5 The Importance of Visual Aids

According to the investigation of Sampath et. al. (2007) there are some general advantages of using visual aids in the classroom that can be mentioned. In terms of improving communication problems and helping learners to emphasize important



facts by engaging them with significant and more appealing activities, their interest increases and the connection with the lesson is reinforced.

A teacher should be aware of the visual literacy level of the learners to make full use of it. Swaffar and Vlatten (1997) refer to visual literacy as “the culture of the media universe that shapes a part of the education of our students” (as cited in Posteguillo et. al. 2001, p. 421). Learners become more interested in media information and visual materials particularly, because it is more accessible and easier to grasp, helping illustration, ideas and replication. “There is an intrinsic entertainment component and the engaging character of their narratives, students can become involved in a set of situations to develop skills which will be later needed in real scenarios” (Posteguillo et. al. 2001, p. 422). They also mention the importance of film and visual aids in general to complement the best teaching material, which can be easily revised to exercise the different standard requests of particular oral situations (p. 422). When replicating what has been acquired through the visual aids, after a determined progression, students gain more confidence and naturalness when elaborating and producing their own thoughts orally. Additionally, they are able to use each specific utterance and speaking practices.

According to Gardner (2007) some elements which influence students’ classroom learning motivation are: “the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student...” (p. 11). By using audio visuals, the oral acquisition is enhanced along with students’ motivation in practicing a second language; in order to improve Speaking, a



connection among the mentioned elements is necessary. Videos have some characteristics, and their use inside an EFL class can be sustained through three second language theories: The Affective Filter Hypothesis, the Communicative Language Teaching Approach, and The Task-Based Language Teaching (Wang, 2014).

When applying dramas, role-plays and other means as a medium to exploit visual sources such as Sitcoms, TV dramas, movies, movie segments, news, etc. in an EFL class, students identify the main elements and practice the target language, replicating the interactive visual content shown during class time.

Videos as authentic materials can be included in EFL classrooms because of the easy access to TV or internet that students have. In a study conducted by Peacock (1997) he stated that "...learners on task's motivation increased significantly when authentic materials were used, and indicated that learners' self-reported motivation increased more during the last half of the study period." (as cited in Al-Surmi, p. 12).

1.5.1 The Affective Filter Hypothesis and its effect with videos

The Affective Filter Hypothesis is part of five hypotheses that Steven Krashen stated about Second Language acquisition. This hypothesis aims for the learners to respond better when their input is exposed in the proper class environment; the more relaxed and confident they feel, the better their reaction would be.

Inside an EFL class, learners struggle with some concerns that may interfere with their predisposition and comfort to speak and go along with the course of the Target



Language. Wang (2014) states that foreign language anxiety causes learners to lose motivation due to a low self-confidence when speaking the Target Language (p.6). It has been shown that the use of videos positively adds to students' interest to speak, reducing the stress and lack of motivation inside an EFL class; this is where audiovisual resources are considered as tools in which English learners can obtain benefits and stimulus from watching them. They "become fascinated by the idea of having some minutes of picture- watching no matter the objective of such viewing" (Salas, 2002, p. 311). Furthermore, using interactive material inside EFL classes, diminishes the level of *Affective Filter*, which according to Krashen's theory, gets learners to be "more likely to interact with others, unembarrassed by making mistakes" (as cited in Shoebottom, no date) and predisposed to acquire the language.

According to Krashen's theory of Second Language Acquisition, when the language input is presented in a comprehensible way with content that learners want to hear, they are able to produce the Target Language quicker. (Stephen Krashen's Theory of Second Language Acquisition as cited in Schütz). When watching videos in a class, students are situated in contexts where the grammar is used; they experience a better connection with the class topic. Videos include this kind of content that is required to make EFL classes' environments more comfortable. Consequently, students learn at ease and are willing to absorb the Target Language through a better approach, and this process introduces learners to a vivid language, which is based on the Communicative Language Approach that requires the use of real communicative situations.



1.5.2 Communicative Language Teaching Approach and Oral Production.

Savignon (1972) describes communicative competence as “the ability to function in a truly communicative setting that allows learners to communicate with other speakers effectively and spontaneously” (as cited in Yin Wong & Marlys, 2012). When practicing a foreign language, learners may not realize that there is an acquisition of communicative skills, which not only includes carrying out the language in a previously set up environment but also adds to their own competences; when more concrete and actual circumstances are presented, the language is produced in a flexible and spontaneous way

Learning requires more than a one-on-one repetitive mode to get to the learners' abilities to practice the Target Language; it also involves different points of view and settings shown in videos to complement what is being taught. Ian McWilliam (1990) stated that “...it provides the most accurate representation of language-in-use, that is, language embedded in a situation, used by speakers whose identity we “read” from their physical appearance, and whose communicative intent is reinforced by a whole range of visually coded paralinguistic features” (as cited in Korsvold & Ruschoff, 1997).

When using a methodology which includes video as a visual input, learners can predict what the video extract is about and the language used in it, as well as some contextual features like who is involved and where does it take place. It is helpful to use a kind of interpretation gap where learners interpret sound and pictures separately, in silent viewing, or sound-only activities to set a strong visual medium as



a base to obtain a merged communicative output. As an expected result, learners experience an enhancement in their confidence by attaining and relating the visual language of the videos to their own comprehension and awareness (Korsvold & Ruschoff, 1997). Hence, learners feel not only less stress, but also their oral production will be more evident because they will recognize and use the acquired words in the future.

1.6 Audio-Visual materials to develop Oral Skills.

Currently the access to information is much more opportune when it comes to building education; the orientation and interest that students present to visual culture rather than reading culture, is larger and more likely to get positive outcomes in an EFL classroom because students get actively engaged with the contents. “Video provides a wide variety of situations in which discursive concerns are present: Who is speaking? To whom? About what? To what end?” (Altman as cited in Salas, 2002 p. 90).

Within video presentations, there also comes an extra-linguistic part, which the students are able to integrate and associate with what they already know. Salas states that, “...video exposes students to extra-linguistic messages of oral communication” and thus, provides them with a “more complete view and understanding of the communicative act involved, such as body postures and movements, hand gestures, facial expressions, facial gestures, eye contact and spatial use” (Salas, p. 90). The viewers not only assimilate the oral skills and



utterances used in videos, but also, a great amount of cultural aspects that can be discussed and also come to life in social interactions, such as clothing, customs, food, etc.

Soap operas, movie segments, TV shows, and the more recently used Sitcom videos among others, are common types of TV programs that have been presented in EFL contexts to work with students in second language acquisition. By setting spoken material inside an English class, EFL learners can have numerous benefits and develop different skills, which become improved at the same time. Sitcoms help Listening skills' development, vocabulary acquisition, and besides, they allow students to "access to native speaker models, and even for speaking fluency" (Dunkel et. al. as cited Al-Surmi, 2012, p.1). Furthermore, another important factor is enhanced: motivation. According to Garden (2007), motivation can allow four main effects when learning a second language: classroom behavior, persistence, cultural contact and language retention (p.14).

Since non-native learners are not exposed to daily English conversations, their necessity of using it every day reaches to the minimum. Ishihara and Chi (2004) stated that many teachers corroborated in recognizing that English learners seemed more motivated when authentic videos were involved inside the class (p.30). The only place they can practice English is merely the classroom, where the teachers' job is to expose students to real English and feedback during class time, and also give them tools which can also be used outside of the classroom.



Motivation has an inherent value and connection with the oral production of an EFL learner; the fact that one can combine the practice and production with authentic materials such as Sitcoms, could lead to a greater outcome for obtaining positive results; thus, students feel not only involved but also motivated to participate and to be part of the different activities such as role plays, predictions, debates and discussions based on the previously watched video display.

1.7 Sitcom (Situational Comedy) inside EFL classrooms.

Within classroom environments, the teacher must make an effort to be as inventive as possible to enhance students' attention and interest in the matter being taught. Genevieve (2010) discusses classroom personality and specifically applauds professors who are authentic, passionate and fun (as cited in Kilburn & Kilburn, 2012 p. 21). Due to new technologies, new methods and applications of communicative range have been tested in the last years. Sitcoms (Situational Comedies) have appeared in the classroom among other new methods. Jane Sherman (2003) describes Sitcoms as funny TV series in where each episode is exposed with the same central characters, in the same setting, but with a new comic situation (p. 38). Sitcoms have been accepted by a big group of population, especially young people who can spend hours in front of a TV.

According to the Common European Framework (CEF) on a scale for watching TV and film, the standards of the B1 level students, include that learners "can understand a large part of many TV programs on topics of personal interests such as interviews, short lectures, and news reports when the delivery is relatively slow and



clear”; the students also “can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in a straightforward language”. Finally, they “can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear” (Council for Cultural Co-operation, p. 71, 2001). Considering the aims of the B1 level according to the CEF, these are parameters that an educator can take advantage of, especially when engaging students to classes. These particular kind of TV shows contain some elements mentioned above, aside from the point that they are short in length, and so, they are more digestible to watch, and easy for remembering key facts that the educator would like to emphasize.

Moreover, audio visual strategies such as Sitcoms contain significant elements to be analyzed and synthesized to merge Listening and oral replication on a determined basis, throughout an established course of learning. Among the CEF Listening Skills parameters for B1 level students, they “can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives” (p. 66). Sitcoms gather the topics mentioned in a clear way, and students find a more accesible way to relate their previous listening knowledge with the situations presented on video. Ishihara and Chi describe the use of a good visual story to spark interest and enthusiasm to maximize students’ comprehension of the language and content; additionally, it encourages viewers to predict future occurrences becoming suitable for predicting skills, as well as Speaking activities, due to its richness in actions which students can

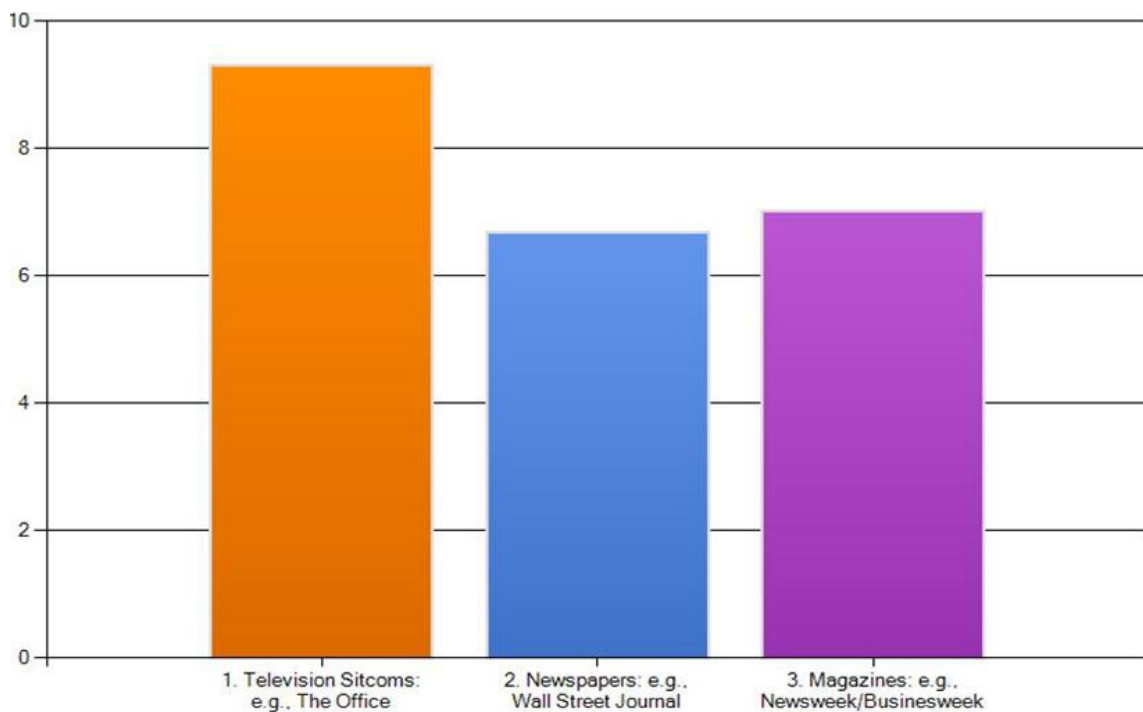


describe (p. 31). The overall oral production aims of the B1 level requires students to “reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points” (Council for Cultural Co-operation, 2001, p. 58). Sitcoms have content that is directed to the requirements of the B1 level for enhancing oral production. They contain familiar topics which are presented with an understandable language that students can absorb, relate and reproduce in everyday situations.

