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Theme:

**“American Sitcoms and the Speaking Skill”**

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## **Dedication**

To my dear family who always supported me during this long and tough process. They gave me the courage to pursue and fulfill my dream. To my beloved cousin José Lui that encouraged me to keep going and never give up.

To God for giving me the effort and diligence in my studies. Finally, to my dear friend Mishel who was to my side, my co-worker and emotional support in difficult situations, and to my friend Evelyn who supported me in my sleepless nights helping me to never give up and fulfill our dreams.

Nicole Campusano

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**TITLE:** “American Sitcoms and the speaking skill”

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**Abstract**

Nowadays, students have no interest in learning a foreign language. Most of the students of an EFL classroom show low levels of communicative skills, and that is why teachers must find innovative ways to encourage students during this learning process. Therefore, the following research project aimed to analyze the influence of American sitcoms on the students’ speaking skills. The research was carried out with 26 Ecuadorian students, 13 males, and 13 females from the third year of high school. A pre-experimental design was applied where a pre-test and a post-test were used to measure the improvement of students on speaking skills. For the interventions, students were exposed to two sitcoms *Futurama* and *Friends*. These sitcoms were implemented through lesson plans with some speaking activities. The results showed that students improved their interactive communication skills in speaking. In addition, the results demonstrated the positive influence of using sitcoms as a learning tool to motivate learners and enhance their abilities.

**Key words:** sitcoms, EFL students, speaking skill, lesson plans, learning tool

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**TÍTULO:** "Las comedias americanas y la capacidad de hablar"

**AUTOR:** Glenda Nicole Campusano Miranda

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**Resumen**

Hoy en día los estudiantes no tienen interés en aprender una lengua extranjera. La mayoría de los estudiantes de un aula de EFL muestran bajos niveles de habilidades comunicativas, y es por eso que los profesores deben encontrar formas innovadoras para animar a los estudiantes durante este proceso de aprendizaje. Por lo tanto, el siguiente proyecto de investigación tuvo como objetivo analizar la influencia de las comedias americanas en las habilidades comunicativas de los estudiantes. La investigación se llevó a cabo con 26 estudiantes ecuatorianos, 13 varones y 13 mujeres del tercer año de bachillerato. Se aplicó un diseño pre-experimental en el que se utilizó un pre-test y un post-test para medir la mejora de los estudiantes en las habilidades de habla. Para las intervenciones, se expuso a los estudiantes a dos comedias Futurama y Friends. Estas comedias se aplicaron mediante planes de clase con algunas actividades de expresión oral. Los resultados mostraron que los estudiantes mejoraron sus habilidades de comunicación interactiva al hablar. Además, los resultados demostraron la influencia positiva del uso de las sitcoms como herramienta de aprendizaje para motivar a los alumnos y mejorar sus habilidades.

**Palabras clave:** comedias de situación, estudiantes de inglés como lengua extranjera, capacidad de expresión oral, planes de clase, herramienta de aprendizaje

## **CHAPTER I.- THEORETICAL FRAMEWORK**

### **1.1 Investigative background**

#### **1.1.1 Problem**

English is the most widely used language that facilitates communication between people from different countries since it allows the interchange of information, feelings, or thoughts on economic or social issues. Moreover, the knowledge of the English language facilitates academic, labor, cultural and commercial opportunities (Brooker, 2018). The importance is centered on promoting competencies and capacities for continuous learning, to carry out the learning process, the responsibility of the teacher, the strategies and the educational environment need to be linked to the process (Dayagbil et al., 2021).

In Latin America, the English level is very low compared to other continents. The educational system is not helping students to develop the required levels of English proficiency, and this is due to low-quality classes that most of the high schools have accompanied by teachers that need more capacitation. In addition, learning opportunities outside the education system are increasingly available, but fail to compensate for deficiencies (Cronquist & Fiszbein, 2017).

In Ecuador, the EF English Proficiency Index ranked around 112 countries and regions by their level of English proficiency, in which the results showed that Ecuador has a very low proficiency level, ranking 90th out of 112 and 18th out of 20 Latin American countries (English Proficiency English [EPI], 2021). The English language is crucial in Latin America as it offers students new opportunities to study or work abroad. However, if students have a low level of proficiency, they are unable to develop linguistics competencies or communicative competencies.

On the other hand, at Unidad Educativa "Luis. A Martinez, most of the students in the classroom, have a systematic learning system, where they learn rules, forms, and grammatical structures, but they have difficulties speaking. It has become a problem as current education seeks for students to be able to communicate in a real context or

situation. In addition, it has been observed that students have limited knowledge of English vocabulary, so they have a low level of speaking ability.

### **1.1.2 Previous studies**

The purpose of the research was to analyze the influence of American sitcoms on speaking skills. Therefore it was necessary to search for similar studies that support the study. There were similar studies by different authors which were found using scientific research networks such as google scholar and researchgate. Most studies were taken from the last three years from magazines such as Anthropologist, Píxel-BIT, and Journal of Applied Linguistics and Language Research. In addition, these studies were from Spain, Saudi Arabia, and Turkey.

Alerwi and Alzahrani (2020) led a study aimed to investigate how sitcoms help EFL students to improve speech acts. The research design was a quantitative approach since the data was collected using a pre-test, post-test, and a questionnaire. The experimental group was 18 participants between the age of 19-25. During the process, it was applied a pre-post test called the written discourse completion test, which measured the learner's use of speech acts. The intervention of sitcoms was applied during three weeks, one-hour session, in which participants were exposed to sitcoms through the pedagogical intervention: pre-viewing, while-viewing, and post-viewing. In the end, the results showed that sitcoms helped students to improve the use of targeted speech acts. Moreover, the close-ended questionnaire results indicated that students got a positive attitude by being exposed to sitcoms. Finally, the authors concluded that sitcoms are beneficial to improve the pragmatic and linguistic competence of students

In addition, Espinar and Rodríguez (2019) conducted a research called aimed to demonstrate using television as a pedagogical tool by elaborating a list of episodes teachers can use in the Higher Education environment. The authors mentioned that English became a lingua franca for international communication, in which culture has to be part of the learning process. Hence, the article focused on sitcoms to promote cultural competence. The methodology was based totally on the bibliographic approach, which allowed the authors to collect information from other studies about using sitcoms as a

learning tool. Following the research, the authors created a list of appropriate sitcoms for English classrooms that were established according to the cultural dimension. Therefore, the study designed a table with the features of sitcoms based on production, content, and humor. The study concluded that sitcoms function as a cultural resource in high schools, as long as the teacher monitors and selects appropriate sitcoms and content. The authors also claimed that sitcoms can work appropriately as a motivational pedagogic strategy. In addition, it helped to enhance cultural learning creating intercultural competencies in students, which is necessary to improve and achieve effective communication in the English language. Finally, the study concluded that using sitcoms helps learners increase English proficiency by providing vocabulary knowledge.

Demirbilek (2013) carried out a study sought to investigate the effect of using an authentic video sitcom on speaking ability. The research was quasi-experimental since the author used an experimental and control group in the classroom. The participants were 60 students in total from 10th grade. Both groups had the same themes. In this way, the control group carried out interactive speaking activities, while the experimental group watched an American sitcom and completed video activities based on speaking. During the process, the author used a sitcom called Monk. The sitcom was applied through lesson plans for eight weeks. The instrument used was a pre and post-test based on the IELTS speaking test. In addition, the author took an interview to know the opinions of students who were exposed to the sitcom. Finally, the results showed that students who watched a sitcom presented a higher score than students who did interactive speaking activities. The author also emphasizes not only an increase in speaking abilities but also in their motivation.

Previous studies showed that situation comedies influence the development of learners' speaking skills, encouraging them to learn the language in a fun way and creating a motivating environment. Most of the articles focused on an experimental and quantitative methodology. However, the following research focused on pre-experimental where sitcoms were implemented as a didactic resource within the educational field. The study was conducted at Unidad Educativa "Luis Alfredo Martínez", Salcedo since there were no similar studies applied in this region.

### **1.1.3 Critical analysis**

Most of the students face difficulties developing speaking skills since most teachers do not dedicate the necessary practice time due to the number of students and limited class time (Landy & Paguay, 2016). For instance, at Unidad Educativa “Luis Alfredo Martinez” only one class comprises 34 students, and it is a challenge for the teacher to develop the speaking skills of all the students. However, the causes of poor performance in speaking skills are centered on more aspects. These aspects are specifically detailed in a problem tree with their cause and effect (See Annex 4).

First, the main issue is the emphasis on grammar activities rather than speaking activities. Although English grammar is the basis for producing well-structured sentences, communication is necessary for students. For example, in the future they will be able to communicate in a professional environment in a globalized world. Secondly, the greater involvement of the mother tongue causes the lack of use of the target language. It is known that students acquire the language by listening to it and practicing it, so it is necessary for the teacher to use the target language during the classes.

In addition to this, the lack of motivation of students to learn the English language skills is another cause. In general, students only focus on passing the subject and show no commitment to learning. Motivation plays a crucial role in education because it encourages students to learn the target language facilitating their learning process. The absence of motivation limits the students' use of their speaking skills for competitive communication (Ihsan, 2016).

Finally, teachers often teach English as a mechanical process that means traditional teaching. English classes are neither innovative nor interesting, so language acquisition becomes a systematic process that makes students not develop meaningful communicative competencies. In the words of Flores (2018) teachers with a traditional methodology rely on monotonous activities, which hinders the development of speaking and writing skills.



#### **1.1.4 Problem formulation**

How does American Sitcoms influence in the speaking skill?

