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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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AMERICAN SITCOM AND LISTENING COMPREHENSION

Author: Papa Paredes Angela Lizeth

Tutor: Lcda. Mg. Lorena Fernanda Parra Gavilánez

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CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilanez holder of the I.D No. 180310352-0, in my capacity as supervisor of the Research dissertation on the topic: **“AMERICAN SITCOM AND LISTENING COMPREHENSION”** investigated by Miss Angela Lizeth Papa Paredes with I.D No. 1600557704 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Papa Paredes Angela Lizeth
I.D. 1600557704

AUTHOR

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Papa Paredes Angela Lizeth
I.D. 1600557704

AUTHOR

DEDICATION

To my dear parents, brother and friends who always supported me during this long and tough process. They gave me the courage to pursue and fulfill my dream. To my lovely boyfriend who always believe in me and support me all this time. Finally, to God for giving me strength and health in this time.

Angela Papa

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Angela Papa

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ABSTRACT

TITLE: “American sitcom and listening comprehension”

AUTHOR: Papa Paredes Angela Lizeth

TUTOR: Lcda. Mg. Lorena Parra

American Sitcom and Listening Comprehension

This present study aims to analyze the influence of the American Sitcom (*Friends*) in the development of listening comprehension in young learners. It is quantitative research with a pre-experimental design through the application of a pre-test and post-test FCE listening part exam for the verification of the research hypothesis. The research was applied to 24 students of the 8th semester of the PINE English Language Training Program at Universidad Técnica de Ambato. For this study, an adapted evaluation rubric was used and designed according to the subskills measured by each part of the FCE listening part. A special attention was paid to the independent variable (American Sitcom) in relation to the dependent variable (Listening comprehension). For the analysis and interpretation of data, a table showed the improvements obtained by the students in each sub-skill. For the development of this research, a standardized pre-test and post-test FCE listening part exam was used. In addition, the students underwent 10 treatments of 30 min each, using American comedy as a tool to develop their listening comprehension. Subsequently, to test the hypothesis, a normality test was performed, followed by a T-test. Finally, it was concluded that the implementation of the American sitcom *Friends* does influence listening comprehension due to the enhancements in each listening subskill.

Keywords: listening comprehension, listening subskills, American sitcom, *Friends* series, listening tools.

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RESUMEN

TÍTULO: “Comedia americana y comprensión auditiva”

AUTOR: Papa Paredes Angela Lizeth

TUTOR: Lcda. Mg. Lorena Parra

Comedia americana y comprensión auditiva

El presente estudio tiene como objetivo analizar la influencia de la comedia americana (Friends) en el desarrollo de la comprensión auditiva en jóvenes estudiantes. Es una investigación cuantitativa con un diseño pre-experimental, mediante la aplicación de un examen FCE pre-test y post-test para la verificación de la hipótesis de investigación. Esta se aplicó a 24 estudiantes del 8vo semestre de la carrera de PINE de la Universidad Técnica de Ambato. Para este estudio se utilizó una rúbrica de evaluación adaptada y diseñada de acuerdo a las sub-destrezas medidas en cada parte del examen de escucha del FCE. Se prestó especial atención a la variable independiente (America Sitcom) en relación con la variable dependiente (Comprensión auditiva). Para el análisis e interpretación de los datos se puede evidenciar una tabla que mostró las mejoras obtenidas por los estudiantes en cada sub-destreza. Para el desarrollo de esta investigación se utilizó la parte auditiva del examen estandarizado FCE como pre-test y post-test. Además, los alumnos se sometieron a 10 tratamientos de 30 min cada uno, utilizando la comedia americana como herramienta para desarrollar su comprensión auditiva. Posteriormente, para probar la hipótesis, se realizó una prueba de normalidad, seguida de una prueba T. Finalmente, se concluyó que la implementación de la comedia americana sí influye en la comprensión auditiva debido a las mejoras en cada sub-destreza auditiva.

Palabras clave: comprensión auditiva, sub-destrezas auditivas, comedia de situación estadounidense, serie Friends, herramientas auditivas.

INTRODUCTION

Contextualization

Nowadays English is very important in society. It plays a key role when people from different languages-cultures wants to communicate. As a consequence, it functions as a global language (Fang, 2017). Similarly, Karimova (2016) states that the English language has become an official language in more than seventy-five countries around the world, and for young people in global communication, the use of this foreign language is considered crucial for the future and is widespread in current life. As a result, in the educational program, numerous countries include the teaching of the English as a second language and children begin to learn it from a very young age (Parvathi, 2016).