In the study conducted by Ashley and Brandon Kilburn(2012), from the University of Tennessee, Sitcoms were applied to analyze the use of comedy in a business class. When the research concluded, the participants responded a questionnaire about the capacity of Sitcoms, newspapers and magazines to rise awareness related with bussiness concepts, and the result showed that Sitcoms received the highest rating of 9.28.(as shown in figure 1); moreover, the cualitative results demonstrated that Sitcoms encouraged “... openness and respect, lower levels of stress, learning speed improvement, increased student attention and decreased anxiety” (Kilburn & Kilburn 2012, p. 30).. These outcomes indicated that Sitcoms in particular can be used as a humor tool to bridge management and marketing topics, in order to generate discussion among the students. (Kilburn & Kilburn 2012, p. 29). The Sitcom applied in this research was “*The Office*” and it was shown that due to the amount of humour that this sitcom contains, their learners could benefit from a “...more relaxed, comedic classroom atmosphere” (Kilburn & Kilburn 2012, p. 29). At the end of this research Ashley and Brandon Kilburn(2012) suggested to examine Sitcoms in

pedagogical uses in future studies for exploring “the ability for students to apply course-related content to everyday situations.” (p. 29).

Figure 1. Statistic graphic based on teacher’s personal experiences when applying different Communicative Techniques at the University of Tennessee of the United States. (Killburn & Killburn p. 30, 2012)



“It seems that the use of authentic spoken materials is highly recommended for developing language aural and oral skills” (Al-Surmi, 2012, p.1). Consistently, when exposing students to an authentic spoken material such as Sitcoms, there is a great sense of true involvement between the students and the language represented in the videos, and so, the means to comprehend the message become more solid and vivid.



Allan's (1985) study found the following:

Video can be used mainly as a source of information and as a stimulus to classroom activity such as debate and discussion. Students can be encouraged to express their opinions as to how programs were made and how effective they were. (as cited in Salas, 2002, p. 313).

Along come the personal interpretation of each student, and the guidance of the teacher to let them express their opinions when applying the appropriate visual materials; it is valid to consider their thoughts. As to what oral production needs, videos can be directed for language interaction if they are specifically linked with the development of a student's memory.

Besides, Sitcoms have some other helpful characteristics that make students feel engaged to them. They are "...half-hour series segmented into episodes, where the same characters appear in the same settings. The episodes are finite, what happens in the episode is explained and solved" (Hložková, 2013, p.3). Therefore, every episode has a plot and a problem that at the end has to be solved. Generally, these topics are related to young people's lives.



1.8 Chart on the Sitcom characteristics based on B1 level (CEFR)

Table 1. Chart on the Sitcom characteristics based on B1 level according to the CEFR.

Sitcom characteristics based on B1 level (CEFR)
<p>Speaking skill</p> <p>The students can “reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points”. (Council for Cultural Co-operation, 2001, p. 58).</p>
<p>Listening skill</p> <p>Students “can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives”. (p. 66)</p>
<p>Reading skill:</p> <p>Students can “read straightforward factual texts on subjects related to his/her field and interest with the satisfactory level of comprehension” (p. 69)</p>
<p>When watching TV and films:</p> <p>The students “can understand a large part of many TV programs on topics of personal interests such as interviews, short lectures, and news reports when the delivery is relatively slow and clear”</p> <p>The students “can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in a straightforward language”. Finally, they “can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear”. (Council for Cultural Co-operation, p. 71, 2001).</p>



Sitcom: Saved by the bell	Sitcom: Full House
<p>Themes:</p> <ul style="list-style-type: none"> • High school environment • Friendship • Affairs • Romantic Situations • Teenage problems 	<p>Themes:</p> <ul style="list-style-type: none"> • Family situations • School environment • Sibling relationships • Day to day problems and solutions

1.9 Chart on the latest studies and researches about the use of Sitcom videos in different educational EFL contexts.

The following chart contrasts some compiled studies done about the inclusion of visual aids to improve oral skills and other outcomes related to communicative functions found in the EFL field of learning. These studies vary from 2004 to 2014 and were carried out mostly by university teachers in the United States, but also were done in countries like Taiwan and Ecuador. The age of learners oscillated between 18 and 45 years with levels, which varied from beginner (A1), intermediate (B2), and advanced (C2). Overall, it was concluded that in each scenario where Sitcoms or TV drama were displayed, students responded positively for acquiring skills and preferred the mentioned videos over written text.

Another valid outcome reached was the generation of debate and discussion after the presentation of Sitcoms, which helped a lot in the acquisition of concepts. It can be described that the amount of elements which accompany a video such as: images, characters, events, emotions, plots, etc. are considered to be representative



quantities of material, which on the long term, helped with the improvement of memory; after some repetition. Learners could identify and decipher some of the previously acquired vocabulary and it was easier to reproduce it in similar or different situations. A lot of speaking practice is recommended to incorporate all the work that a teacher tries to achieve, along with vocabulary exercises in order to keep learners aware of each utterance and their use within English contexts in real or made-up scenarios.



YEAR	2004	2012	2012	2012	2013	2014
THEME	Using a Full-Lenght feature film for Listening and Speaking practice	Learning through laughter with “The Office”	Learning L2 vocabulary with American TV Drama	Authentic ESL spoken materials: Soap Opera and Sitcom versus natural conversation.	Sitcoms as a Tool for English Language Teaching	Sitcoms as a resource for acquiring lexicon and developing strategies for understanding vocabulary in context.
AUTHOR(S)	Noriko Ishihara/ Julie Chi	Ashley Killburn/ Brandon Killburn	Yu- Chia Wang	Mansoor Ali Al-Surmi	Bc. Markéta Hložková	Esp. María Isabel Pinos Espinoza
COUNTRY	United States (University of Minnesota)	United States	Taiwan	United States/ Arizona	MASARYK UNIVERSITY BRNO	Cuenca/Ecuador
PARTICIPANTS	Adult ESOL students from age 18 to 30	Students from upper division Marketing course.	Adult Taiwanese learners aged from 20 to 45 years old.	Did not used participants. It was a theoretical analysis	7 English teachers with teaching experience; aged from 26 to 60.	22 Early Stimulation students. 20 female and 2 male students.
LEVEL	Beginning level	Advanced	Low-intermediate to intermediate level		Intermediate to High Level	Children - Beginner
TREATMENT/INSTRUMENTS	Used film “What about Bob?” -handout tasks -assessments during classroom discussion	-Used sitcom “The Office”. -Question survey/ Questionnaire. -Comparing and contrasting charts. -Identifying common mistakes by local advertisers.	-Used TV Drama/subtitles, Images, repetition. -memory system, context, acquisition learning hypothesis.	Functional Lexico-grammatical Features Charts for: Sitcom: <i>Friends</i> Soap Opera: <i>The Young and the Restless</i>	Quantitative questionnaire and qualitative interviews	Quantitative and Qualitative researches. Instruments: Surveys Pre and post test Journals Interviews
RELEVANT RESULTS	Emphasis on Listening Comprehension and speaking. Learners apply as authentic language.	Students prefer sitcoms instead of newspapers or magazines to increase awareness of business concepts. <i>The Office</i> can be used as a humor tool by bridging management and marketing topics to generate discussion among students.	-93% students agreed: watching American drama was pleasant. -more than 50% agreed that watching drama helped them learn L2 vocabulary; -50% slightly agreed: would choose TV drama over written text while learning L2 vocabulary; 21% agreed; 29% slightly disagreed.	Sitcom represents similar linguistic representations of natural conversation on three dimensions :involved vs. Informational production; -overt expression of argumentation. abstract vs. non-abstract information/style 88	There are no obstacles in integrating sitcoms into ELT. Insufficient ready-to-use supportive materials, time-consuming process, prevent the inclusion of sitcoms into ELT; students' incapability of comprehending English sitcoms without subtitles.	The use of sitcom video clips is an effective way to develop both lexicon and in-context strategies.
RECOMMENDATIONS	Learners can focus on general ideas instead of	Future research could examine pedagogical	-Video had images that helped memorizing words easily.	To Investigate more about TV shows, a list of the		Groups that are more homogeneous are needed in



	<p>details. It's important to incorporate a great deal of speaking practice, vocabulary, and other challenging tasks on the lessons.</p>	<p>implications of using a sitcom to deliver comical, content-relevant material to students.</p>	<p>-Plots, events, and characters' emotions, helped to learn the target words. Repetitions enhance memory -students learned and recognized colloquial words and idioms.</p>	<p>more authentic TV shows could be generated. Teachers could then inform their material selection.</p>		<p>general English proficiency, but especially in vocabulary.</p>
--	--	--	---	---	--	---



Chapter II: Methodology and Potential Action Plan

This project collects the latest studies and investigates the use of Sitcoms for educational purposes in EFL fields. The procedure employed in this research is mainly bibliographic. The investigators collected information about studies carried around different EFL contexts, in which American Sitcom videos and films were used as a tool to improve students' speaking skill in EFL classrooms. The main theoretical base is centered on the Constructivist View, in which some authors also relied their investigations.

The design of lesson plans aims for some specific activities, which intend the development and acquisition of the speaking skill through prediction, debate and discussion, problem solving, and role-plays. The reproduction of language through different tasks is proposed as one of the keys to achieve a permanent acquisition of oral skills.



2.1 Potential Participants.

The potential participants required in this research need to have a B1 English level according to the standards of the Common European Framework (CEFR) and be on their teenage years. The selected Sitcoms are suitable for this type of audience because they match the language criteria presented on the CEFR, and present topics like friendship, family values, love, and teenage problems in general, which are more significant for teens. For this, it is recommended to create a control group, and a treatment group.

The control group uses the normal teachers' approach in class, while the treatment group is evaluated at the end of the study, through the application of lesson plans based on Sitcoms, in order to find out how reliable the use of videos is to improve oral skills in an EFL class. More precisely, the researcher objective is to know if the application of Sitcom videos helps to enhance and develop speaking skills during a determined period.

2.2 Potential Data collection instruments.

2.2.1 Quantitative methodology

For this research, both qualitative and quantitative methodologies need to be carried out. The quantitative methodology is proposed to obtain measurable results



through the application of a pre-test and a post-test. This application is valid to distinguish the standards of the students at the beginning, as well as in the end of the process, by contrasting their knowledge and skills.

2.2.2 Qualitative methodology

It is suggested to carry out a final survey to measure students' perceptions, thoughts and feelings about the treatment. These surveys can include open and closed questions to contrast the quantitative results and facilitate the work of the researcher when evaluating the results and outcomes.