#### **1.1.5 Research questions**

- What are American Sitcoms as a learning tool?
- What is the level of speaking skill in the students?
- What is the effect of using an American sitcom as a learning tool in a EFL classroom?

### **1.1.6 Independent variable: American sitcoms**

The topics were selected according to the research variables. Thus, the topics of interest are related to each variable, and they were categorized hierarchically. These topics are detailed in the key categories' graphic (see Annex 5).

#### **1.1.6.1 Educational technology**

Januszewski and Molenda (2008) argue that educational technology facilitates and improves academic performance by managing and using technological resources, and they are available to support the teaching and learning process. The learning goals of high schools or universities focus on deep education, which means there must be authenticity. Educational technology involves the ICT, mobile technologies, the digital tools of the internet, and interactive tools (Jack & Higgins, 2019). One way to improve education is to take advantage of the benefits that offer technology failure to do that can affect the learning process (Mishra et al., 2009). For instance, these learning elements affect the emotional development of students because they create a kind of motivation (Ramma, 2017).

Educational technology plays a crucial role because it provides the tools to support learning. However, the learning process must take place during interactions with students and teachers. That is to say, in the process, teachers have to be involved so students can take advantage of technology.

The effects of technology in the English classroom are rapidly increasing since resources are used to learners reinforce their skills and abilities (Delgado et al., 2015). The ICTs contribute positively to improving the different learning activities of 21st-century learners (Sayaf et al, 2021). In addition, technological tools such as multimedia have become an ideal resource for learner-centered approaches (Mosquera, 2011). For this reason, learning must have interactive activities where technology takes place as a powerful tool that focuses on this type of teaching (Li, 2005).

Technology helps students to learn any topic in different places. For instance, educational technology played a crucial role during the pandemic situation. Students did not have the opportunity to continue the class face to face with the teacher, but the technology was a

suitable way to continue with the learning process. Teachers implemented many technological tools to motivate learners to continue studying.

#### **1.1.6.2 Authentic material**

Authentic materials are teaching resources like texts or videos created without the pedagogical purpose of implementing them in an EFL classroom (Parmawati & Yugafiati, 2017). Contrary, authentic material has the purpose of taking as a model the real situations or context to students have contact with reality directly (Primadona & Prastiyowati, 2018). On the other hand, the curriculum supports authentic materials as handy tools for teaching language skills (Tuanany, 2019). For example, authentic materials provide learners with natural language that positively influences communication skills (Boyacı & Güner, 2018).

Authentic materials are resources that teachers use to engage students in a natural language. Those materials are in TV programs, recording materials, or radio. In addition, it is necessary to choose appropriate teaching material to increase the learners' achievement. In this way, teachers use authentic material to support students learning.

Using authentic materials during the learning process is supported by various research studies. These argue that using this material increase the motivation of students because learners show interest in learning a language (Mohammed & Ibrahim, 2019). Therefore, the incorporation of authentic material plays an important role because it engages students' motivation, and at the same time, they acquire content knowledge on language (Arianie, 2017). Many teachers have considered reach and find different pedagogical approaches, teaching strategies, or methods, which are carried out through activities that fit the necessities of the students (Mohammed & Ibrahim, 2019). Authentic materials also function as cultural learning as students learn the native culture of the target language (Romero, 2020).

Authentic materials are easy to find on the Internet, but teachers should be the principal guide to implement these materials in the English classroom. In this way, students not only learn authentically but also learn about the language. Authentic materials serve as a new strategy to teach and motivate students because teachers find new expressions and linguistic functions. However, it is necessary to adjust the content according to the needs.

### 1.1.6.3 American sitcoms

Sitcom is part of the American television industry and one of the most conventional genres of American television originating in the 1950s (Pérez & González, 2009). The situation comedy, also called a sitcom, is television comedy series that has a specific cast of characters. They participate in continuing episodes and have a duration of approximately half an hour (Britannica, 2013). Therefore, the term sitcom was integrated into the American language thanks to the entertainment industry (Marc, 2016).

Several studies found the influence of sitcoms on people. First, how people see humor may depend on different situations or cultural contexts. However, the idea is that one of the characteristics that always is in human beings is humor. For this reason, all people can laugh when they see something, no matter what belief, religious, ethnic, and thought have each person (Korostenskiene & Lieponytė, 2018). Second, sitcoms influence each person because the lexis used in situational comedies is often the language that people use in a real context (Orozco, 2019). Therefore, a sitcom can be used as part of a learning process since students exposed to a sitcom have fun while learning new cultural aspects (Hložková, 2013).

On the other hand, a sitcom improves communication quickly since each episode has a large amount of vocabulary content, and learners relate that content to use it in real life (Orozco, 2019). Moreover, sitcoms are easy to understand television series, so students would choose to watch a sitcom to improve their English language skills (Muthusamy et al., 2020).

Education seeks for students to be able to communicate and express their opinions in a real situation and context. Therefore, situation comedies influence the learning of an authentic vocabulary facilitating communication. On the other hand, the humor conveyed by situation comedies motivates students to learn the English language.

One theory that fits the research study is the “*Cognitive Theory of Multimedia Learning*” (CTML). This theory states that people learn more with pictures and words rather than just words. (Mayer, 2005). According to Mayer, there are three assumptions on learning with multimedia. The first states that there are two channels in which individuals process

information: auditory and visual. Then, another assumption is that each channel has limited capacity. Finally, learning is an active process that selects, organizes, and integrates information based on prior knowledge. American sitcoms are multimedia tools that allow learners to listen and watch while they acquire the English language. When learners acquire information from sitcoms, they connect that information with previous knowledge. In addition, the characterization of the sitcoms made an audience experiment a cultural and social backgrounds.

### **Lesson plan with sitcoms**

Teachers need to research the material to be exposed to the students because the purpose is to provide focused learning (Rojas, 2018). According to Bilsborough (2009), creating a lesson plan depends on the teaching style. For instance, there are activities like informal discussions, role-plays, or speaking activities. There are some steps to create a lesson plan:

- To choose a sitcom
- To choose a scene
- To extract useful language
- To choose useful web resources
- To apply in the classroom

### **The use of sitcoms in the classroom**

Sitcom can be applied in the classroom through different ways. For instance, sitcoms can be used to teach previous vocabulary, where students first observe and analyze it and then discuss it. In addition, worksheets can be implemented to consolidate the lexical part. For the activity, the teacher can play the clip of the sitcom and pause at a specific moment. Then, individually, in groups or in pairs students can predict what is going to happen next (Bilsborough, 2009).

Konus (2020) proposes a format for conducting a class with sitcoms consisting of Before Watching, While Watching, After Watching. The time for this activity can take 120 minutes but the time can be less depending on the needs.

The findings of previous studies state that the use of sitcoms as a learning tool implies the selection of the right sitcom. Similarly, to apply sitcoms in the classroom, it is crucial to follow a structured model to be part of the learning process. Authentic English, humorous cultural expressions, and words encourage learners to learn the target language. In addition, it is an easy-to-find resource on many websites.

### **1.1.7 Dependent variable: speaking skill**

#### **1.1.7.1 Language skills**

For successful communication, skills that have to deal with oral communication are necessary (Sreena & Ilankumaran, 2018). The language skills are reading, listening, speaking, and writing, divided into receptive and productive skills. Listening and reading are receptive skills because learners acquire the language and don't show their potential. Meanwhile, speaking and writing are productive skills because learners have to produce the language (Rao, 2019). Learners learn the language system like the sound structure and vocabulary. Consequently, a learner who masters these elements can include them in communication performance (Kurniasih, 2011).

According to researchers' perceptions, students perform better in language skills such as listening, reading, and vocabulary when they watch television programs from foreign countries (Webb & Peters, 2020). In addition, several studies have shown that sitcoms influence learners' language skills, one of the most developed of which is listening (Carrión & Pacheco, 2018).

Krashen (1982) in the "*Language Acquisition Theory*", describes that language is a subconscious process, similar to the way children learn their mother tongue language. It is one of the five hypotheses called the acquisition-learning distinction that Krashen stated. Learners are not consciously aware of the rules of a specific language. For example, when students are exposed to videos all the time, they acquire the language unconsciously. This theory fits with the research "American Sitcoms and the speaking skill". When students are in contact with sitcoms, they acquire expressions or words unconsciously.

All English skills are required as they all need to complement each other. In addition, to learn a language, it is necessary to know the four skills of that language because each one allows the learner to develop as a whole. For example, speaking skills help students develop cognitively, affectively, and socially. In this way, they can face different habits and real-life situations. Likewise, the skill of listening allows the student to collect and acquire information. The reading skill helps the learner develop an analysis of the linguistic form of the target language. Finally, writing skills involve aspects of grammar or vocabulary.

### **1.1.7.2 Productive skills**

Productive skills refer to information transmission that an individual produces in a spoken and written form (Golkova & Hubackova, 2014). So, productive skills include speaking and writing (Sharma, 2015). In addition, productive skills are known as active skills, in which students have to produce language to communicate their opinions or ideas in a text or speech way. Therefore, when students produce coherent language, there is more progress in the language system (Rhalmi, 2020). Sometimes learners have a silent period practicing receptive skills by listening to it or reading it. After that, they pass on the next step of productive skills by writing their own (Sreena & Ilankumaran, 2018).

Learners who practice productive skills need to produce the language and use the language to convey a message in speech or written tests. It allows expressing feelings and sharing opinions (Irma, 2020). In addition, productive skills are necessary for the learning process because students can perform communicative tasks such as oral presentations or written reports (Rico, 2014).