In Latin America, Gazzola and Didriksson (2008) as cited in Tejada and Molina (2020) highlight that one of the principal gaps in Latin America is the deficiency of English proficiency. According to the EF English First (2016), after some Sample high-proficiency tasks, which included the ability to give a presentation at work, understand television programs, and read a newspaper, demonstrated that most Latin American countries have low English proficiency. This leads to performance below the world average on the EF First English Proficiency Index. However, younger generations are indicating a higher level of English proficiency. Therefore, it is vital to try to improve English levels in schools (Cronquist & Fiszbein 2017).

Lastly, in Ecuador, there were just one thousand public schools that had English teachers over fifteen thousand (El Telégrafo, 2014). Because of that, according to the EF English First (2016) Ecuador is part of the countries with a low level of English. In addition to this, Muñoz et al. (2018) stress that one of the biggest challenges of the Ecuadorian TEFL is the change of mentality in teachers, community and students, thus, if that is achieved maybe over time, they will be able to get a higher place in the raking, in order to fulfill the objective of the Ministerio de Educación in the curriculum of English as a foreign language, which is to develop the personal, social and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages (Ministerio de Educación, 2017).

Critical analysis

As it is known, listening is one of the most complicated and challenging skills for students during the process of learning English as a foreign language, therefore, they need more opportunities and time to be exposed to listening in spoken situations (Each & Suppasetseree, 2021). Likewise, Field (2008) as cited in Nowrouzi et al. (2015) establish that it is a difficult skill due to the different types of knowledge required to listen effectively and the complexity of the learning process. For instance, students in the Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Técnica de Ambato have lost contact with native speakers (of the English language) due to the Covid-19 pandemic. As Azorín (2020) said, covid-19 surprised most countries and their educational systems were totally affected, resulting in a new digital education, where nobody was prepared for. However, despite the efforts of teachers to familiarize students with the language, unfortunately the level of listening comprehension seems to be low. Nevertheless, the causes of poor performance in the listening comprehension parts focus on more aspects, which are detailed in a problem tree with their respective cause and effect (See Annex 1).

In the first place, schools and universities put more emphasis on grammar than in listening comprehension. Additionally, in numerous course books, listening is not a vital part, as a consequence, teachers do not take into account this skill in their modules (Gilakjani & Sabouri, 2016). It is clear that most of each unit corresponds to grammar points, and it is understandable because it is the basis of English. As Folse (2016) said, it is important to teach more grammar because in that way students will be able to develop communicative competence and not just linguistic competence. Another point of view is by Rossiter (2021) he established that without grammar, people would only be able to produce elementary communication, such as "Me Mary, you Paul", but they would be unable to convert more complex ideas into words to form a complete and coherent sentence. However, it should not be forgotten that each skill is important, for Kannan (2019), listening is the primary step in language learning, whether it is the child's mother tongue or as a second language. Compatibly, another author argued that listening is a state of receptivity that allows understanding what is heard and gives the listener full participation in the communication process (Sadiku,

2015). If students have less interest in improving their listening comprehension, in the future, they will not be able to understand native speakers.

In the second place, lack of listening activities in the classroom. According to Djabborova (2020) students develop their listening skills better through engaging and simple activities, those that focus less on the end product and more on the learning process. It means that, while creative activities teachers could obtain better grades in the listening part. As Cahyono & Widiati (2015) explains, teacher must use activities that require learner's full attention, they can do this through repetitive listening materials so that students will be able to recognize mutually the sounds of spoken English and the message transmitted. In the same way, listening activities such as reading-while-listening can offer a significant support to benefit lower proficiency L2 students and reach greater comprehension (Chang, 2016).

On the other hand, the use of the same methods for listening comprehension. Alrawashdeh (2017), teacher's book provides key methods for teaching listening comprehension, but they do not provide enough exercises about it. Whereas, Muñoz et al. (2018) agreed that a mixture of traditional methodology continues being part of the English classes in education in Ecuador. It means that teachers use the same kind of audios in the activities, and the learners get bored. Moreover, Djabbarova (2020) stated that in modern pedagogy, creative and curious methods for listening cover everything from multimedia resources to interactive exercises. At the end, most of the students and teachers, pointed out that the use of creative activities makes the students feel more motivated to learn the English language and developed positive attitudes towards the listening activities. Here, teachers should use other technological resources and different methods to motivate students to learn the English and enhance their listening comprehension (Cigerci,2017).