2.3 Potential treatment

To apply Sitcom videos, lesson plans have been created; the activities directed for the lesson plans include: problem solving activities, role plays, debate and discussion, and pause, ponder and prediction. Each one of these activities are based on a specific episode of the previously selected Sitcoms (Saved by the Bell and Full House). The key point is to build a strong awareness of the Speaking skill and its different manifestations, to identify future utterances used within spoken English contexts. The research can last for eight weeks approximately, and each lesson plan has been designed to last for two hours. It is suggested to use two lesson plans per week.



Chapter III: Guidelines for future researches

The next guideline is directed to teachers and researchers who want to implement Sitcoms in an EFL classroom. It is directed to B1 level learners who have acquired the basic skills according to the CEFR.

The global scale mentions that learners:

“can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans” (Council for Cultural Co-operation, p. 24, 2001).

The main objective of applying Sitcoms, is to improve students' communicative skills and have a positive Speaking outcome. The activities based on Sitcoms will primarily explore Speaking, though by applying Sitcoms two more skills will be also reinforced: Listening, because students will have to



hear and understand the video, and Reading because the Sitcom exposed will provide captions. Various researches have shown how captions can help learners; some authors (e.g., Borrás et. al. as cited in Abdolmanafi & Ataee, 2014) stated that there are many advantages when including captions or subtitles in an audiovisual activity because they “have demonstrated the positive effects of subtitling on productive skills such as a verbatim recall and retention reuse of vocabulary in the proper context...” (p. 718).

Thus, for this guideline two Sitcoms have been selected to edify the learners' Speaking skills; these are “*Saved by the Bell*” and “*Full House*”; the two were 80's - 90's famous Sitcoms, which gathered much popularity among teenagers because of their characters' personalities and comedic situations. “*Saved by the Bell*” was originally aired in 1989 in an environment of high school, love affairs and friendship; these topics are appealing to young learners because they associate such situations with their own lives. “*Full house*” on the other hand, was first aired in 1987 and deals with aspects of family values and reconciliation. Both sitcoms use viewer-friendly language and topics that are very easy to understand and are required for B1 level students according to the CEF standards; these standards establish that students “can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear” (Council for Cultural Co-operation, p. 71, 2001).

By implementing Sitcom in a class, students' are able to “understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives” (Council for Cultural Co-operation,



2001, p. 58). Both the language and the storyline in Sitcoms are considered clear and appropriate for B1 level students. Besides, each episode lasts from twenty to twenty- five minutes, which is an amusing time where the students get the main points of the Sitcom and are involved with the lesson. It is important to mention this as a criterion for selecting the types of videos that will be shown in a class, because many programs on TV tend to display some negative aspects of human life. Some of these themes are neither suitable nor appropriate to achieve educative purposes; instead, they "...may clearly offend students' moral values, insult their culture, as well as influence them badly." (as cited in Salas, 2002, p.31).

Since TV shows and more specifically Sitcoms contain a great amount of information about cultural aspects of human life such as clothing, habits, traditions, etc., the importance of a proper selection of the best type of videos for an EFL classroom can help avoiding "misinterpretations and stereotypes" (Salas, p. 313). According to the *British Board of Film Classification* (BBFC), "*Saved by the Bell*" and "*Full House*" are rated as "Video release suitable for 12 years and over" (British Board of Film Classification, 2014, p. 19); thus, they can be considered as one the most appropriate selections among other Sitcoms, to be presented to students on their teenage years. As Richard Scinicariello (1989) pointed out "the TV materials used for comprehension activities in the classroom should be entertaining and challenging, but the intellectual content cannot be radically different from the students' view of life" (as cited in Salas, 2002, p. 313).



Since students deal with big visual sources, varieties of activities are necessary to involve them from the very beginning of the lesson, using their previous vocabulary and words to express their thoughts.

3.1 Pausing and Predicting Activities

Pausing the video and Predicting is considered within the activities used together with videos in EFL class. Since the goal of the videos is to make the students improve their Speaking skills by making predictions, these can help engaging students' expectations with what the video is about, and at the same time, make them talk.

Ogan et al (2008) developed a technique that was part of the affection focusing methodology developed in the research conducted by them, which was named "Pause, Predict, Ponder". This technique consists in showing the students a part of the video, instead of showing it completely. Then, the video is paused "at moments of high cultural interest", and students predict what may occur next, helped by guided questions by the teacher; finally, after watching the complete film [sitcom] students ponder about their previous prediction (p.3). The results showed that this technique encourage "... students to reason better from an intercultural perspective, while potentially increasing learning of declarative knowledge components" (Ogan at al. 2008, p.3).



3.2 Debate and Discussion Activities

One of the teacher's goals for a lesson needs to make students feel comfortable, reduce stress in an environment where they feel free to interact and speak with other, and thus achieve the learning objective (John, p. 35). Teachers should be practical when choosing an interesting stimulus for their learners, make questions and elicit answers, so that students get involved with the story, and this makes any task easier to be carried out.

Some activities and methods that Dr. Divya John recommends to engage students into debate or discussion are mentioned in the way of pre-viewing activities and post-viewing activities including: "Which type of programmes do you prefer to watch on TV?" or "How many of you watch Sitcoms like *Friends* or other TV series?" (p. 36). It is important to mention that for some activities a gapfill worksheet or script can go along with the presentation of the clips, which are not intended to be very long, as to show the main point to be analyzed and discussed subsequently. It is recommendable to gather students in small groups and give them a certain amount of time to act out some previously arranged scenes, which the rest of the students can criticize and also debate about the actions of the characters while the teacher does the monitoring.

Dr. Divya John presented some feedback on the use of video for obtaining certain outcomes such as oral production, and mostly the follow-up to the videos presented by her, was done in an enjoyable and participative way because of the interaction



that is obtained from the students. The results are encouraging, to say the least (p. 38).

3.3 Problem-solving Activities

These activities will be held in groups and can be used as previewing activities, during video presentation, or post-viewing activities; this will help debate and manage discussion activities in order to develop students' critical thinking and increasing the use of previous vocabulary. The topic discussion will be obtained from the selected Sitcom, and the students will analyze causes and propose possible solutions for the situations presented. According to Doghonadze and Gulnara (2008) a characteristic that Problem Solving strategies have when applied in an EFL class, is: "discussing / solving non-professional, everyday life problems through communication in the foreign language" using the target language (p.104).

3.4 Role Plays and Dramas Activities

The uses of videos have taken great part of lesson plans, as teachers find it as a way to connect what has already been assimilated with other skills. Since the language in videos is met in a "naturalistic context", an idea, according to Goldstein and Driver (2015), is to let the class "view particular target situations, which learners could re-enact as simple role plays, as a complement to functional language/speaking sections in textbooks" (p. 3). These authors mention the importance of the naturalistic contexts in which the situations are presented on video, such as discourse markers in everyday speech.



When mentioning the replication of a language, there is an interesting study conducted by Gill (n.d) which dealt with eliminating the problems of communication breakdown; in this study, drama was used as a mean to improve the skills of non-English-speaking students who studied law in western universities. Considering that these types of learners have to develop self-confidence and spontaneity in order to deal and debate with problems of other people. This author applied drama as a technique to improve their oral communication skills in a courtroom scenario. Some of the benefits arising from drama techniques according to Gill, et.al. (n.d.) are “more confidence in relation to verbal and non-verbal interaction, more spontaneous, e.g., they volunteer information without being called upon, they initiate discussions and conversations, more inclined to participate during discussions.” (as cited in Gill, n.d.). Role-plays and representations of situations such as dramas can gather much of the language to be practiced and engage memory altogether with language acquisition and reproduction.

3.5 Lesson plans to be included in future researches.

Lesson plans are the reflection of the teachers' responsibility and commitment with the students, to help achieving the class' goals. It is a teacher's priority to prepare and design every class and activity in advance to achieve a set of objectives. The following detailed lesson plans are directed for the application of Sitcom videos inside a B1 level EFL classroom; the main skill to be developed is the Speaking skill.



The lesson plans include the season, the episode and the name of the Sitcom used. Moreover, lesson objectives are proposed to indicate the final goals. The language focus indicates the activity to be performed according to the skill (Speaking). Additionally, the level, the time, and the materials are briefly specified.

Each lesson plan includes a *Warm up* section, which represents the anticipation of the theme that will be developed during class; such section includes questions to involve students with the main topic. The *Main activity* proposes activities based on an episode from the selected Sitcoms; the mentioned activities include Problem solving activities, Debate and Discussion, Pause, Ponder and Prediction, and Role-plays. The *Follow-up/Further work* section consolidates language through a final activity to demonstrate the student's achievements based on the lesson's objectives. The *Additional possibilities/ activities variation* section gives possible ideas for the researcher to consider if necessary. Finally, the *Success indicators* section describes some parameters to measure how successful the lesson was, and the fulfillment of the aims and objectives.

All the mentioned elements, including a Speaking rubric have been added to assess the students' oral skills development based on the parameters of the English National Curriculum Guidelines from the Ecuadorian "Ministerio de Educacion" which specifies the characteristics of a lesson plan. In addition, the lesson plans were designed based on the content students can manage according to the reference grids from the CEFR for Languages. (English as a Foreign Language: Planning guidelines. p.26).



The researcher can apply each lesson plan in an arbitrary order, but it is recommended to use the Role- play activities at the end of the treatment because throughout the research, the students need to become aware of the language used in the videos as well as the characters, topics and situations to finally reproduce the language through role plays.

The lessons plans can be carried out in a proposed time of 120 minutes or two class periods of 60 minutes approximately; it is recommended to use two lesson plans per week.



5.5.1 Debate and discussion Lesson Plans

<p>Lesson Plan #1</p> <p>Season 1 Episode 3 “The gift” from the Sitcom “Saved by the bell”.</p> <p>Aim: To stimulate Speaking skills through debate and discussion activities.</p> <p>Objectives: To identify causes and effects of academic cheating among teenagers in school. To discuss and determine possible solutions to stop academic cheating.</p> <p>Language Focus: Identifying students’ problems and giving suggestions.</p> <p>Level: B1</p> <p>Preparation: Display device, cut up questions cards, cardboards, markers, Speaking rubric.</p> <p>Total Time: 120 min.</p>	
<p>Anticipated Problems:</p> <p>If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.</p>	
<p>Timing:</p> <p>15 min.</p>	<p>WARM UP:</p> <p>Ask the students these questions and elicit some answers.</p> <ol style="list-style-type: none"> 1. How do feel when you are about to take a very difficult exam? 2. If you could have a super power that helped you in your academic life, what would it be? 3. If you had a very difficult exam and remembered it in the very last minute, what would you do? 4. Have you ever cheated? Why?
	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> 1. Tell the students they will watch an episode of “Saved by the bell” which features



<p>60 min.</p>	<p>young students who are about to take a very difficult exam.</p> <p>2. The teacher will play the Episode 3 called the “The gift” from the First Season.</p> <p>3. The teacher will ask the students to make groups from 3 to 5 people.</p> <p>4. Then, the teacher will ask students to name the principal characters and talk about them in a short oral description.</p> <p>5. Then, give the students question cards about the episode to discuss about them.</p> <ol style="list-style-type: none"> 1. <i>Do you think that Cheating is beneficial?</i> 2. <i>What are the three worst things that can happen to a kid?</i> 3. <i>Why is getting a good grade so important to Jessie?</i> 4. <i>What do you think a good friend would have done about Screech’s power?</i> <p><i>The students will present their thoughts to the class.</i></p>
<p>30 min.</p>	<p>FOLLOW-UP.</p> <p>Make students work in pairs; ask them to choose one of the topics bellow and to prepare a word map with the most significant ideas. Provide students with cardboards and markers.</p> <ul style="list-style-type: none"> • Cheating, causes and consequences. • Suggestions when you have a difficult exam.
<p>ADDITIONAL POSSIBILITIES/FURTHER WORK</p> <p>15 min.</p> <p>Students can expose their word maps to their</p>	<p>SUCCESS INDICADORS</p> <p>At the end of this lesson, students are able to explain causes of academic cheating orally, as well as its consequences and propose possible solutions</p>



classmates	to stop academic cheating
------------	---------------------------

Lesson Plan #2

Season 4 Episode 14 “Working girl” from the. Sitcom “Full House”.