Researchers argue that a lesson plan focused on productive skills seeks to help learners develop appropriate messages in a spoken or written way (Rhalmi, 2020). However, in Ecuador is common that teachers don't use teaching materials. Consequently, learners don't develop productive skills because teachers don't have access to these materials (Cesar, 2016). Therefore, it is necessary to use appropriate materials to achieve productive skills.

Productive skills are important during the learning process since they help learners acquire the target language. In addition, it involves the development of communication which in real-life it is crucial for learners can share ideas or opinions. Moreover, productive skills include activities that encourage learners to produce appropriate messages.

### **1.1.7.2 Speaking skill**

Speaking is a channel where students communicate their feelings to others, and "Speakers" is the term to refer to people who speak and have knowledge about a specific language (Abd, 2006). English language teaching always has to be involved with speaking skills (Kurum, 2016). However, speaking is the most necessary skill to learn and acquire a second language (Rao, 2019). Therefore, teachers must teach learners to recognize and produce speech sounds (Bahadorfar & Omidvar, 2014).

The act of speaking becomes complicated when the speech involves an audience, but to improve speaking skills is necessary to speak a lot (Azadovna, 2020). Therefore, developing language and with the purpose of students mastering it, there are four crucial skills. These subskills are Pronunciation, Grammar, and Vocabulary (Rahmatullah & Haidari, 2019). However, in a normal English class, students usually want to express their ideas and thoughts, but their speaking level is very limited (Macías et al., 2015).

In an EFL classroom, the speaking skill plays an important role. Students at the end of the course need to be able to develop communicative competencies. Therefore, they can cope with real-life situations. Connecting with people requires expressing ideas and opinions appropriately. That is why teachers must be aware of the importance of developing speaking skills.

### **Pronunciation**

Pronunciation is the hardest part of the learning process of acquiring a language. To improve pronunciation, learners have to learn and develop a new voice, movements, and articulations (Orion, 1985). However, most learners that speak in the target language communicate their opinions without the necessity of accurate pronunciation; in this way, they only convey the meaning (Yürük, 2020).



In some cases, students develop low self-confidence due to the lack of pronunciation of the language. One of the causes of intelligibility is due to students' poor pronunciation, which causes problems in interaction. As a consequence, they don't have an opportunity in social contexts (Liu & Hung, 2016). Therefore, teachers are the principal guides that help students improve pronunciation for successful communication (Gilakjani, 2016).

Pronunciation helps increase a student's confidence when speaking. Although it may seem like a difficult skill to learn for most students, it is a part that facilitates good communication and transmission of information. Effective communication is the result of good pronunciation. When students develop the subskill, they feel comfortable when they share information, thoughts, or opinions.

### **Interactive communication**

Interactive communication has to do with the process of exchanging messages between individuals. The purpose of the teacher is that students can establish interaction conveniently (Subandi et al.,2018). In the learning process, a good interaction is a way of communicating ideas and emotions that includes verbal and non-verbal communication and to achieve interaction, it is necessary a good interaction between teacher and student (Li , 2016). Moreover, the way of interaction is a process that allows improving the educational process since it reinforces the cognitive activity of the students (Eshonkulova, 2020). Finally, an interactive classroom encourages useful learning where teachers must create interaction tasks such as role-plays or group works (Wang, 2010).

The results of the above studies affirm that a successful interactive communication, implies the use dynamic activities that include this subskill. For example, role-plays are activities that allow learners to exchange information. Therefore, the teachers' role is important during the learning process since they motivate students to perform the different activities. In the same way, the teacher can guide students using prompts. Likewise, students play an important role when they interact with each other. Learners support and exchange their opinions or ideas between them.

## **Speaking activities with sitcoms**

### **Role-play**

Role-play is a teaching technique in which students play specific roles and act according to the parts they have to interpret. It is useful in helping students solve their speaking problems (Pinatih, 2021). Moreover, it helps students focus on more meaningful details and reinforces students' abilities to understand a reality perceived by others. In the same way, role-playing is an easy technique to implement in the classroom and replaces traditional education (Clawson, 2006). Role-playing situations such as dramas help students acquire the language to be practiced by memorizing the dialogues and reproducing them in class.

### **Classroom discussion**

Classroom discussion is a teaching and learning activity that allows students to share their ideas with the class. It is one of the activities that involve interactivity between students and teacher, students and students. In this way, students have the opportunity to practice and speak in the target language (Melvina & Lidya, 2017). Teachers should stimulate the student with interesting material by asking questions and eliciting their answers to learners become involved with the story. It is important to mention that worksheets can be used for students to complete while watching the clips (Landy & Paguay, 2016).

Activities such as role-play and discussions about a topic help students' speaking skills, especially when the topic is interesting and they are exposed to the authentic language. However, teachers must be careful in choosing the correct activity, depending on the level of the student, and adapting the topic to the educational needs.

## **1.2 Objectives**

### **1.2.1 General objective**

- To analyze the influence of American sitcoms on the speaking skill of the students of 3ero BGU at Unidad Educativa “Luis Alfredo Martinez”, Salcedo.

### **1.2.2 Specific objectives**

- To determine how American sitcoms are implemented as a pedagogical tool.
- To evaluate the level of speaking skill in the students.
- To identify the development of speaking sub-skills through American sitcoms.

### **Description of the fulfilment of objectives:**

The present study aimed to analyze the influence of American sitcoms on the speaking skill of the students of 3ero BGU at Unidad Educativa “Luis Alfredo Martinez” Salcedo. Therefore, to fulfill the purpose, it was necessary to determine sitcoms as a learning tool, evaluate the speaking level of students, and identify the subskills developed through American sitcoms.

To begin with, the researcher investigated related information about sitcoms as a learning tool from different articles, and journals. In this way, it was possible to find the appropriate speaking activities to develop with a sitcom. The findings allowed the creation of a lesson plan with sitcoms and were applied as a learning tool in an EFL classroom.

Second, to evaluate the level of speaking skills, a pre-test was applied. It was the KET test from Cambridge. However, before choosing the test, the researcher gave the students a placement test to measure the English level of students. As a result, most students got A2 English level. Thus, the KET test was appropriate to measure their speaking skills.

Finally, the post-test allowed the researcher to analyze the results and the impact of American sitcoms in the speaking subskills. The rubric had three parameters, grammar and vocabulary, pronunciation, and interactive communication. As a result, students had a significant improvement in interactive communication subskill. They developed confidence during the interventions with the different speaking activities.

## **CHAPTER II.- METHODOLOGY**

### **2.1 Resources**

#### **2.1.1 Population**

The present study was developed with the students of the third level at Unidad Educativa “Luis Alfredo Martinez”, Salcedo. The total was 26 students, 13 males, and 13 females. The students’ age ranged from 16 to 19 years old. The educational institution was selected because of the easy access to the site, and the students agreed to participate in the research. In addition, the students’ level of English was A2 according to their average from the British Council placement test. Taking into account that, it was a small and very accessible population.

#### **2.1.2 Instruments**

For the development of the study, three tests were used to collect data. First of all, a placement test from the British Council was implemented to measure and determine the English level of students. Second, two standardized tests were used to assess the students’ speaking skills. The tests were the KET test from Cambridge Assessment English. These instruments were implemented as a Pre-test and Post-test to evaluate and compare the results, the test consisted of two parts, but in the research, part 1 was taken into account. Part 1 contains open questions related to factual and personal information, daily life, interests, likes, and dislikes. In part 1, there were two phases, the first phase was related to giving personal information, and the second phase was about daily life and favorite activities.

On the other hand, the rubric from the A2 Level Assessing Speaking Performance was used to assess the students’ performance in speaking. It contained three aspects: Grammar and Vocabulary, Pronunciation, and Interactive Communication, each of these aspects had an average of 5 points, with a total score of 15 points. Finally, the data obtained in the Pre-test and Post-test were analyzed with their tabulation and interpretation.

## **2.2 Methods**

### **2.2.1 Research approach**

The following research was focused on both qualitative and quantitative approach. According to Hernández et al., (2014), the qualitative approach focuses on significant areas, where the research questions are clarified through data collection and analysis. On the other hand, the quantitative approach is a sequential process that seeks to measure variables within a context. The information is analyzed using statistical methods and hypotheses are tested by numerical measurement.

For this research, a qualitative and quantitative approach was used. Qualitative because it gathered information on how American Sitcoms influenced students' speaking skills, and the information obtained was analyzed. On the other hand, it was quantitative because it was tested the hypothesis based on statistical and numerical analysis leading to the study results about the effectiveness of American Sitcoms in the students' speaking skills.

### **Field based research**

Field research is a research method where information is collected by interacting with participants and observing activities in the environment in which they occur (Guest et al., 2013). The research project was field-based because there was direct contact with participants. In this case, the students of Unidad Educativa "Luis Alfredo Martinez" and the teacher in the classroom to collect data and analyze the effectiveness of using American Sitcoms to improve the students' speaking skills.

### **Bibliographic and documentary**

Bibliographic research is a type of research that gathers information from books, journals, magazines, or newspapers (Allen, 2017). The information has to do with the phenomenon of the study. Bibliographic research aims to organize, select and interpret information from different sources (as cited in Ahmed, 2010).

This research project was based on a bibliographic-documentary method for identifying the use of American Sitcoms to improve speaking skills. It was considered books,

scientific articles, and papers with current dates related to the use of American Sitcoms as a tool to learn the English language, specifically to improve speaking skills.

### **Level or type of research**

#### **Descriptive research**

Descriptive research is a research method that focuses on describing the research phenomena and observes the phenomena existing before and after a period of experimentation. The researcher collects data through research instruments such as tests, questionnaires, interviews, and observation (Atmowardoyo, 2018).