Finally, lack of listening practice. Nowrouzi et al. (2015), the development of listening comprehension is complicated, especially in a foreign language context where practice opportunities are limited. Though, regarding to Sadiku (2015) students must develop a keen interest in improving their listening comprehension, in order to master the foreign language. Teachers try that all learners practice their English in the classroom to become more familiar with the language, however, it is not the same as listening to

a native speaker. Non-native speakers have lower linguistic competence than native speakers (Lev-Ari, 2015). For this reason, when there is the opportunity to speak with a native speaker, students find it difficult. Ergo, students should first learn to understand in real language circumstances to get the main point of what native speakers are telling (Ahmadi, 2016). As a conclusion, this research will use an American sitcom as a tool to improve the English listening comprehension in learners.

Prognoses

Teachers and learners should be aware of the lack of listening comprehension in students during the learning process of the foreign language. As believed by Gilakjani, and Sabouri (2016) lack of interest is one of the most serious difficulties that students present during listening comprehension activities. Another limitation, in this case for teachers, is the lack of tools as authentic listening materials, since, teacher's book does not have enough guides for teaching listening comprehension (Alrawashdeh & Al-zayed, 2017). Hence, depend on both to be able to find a solution and to be able to improve the learning process. For instance, if teacher uses different and authentic materials during the classes, students could feel motivated and they will want to learn. (Rao, 2019).

As mentioned by Djabborova (2020), if students have difficulties in the listening comprehension part, the other language skills may be affected. Additionally, if the problem cannot be solved on time, future professionals will graduate with educational shortcomings and gaps, which could leave the institution with a bad reputation. Moreover, students will no able to understand native speakers, they could not recognize sounds, have phonological, lexical, discoursal, pragmatic, syntactic and semantic problems and the most important one, they could not be able to develop their communicative skill (Nowrouzi, et al., 2015). On that account, teachers might be able to apply a several methods in the classroom to help language learners, in order to motivate students, make the class more dynamic to engage the them in the learning process, and make students want to learn (Rao, 2019).

Problem formulation

How learners could have a better way to improve their listening comprehension level?

Research questions

- What kind of activities based on American sitcom influence in listening comprehension during the learning process?
- What are the listening subskills that students could improve?
- What is the influence of Friends Sitcom in the development of listening comprehension?

Delimitation of research study

The field of this research study is English as a foreign language because it is taught in a country where English is not the mother tongue. Additionally, the area is Tertiary Education at University level because students must have a B2 level of English language proficiency according to PINE English Language Training Program. As well, the aspect of Listening comprehension because it is an observable and one the most important skills that learners need to develop. Besides, the spatial limitation took place at Universidad Técnica de Ambato in PINE English Language Training Program, located in Huachi Chico, Ambato, on Los Chasquis Avenue and Rio Payamino Street. Phone number (099 705 4558). The final point is the time limitation, it took place between May and Julio 2022 since students are coursing their last semester at the University in the academic period April-August 2022.

Justification

The importance of this research is to determine if listening to native speakers, through the American sitcom, helps learners to significantly improve their ability to listen and understand the English language. Djaborova (2020), a useful resource for teaching listening skills is video tools, such as short skits, news shows, documentary films, interview segments, and dramatic and comedic material. It is beneficial because of the authentic language of this American sitcom. Moreover, it analyzes how teachers can use American sitcoms as a learning tool in the classroom.

It is relevant in the society due to the importance of the English language nowadays. Thereby, we will determine if a leisure activity can be converted into an educational tool, in which young students can acquire the language unconsciously. Further, a comprehensive vision of the importance of learning through more didactic methods than those traditionally taught is offered. Yin (2015), there are some evidences on the positive relationships between listening and some activities such as having people speaking English around. The impact of this research will be on provide young learners a new and different way to improve their listening comprehension. As a result, they will be able to understand to native speakers.

This research is feasible because the researcher has the support of the Pedagogía de los Idiomas Nacionales y Extranjeros to apply listening comprehension activities in students. In addition, technological, economic and bibliographic resources will be used to correctly develop the research and obtain better results. Besides, the beneficiaries are students of 8th semester “B” of the Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Técnica de Ambato.