Aim: To stimulate Speaking skills through Debate and discussion activities

Objectives: To explain what a **part-time job** is and its responsibilities.

To discuss advantages and disadvantages of studying and working at the same time.

To describe a good optional part time job.

Language Focus: Discussing about part-time jobs and student’s responsibilities

Level: B1

Preparation: Display device, speaking rubric.

Total Time: 120 min.

Anticipated Problems:

If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.

Timing:

20 min.

WARM UP:

1. The teacher will ask the students if they have ever worked or earned their own money. Elicit answers and ask for details such as:

What kind of activity did you do?

How did it feel to earn your own money?

2. Ask the students if they know what a **part-time job** is.

Tell students that in USA, teens usually get a part-time job and study at the



	<p><i>same time. Elicit some answer doing these questions:</i></p> <p><i>What do you think they do it for?</i></p> <p><i>What are the responsibilities of having a job and studying at the same time?</i></p>
<p>50 min.</p>	<p>MAIN ACTIVITY:</p> <p>Tell the student they are going to watch the episode 14 “Working girl” from the season 4 of the sitcom “Full house”.</p> <ol style="list-style-type: none"> 1. After watching the video, the teacher will ask the students some comprehension questions about the episode. <p><i>Why did DJ want to get a part-time job?</i></p> <p><i>What was Mr. Tanner condition for DJ to keep her job?</i></p> <p><i>Why did she lie to his dad?</i></p> <p><i>What did DJ do at the end?</i></p> <p><i>What was Mr., Tanner advice?</i></p> 2. Then, the teacher will ask the students to make groups and discuss advantages of having a part time job and the responsibilities it includes. 3. The students will tell their ideas orally.
<p>30 min.</p>	<p>FOLLOW-UP</p> <p>Ask students to think and to discuss in pairs. Finally, they present the ideas to the class.</p> <ul style="list-style-type: none"> • What would be your perfect part-time job? • What would you do with the money you earned?



ADDITIONAL POSSIBILITIES- FURTHER WORK	SUCCESS INDICATORS
<p>20 min.</p> <p>Students will imagine what they would do if they had a part-time job. Ask them to plan a schedule and organize their time for studying, working, doing homework and hobbies. Present it to the class orally.</p>	<p>At the end of this lesson, the students are able to define a part-time job and give some characteristics, as well as identify advantages and disadvantages of having a job and studying at the same time. Additionally, they are able to describe orally a perfect part time job.</p>
<p>Lesson Plan #3</p> <p>Season 4 Episode 25 “Captain 1” from Sitcom “Full House”.</p> <p>Aim: To stimulate Speaking skills through Debate and discussion activities.</p> <p>Objectives: To set a dream and identify its importance.</p> <p style="padding-left: 40px;">To describe dreams orally and to plan how to achieve it.</p> <p>Language Focus: Discussing about dreams and their importance in life.</p> <p>Level: B1</p> <p>Preparation: Display device, cut-up question cards, black cardboards, color pens, markers, color chalks, speaking rubric.</p> <p>Total time: 120 min.</p>	
<p>Anticipated Problems:</p> <p>If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.</p>	



<p>Timing:</p> <p>15 min.</p>	<p>WARM UP:</p> <p>Make the students work in pairs. Ask them to think about a dream they have and tell their partners. Elicit some answers and ask these questions:</p> <p><i>Why are dreams important in life?</i> Discuss.</p>
<p>60 min.</p>	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none">1. Tell the students they will watch an episode from the Sitcom “Full House” about achieving dreams.2. Play episode 25 entirely.3. After watching the episode, ask students to tell the main facts about the episode they have just watched. Elicit some answers.4. Make students form groups of 4 and give them 3 cut-up questions. Give 10 minutes to discuss about them.<ul style="list-style-type: none">• What is your biggest dream in life?• How do you plan to achieve that dream?• Do you think that dreams have to do with success? How?• Do you think dreams motivate a person?• Do you think people have fewer dreams as they get older?• What are you doing now to achieve your dreams?• Do you think that money and fame mean success?5. Give the students a black cardboard and some color chalks. Ask them



	<p>to choose two questions and to answer them by drawing or writing some main words.</p> <p>6. The students will finally present it to the class</p>
<p>30 min.</p>	<p>FOLLOW-UP</p> <ul style="list-style-type: none"> • Give each student an A4 color cardboard. • Ask students to write their dream in a cardboard and decorate it. <p>Provide them with color pens and markers, magazines and cardboard.</p>
<p>ADITIONAL POSSIBILITIES- FURTHER WORK</p> <p>15 min</p> <p>Ask students to prepare a short oral presentation to the class about their dream and ask them to show their cardboards to the class and to tell the class how they plan to achieve their dreams.</p>	<p>SUCCESS INDICATORS</p> <p>At the end of this lesson, students are able to identify their dreams and things they plan to do to achieve them as well as to describe dreams orally.</p>



5.5.2 Problem Solving Lesson Plans

<p>Lesson Plan #4</p> <p>Season 1 Episode 8 called “Cream for a day” from the Sitcom “Saved by the Bell”.</p> <p>Aim: To stimulate communicative oral skills and critical thinking through problem- solving situations.</p> <p>Objectives: To determine important characteristics that make a person attractive.</p> <p style="padding-left: 40px;">To discuss and propose solutions for people who are self-conscious.</p> <p>Language Focus: Identifying students’ problems and giving suggestions and solutions.</p> <p>Level: B1</p> <p>Preparation: Display device, cut-up questions cards, speaking rubric.</p> <p>Total time: 120 min.</p>	
<p>Anticipated Problems:</p> <p>If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.</p>	
<p>Timing:</p> <p>20 min.</p>	<p>WARM UP:</p> <p style="text-align: center;">Ask the students these questions and elicit some answers.</p> <ol style="list-style-type: none"> 1. How important is it for a person to be accepted in a social group? 2. Do you think that if you look good you have more chances to succeed in life? Why? /Why not? 3. Have you ever felt self-conscious? Why?
	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> 1. Tell the students they will watch an episode of “Saved by the bell” which features a girl who will participate on a beauty contest but feels self-conscious. 2. The teacher will play the Episode 8 called “Cream for a day” from the First Season.



<p>45 min.</p>	<p>3. The teacher will ask the students to make groups from 3 to 5 people.</p> <p>5. Then, the teacher will give the students question cards about the episode and ask them to discuss and give possible solutions to the problems presented.</p> <p>PROBLEM SOLVING CASE.</p> <p><i>Questions for discussion.</i></p> <ol style="list-style-type: none"> 1. <i>Do you know someone who is insecure? What can this person do to feel confident?</i> 2. <i>Have you ever felt insecure in front of other people? When?</i> 3. <i>What do you think is the solution for people who are very self-conscious?</i> 4. <i>What is more attractive about a person, their physical appearance or personality?</i> 6. <i>The students will present their thoughts to the class</i>
<p>25 min.</p>	<p>FOLLOW-UP</p> <ol style="list-style-type: none"> 1. Divide the class in three teams. 2. Make students think about TV shows or cartoons characters who are shy, self-conscious, introverted, insecure, or have a weak personality. 3. Students have to describe the characters to the other groups without saying the characters' names. 4. The group which guesses more characters, will get more points and wins.
<p>ADDITIONAL POSSIBILITIES- FURTHER WORK</p> <p>30 min.</p>	<p>SUCCESS INDICATORS</p> <p>At the end of this lesson, students are able to determine orally important</p>



<p>Choose one of the topics bellow and ask students to give solutions and present them to the class. The presentations need to include pictures.</p> <p><i>How to raise my self-esteem.</i></p> <p><i>What suggestions can you give to be more confident?</i></p> <p><i>Give advice for all kind of personalities.</i></p>	<p>characteristics that make a person attractive and stablish possible solutions for people who are self-conscious and shy.</p>
<p>Lesson Plan #5</p> <p>Season 1 Episode 1 called “Dance to the max” from the Sitcom “Saved by the Bell”.</p> <p>Aim: To stimulate communicative oral skills and critical thinking through Problem- Solving situations.</p> <p>Objectives: To identify and value students’ own abilities.</p> <p style="padding-left: 40px;">To talk about the characteristics of a successful person.</p> <p style="padding-left: 40px;">To give advices about-facing challenges in life.</p> <p>Language Focus: Identifying students’ problems and giving suggestions.</p> <p>Level: B1</p> <p>Preparation: Display device, cut- up questions, speaking rubric.</p> <p>Total Time: 120 min.</p>	
<p>Anticipated Problems:</p> <p>If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.</p>	



<p>Timing:</p> <p>15 min.</p>	<p>WARM UP:</p> <p>Ask the students these questions and elicit some answers.</p> <ol style="list-style-type: none"> 1. How often do you ask for help? 2. Have you ever lied about your abilities? 3. Have you ever been challenged in public?
<p>60 min.</p>	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> 1. Tell the students they will watch an episode of “Saved by the bell” which features young students who will participate on a dance contest. 2. The teacher will explain some vocabulary that will appear on the episode such as: <i>challenge, contest, sprained ankle, self-conscious, overcome.</i> 2. The teacher will play the Episode 1 called “Dance to the max” from the First Season. 3. The teacher will ask the students to make groups from 3 to 5 people. 5. Then, the teacher will give the students question cards about the episode and ask them to discuss and propose possible solutions to the problems presented. <p>PROBLEM-SOLVING CASE.</p> <p>Questions for discussion.</p> <ol style="list-style-type: none"> 1. <i>What would you do if somebody you like invited you to a party but you don't know how to dance? Give some suggestions for this problem.</i> 2. <i>Which type of dance do you consider more challenging? Why?</i> 3. <i>How important it is for our society to meet new people? Suggest some ways to meet new people.</i> 4. <i>What was the most difficult challenge you have been through? What suggestions can you give to people who are going through the same challenges?</i>



	<p><i>The students will present their thoughts to the class.</i></p>	
<p>30 min.</p>	<p>FOLLOW-UP.</p> <ul style="list-style-type: none"> • Ask students to name people who have a disability but have successful. Ask them to make a list of these people’s characteristics of being successful. Ask them to make a list with advices. 	
<p>FURTHER WORK 13 min.</p> <p>Choose one of the topics and make students prepare a list of solutions for the next questions and present them to the class.</p> <ul style="list-style-type: none"> • Suggestions to overcome challenges in life? • What are the best ideas for achieving life goals? 	<p>SUCCESS INDICATORS</p> <p>At the end of this lesson, students are able to value and describe their own abilities and characteristics. In addition, the student will orally list characteristics of a successful person orally and give advice to face challenges in life, including new vocabulary words learnt in this lesson.</p>	
<p>Lesson Plan #6</p> <p>Season 5 Episode 24 called “Girls will be boys” from the Sitcom “Full House”.</p> <p>Aim: To stimulate communicative oral skills and critical thinking through Problem- Solving situations.</p> <p>Objectives: To identify common problems between brothers and sisters’ relationships.</p> <p>To discuss and contrast advantages and disadvantages of having brothers/sisters or</p>		