This research was descriptive because it was demonstrated, observed, and analyzed the reality of how students' speaking skill is impacted by the use of American Sitcoms in the English classroom.

#### **Exploratory research**

Exploratory research is the study that pretends to analyze a research problem that has not been studied much. It helps to explore the research questions to determine the nature of the phenomenon and have a clear idea of the existing problem (Hernández et al., 2014). The researcher becomes more familiar with the topic since there is not much information about American Sitcoms in a language learning context. Therefore, it facilitated the determination of trends, study situations, and relationships between variables of American sitcoms and the speaking skill through data collection.

#### **Pre-experimental**

According to Galarza (2021), pre-experimental research is a sub-design of experimental research where the independent variable focuses only on one group. The experimental group is the one that receives the intervention, and the variable must be measured with an instrument. In addition, the pre-experimental design aims to test whether the treatment results in a significant change (Frey, 2018).

The current study was conducted with the pre-experimental approach since a new learning tool American Sitcoms was applied to a group of students at Unidad Educativa "Luis Alfredo Martinez". The independent variable was implemented for a period to verify the

effectiveness of the students' speaking skills. Measurements of the variable were performed using the Cambridge standardized test as pre-test and post-test. The variable was measured before and after treatment.

### **2.2.2 Data collection procedure**

To collect data, the participants were those who supported the research. The teacher used the English hours to apply American sitcoms through speaking activities. A placement test was applied to know the general English level of the students. In addition, this allowed choosing the appropriate test for students according to their level. In this case, most of the students got an A2 Elementary level. Therefore, a validated test called Key English Test from Cambridge Assessment English was selected. The KET test was taken at the beginning of the study to determine the level of students in speaking skills. Then, the course was exposed to two American sitcoms called *Friends* and *Futurama*, which were applied through three lesson plans with speaking activities. The speaking activities included role-play and discussion activities. In the discussion activities, it was necessary to use questions cards. In role-plays, the teacher provided scripts of a short scene to students can perform and at the same time acquire some language expressions. Moreover, the teacher provided feedback to students' answers.

Students had a total of 3 sessions in 3 weeks, each class lasted 35 minutes. At the end of these interventions, a post-test was taken. It was the same KET test taken at the beginning, but with a different topic. Then, the results were compared to determine the progress level of the students in speaking skills allowing the researcher a comparative analysis to know the effectiveness of using "American Sitcoms" in the English language classroom.

## **2.3 Hypothesis**

**H0:** American Sitcoms do not influence in the development of the speaking skill at Unidad Educativa “Luis Alfredo Martinez”

**H1:** American Sitcoms influence in the development of the speaking skill at Unidad Educativa “Luis Alfredo Martinez”

### **2.3.1 Variable identification**

American Sitcoms (Independent Variable)

Speaking (Dependent Variable)



## CHAPTER III.- RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

#### 3.1.1 Data analysis methods

The present study applied a pre-experimental design. First, to evaluate the influence of American sitcoms on speaking skills, the results of the pre-test and post-test were analyzed using a non-parametric test called Wilcoxon through the SPSS program. The results were collected from the speaking A2 Level Assessing Speaking Performance rubric. Second, the specific objective of the study was to identify which subskills are developed through American Sitcoms. Therefore, the present analysis also showed the results of every criterion of the rubric (grammar and vocabulary, pronunciation, and interaction communication). Finally, the results were represented through tables and graphs to show a specific analysis. In this way, it was proved if American sitcoms influenced the students' speaking skills.

#### 3.1.2 Analysis and interpretation of results

##### Pre-test results

Table 1 shows the frequency of the results from the Pre-test that was the Key English test of speaking. The table was divided into each parameter of the rubric (A2 Level Assessing Speaking Performance). Therefore, the results were organized in grammar and vocabulary, pronunciation, and interactive communication. In addition, the KET scale was from 1 to 5 points for each speaking criteria with a total grade of 15 points.

**Table 1**

*Pre-test results*

KET scale A2	Frequency		
	Grammar and vocabulary	Pronunciation	Interactive communication
5	0	0	8
4	1	5	1
3	12	9	9
2	4	5	4
1	9	7	4

Source: KET test

Elaborated by: Campusano, N. (2021)

**Table 2**

*Speaking skills results*

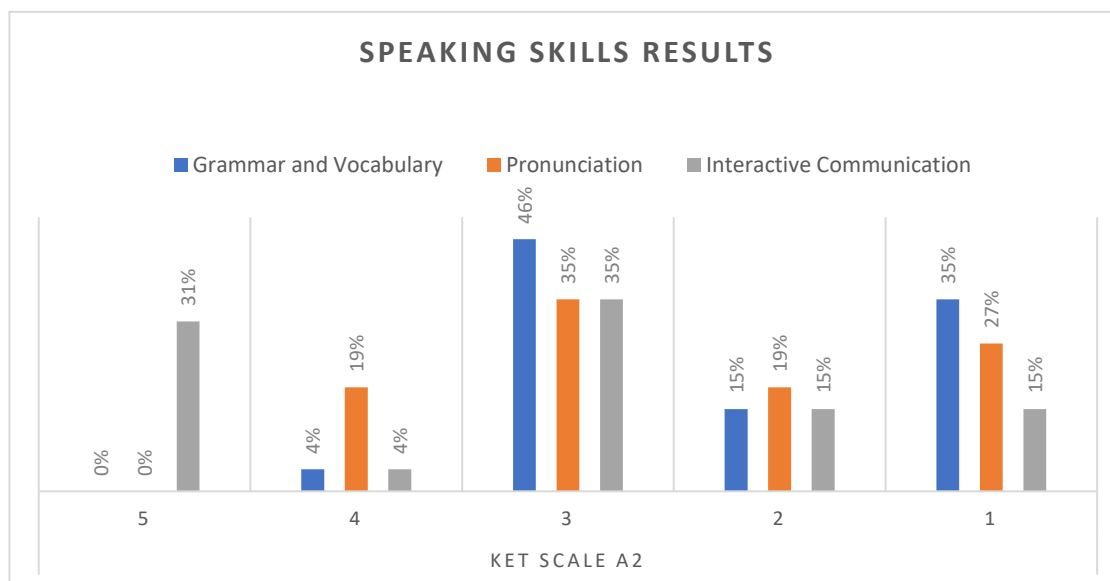
Criteria	KET scale A2					Percentage	Average
	5	4	3	2	1		
<b>Grammar and vocabulary</b>	0%	4%	46%	15%	35%	100%	2.1
<b>Pronunciation</b>	0%	19%	35%	19%	27%	100%	2.4
<b>Interactive communication</b>	31%	4%	35%	15%	15%	100%	3.1
<b>Total</b>							2.5

Source: KET test

Elaborated by: Campusano, N. (2021)

**Figure 1**

*Speaking skills results*



Source: KET test

Elaborated by: Campusano, N. (2021)

**Analysis and interpretation**

Table 2 indicates the percentage of the frequency according to each parameter of the rubric. In addition, it shows the average of the student's speaking subskills. According to grammar and vocabulary, no students got a scale of 5, which represents the 0%. On the

other hand, 1 student got a scale of 4, which is the 4 %, in the same way, 12 students got a scale of 3, which is the 46%. Meanwhile, the 15% who represent 4 students got a scale of 2. Finally, 35%, which represents 9 students got a scale of 1. Therefore, students got an average of 2.1 over 5 points. Regarding pronunciation, no one had a scale of 5, which is the 0%. Then, 5 students representing the 19% got a scale of 2. In addition, 9 students representing 35% got a scale of 3. In the same way, 5 students representing 19% got a scale of 2. Finally, 7 students representing 27% got a scale of 1. For this reason, students got an average of 2.4 over 5. In contrast, in interactive communication, 8 students representing 31% got a scale of 5 points. However, 1 student that is the 4% got a scale of 4. In the same way, 9 students that are the 35% got a scale of 3. Then, 4 students that are the 15% got a scale of 2. Similarly, 4 students that represent the 15% got a scale of 1. Therefore, in interactive communication students obtained an average of 3.1 over 5 points of the A2 Level Assessing Speaking Performance.

The results showed that students had good interactive communication. Although they have made some mistakes, they maintained simple exchanges of ideas. However, most students had bad pronunciation by demonstrating limited control of phonological features, as well as, in grammar and vocabulary, students had a low level in the English speaking skill. Therefore, most students don't know basic grammatical rules and vocabulary words.

### **Post-test results**

Table 3 shows the frequency of the results from the Post-test that was the Key English test of speaking. It was the same Key English speaking test, but with a different topic. In the same way, the table was divided into the parameters of the rubric (A2 Level Assessing Speaking Performance).