This study is structured as follows: first, chapter one, which refers to the theoretical framework, where several authors will be cited with different opinions, methods and activities about listening comprehension and if the series are a tool to apply in EFL classroom. Then in chapter two, referring to the methodology, will be explained why it is a pre-experimental research and the test that will be applied. On the other hand, in chapter three, referring to the results of the investigation, the proposed hypothesis will be corroborated. Finally, in chapter four, the conclusions and recommendations of the research will be presented.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

For this study research has been carried out, several found documents will help to form the theoretical basis of it, such as thesis, doctorates, journals, papers, books, academic articles and more. All these documents will allow this research to have reliable information to support the proposal. On the other hand, there will be various opinions and points of view of different authors that will contribute to this study.

The first article belongs to an International Journal of Contents, it was developed at a Korean university in 86 students that enrolled in a summer session. The problem was the complexity of listening skills and the difficulties encountered by students of a second language when listening to the language, due to the lack of up-to-date teaching methods. Thus, Kim (2015) wanted to investigate whether the use of video resources was effective in improving listening comprehension. A descriptive and diagnosis design were applied and a cross-tabulation as data analysis method. Quantitative data such as paired sample t-tests, ANOVAs, and ANCOVA techniques were used to identify differences. As a result, most of the students seemed to prefer using movies or sitcoms to practice their English listening. The pre and post-test helped to conclude that in the intermediate and advanced proficiency groups, students' listening skills increased significantly after video learning.

Another similar study is the one proposed by Sheylani and Pourhosein (2021), it was applied on the Private Language Institute in Guilan, Iran, where the problem was that Iranian students were not familiar with the nature of listening, how to improve their listening skills, and how to solve listening comprehension problems during listening. In line with, based on the performance on Oxford Placement Test, 70 Iranian intermediate level EFL students were selected. The researchers tried to investigate the effect of podcasts on the listening comprehension. This study used quasi-experimental design, and trend analysis as data analysis method. They used a control group, and pre-test and post-test. The quantitative data was examined by Paired and Independent Samples T-test methods, these exposed that there was a significant difference in the

mean scores of two groups for the listening comprehension post-test. Hence, it was concluded that podcasting had a statistically significant effect on the listening ability of Iranian intermediate level EFL learners.

Another related topic was presented in a primary school in Eskisehir city, Turkey. The problem was that listening in education is mistreated and does not get sufficient emphasis during the learning process. For that reason, Cigerci and Gultekin (2017) wanted to determine the effect of digital stories on Turkish (mother tongue) listening skills of fourth grade students. The research used mixed methods (quantitative and qualitative). Quantitative data from the listening comprehension test were studied using t-tests and a cross-tabulation method. Also, for the qualitative data were used the grounded theory to exposed to the data analysis. A substantial difference was found between the post-test listening comprehension scores for the experimental and control groups. On the other hand, qualitative data from student and teacher interviews and classroom observations concluded that digital stories, story-based listening activities, and creating a more motivating and engaging classroom atmosphere had positive effects on learning listening comprehension in the experimental group.

Moreover, Isnardi (2018) explains the fundamental role that audiovisuals play during the learning process. The language studied is American English based on the American sitcom "Friends", where the power of videos during the learning process was analyzed. There is a section referring to cognitive studies in the field of linguistics linked to the use of audiovisuals together with the problems related to it. Finally, the topics of teaching and learning with audiovisuals were presented, the different activities and games that can be proposed after viewing the show, and the benefits that they can produce in this field, in a playful and "joyful" perspective of the children's foreign language learning.

In the same way, Frumuselu (2015) said that his experimental study aims to explore informal and conversational speech, phrasal verbs and colloquial expressions through the use of subtitled television series among higher education students. 13 subtitled episodes were played over a 7-week period. A multiple-choice open-ended pre-post test indicated that students performed better in the EE (intralingual) mode than in the ES (interlingual) mode.

In a different paper, Kim (2016) proposes a direct and mediated model of listening comprehension through theoretical frameworks and empirical evidence of the development and improvement of listening comprehension. Correlational and intervention studies indicated that many cognitive and linguistic skills contribute to listening comprehension, including working memory, attention, vocabulary, syntactic knowledge, inference, theory of mind, and comprehension control. It is concluded that the teaching of listening comprehension must be an integral part of the teaching of reading and writing, incorporating these multiple linguistic and cognitive skills.