<p>being an only child.</p> <p>To identify possible solutions to improve brothers or sisters' relationships.</p> <p>Language Focus: Identifying students' problems and giving suggestions.</p> <p>Level: B1</p> <p>Preparation: Display device, speaking rubric.</p> <p>Total Time: 120 min.</p>	
<p>Anticipated Problems:</p> <p>If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.</p>	
<p>Timing:</p> <p>20 min.</p>	<p>WARM UP:</p> <ol style="list-style-type: none"> The teacher will ask the student to tell him/her how many brothers or sisters h/she has or if he/she is an only child. The teacher will ask the students these questions: <i>How does it feel to be the oldest or youngest brother?</i> <i>How does it feel to be an only child?</i> <i>How does it feel to be the middle child?</i> The teacher will make groups from 3 to 6 students and have them discuss about the advantages and disadvantages of having brothers or sisters The teacher will elicit students' ideas and opinions from the students.
	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> Tell the student they are going to watch the episode 24 "Girls will be boys" from the season 5 of the sitcom "Full house". After watching the video, the teacher will ask the students to make groups and



<p>40 min.</p>	<p>identify DJ and Stephany's problem; how did DJ teach Stephany a lesson about sneaking in her things.</p> <p>3. The teacher will ask students to discuss the next questions:</p> <p><i>What are the typical problems between sisters and brothers?</i></p> <p><i>Has your sister or brother ever been nosey with your stuff?</i></p> <p><i>If this were your problem, what would you do about it?</i></p> <p>5. Finally, ask them to find and discuss at least three other ways to solve DJ and Stephanie's problem.</p>
<p>30 min.</p>	<p>FOLLOW-UP.</p> <ol style="list-style-type: none"> The teacher will ask the students to list adjectives that make the perfect brother or sister. Ask them to present their ideas to the class.
<p>FURTHER WORK 30 min.</p> <ul style="list-style-type: none"> Ask students what they would do if they were the oldest brother/sister, the youngest or only child. What things would they change about having that role? What are the most common problems about having brothers/sisters? Suggest some solutions. 	<p>SUCCESS INDICATORS</p> <p>At the end of this lesson, the students are able to identify and tell common problems related with having brothers/sisters or being an only child and to contrast advantages and disadvantages. Finally, they are able to propose solutions to improve family relationships.</p>



5.5.3 Pause, Ponder and Prediction Lesson Plans

Lesson Plan #7

Season 1 Episode 4 “Fatal distraction” from “Saved by the bell”.

Aim: To stimulate communicative oral skills through Pausing, Pondering and Predicting activities using Sitcom videos.

Objectives:

To orally explain advantages and disadvantages of having power to convince.

To express their critical opinion about the topic and related situations.

To interpret the scenes from the episode and to use the target language to provide predictions related to the Sitcom topics.

Language Focus: Predicting the actions that will occur during the Sitcom “Saved by the bell”.

Level: B1

Preparation: Display device, previously prepared questions with their specific timing on the episode, Cut-up topic cards speaking rubric.

Total Time: 120 min.

Anticipated Problems:

If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.



<p>Timing:</p> <p>30 min.</p>	<p>WARM UP:</p> <p>Ask the students these questions and elicit some answers.</p> <ol style="list-style-type: none">1. Have you ever done something to convince someone?2. What is the craziest thing that you have done to obtain what you want?3. Did you have any problems? Did you get what you wanted?
<p>60 min.</p>	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none">1. Tell the students they will watch an episode of “Saved by the bell” which features a young student who wants to convince a girl to go with him to the prom dance.2. The teacher will play the Episode 4 called “Fatal distraction” from the First Season.3. The teacher will ask the students to watch the episode carefully, since there will be scenes that students will predict when pausing the video. <p>Pausing Time: 4:30</p> <p>Predictive Question: What do you think Zack will give to Lisa in order to get more information about Kelly’s date?</p> <p>Pausing Time: 6:42</p> <p>Predictive Question: Whose bedroom are Zack and Screech entering?</p> <p>Pausing Time: 10:12</p> <p>Predictive Question: Who do you think Kelly will choose? Zack or Slater? Why?</p> <p>Pausing Time: 12:22</p>



	<p>Predictive Question: What do you think Kelly's secret is?</p> <p>Pausing Time: 14:53</p> <p>Predictive Question: Who do you think will appear on a wheelchair?</p> <p>Pausing Time: 20:25</p> <p>Predictive Question: What do you think Kelly will give to Zack?</p> <p>4. Finally, ask students to check their predictions with the real facts how many correct predictions they got.</p>
<p>30 min.</p>	<p>FOLLOW-UP/FURTHER WORK</p> <ol style="list-style-type: none"> 1. Make students work in groups. 2. Give students a topic from the cut-up cards and ask them to discuss their ideas and opinions about these topics and expose them orally. <p>Cut-up cards topics: Friend zone, cheating, break-up, secret love, platonic love, obsession.</p>
<p>ADDITIONAL POSSIBILITIES/ACTIVITIES VARIATION</p> <p>Ask the students the next questions:</p> <ul style="list-style-type: none"> • What are advantages and disadvantages of having the power to persuade people? • Why society characters need to be convincing? <p>What famous or successful people have the power to convince others?</p>	<p>SUCCESS INDICATORS</p> <p>At the end of the lesson, students are able to talk about the video and give a critical opinion about the events. Moreover, they can interpret and connect the episode with their ideas using the target language</p>



--	--

Lesson Plan #8

Season 5 Episode 1 “Double Trouble” Sitcom “Full House”.

Aim: To stimulate communicative oral skills through Pause, Ponder and Predict activities using Sitcom videos.

Objectives: To use the target language to make predictions of certain actions watched in the Sitcom

To express opinions and tell personal stories related to the lesson topic.

To give an oral presentation explaining the chosen topic about big changes in life and changes importance.

Language Focus: Predicting the actions that will occur in the Sitcom “Saved by the bell”

Level: B1

Preparation: Display device, cut-up topic cards, speaking rubric.

Total Time: 120 min.

Anticipated Problems:

If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.



<p>Timing:</p> <p>30 min.</p>	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. The teacher will make groups from three to four students and tell them to brainstorm ideas about big changes they have faced in their lives. 2. Ask the students to explain why those changes were important to them. 3. The teacher will give the students the cards with changes a person goes through in his/her life. Cut up the cards with different topics and give one to each group. <ul style="list-style-type: none"> <i>First day of Kinder Garden.</i> <i>First day of High school.</i> <i>Having a little brother/ sister.</i> <i>Moving to a different place/ city.</i> <i>Having a girlfriend/ boyfriend.</i> 4. Ask the students to discuss about the importance and relevance of these changes in people's lives. 5. Ask the students to rate each of these changes on a scale from 1 to 4. <ul style="list-style-type: none"> 1- Non important 2- A little important 3- Important 4- Very important
<p>60 min.</p>	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> 1. Tell the students they will watch the first episode 1 "Double Trouble" of the Sitcom "Full House" from the season 5 which features Michelle, who is about to experience her first day at school. 2. Make the students watch the episode and pause the video at 10.18 min. Ask them basic comprehension questions such as: <ul style="list-style-type: none"> <i>Why is Michelle sad in her first day of school?</i>



	<p><i>Why do you think it is important for Michelle that another children like her?</i></p> <p><i>How important was the first day of school for you?</i></p> <p><u>If possible, elicit some opinions and stories from the students</u></p> <p>3. Elicit some predictions about what will happen next with Michelle.</p> <p>4. Play the rest of the episode.</p> <p>5. Check the correct predictions.</p>
<p>30 min.</p>	<p>FOLLOW-UP/</p> <ul style="list-style-type: none"> • The teacher will ask the students to elaborate a collage about the most important changes in their lives to make an oral presentation to the class with pictures and photos.
<p>ADDITIONAL POSSIBILITIES/ FURTHER WORK</p> <p>1. Ask the students what is the difference of the following terms:</p> <p>“Change for good/ the better”</p> <p>“Change for worse”.</p>	<p>SUCCESS INDICATORS</p> <p>At the end of the lesson, students are able to talk about big personal changes they have had in their lives through an oral presentation using the target language.</p>
<p>Lesson Plan #9</p> <p>Season 5 Episode 17 “Spellbound” from Sitcom “Full House”.</p> <p>Aim: To stimulate communicative oral skills through Pause, Ponder and Predict activities using</p>	



Sitcom videos.

Objectives: To talk about feelings and reactions when a new experience takes place.

To use the target language by predicting about the sitcom connecting facts with possible things that may occur.

To expose and explain ideas about the topics.

Language Focus: Predicting the actions that will occur in the Sitcom “Full House”.

Level: B1

Preparation: Display device, cut-up topic cards, speaking rubric.

Total Time: 120 min.

Anticipated Problems:

If a problem such as a power cut occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.

<p>Timing:</p> <p>30 min.</p>	<p>WARM UP:</p> <p>Ask the students these questions and elicit some answers.</p> <p><i>Have you ever participated in a contest?</i></p> <p><i>Have you ever won a contest?</i></p> <p><i>What kind of contest was it?</i></p> <p><i>How did you feel before the contest?</i></p> <p><i>How did you feel during the contest?</i></p> <p><i>How did you feel after the contest?</i></p>
<p>60 min.</p>	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> 1. Tell students they will start watching the episode called “Spellbound”. 2. Stop the episode at minute 12:22 and ask students basic comprehension questions



	<p>such as:</p> <ul style="list-style-type: none"> • <i>What is Stephanie getting ready for?</i> • <i>How does she feel after the contest?</i> • How does she feel after the first question? <p>3. Divide the class in two groups. Ask students to say some predictions about what will happen. Tell them that for each correct prediction the group will get a point.</p> <p>Elicit some answers using questions such as:</p> <ul style="list-style-type: none"> • <i>What do you think will happen to Stephanie?</i> • <i>Will she win or not?</i> <p>4. Stop the video again at minute 13:33 and ask students to tell you who do they think will win this time? Why?</p> <p>5. Stop the video at the minute 22: 23 Ask the students what is the perfect advice that Stephanie’s father can give to her.</p> <p>6. Once the complete episode has been watched, check all correct predictions and check the final score of the groups.</p>
<p>30 min.</p>	<p>FOLLOW-UP</p> <ul style="list-style-type: none"> • Organize a spelling contest about the new acquired vocabulary. Ask students to form groups of four and choose a contestant.
<p>ADDITIONAL POSSIBILITIES/FURTHER WORKS</p> <p>Organize an “advice contest” with two groups and one representative of each group. The teacher will ask some questions to the group representatives and the rest of the students from the groups will try to guess the</p>	<p>SUCCESS INDICATORS</p> <p>At the end of the lesson, students are able to use the target language to talk about feelings and reactions when a new experience takes place and connect facts</p>



answer of their group representative. The questions can be directed as: “If you crashed your dad’s car, what would you do?”	with possible things that may occur in the sitcom and finally present ideas and opinions to the class.
---	--

5.5.4 Role-play Lesson Plans

Lesson Plan #10

Season 1 Episode 5 “Screech’s girl” from the Sitcom “Saved by the bell”.

Aim: To stimulate communicative oral skills through Role-plays activities based on Sitcom videos

Objectives: To recognize vocabulary about love relationships used in the video and use in speaking practices.

To reproduce oral expressions through the repetition of scripts.

To describe different emotional situations in life and possible solutions when taking decisions about this topic.