**Table 3***Post-test results*

<b>Frequency</b>			
<b>KET scale A2</b>	<b>Grammar and vocabulary</b>	<b>Pronunciation</b>	<b>Interactive communication</b>
<b>5</b>	4	1	18
<b>4</b>	7	12	2
<b>3</b>	12	9	6
<b>2</b>	2	4	0
<b>1</b>	1	0	0

Source: KET test

Elaborated by: Campusano, N. (2021)

**Table 4***Speaking skills results*

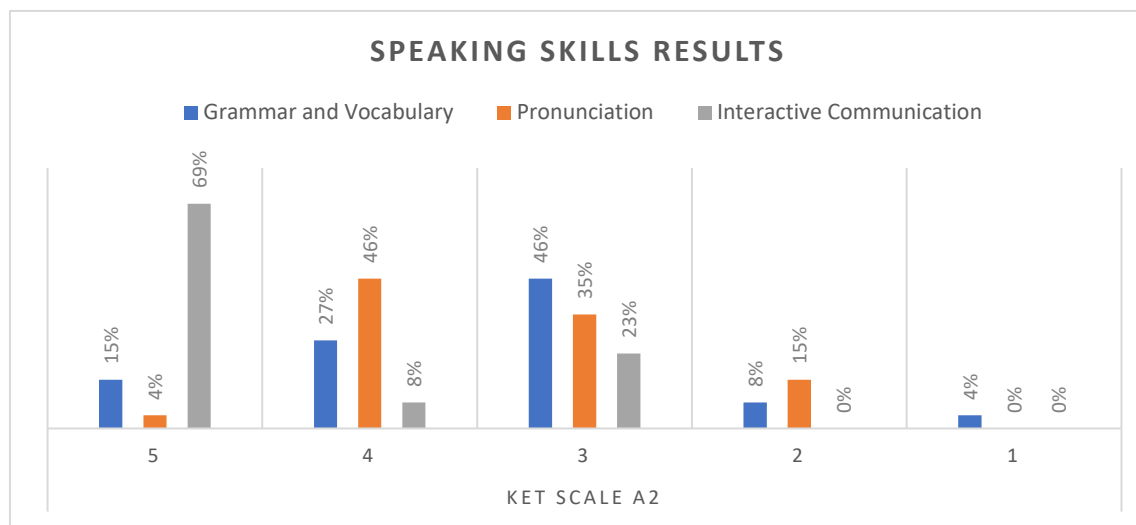
<b>Criteria</b>	<b>KET scale A2</b>					<b>Percentage</b>	<b>Average</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Grammar and vocabulary</b>	15%	27%	46%	8%	4%	100%	3.4
<b>Pronunciation</b>	4%	46%	35%	15%	0%	100%	3.3
<b>Interactive communication</b>	69%	8%	23%	0%	0%	100%	4.2
<b>Total</b>							3.6

Source: KET test

Elaborated by: Campusano, N. (2021)

**Figure 2**

*Speaking skills results*



Source: KET test

Elaborated by: Campusano, N. (2021)

**Analysis and interpretation**

Table 4 indicates the percentage of the frequency according to each parameter. Regarding grammar and vocabulary 4 students got a scale of 5 which represents the 15%. By contrast, 7 students got a scale of 4 which is the 27%, as well as, 12 students got the 3 scale which is the 46%. Meanwhile, the 8% who represents 2 students got a scale of 2. Finally, the 4% which represents 1 student got a scale of 1. Students got an average of 3.4 over 5 points. According to pronunciation, 1 student got a scale of 5 which is the 4%. Then, 12 students that represents the 46% got a scale of 2. In addition, 9 students which is the 35% got a scale of 3, as well as, 4 students that is the 15% got a scale of 2. Finally, no one obtained a scale of 1 that represents the 0%. Students got an average of 3.3. Regarding interactive communication 18 students that represents the 69% got a scale of 5. However, 2 students that is the 8% got a scale of 4. In the same way, 6 students that are the 23% got a scale of 3. Finally, no one obtained a scale of 2 and 1 representing the 0%. Therefore, in interactive communication students got the higher average of 4.2 over 5 points of A2 Level Assessing Speaking Performance.

In conclusion, the results showed that students improved in interactive communication criteria. They had more confidence at the moment of talking. The students still made some mistakes but kept simple exchanges of opinions. According to pronunciation, students had improved somewhat because they showed limited control of phonological features. Finally, in grammar and vocabulary, students improved their level because they could structure the sentences better.

### Pre-test and post-test results

**Table 5**

*Pre-test and post-test results*

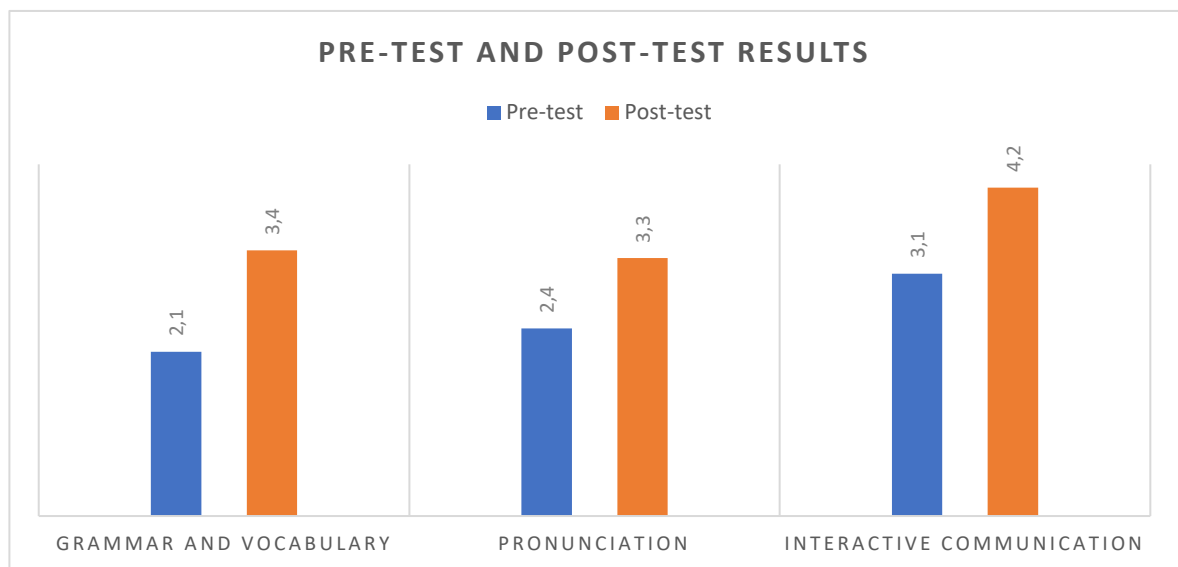
Criteria	Pre-test	Post-test
<b>Grammar and vocabulary</b>	2,1	3,4
<b>Pronunciation</b>	2,4	3,3
<b>Interactive communication</b>	3,1	4,2
<b>Total</b>	<b>7,6</b>	<b>10,9</b>

Source: KET test

Elaborated by: Campusano, N. (2021)

**Figure 3**

*Pre-test and post-test results*



Source: KET test

Elaborated by: Campusano, N. (2021)

## Analysis and interpretation

Table 5 describes the results from the pre-test and post-test. Therefore, it shows a comparison of the results from the KET test. According to the results, in the pre-test, grammar, and vocabulary, the students got an average of 2,1 over 5 points of the Assessing Speaking Performance rubric. However, in the post-test, students increased their average to 3,4. According to pronunciation, in the pre-test, students got an average of 2,4. In contrast, in the post-test, students improved with an average of 3,3. Finally, in interactive communication, students got an average of 3,1, while in the post-test, students showed an improvement with an average of 4,2.

It was determined that students obtained a better average in the interactive communication parameter. They understood most of the questions from the KET test, in some cases, they needed support to answer them. On the other hand, in pronunciation, students still struggled with the pronunciation of some words. Finally, in grammar and vocabulary, students showed an improvement by creating simple grammatical forms, and they used more vocabulary words to answer most of the questions.

Therefore, American sitcoms had an impact on the speaking skills of students. The sitcoms had an increased influence on the ability of students to communicate and interact. However, in pronunciation, students need more practice. In conclusion, it was observed that American sitcoms helped students to develop some of their speaking subskills.

## Speaking pre-test and post-test average

**Table 6**

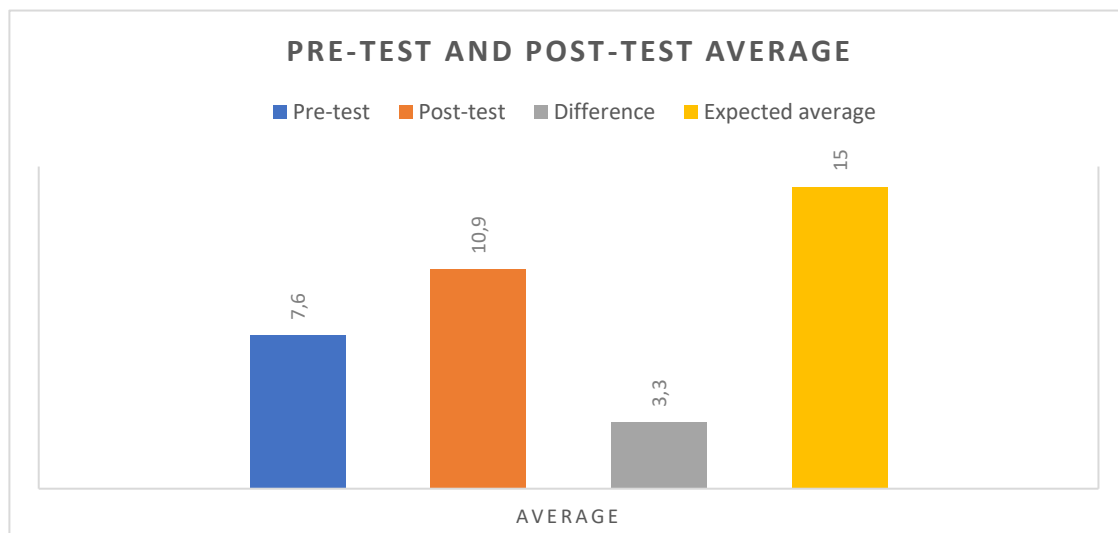
*Pre-test and post-test average*

<b>Results</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>	<b>Expected average</b>
<b>Average</b>	7,6	10,9	3,3	15

Source: KET test  
Elaborated by: Campusano, N. (2021)

**Figure 4**

Pre-test and post-test average



Source: KET test

Elaborated by: Campusano, N. (2021)

### **Analysis and interpretation**

Similarly, Table 6 shows the total average of the pre-test and post-test. In addition, it shows the difference between the two results. It is determined that in the pre-test, the average is 7,6, but in the post-test, the total average is 10,9 over 15, which is the expected average. Therefore, there is a difference of 3,3 between the two tests. It is concluded that there was an increase after the interventions of the American sitcoms.