Similarly, Mite (2020) states that his objective was to determine the influence that audio stories have on the development of listening comprehension in English as a foreign language. The theoretical framework highlights the benefits and importance of using audio stories in the development of listening comprehension. On the other hand, in the eighth-grade students of BGE of the "Manta" Fiscal Educational Unit, was evidenced that the audio stories, due to their grammatical content, variety of topics and application methods, are an important tool that motivates them to acquire knowledge while having fun. In conclusion, the research showed that audio stories can help in the development of listening comprehension because they offer a variety of benefits.

Additionally, Yılmaz and Yavuz (2015) established that the aim of the study was to examine the frequency of problems seen in three categories of listening. The first problems based on the teachers, second problems based on the students' own strategies and third problems based on the psychology of the student. After examining these categories separately, it has been understood that the greatest deficiency in listening as a problem is learning and teaching phonetics.

On the other hand, Yin (2015) said that her study used statistical analysis to examine the relationship between students' out-of-class language activities and their listening performance on listening comprehension tests. According to the survey, students engage in different English language activities outside of class and enjoy an authentic language environment while studying in a foreign country. In addition, the results of the regression analysis show evidence of significant correlations between some out-of-class activities and listening comprehension performance. Finally, the analysis

demonstrates a positive relationship between the level of self-efficacy of the students and their level of listening comprehension.

Finally, the study of Ahmadi (2018) focuses on the role of the use of new technologies in learning English as a second foreign language. Technology permits teachers to adapt classroom activities, thus improving the language learning process. Technology continues to grow in importance as an instrument to help educators and facilitate language learning for their students. Finally, the literature review indicated that the effective use of new technologies improves students' language learning skills.

To sum up, the three investigations showed that technological resources with native speakers such as: videos, sitcoms, podcasts, songs and digital stories are effective in improving listening comprehension. Besides, the use of various multimedia enhanced the students' attention and concentration on the oral input received (Cigerci & Gultekin, 2017).

1.2 Philosophical foundation

The cognitivism theory is cited in this research because of the listening skill, which is part of the receptive skills (Spratt et al., 2011). Here listeners just receive the information and try to organize their ideas in their mind, in order to understand what they are listening (Djabborova, 2020). Despite that most of the teachers consider that listening is an active skill, Wilson (2008) as cited in Sheylani and Pourhosein (2021) suggested that it is an active skill because occurs in the listener's mind and they are able to predict, interpret, guess, and deduce the message that is transmitted.

This theory emphasizes reasoning, thinking and perceiving as a role of mental activities in the learning process, it means to acquiring knowledge using internal processes (Clark, 2018). During the cognitive process there are five components like: attention, perception, concept formation, memory and learning. Although, cognitivism is essentially a theoretical framework to understand the learning process, it is applicable in everyday teaching (Shaker, 2018).

According to Shaker (2018) the most commonly quoted aspect of cognitivism is the cognitive load theory. It helps the student to obtain information effectively, through mental processes, information is acquired, processed, retained and understood. Due to

the small capacity of working memory, the acquisition of information should not be boring or irrelevant. In this part, the teacher can apply several strategies in different, new and above all interesting methods so that the students easily remember the information (Khan, et al., 2020). By the same token, learners will develop a great mental effort that will help them to have an effective learning, and it is a fundamental key for the teacher, since they can plan activities and select the material that should be taught in the class (Connolly, 2018).

1.3 Conceptual basis

For the development of this research, previous key categories were established based on the literature review, in order to determine the correlation of variables for this study (see Annex 2). The selection of the variables is not a simple task and it will require carrying out various correspondence analysis exercises to finish finding both the variables that best express the analysis model and the most appropriate categorization (López-Roldán & Fachelli 2015).

For that reason, the categorization of variables is crucial, since it helps the researcher to have a good organization. In addition, it allows the author to focus on the specific topics of the research problem and allows the formulation of the hypothesis for the academic study.

In summary, the categorization of variables is a guide to collect concepts that are the most relevant from a literature review. If this breakdown did not exist, a correct hypothesis could not have been established.