Language Focus: Reproducing language that has been acquired through role-plays.

Level: B1

Materials: Display device, short scripts to be role-played, Speaking rubric, and pictures of the 3 main girls on the show.

Total Time: 120 min.

Anticipated Problems:

If a problem such as a power out occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up



questions. It is also suggested to download the episode or obtain the video with the proposed episodes.

Timing:

30 min.

WARM UP:

Ask the students these questions and elicit some answers.

1. What do you do when you like someone?
2. Do you know people who like someone secretly?
3. Have you ever helped your friends to talk to someone they like.

60 min.

MAIN ACTIVITY:

1. Tell the students they will watch an episode of “Saved by the bell” which features a young kid who likes a girl.
2. The teacher will play the Episode 5 called “Screech’s girl” from the First Season.
3. The teacher will ask the students to make groups of 2-3 people.
4. The teacher will give handouts with short scripts with the previously chosen scenes from the episode; the students will re-enact them and they will have 10 minutes to act out the scene and represent it based on the scripts.
5. The students will present their role-plays to the rest of the class.



<p>30 min.</p>	<p>FOLLOW-UP</p> <p>After the short role plays were presented, the teacher and students will discuss some actions that the characters of “Saved by the bell” did during the episode related with Screetch’s love issues.</p>	
<p>ADITIONAL POSSIBILITIES/ FURTHER WORK</p> <ol style="list-style-type: none"> 1. The teacher will then present some pictures about the 3 main girls on the show and ask the students to discuss who could be the perfect match for “Screetch”. 2. The students will discuss their opinions. 		<p>SUCCESS INDICATORS</p> <p>At the end of the lesson, students are be able to recognize and re-enact the vocabulary learned in the role-plays and apply such vocabulary on similar situations.</p>
<p>Lesson Plan #11</p> <p>Season 5 Episode 14 called “Sister in Crime” from the Sitcom “Full House”.</p> <p>Objectives: To apply new vocabulary used in the Sitcom in written and oral contexts and situations and to reproduce such vocabulary pronunciation correctly.</p> <p style="padding-left: 40px;">To improve speaking skills through the memorization and reproduction of dialogues in the episode.</p> <p style="padding-left: 40px;">To relate students’ personal experiences along with the video.</p> <p>Language Focus: Using Vocabulary that has been acquired through role-plays.</p> <p>Level: B1</p> <p>Preparation: Display device, Speaking rubric, Plastic bag, vocabulary chart.</p> <p>Total Time: 120 min.</p>		
<p>Anticipated Problems:</p> <p>If a problem such as a power out occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up</p>		



questions. It is also suggested to download the episode or obtain the video with the proposed episodes.

Timing:

30 min.

WARM UP:

1. The teacher will ask students to take out a piece of paper and to write a sentence that describes something crazy they have done. Tell them not to write their names. Then ask them to fold the paper and to put it in the plastic bag
2. Once everyone has finished, ask students to take a sentence from the bag and try to guess who wrote that sentence.
3. The teacher will ask students to tell their classmates about their crazy experiences.

60 min.

MAIN ACTIVITY:

1. Tell students they will watch an episode from the Sitcom "Full house". Introduce some phrases that will appear in the Episode "Sister in Crime" which shows the Tanner sister getting in trouble. Give each student a copy of the Vocabulary Chart, which includes vocabulary and phrases used in this episode.
2. Make students read the phrases aloud and check pronunciation. Do not explain the meaning yet.
3. Before playing the Sitcom episode, ask students to listen to it carefully and every time they hear any word or phrase included in the chart, they have to say "Stop" and the teacher will stop the video.
4. Ask students to explain the context of the words used, and their meaning.
5. Once it is finished, ask students to make groups of 4 people and choose 3 words used in the episode to create and act out their own scene. (Role Play).



30 min.	FOLLOW-UP/FURTHER WORK	
	Ask students to make groups and draw a short comic which includes the words studied in class.	
ADDITIONAL POSSIBILITIES/ACTIVITIES VARIATION		SUCCESS INDICATORS
Students can again re-enact the comic they drew as a role play, so that the meaning of the new vocabulary becomes more significant for them.		At the end of the lesson, students are able to use and pronounce appropriately vocabulary that will appear in the Sitcom video, also understand their meaning to use them in the final Role- play as well as in further situations.

Lesson Plan #12

Season 1 Episode 2 “The Lisa card” from Sitcom “Saved by the bell”.

Objectives: To propose and formulate the best ways to earn your own money when you are a



student.

To reproduce oral expression used in Sitcoms through the memorization and reproduction of scripts and role-plays.

To recognize responsibilities of done actions.

Language Focus: Using Vocabulary that has been acquired through role-plays.

Level: B1

Preparation: Display device, speaking rubric, short scripts to be role-played.

Total Time: 120 min.

Anticipated Problems:

If a problem such as a power out occurred, the teacher may borrow a laptop, divide the class in two groups, and show the video to one group first, while the other group can discuss the warm up questions. It is also suggested to download the episode or obtain the video with the proposed episodes.

Timing:

30 min.

WARM UP:

Ask the students these questions and elicit some answers.

1. What do you do when you are in big trouble?
2. Have you ever been in debt?
3. What is the most expensive thing that you have bought so far?



<p>60 min.</p>	<p>MAIN ACTIVITY:</p> <ol style="list-style-type: none"> 1. Tell the students they will watch an episode of “Saved by the bell” which features a young girl who has spent a lot of money on clothes using her father’s credit card. 2. The teacher will play the Episode 2 called “The Lisa card” from the First Season. 3. The teacher will make groups of 2-3 students. 4. The teacher will give handouts with short scripts with the previously chosen scenes from the episode; the students will re-enact them and they will have 10 minutes to act out the scene and characterize it based on the scripts. 5. The students will present their role-plays to the rest of the class.
<p>30 min.</p>	<p>FOLLOW-UP</p> <p>After the short role-plays, the teacher will discuss some actions that the characters of “Saved by the bell” did during the episode related with Lisa’s money problems.</p> <ol style="list-style-type: none"> 1. Ask the students to mention some possible part-time jobs that a student would take to make some money. <p>The students will discuss their opinions on what is the best way to make money when you are a student.</p>
<p>ADDITIONAL POSSIBILITIES/FURTHER WORK</p> <p>Students can prepare a presentation about their dream jobs.</p>	<p>SUCCESS INDICATORS</p> <p>At the end of the lesson, students will be able to discuss some actions presented in the Sitcom concerning money problems, and also talk about the</p>



	possibilities of getting a part-time job.
--	---



Chapter IV: Conclusions and Recommendations

6.1 Conclusions and Recommendations

Sitcom approaches are recent and teachers have begun to use them inside a class to help in the development of different skills; there are studies that have been done using Sitcoms to enhance speaking specifically, and some that have been done to improve other EFL skills such as Vocabulary, Listening and lexicon strategies.

Many studies have shown different results about applying Sitcoms in an EFL class. In a study conducted by Al-Surmi (2012) where a Sitcom and a soap opera's content were analyzed, it was found that Sitcoms "represent relatively similar linguistic representations of natural conversation" (p. 88). Thus, linguistic characteristics from Sitcoms can be an oral replication model for EFL learner's discourses in order to increase their Speaking skills. Additionally, it was shown that "... both lexicon and learn vocabulary in context strategies" can be improved through Sitcom implementations (Pinos, 2014, p.113).

Since the elements that accompany a video (images, characters, events, emotions, plots, etc.) show large quantities of information, these can help with the memorization of words through a course of repetition for enhancing memory. They also include some information and language with different idioms, which are commonly used by native speakers and could become more decipherable in



forthcoming situations for the learners due to the help of TV Drama and the gradual acquisition of words (Wang, 2012 p. 223).

Moreover, studies have examined how videos were an important part of the acquisition of different skills, specifically for learners aged from 18 to 45 years old, with a range level that varied from A1 to B1 according to the CEF (beginner and intermediate levels); the studies gathered interesting conclusions through the various techniques used by the authors. As an example, in a study done in Taiwan by Yu Chia Wang (2012), she used subtitled TV Drama and other treatments like acquisition of images and repetition, a learning hypothesis by Krashen (1981) and a noticing hypothesis by Schmidt (1990). It was shown that 93% of the students agreed on watching TV Drama as a pleasant activity; more than half agreed on the fact that it helped them learning L2 Vocabulary, as well as choosing the video task over written text (p. 221). On the other hand, Ashley and Brandon Killburn (2012) used a specific Sitcom (The Office) to enhance their advanced marketing students' attention and awareness of topics that had to do with specific business situations by using a comedic approach.

These authors carried question surveys and questionnaires, contrasted and compared, and also identified the most common mistakes done by local advertisers. The results showed that Sitcoms such as "The Office" bridged humor with management and marketing topics and generated discussion among students to learn more about business concepts at the same time (Killburn & Killburn 2012, p. 29).



Another outcome achieved by Noriko Ishihara and Julie Chi (2004) from the University of Minnesota contrasted the use of Sitcom with the use of an entire film for ESOL beginners; the authors gave handout tasks related to the film and promoted informal assessments during classroom discussion. They found out that the more emphasis put on Listening Comprehension and Speaking, the more learners would apply these in authentic language (p. 35). Some points of view vary on how suitable it is to present a full-length feature film and still keep students attention, compared to the presentation of short clips in which it could be easier to grasp the general and main ideas.

On the other hand, there are two obstacles that were found by Hložková (2013). One of them is teacher-consuming time; the author states that the complications of the teacher might be the “insufficient ready-to-use supportive materials, time-consuming process” and the students’ “incapability of comprehending English sitcoms without subtitles”. (p. 4). Although the mentioned obstacles can be a problem, one thing that a teacher has to consider when using visual aids is the previous preparation of materials that will go along with the rest of the class planning in order to counteract common problems that deal with learner’s achievement. Some students may feel overwhelmed by the use of authentic language in the videos; one of the means to reduce this reaction is to let them concentrate on general information instead of details, and so, their ability to apply the language they obtain by watching the videos will become precise to be reproduced in everyday situations. This might be examined quantitatively in the future.



In this sense, some students also argued about the fact that all the mentioned video activities were a waste of time (Ishihara & Chi 2004), and that they could watch them at home effortlessly. To contrast this approach, it is recommended to incorporate a great deal of speaking practice, as well as vocabulary-related activities together with the visual material, so that learners do not feel underrated to the encompassed work that a teacher tries to accomplish (p. 34).

After analyzing and summarizing all the theoretical background and conducted researches, Sitcoms seem to be suitable to improve and promote students' Speaking skills along with the correct use of communicative based activities. Additionally, the authors determined how important is the factor of motivation that visual aids contained as support for gaining learners' attention, interest and fulfilling the main course objectives. In a study conducted by Peacock (1997) he stated that "...learners on task's motivation increased significantly when authentic materials were used" (as cited in Al-Surmi, p. 12). Sitcom represent an authentic material that is appealing and enjoyable to young learners.

In this academic research, lesson plans are included in order to provide EFL instructors with sample models of how to include a Sitcom to improve the Speaking skill in their classroom; besides it is recommended to use Sitcoms with subtitles or captions. Likewise, the teacher has to select the correct Sitcom, paying special attention to its content because it will be presented to the students, according to their level and age. According to the Common European Framework B1 level learners are able to "reasonably fluently sustain a straightforward description of one of a variety of



subjects within his/her field of interest, presenting it as a linear sequence of points” (p. 58). Thus, the visual aids recommended in this research are directed to B1 level teen students due to the overall skills that they possess, as well as familiar topics using an accessible and comprehensible language that is presented in every-day situations which Sitcoms include.