### **3.2 Hypothesis verification**

#### **Null hypothesis:**

**H0:** American Sitcoms influence in the development of the speaking skill at Unidad Educativa “Luis Alfredo Martinez”

#### **Alternative hypothesis:**

**H1:** American Sitcoms do not influence in the development of the speaking skill at Unidad Educativa “Luis Alfredo Martinez”



### 3.2.1 Test of normality

The normality test was used to measure whether the data have a normal distribution or a non-normal distribution. In the case the data has a normal distribution, the T-student test has to be applied to verify the hypothesis. On the other hand, if the data has a non-normal distribution, the Wilcoxon test has to be selected. Therefore, the normality test was applied to deduce the characteristics of the data collected and determine the statistic test to verify the hypothesis. This normality test was done with the SPSS software program.

**Table 7**

*Test of normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	,174	26	,042	,914	26	,033
Post_test	,186	26	,021	,903	26	,018

Source: IBM SPSS Statistics  
Elaborated by: Campusano, N. (2021)

### Analysis and interpretation

According to Table 7 of the Normality test, the degree of freedom (dl) was 26 < 50. Therefore, the normality test was based on Shapiro-Wilk. On the other hand, the significance value p-value in the pre-test was 033 < 0,05, while the significance value p-value in the post-test was 018 < 0.05, which means the data had a non-normal distribution.

### 3.2.2 Wilcoxon test

The hypothesis worked with a non-normal distribution, which means it was necessary to use the non-parametric test, Wilcoxon. This statistical test compares two related samples to determine the difference. If the obtained probability p-value is less than (0,05), the null hypothesis is rejected, and the alternate is accepted. On the other hand, if the obtained probability p-value is greater than (0.05), the null hypothesis is accepted, and the alternate is rejected.

**Table 8**

*Ranks*

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_test - Pre_test	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	24 <sup>b</sup>	12,50	300,00
	Ties	2 <sup>c</sup>		
	Total	26		

a. Post\_test < Pre\_test

b. Post\_test > Pre\_test

c. Post\_test = Pre\_test

**Source:** IBM SPSS Statistics

**Elaborated by:** Campusano, N (2021)

### **Analysis and interpretation**

Table 8 shows the results obtained with the Wilcoxon test. Hence, there were positive ranks of 24 and negative ranks of 0. In addition, there were 2 ties with a total of 26. The ranks correspond to students' results that took the pre-test and post-test, that in this case is a total of 26 students.

**Table 9**

*Wilcoxon statistics test*

Test Statistics <sup>a</sup>	
	Post_test - Pre_test
Z	-4,302 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

**Source:** IBM SPSS Statistics

**Elaborated by:** Campusano, N (2021)

## **Final decision**

Table 9 shows the test statistics, the asymptotic significance Asymp. Sig. (2-tailed is related to the hypothesis. According to the table, there was an asymptotic significance of,000. The value is less than 0,05, which means the alternate hypothesis H1 was accepted, and the null hypothesis was rejected. Therefore, American sitcoms influenced students' speaking skills.

### **3.2.3 Discussion**

The following study evaluated the influence of American sitcoms on speaking skills. In addition, it aimed to identify the speaking skills developed through American Sitcoms. The analysis helped determine the extent to which sitcoms helped students develop their speaking skills with the difference between the pre-test and post-test. According to the analysis with the SPSS program, the null hypothesis was rejected, and the alternate hypothesis was accepted. The main results are presented below.

The results demonstrated that American sitcoms had a positive impact on students speaking abilities. However, it is worth that the analysis of the rubric parameters showed that students had problems with grammar vocabulary and pronunciation subskills. The significant influence of sitcoms was in interactive communication. Therefore, it means that students were initially unsure of the questions, but after the speaking activities, they developed more confidence to interact. Previous studies state that sitcoms help improve students' linguistic and pragmatic competence as the humorous feature creates a positive atmosphere (Alerwi & Alzahrani, 2020). When foreign language learners are exposed to videos, cognitive domains are activated, and motivation is enhanced (Demirbilek, 2013). In addition, motivation is a crucial aspect in developing learners' oral production. Sitcoms encourage the learner to participate in different speaking activities such as role-play or discussion activities (Landy & Paguay, 2016). Therefore, it is determined that sitcoms encourage students to interact with simple exchanges with little support.

Furthermore, the results showed that sitcoms were useful as a learning tool. The lesson plans included activities based on each episode students watched. These results are consistent with previous studies that state sitcoms can be effective as a pedagogical tool

because, with the teacher's help, linguistic and cultural learning can be achieved (Espinar & Rodríguez, 2019). In addition, most students learned new vocabulary words, expressions, and a new culture. Therefore, videos allow students to focus on linguistic structures while observing a different culture (Demirbilek, 2013). Intercultural competence is necessary for meaningful communication, cultural development forms intercultural learners (Espinar & Rodríguez, 2019).

In addition, students could answer common questions of everyday situations. The speaking activities through sitcoms helped students to interact easily. This result was concluded in another study that argues sitcoms as a learning tool, i.e. with speaking activities, contribute significantly to speaking skills (Alerwi & Alzahrani, 2020). Audio-visual materials are beneficial for teaching a foreign language in a sociocultural context (Demirbilek, 2013). Most EFL/ESL teachers have continued their traditional teaching. However, today's education aims to seek students can develop their communication skills in a real context. Learning a language is not only about acquiring vocabulary and grammar, it also involves acquiring a linguistic competence that enables learners to communicate appropriately (Alerwi & Alzahrani, 2020).

## **CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS**

### **4.1 Conclusions**

This study analyzed the influence of American sitcoms on speaking skill. After the analysis of the results from the investigation, it was established a series of conclusions.

In conclusion, sitcoms can be implemented in many ways in the classroom, such as pre-teaching vocabulary, watching the sitcom, and finally discussing the clip, as well as using worksheets (Bilsborough, 2009). American sitcoms can function as a learning tool in an EFL classroom since they were easily adapted to a lesson plan structure. These lesson plans included worksheets with exercises such as multiple-choice questions, true or false questions, and fill-in-the-blanks. Therefore, students were able to develop each activity while they watched the corresponding sitcom. In addition, the activities were successful since students got good grades in the worksheets. Thus, sitcoms can be used during the English learning process.

The pre-test assisted in evaluating the level of speaking skills in the students. The results showed that most students had problems speaking since they showed limited control of grammar and had a low vocabulary range. In addition, students showed difficulty to respond simple questions. The results from the pre-test showed an average of 7.6 over 15. However, after the experimentation, they developed the confidence to respond to common questions, so the results then showed an improvement with an average of 10.9 over 15 with a difference of 3.3.

Furthermore, it is concluded that American sitcoms influenced interactive communication positively since the results showed an average of 4.2 over 5. Thus, learners were able to express their ideas effectively in a face-to-face. However, in pronunciation, students still had difficulty producing sounds of some words, the results showed an average of 3.3 over 5. In grammar and vocabulary, the average was 3.4, students learned new words during the interventions, but they had difficulties with grammar. Thus, American sitcoms had an impact on some speaking sub-skills. In addition, sitcoms created an atmosphere of motivation in students since they showed interest in learning the language. They learned while having fun at the same time and they felt comfortable.

## **4.2 Recommendations**

It is necessary to choose the appropriate American sitcom according to the English level of students. Most students are not used to watching a comedy series entirely in English. Therefore, it is suggested to start with sitcoms that contain easy-to-understand language and vocabulary. In addition, it is advisable to add subtitles so that students can understand better.

It is recommended to socialize and give clear instructions about the format of the standardized pretest. In this way, students can have a clear idea about the test and will be able to develop the test in a feasible way. In the same way, it is recommended that the teacher manage the timing of each question and develop according to the guidelines established by the Cambridge standardized test.

It is suggested to apply more interventions to have more significant results in the investigation. The longer the sitcom interventions last, the more meaningful the results will be. Moreover, it is advisable to apply sitcoms in an educational establishment with technological tools since most public schools do not have access to technology resources, if this is the case, it is recommended to use audiovisual. In addition, it is suggested to integrate more grammar activities in the lesson plans if the classroom requires grammatical structures.

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## ANNEXES

### Annex 1: Pre-test and post-test

#### Pre-test: eating

##### Test 2

##### Part 1 (3-4 minutes)

##### Phase 1

##### Interlocutor

*To both candidates*      Good morning / afternoon / evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ....., and this is .....

*To Candidate A*      What's your name?

*To Candidate B*      And what's your name?

##### Back-up prompts

	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2*

**Interlocutor**

Now, let's talk about **music**.

**A**, how often do you listen to music?

What music do you like best?

**B**, what is your favourite instrument?

Where do you like listening to music?

**Extended Response**

Now **A**, please tell me something about your favourite singer or group?

**Interlocutor**

Now, let's talk about **shopping**.

**B**, where do you like to go shopping?

What do you like to buy with your money?

**A**, who do you like to go shopping with?

What can you buy near your house?