The topics were established in accordance with the research variables. For this reason, the main topics have a relationship with each variable and were arranged hierarchically. The topics are detailed in the key categories' chart (see Annex 2)

1.4 Variable signaling

1.4.1 Independent variable framework

1.4.1.1 ICT tools

Information and communication technology refers to the forms of technology that are used to transmit, process, create and share information electronically, especially in this

digital era, nevertheless, applied those ones during the learning process help students to learn and improve their different skills (Ghavifekr, et al., 2016). Equally, ICT brings learning to everyone, whether it is for students, teachers or those who cannot move from their seats. Also, they play an important role in communication, establishment and management of information (Alkamel & Chouthaiwale, 2018). Furthermore, ICT has an impact on the quality of teaching-learning process, for instance, people can have more possibilities to study, acquire more knowledge and teachers have extra resources to teach their classes and create a modern classroom environment (Alkamel & Chouthaiwale, 2018).

Further, ICT tools have some advantages for teaching and learning, Tukum (2011) as cited in Costley (2014) established that ICT tools help students to retain more information through playing an active role, follow-up discussions involving more information where learners can become more independent, and learners can development new learner-based educational materials and their language learning skills can improve. Likewise, the benefits of ICT are: enables a variety of content, contexts and teaching methods in English in the teaching environment through authentic materials, and makes the English language environment interactive, flexible and innovative (Qin & Shuo, 2011 as cited in Cakici, 2016). Another different point of view is given by Harutyunyan (2015), a negative aspect about the use of ICT is that students can become addicted to it, and that it can stop having an educational purpose and become a bad habit.

According to Daniels (2002) as cited in Alkamel and Chouthaiwale (2018), ICT is one of the elementary building blocks of modern society, that has become really important in education. Therefore, ICT has the ability to change the nature of education, for that reason, teachers must include new methods based on ICT, in order to motivate students, because they get bored with the same resources that the book always provide (Cigerci & Gultekin, 2017). The resources and tools used in during classes have a significant influence in both students and teachers. In that way, the classroom will become more dynamic, and the learning process will be better (Schulz, et al., 2015).

According to Bal (2019), the relationship between ICT tools and listening comprehension is that the teacher can use technology in the classroom to expose the

student to native speakers, in order to achieve better listening comprehension. For instance, a movie or cartoon clip, that are authentic materials, can be used during class and students will try to understand what is being said and what is happening there. By receiving the language in its natural form, it will catch the attention of the students. Equally, Amir (2018) said that the use of ICT tools give students the opportunity to develop the competence of listening skills, since there are a variety of these tools available to use inside and outside the classroom and motivate them to learn the foreign language. Moreover, students need to understand native speakers in various types of speech situations through authentic materials such as TV commercials, news, etc (Thanajaro, 2000). Finally, Authentic materials such as movies, series, documentaries, songs and more, present a real context used by the native speaker, which improves the listening skills of the student, in addition, any authentic material can be adjusted to the class, based on the objective that is wants to achieve (Mandasari, 2016).

1.4.1.2 Authentic materials

Authentic materials offer a richer source of information for students, also, they can be used in diverse ways and at different levels to develop learners' communicative competence (Gilmore, 2007). To support that, Rao (2019) said there are many authentic materials available for teaching English, such as cartoons, storybooks, TV shows, movies, songs, and more, which feature the authentic language that is required to teach. In the same way, authentic materials enhance language acquisition and cultural awareness more significantly than pedagogically modified materials. However, teachers must select carefully the appropriate material, depending on the interests and needs of the students, in order to demonstrate their skills in the classroom (Beresova, 2015).

As it is known, nowadays in education in ESL and EFL classroom authentic materials play an important role (Umirova, 2020). There exist some advantages of use of authentic materials in EFL classrooms, which are: students are exposed to real life situations, they are very useful for developing social language skills, get a better critical thinking, develop creativity, encourage and motivate students to concentrate more on language skills, finally, they make the teaching and learning process easy and interesting (Rao, 2019). Despite that, there are some disadvantages too, for instance,

complex structures, unnecessary vocabulary, can be time consuming and can become outdated easily (Huda, 2017). Nevertheless, those are things that can be solved, and the most important thing is that authentic materials help to improve students' motivation in the learning process, which leads to a better understanding of the language (Ghanbari, et al., 2015).

As said by Al Darwish (2014) there exist four types of authentic materials, first, authentic listening/viewing materials such as TV commercials, cartoons, professionally audio taped, short stories, movies, soap operas, quiz shows, songs, sitcoms and series. Second, authentic visual materials like photographs, paintings, slides, calendar pictures, postcard pictures, books, drawings by children.