6.2 Reflections

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today”.

-Malcolm X

Every teacher was a student once, and as to comply the role of a leader that helps and promotes fairness and expression among their learners, a personal task becomes investigating and thinking about applying the best methods to obtain good results. Most students tend to focus their attention on certain fragments, but their retention capacity cannot be kept for very long periods, unless they feel motivated and willing to participate in moving tasks or with interesting aids that are not necessarily based on written text used traditionally in education. Time is a factor that most teachers would mention as a difficulty to put various aids together as a supplement to accomplish the main objectives of their planning in many institutions; this is a problem that may prevent instructors from adventuring on new ways of reaching to their pupils. Even though there are not vast amounts of information, it has been shown that important professors from different universities around the world have demonstrated a true interest for the study and connection of unconventional means for learning a second language.

The acquisition and use of a foreign language can take place exponentially during teenage years, a period when the development of perceptions about personal relations, music, movies, and more aspects of human life become more significant



for any learner. The carrying of a successful class has to include interesting and appealing material which relates young people's lives; otherwise students lose their drive to learn, and maybe they even obviate the significance of knowing such an important language for their future vocations. If English is mostly used worldwide, why not taking advantage of its huge presence in mass media and entertainment?

Technology is such an efficient tool that can present vast amounts of information and if directed correctly, it can establish a connection with the relevant aspects of language in different social contexts and with specific educational purposes. These aspects let us reflect on the leaders who realized the importance of innovative methodologies and set the cornerstones for upcoming generations to build more vehicles directed for language learning. It is also important not to forget about the capability of self-criticism, because there is the danger of falling into apathy of one's own potential when achieving the best possible personal and professional outcomes; self-criticism promotes the idea of keeping in constant progress, and continue in search of the best means to help others reach success as well. The importance of being up to date with new materials, perspectives, methods and creative ways of teaching English shapes a teacher and it reflects on the evolution of their students. For teachers it may seem obvious to know about the importance of English, but it is also important to consider how much enthusiasm a student really needs to grow a mindset of future objectives accomplished only by their own hard work and determination. Hence, the role of the teacher goes beyond the technical aspects, but



also deals with being a role model, a mentor, a supporter and a worthy guide for the learners.

Students need to participate in challenging objectives fulfilled on a daily basis; motivation takes an important role and teachers have to build magnetism on a certain level, where ideas come from “outside the box”. They have to be ready to deal with the learners’ demands and clarify every doubt together with collaborative examples, in order to set the foreign language as part of a process, but also as the acquisition of a communicative culture; thus, a helpful adaptation of elements permits the students to feel more relaxed and confident about their own progress. Experienced teachers know that with capability comes more responsibility, and that with every new student there also comes a personal learning and self-improvement.

A great part of evolving within the resources of cultural media is to be aware of the use of audiovisual technologies such as Sitcoms, that luckily have become very familiar for the younger communities; if such communities include potential learners of a second language, the language learning process facilitates the memorization of vocabulary and utterances which appear in common sources accessible in most places. Media literacy suits a more common term and educators now realize how great the influence of technology on teaching is, particularly considering how important it is to express oneself orally with Sitcoms as a valuable tool. The main objective is to become empowered with an important language such as English and embrace it as a key that allows the next generations of learners to open the door of the best opportunities for them.



REFERENCES

- Abdolmanafi, S. J., & Ataei, A. J. (2014, June). MOVIES IN EFL CLASSROOMS: WITH OR WITHOUT SUBTITLES. *The Dawn Journal*, 3(1), 715-726. Retrieved from thedawnjournal.com/wp-content/uploads/2013/12/4-Dr.-Seyed.pdf
- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Al-Surmi, M. (2012). Authentic ESL spoken materials: Soap opera and sitcom versus natural conversation (Order No. 3524334). Available from ProQuest Dissertations & Theses Global. (1080789599). Retrieved from <http://search.proquest.com/docview/1080789599?accountid=172684>
- British Board of Film Classification BBFC guidelines. 2014. Retrieved from www.bbfc.co.uk
- Chung, U. K. (1994). The effect of audio, a single picture, multiple pictures, or video on second-language listening comprehension. Unpublished PhD dissertation, University of Illinois at Urbana-Champaign.
- Council for Cultural Co-operation. (2001). *Common European Framework Of Reference For Languages: Learning, Teaching, Assessment*. Strasbourg: Cambridge University Press.



- Doghonadze, N., & Gulnara, G. (2008). Problem solving in teaching foreign languages to students of pedagogical departments. *IBSU Scientific Journal*, 2(1), 102-114.
- FisherKeller, J. (2002). *Growing up with Television : Everyday Learning among Young Adolescents* . Temple University Press.
- Flottemesch, K. (2013). Learning through Narratives: The Impact of Digital Storytelling on Intergenerational Relationships. *Academy of educational Leadership* 17(3), 53-62.
- Gardner, R. (2007). Motivation and Second Language Acquisition. *Porta Linguarum*, 9-20.
Retrieved from <http://digibug.ugr.es/bitstream/10481/31616/1/Gardner.pdf>
- Garza, T. J. (1996). *The Message Is the Medium: Using Video Materials To Facilitate Foreign Language Performance*.
- Gill, C et. al. (n.d). *Drama as a Means of Improving the Advocacy Skills of Non-English-Speaking-Background Students*. Gold Coast.
- Goldstein, B., & Driver, P. (2015). *Language Learning with Digital Video*. United Kingdom: Cambridge University Press.
- Hung-Chung, & Wang & Su Chin, S. (2011). *The Role of Thinking and Task Selection in EFL Learner's Oral Collocational Production*. *Foreign Language Annals*. 44(2)
- Hammad, E. A., & Mahmoud, E. A. (2015, September). Speaking Anxiety Level of Gaza EFL Pre-service Teachers: Reasons and Sources. (S. Press, Ed.) *World Journal of English Language* , 5(3), 52-64. Retrieved from [:http://dx.doi.org/10.5430/wjel.v5n3p52](http://dx.doi.org/10.5430/wjel.v5n3p52)



- Horowitz, M., & Berkowitz, A. (1967). *LISTENING AND READING, SPEAKING AND WRITING: AN EXPERIMENTAL INVESTIGATION OF DIFFERENTIAL ACQUISITION AND REPRODUCTION OF MEMORY*. New York: Southern University Press.
- Ishihara, N., & Chi, J. C. (January de 2004). AUTHENTIC VIDEOIN THE BEGINNING ESOL CLASSROOM: Using a Full-Length Feature Film for ListeningandSpeaking Strategy Practice. *English Teaching Forum*, 30-35.
- Ivic, I. (1994). Prospects: The Quarterly Review of Education. 3(4), 471-485.
- John, D. (n.d). Video and Language activities. *Modern English Teacher*. 19(1) 35-37.
- Khajloo, I. A. (2013). Problems in teaching and Learning English for Students. *International Journal of Engineering Research and Developing*, 7(3), 56-58.
- Kilburn, A., & Kilburn, B. (2012). Linking the Classroom to the Living Room: Learning through laughter with The Office. *Academy of Educatonal Leadership Journal*, 21-22.
- Korsvold, A. K., & Ruschoff, B. (1997). *New Technologies in Lsnguage Learning and Teaching*. Germany: Council of Europe Publishing.
- Ministerio de Educacion MinEduc Classroom Assessment Suggestions. PDF. 2014. Retrieved from <http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/04-Planning-Guidelines-EFL-Agosto-2014>.
- Ministerio de Educacion MinEduc. English as a Foreign Language: Planning guidelines. PDF. 2014. Retrieved from <http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/04-Planning-Guidelines-EFL-Agosto-2014.pdf>
- Mvududu, N., & Thiel-Burges, J. (2012). Constructivism in Practice: The Case for English Language Learners. *International Journal of Education.*, 4(3), 108-118.



Ogan, A., Alevan, V., and Jones, C. (2008). Pause, predict, and ponder: use of narrative videos to improve cultural discussion and learning. In *Proceedings of the Twenty-Sixth Annual SIGCHI Conference on Human Factors in Computing Systems*. CHI 2008. ACM, New York, NY, pp. 155-162

Pinos, Espinoza, M. I. (2014). Thesis. Retrieved from <http://dspace.ucuenca.edu.ec/handle/123456789/20799>

Posteguillo, S., Fortanet, I., & Palmer, J. (2001). *METHODOLOGY AND NEW TECHNOLOGIES IN LANGUAGES FOR SPECIFIC PURPOSES*. Castello de la Plana: Publicacions de la Universitat de Jaume I. Servei de Comunicació i Publicacions.

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5). Retrieved From <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

Salas, Marlene. (2002). Selecting Appropriate Authentic Video Material for an EFL Classroom. *Repertorio Americano*(13), 311-321.

Salas, Marlene. (2002). Using Video in the EFL Classroom. *Káñina*. 26(1). 89-95.

Sampath, K., Paneerselvam, A., & Santhanam, S. (2007). *Introduction To Educational Technology*. New Delhi: Sterling publishers private limited.

Schütz, Ricardo (2014). Stephen Krashen's Theory of Second Language Acquisition. English Made in Brazil. Obtained from <http://www.sk.com.br/sk-krash.html>

Segura, R. (2012). The importance of teaching listening and speaking skills . 10-50.



- Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. Penny Ur.
- Shoebottom, P. (s.f.). An introduction to the work of Stephen Krashen. *A guide to learning English*. Recuperado el 15 de December de 2015, de <http://esl.fis.edu/teachers/support/krashen.htm>
- Suvorov, R. (2009). Context visuals in L2 listening tests: The effects of photographs and video vs. audio-only format. In C. A. Chapelle, H. G. Jun, & I. Katz (Eds.), *Developing and evaluating language learning materials* (pp. 53-68). Ames, IA: Iowa State University
- Takaya, K. (2008). Jerome Bruner's Theory of Education From Early Bruner to Later Bruner. *Interchange*, 39(1), 1-18.
- Wang, Xiaojie (2014). Improving English skills through Video: A Conversation-Based Curriculum for Chinese EFL Adult Learners. *Master's Projects*. Paper 88.
- Wang, Y.-C. (2012). Learning L2 Vocabulary with American Tv Drama: From the Learner's Perspective. *English Language Teaching*, 5(8), 217-225.
- Yassae, S. (2012). Using Original Video and Sound Effects to Teach English. *English Teaching Forum*(1), 12.
- Yin Wong, C. C., & Marlys, M. B. The Role of Grammar in Communicative Language Teaching: An Exploration of Second Language Teachers' Perceptions and. *Electronic Journal of Foreign Language Teaching*, 62.
- Hložková, M. (2013). Sitcoms as a Tool for English Language Teaching. Master's thesis, Masaryk University Brno. Retrieved from http://is.muni.cz/th/270029/pedf_m/DIPLOMA_THESIS.pdf



Wismono, Pandhu. (2013). The importance of English Language for Young Learners in Indonesia. English Literature Study Program. Semarang States University

APPENDICES

Appendix 1 Lesson Plan 1

Season 1 Episode 3 “The gift” from the Sitcom “Saved by the bell”.

<p>Do you think that Cheating is beneficial?</p>	<p>Why is getting a good grade so important to Jessie?</p>
<p>What are the three worst thing that can happen to a kid?</p>	<p>What do you think a good friend would have done knowing about Screech’s power?</p>

F. Name the characters.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____





Appendix 2 Lesson Plan 3

Season 4 Episode 25 “Captain 1” from Sitcom “Full House”.