**Extended Response**

Now, **B**, please tell me something about presents you buy for your friends.

**Back-up prompts**

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

**Back-up questions**

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

**Back-up prompts**

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

**Back-up questions**

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

**Source:** KET exam

**Elaborated by:** Campusano, N. (2021)

## Post-test: holidays

### Test 1

#### Part 1 (3-4 minutes)

##### Phase 1

##### Interlocutor

*To both candidates*      Good morning / afternoon / evening.  
 Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ....., and this is .....

*To Candidate A*      What's your name?

*To Candidate B*      And what's your name?

##### Back-up prompts

	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

<i>Phase 2</i>	
<b>Interlocutor</b>	
Now, let's talk about <b>friends</b> .	
<b>A</b> , how often do you see your friends?	<b>Back-up prompts</b>
What do you like doing with your friends?	Do you see your friends every day?
<b>B</b> , where do your friends live?	Do you like going to the cinema?
When do you see your friends?	Do your friends live near you?
<b>Extended Response</b>	Do you see your friends at weekends?
Now <b>A</b> , please tell me something about one of your friends.	<b>Back-up questions</b>
	Do you like your friend?
	Where did you meet your friend?
	Did you see your friends last weekend?
<b>Interlocutor</b>	
Now, let's talk about <b>home</b> .	
<b>B</b> , who do you live with?	<b>Back-up prompts</b>
How many bedrooms are there in your house / flat?	Do you live with your family?
<b>A</b> , where do you watch TV at home?	Are there three bedrooms in your house / flat?
What's your favourite room in the house?	Do you watch TV in the kitchen?
	Is your bedroom your favourite room?
<b>Extended Response</b>	<b>Back-up questions</b>
Now, <b>B</b> , please tell me something about the things you like doing at home, at the weekends.	Do you like cooking at the weekends?
	Do you play computer games at the weekends?
	What did you do at home, last weekend?

**Source:** KET exam  
**Elaborated by:** Campusano, N. (2021)

## Annex 2: Rubric- Assessing Speaking Performance

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>		

**Source:** Cambridge English Language Assessment

**Elaborated by:** Campusano, N. (2021)

### Annex 3: Lesson plans

<b>Lesson Plan 1</b>	
<b>Teacher's name:</b> Nicole Campusano	<b>Date:</b> 17/12/2021
<b>Grade:</b> 3ero BGU "A"	<b>Sitcom:</b> Futurama
<b>Time:</b> 35 minutes	<b>Episode:</b> "Iron Chef" T:4 E11
<b>Aim:</b> Students will be able to discuss about the sitcom using vocabulary and adverbs of frequency.	
<b>Objectives:</b> Students will be able to identify new vocabulary words. Students will be able to discuss about their likes and dislikes.	
<b>Materials:</b> TV, computer, markers, worksheets	
<b>Warm up:</b>  Before to start, the teacher will explain the term sitcom. Then, the teacher will ask students to name the sitcoms they know. Teacher will ask the following question:  <i>What sitcoms do you know?</i>	<b>Time</b>  3
<b>Before watching</b> <b>Vocabulary and Grammar preview:</b> <ul style="list-style-type: none"> <li>Teacher will show students some vocabulary words that students are going to hear during the episode. Teacher will explain the meaning of each word and give examples.</li> <li>In addition, teacher will explain the grammar point <i>Adverbs of frequency</i>. Teacher will give examples to students can understand.</li> </ul>	8
<b>While watching</b> <ul style="list-style-type: none"> <li>Teacher will give students a worksheet with activities that students have to complete while they watch the sitcom. Teacher will give instructions about the activities they have to complete.</li> <li>After explaining students what they have to do, the teacher will display the sitcom Futurama episode 11, season 4.</li> <li>Students will watch the episode twice. However, if it is necessary students will watch it three times.</li> </ul>	10
<b>After watching</b> <b>Discussion:</b> <ul style="list-style-type: none"> <li>Teacher will ask students to read the answers from the worksheet to encourage their speaking skill.</li> <li>Teacher will give students questions cards with prompts to answer and give instruction about the activity.</li> <li>Teacher will ask students to share their answers with the whole class.</li> </ul> <i>Name the characters from the episode</i> <i>What the episode is about?</i> <i>What recipe do you like to cook?</i> <i>How often do you cook?</i>	14
<b>Homework:</b> Teacher will give students a worksheet to complete about the grammar and vocabulary they have learned.	





<b>Vocabulary</b>	
Recipe	Brunch
Fix	Ship

## Worksheet 1

Name:.....

Date:.....

- 1) Watch the episode and complete the following chart. Match the names with the correct picture.

Meet the characters			
			
Zoidberg	Bender	Fry	Leela

- 2) Complete the following questions.

1) What is Bender doing?

- a) He is dancing
- b) He is cooking
- c) He is singing

2) Where is cooking Bender?

- a) He is in the kitchen
- b) He is in the living room
- c) He is in the dining room

3) What is Bender preparing?

- a) Brunch
- b) Lunch
- c) Breakfast

4) What will happen if Bender's friends don't eat his food?

- a) He will be happy
- b) He will be scared
- c) He will be crushed

5) Why leela is crying?

- a) She doesn't want to eat
- b) She wants to eat
- c) She is excited.

6) What did Zoidberg try to fix the spaceship with?

- a) Glue
- b) Eraser
- c) A pen



Question cards

<p>Name the characters from the episode.</p> <p>The characters are..... .....</p>	<p>What the episode is about?</p> <p>The episode is about..... .....</p>
<p>What recipe do you like to cook?</p> <p>I like to cook..... .....</p>	<p>How often do you cook?</p> <p>I..... .....</p>

<b>Lesson Plan 2</b>	
<b>Teacher's name:</b> Nicole Campusano	<b>Date:</b> 07/01/2022
<b>Grade:</b> 3ero BGU "A"	<b>Sitcom:</b> Friends
<b>Time:</b> 35 minutes	<b>Episode:</b> "The One With The East German Laundry Detergent" T:1 E5
<b>Aim:</b> Students will be able to perform a Role-play using the vocabulary.	
<b>Objectives:</b> Students will be able to identify new vocabulary words. Students will be able to perform a short scene about a clip of the sitcom using the vocabulary they have learned.	
<b>Materials:</b> TV, computer, markers, worksheets	
<b>Warm up:</b>  Teacher will ask students the following question: <i>How often do you go to the cafeteria?</i>	<b>Time</b>  3
<b>Before watching</b> <b>Vocabulary preview:</b> <ul style="list-style-type: none"> <li>Teacher will show students the vocabulary words that students are going to hear during the episode. Teacher will explain the meaning of each word and give examples to make sure students understood. Teacher will show pictures to students can understand better.</li> </ul>	5
<b>While watching</b> <ul style="list-style-type: none"> <li>Teacher will give students the worksheet 2 with the activities students have to complete while they watch the sitcom. Teacher will give instructions about the activities they have to complete.</li> <li>Teacher will display the sitcom Friends episode 5, season 1.</li> <li>Students will watch the episode twice. However, if it is necessary students will watch it three times.</li> </ul>	12
<b>After watching</b>  <b>Role-play:</b> <ul style="list-style-type: none"> <li>Teacher will ask students to make groups of 4.</li> <li>Teacher will give students the script from the short clip they have to perform.</li> <li>Teacher will ask students to prepare themselves to perform the Role-play.</li> </ul>	15
<b>Homework:</b> Teacher will give students a worksheet to complete about the vocabulary they have learned.	

**Vocabulary**

Break up



Burns up



Young lady









Mean



## Worksheet 2

Name:.....

Date:.....

Characters		
Chandler	Phoebe	Monica
		
Rachel	Ross	Joey
		

**1) Watch the episode. Underline True or False for the following statements.**

- |  |             |              |
|--|-------------|--------------|
| 1) All of them are in the living room.                                   | <b>True</b> | <b>False</b> |
| 2) Phoebe says “guys can do so many mean things and then not even care”. | <b>True</b> | <b>False</b> |
| 3) Chandler has plans.   | <b>True</b> | <b>False</b> |
| 4) Joey says Chandler “be a man just stop calling”.                      | <b>True</b> | <b>False</b> |
| 5) Phoebe is not going to break up with Tony.                            | <b>True</b> | <b>False</b> |
| 6) Ross wants to order something else.                                   | <b>True</b> | <b>False</b> |
| 7) Rachel’s father wants to give her a Mercedes convertible.             | <b>True</b> | <b>False</b> |

**2) Watch the episode, and fill in the blanks. Use the words in the box.**

burns me up	father	lady
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**Phoebe:** What’s the matter. Why so scrunchy?

**Rachel:** It’s my \_\_\_\_\_. He wants to give me a Mercedes convertible.

**Ross:** That guy he \_\_\_\_\_.

**Rachel:** Yeah, well, it’s a Mercedes if I move back home.

**Ross:** Oh!

**Rachel:** Ugh, it was horrible. He called me young \_\_\_\_\_.

**Chandler:** Ooh, I hate when my father calls me that.

## Role-play

- 1) **Work in groups of 4 and read the following script. Act the short scene with your group.**

**Phoebe:** What's the matter. Why so scrunchy?

**Rachel:** It's my father. He wants to give me a Mercedes convertible.

**Ross:** That guy he burns me up.

**Rachel:** Yeah, well, it's a Mercedes if I move back home.

**Ross:** Oh!

**Rachel:** Ugh, it was horrible. He called me young lady.

**Chandler:** Ooh, I hate when my father calls me that.

<b>Lesson Plan 3</b>	
<b>Teacher's name:</b> Nicole Campusano	<b>Date:</b> 14/01/2022
<b>Grade:</b> 3ero BGU "A"	<b>Sitcom:</b> Friends
<b>Time:</b> 35 minutes	<b>Episode:</b> "The One Where Underdog Gets Away" T:1 E9
<b>Aim:</b> Students will be able to discuss in the classroom using the vocabulary from the sitcom.	
<b>Objectives:</b> Students will be able to identify new vocabulary words. Students will be able to talk about their friends and personal information.	
<b>Materials:</b> TV, computer, markers, worksheets	
<b>Warm up:</b>  Teacher will ask students the following question: <i>What do you like to do on holidays?</i>	<b>Time</b>  3
<b>Before watching</b> <b>Vocabulary preview:</b> <ul style="list-style-type: none"> <li>Teacher will show students the vocabulary words that students are going to hear during the episode. Teacher explains the meaning of each word and gives examples with pictures.</li> </ul>	5
<b>While watching</b> <ul style="list-style-type: none"> <li>Teacher will give students the worksheet 3 with activities that students have to complete while they watch the sitcom. Teacher gives instructions about the activities they have to complete.</li> <li>Teacher will display the sitcom Friends episode 9, season 1.</li> <li>Students will watch the episode twice. However, if it is necessary students can watch it three times.</li> </ul>	12
<b>After watching</b>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>Teacher will ask students to work in pairs to do the discussion activity.</li> <li>Students will read the questions and answer them in an oral way.</li> <li>Teacher will give students a time to prepare their answers. In this way they will develop their speaking skills.</li> </ul>	15
<b>Homework:</b> -	

**Vocabulary**

Whip



Annoy



Unborn



Sauce



Lumps









Turkey



### Worksheet 3

Name:.....

Date:.....

Characters		
Chandler	Phoebe	Monica
		
Rachel	Ross	Joey
		

**1) Watch the episode and complete the following questions.**

**1) Who are cooking?**

- a) Monica and Rachel
- b) Rachel and Phoebe
- c) Monica and Phoebe

**2) Why Rachel is excited?**

- a) Because she got the tickets
- b) Because she prepared the food
- c) Because she is going to help cooking.

**3) What did Phoebe do with the potatoes?**

- a) She boiled the potatoes
- b) She fried the potatoes
- c) She whipped the potatoes

**4) How many kinds of potatoes is going to prepare Monica?**

- a) Three kinds of potatoes
- b) One kind of potatoes
- c) Four kinds of potatoes

**2) Watch the episode and put the events in the correct order from 1 to 6.**

- Monica gets upset with Ross and asks him to stop annoying her. \_\_\_\_\_
- Ross goes to talk with his unborn child. \_\_\_\_\_
- Joey asks Monica a “question”. \_\_\_\_\_
- Chandler leaves the place. \_\_\_\_\_
- Rachel goes out with her things. \_\_\_\_\_
- Phoebe is whipping the potatoes. \_\_\_\_\_

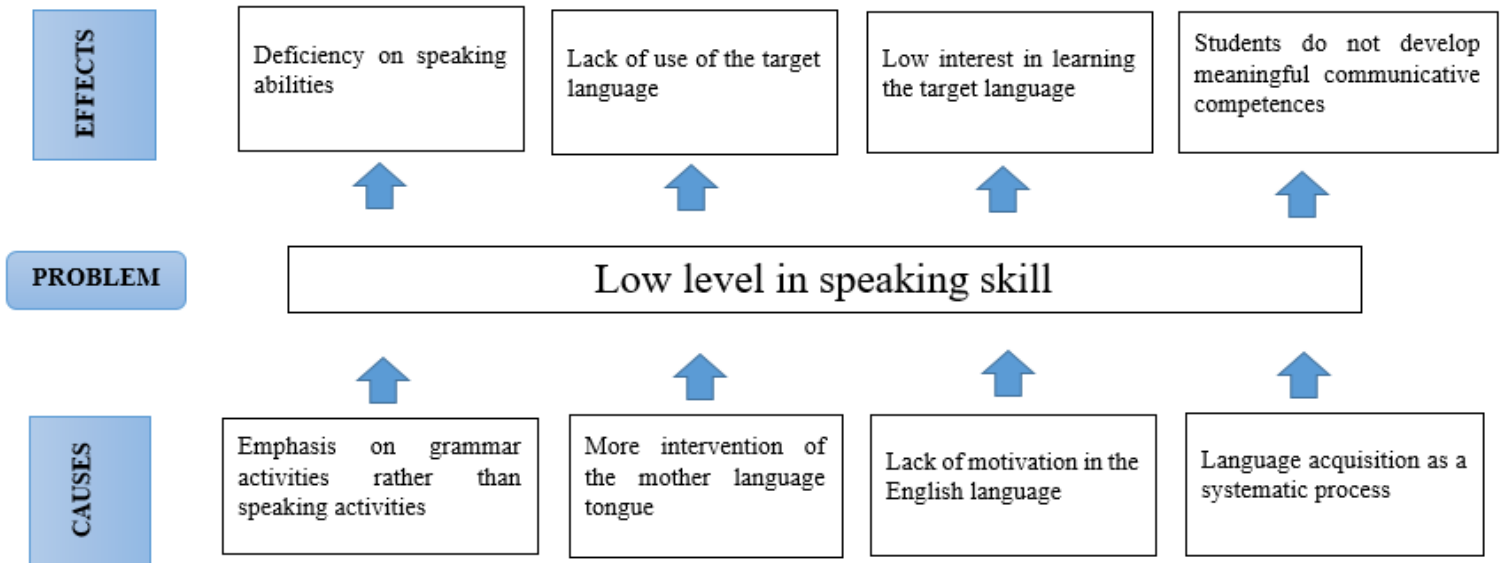


## Discussion activity

### 1) Analyze the following questions with your partner

- 1) Where do you cook?
- 2) What do you like to do with your friends? (cinema, park, shopping center, etc.)
- 3) Do you live with your friends or your family?
- 4) How many friends do you have?

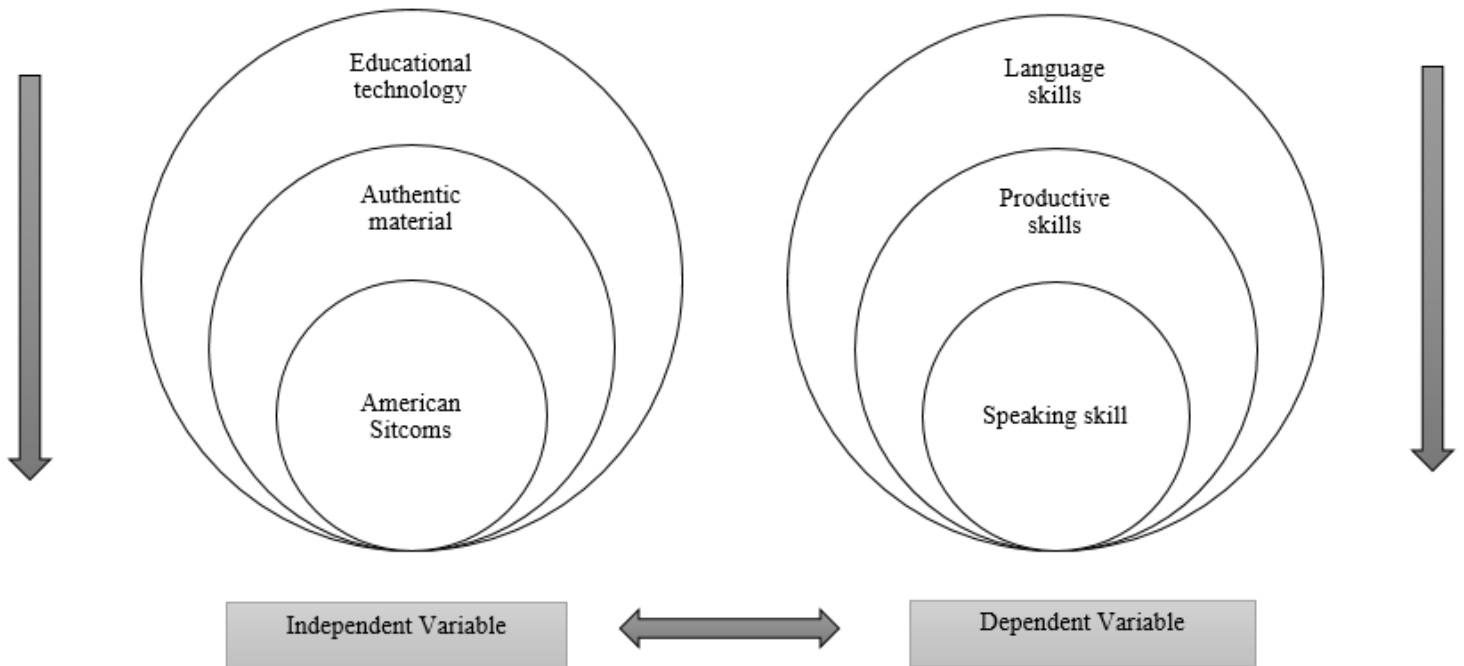
## Annex 4: Critical analysis



Resource: Researcher

Elaborated by: Campusano, N. (2021)

## Annex 5: Key categories



Resource: Researcher

Elaborated by: Campusano, N. (2021)

## Document Information

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## Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / CAMPUSANO_NICOLE_FINAL PROJECT.pdf</b> Document CAMPUSANO_NICOLE_FINAL PROJECT.pdf (D91601075) Submitted by: gcampusano9693@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	 36
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