What is your biggest dream in life?	How do you plan to achieve your dream?	Do you think that dreams have to do with success? How?
Do you think dreams motivate a person? How?	Do you think people have fewer dreams as they get older?	What do you want to become successful at?
What are you doing now to achieve your dreams?	Do you think that money and fame mean success?	What do you plan to do to achieve your dreams?

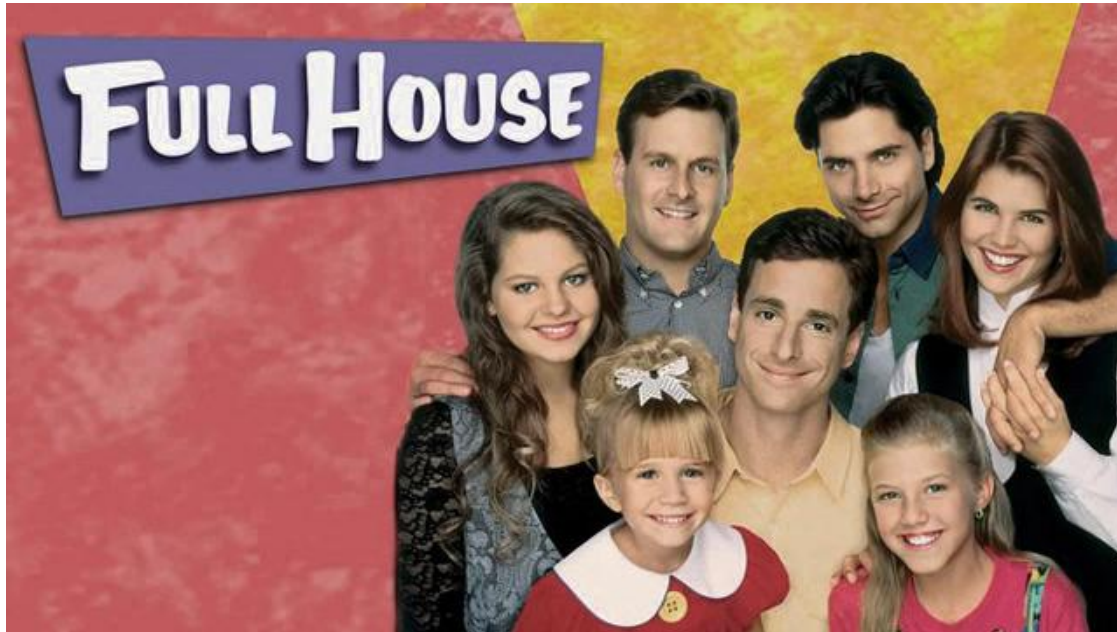


--	--	--

Appendix 4 Lesson Plan 4

Season 1 Episode 8 called “Cream for a day” from the Sitcom “Saved by the Bell”.

Picture.



Cut-up question cards

Do you know someone who is insecure?	Have you ever felt insecure in front of other people?
What do you think is the solution for people who are very self-conscious?	What is more attractive about a person, their aspect or personality?

JOE ADRIAN NARVAEZ P.



Appendix 5 Lesson Plan 5

Season 1 Episode 1 called “Dance to the max” from the Sitcom “Saved by the Bell”.

<p>What would you do if somebody you like invited you to a party but you do not know how to dance?</p>	<p>Which type of dance do you consider more challenging?</p>
<p>How important it is for our society to know how to dance?</p>	<p>What was the most difficult challenge you have been through? Why?</p>



Appendix 6 Lesson Plan 7

Season 1 Episode 4 "Fatal distraction" from "Saved by the bell".

Friendzone	Cheating	Break-up
Secret love	Platonic love	Obsession



Appendix 7 Lesson Plan 8

Season 5 Episode 1 “Double Trouble” Sitcom “Full House”.

First day of Kinder Garden.	First day of High school.	Having a little brother/ sister.
Moving to a different place/ city.	Having a girlfriend/ boyfriend	<i>Your idea</i>



Appendix 8 Lesson Plan 10

Season 1 Episode 5 “Screech’s girl” from the Sitcom “Saved by the bell”.

Script 1

-Jessie and Slater at the cafeteria.

Jessie: Slater, we are a great team.

We are not only going to get an A on this project, but we are also going to win that science medal.

Slater: Hey, and all we have to do now is just pick a name for the volcano.

Jessie: Oh, if you don't mind, I was thinking of Mount Saint Jessie.

Uh, how about, Slater's Crater?

Jessie: All right, I'll compromise.

We'll call it Jessie's Crater.

Slater: Come on, let's see how she works. No, no, come on.

You've got to pour in more. Let me do it.

Jessie: Be careful! Don't pour in too mu-- How do you get this thing to stop?

Slater: I don't know. I was absent that day. Come on.

Jessie: I told you not to pour so much in.

Do you know how hard it is to get lava stains out of your clothes?



Script 2

-Zack and Screech at Zack's bedroom.

Zack: Hey, Screech, would you turn on the machine?

Screech: Turn it on yourself.

Zack: Hey, would you forget about Lisa? Look, I'm positive I can find another girl who'll like you.

Screech: You really mean it?

Zack: Yeah, absolutely.

Before you even approach a girl, you gotta act like you believe in yourself.

Let me see that. Come on! That's it?

Screech: I don't have much to believe in, Zack.

Zack: You gotta practice being cool.

What you need is a great opening line, something to grab her attention.

Screech: How about, "Hello"?

Zack: If you say hello, you'll hear "Goodbye."

Screech: It's better than what I usually get.

Zack: What I mean is, "Hey, how much did the other contestants pay you to drop out of the Miss Universe contest?"

Screech: Wow, is that what really goes on?

Zack: No, you idiot! I'm just showing you what to do!

Script 3

Zack, Lisa and Jessie at Zack's house.

Zack: Thanks Lisa, I won't forget this.

Jessie: Neither will I.

Zack: What's she doing here?

Lisa: I had to go pick up my color wheel at Jessie's and Jessie said, "Why?" I said, "Zack needs it. Jessie said, "Why?" So I told her about Screech and Jessie said—

Jessie: I wouldn't miss this for the world.

Zack: Great. Let's just get on with it.

Lisa: Yeah, we don't have much time.

Jessie: Here, Bambi.

Zack: Oh, ha ha.

You think this is fun for me? You think I want to dress up like a girl? Well, this is repulsive, disgusting, revolting-- can I see something in a blue?

Jessie: Yeah, you're right. This might be a little forward for a first date. This is a first date, right?

Lisa: Well, I better get started on his nails.

Zack: Oh, now wait a second.

Jessie: Here, make yourself useful.

Zack: I don't need to shave.

Jessie: Your legs.

Picture of the three main girls of "Saved by the bell".



JOE ADRIAN NARVAEZ P.

VALERIA ALEXANDRA CHUMBI L.



Appendix 9 Lesson plan 11

Season 5 Episode 14 called “Sister in Crime” from the Sitcom “Full House”.

To Sniff	To Babysit	You’ll be grounded
Shame on you!	That’s a first	To Watch out
It’s not a big deal	Tell a flip!	To Sneak in



Appendix 10 Lesson Plan 12

Season 1 Episode 2 “The Lisa card” from Sitcom “Saved by the bell”.

Script 1

Zack, Lisa, Jessie and Kelly at Lisa’s bedroom.

Zack: I got here as soon as I could.
What's going on?

Kelly: Lisa's running away-- the store wouldn't let her return her clothes.

Zack: Oh. Lisa, running away isn't the answer.
Do what I do when I do something wrong.

Lisa: What's that?

Zack: Enjoy it, then deny it.

Jessie: Lisa, when you do something wrong, you should admit it.

Lisa: What do you do, Kelly?

Kelly: Well, gee. I can't remember doing anything wrong.

Lisa: Oh, shut up! I'm sorry. I'm just upset.

Jessie: Lisa, no matter what I've done, I've always been direct and honest with my parents.

Kelly: I'm with Jessie. The truth is easiest, and it works.

Lisa: But I can't tell my father.

Zack: Then why don't you tell your mother and pay her to keep quiet?

Lisa: Pay her with what?

Zack: Put it on the card. Why stop now?

Kelly: Lisa, why can't you tell your father?

Lisa: Because I don't know how he'll react.

Script 2

Slater and Mr. Belding at Mr. Belding’s office.

Mr. Belding: You think moving from school to school has caused an identity crisis?

Slater: I'm not sure who I am anymore, sir. All I know is that I'm a size six.

Mr. Belding: I would have guessed a 12.

Slater: I'm confused, sir. You know, maybe I'm trying too hard to get girls to like me.

Mr. Belding: Hey, now I can identify with that.

This may come as a surprise to you, but when I was your age, I wasn't-- well, you know-- the hunk I am now.

Slater: I can't believe this, sir. No, I thought you were 'stud city.

Mr. Belding: Everybody thinks that. No, I never had a date until I was in the Army.
And even she was with the enemy.



Slater: Tell me more.

Mr. Belding: In high school, I was such a geek. I had to go to the prom with my own sister. I was so embarrassed.

Slater: Let it out, big guy. Lean on me.

Script 3

Lisa Mr. Turtle Zack and Jessie at Lisa's bedroom.

Lisa: Come in.

Mr. Turtle: You wanted to talk to me, Princess?

Lisa: I'm not a princess, I'm not a nice person, I'm pond scum!

Mr. Turtle: What are you talking about?

Lisa: Remember when you gave me your credit card to buy something nice? I bought 10 nice somethings.

Mr. Turtle: Are you saying you charged too much on my credit card?

Lisa: \$386 too much.

Mr. Turtle: I'd say that's too much.

Lisa: Yes. I'm sorry, Daddy.

Mr. Turtle: We all make mistakes, sweetheart. I'm sure you've learned your lesson.

Now, let's go to The Sizzler.

Lisa: "The Sizzler"? After all I've been through? Daddy, I was kissed by nerds! And I sold all my clothes! And I got a job-- as a waitress!

Mr. Turtle: My daughter waited on tables?

Lisa: Yeah, here's \$153. That's what I've made so far.

Mr. Turtle: It sounds like you've been through a lot.

Lisa: Daddy, punish me. Get it over with. I just want to be treated like any normal, beautiful girl.

Mr. Turtle: I've got a better idea. You're going to keep that job until you pay me back every cent.

Zack: (knocking)

Lisa: Come in.

Zack: Excuse me, Dr. Turtle. We came by to give this to Lisa.

Lisa: What is it?

Zack: \$83. We all chipped in. Screech even sold his body to science.

Jessie: Yeah, they gave him \$20 to take it back.

Mr. Turtle: You have some loyal friends. You are a very lucky girl.

Lisa: Thanks, you guys, you're great. But I can't take this.

I've got to earn back the money myself, or he'll ship me to a foreign country.

Mr. Turtle: It'll never happen. No foreign country could afford her.

Picture



Appendix 11 Speaking Rubric

	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Comprehension ability to make her/himself understood	Unable to make her/himself understood while performing the task*, even when listener asks for repetition or clarification.	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes her/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely asks for repetition or clarification
Interaction ability to listen to and interact with a partner	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task, listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
Accuracy grammar, syntax, and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors, but meaning is clear.	Grammatical and lexical** accuracy are high.
Fluency vocabulary, speed, naturalness, lack of hesitation	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary words, phrases and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
Pronunciation stress, rhythm, intonation patterns	Lots of errors; unclear articulation and intonation, which makes speech almost unintelligible.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.

Task: Either the interview, picture description, or any other assessment task teachers have prepared.



UNIVERSIDAD DE CUENCA