Third, authentic printed materials such as short stories, restaurant menus, advertisements, currency, cereal boxes, world and city maps, Wide Street signs, calendars, greeting cards, business cards, schedules of the buses, taxis, planes, trains, candy wrap and comic books. Last one, realia used in EFL/ESL classrooms like walkie-talkies, people, cards, money, jars, scissors, glue, clips, rules, rubbers, chalk, folded paper, dolls, pencils, puppets, balloons and so on. There are several authentic materials that teachers can provided to the students with, but he must decide the correct one, according to the level, objectives and topic of the class (Bal, 2019). Eventually, in this research it will be applied the authentic audio-visual material, which is the sitcom 'Friends'.

Inside the authentic material, it is important to mention, the authentic language, it means the actual linguistic text that people produce (Widdowson, 1998). Moreover, Gilmore (2007) as cited in Bahrani (2012), authentic language is one that conveys a real message produced by a real speaker for a real audience. It occurs through communication, when interacting with others in a real context. A lot of students decided to learn the English language in United States, in order to successfully improve their language skills. For example, they do many activities outside that help them to enjoy an authentic language environment while studying abroad (Yin, 2015). Hence, teachers need to motivate learners to spend more time in places or situations that are associated with an authentic English environment like, watching television programs, listening to music or watching series that uses the foreign language (Hanf, 2015).

In accordance with Braun (2005), a new language is acquired through communication in a meaningful way using authentic language in a real context, it is like a main element to generate students' motivation and eventually for learning success. In addition, authentic language creates contexts that reflect students' actual encounters with English to imply English as used by native speakers (Tan, 20105). This is how communication in the classroom should become as authentic as possible so that students become familiar with the language and acquire it (Yin, 2015).

1.4.1.3 Comedy

The comedy is a dramatic genre that dates back several years and has been very popular ever since, it seeks to provoke emotion in the viewer, it goes beyond fun, in each story we can see a "happy ending" and it is always based on real stories, from people's daily lives (Krutnik & Neale, 2006). Besides, humor in comedy is similar to those found in everyday life conversations (Yating, 2014). As a result, comedy multimedia improves learners' English listening skills because of its authentic material and real-life situations (Subarno, et al., 2019).

Furthermore, comedy is an authentic material, it can be used in an EFL classroom to improve student's listening comprehension, because comedy can stimulate listeners by making them laugh, and this can motivate them to hear new words related to jokes (Subarno et al., 2019). In like manner, suggested that comedy in movies, sitcoms, sketches and more are instruments for EFL students to watch natural conversations which contains conversational humor (Paraste, 2019). Furthermore, presented a comedy could be a teaching strategy that teachers deliberately choose to achieve learning in their students, in order to build a connection between the outside world and the English classrooms (Balcázar & Mejer Polanco, 2019).

1.4.1.4 American sitcom

American Sitcom is the most popular product in the tele comedy format. It was designed as a subgenre in the 1950s. It has a short duration, with episodes that does not exceed 30 minutes, which made it the most suitable television product (Isnardi, 2018). Plus, sitcoms are primarily dialogue-based, wide shots often display several characters turned inwards as they engage in conversation (Arnold, 2019).

Isnardi (2018), sitcoms allow the audience to experience a “full immersion”. It means in the linguistic and cultural point of view during the process of learning of American English, the object of study of this dissertation, as if living “inside” the show. This series will help to learn the language in a better and different way so that students are motivated to learn. Despite of the multiple advantages, one of the disadvantages could be when non-standard English or slang is used to convey humor, that could be more difficult for learners, in that case, teachers should take into account the level of the students (Subarno et al., 2019)

This research, focuses on “Friends”, it is one of the most popular series, with 23.6 million viewers just in the United States (Tagliamonte & Roberts, 2005). It was created by David Crane and Marta Kauffman, which aired on NBC from September 22, 1994 to May 6, 2004 (Zand-Vakili, et al., 2012). Moreover, “Friends” has ten seasons, it is about the daily life of the protagonists, who are 6 friends living in New York, creating a friendly and natural environment, in which we can see the evolution from people and learn a lot from them (Yating, 2014).

Furthermore, ‘Friends’ is used in this study because it is easy to understand for learners with a B2 level. As well, it discloses authentic cultural aspects of an English-speaking country, consequently it is profitable for language learning acquisition (Frumuselu, 2015). It presents various situations in different real-life contexts; it is entertaining for the spectators and it creates a pleasant and relaxing atmosphere. For those reasons, it is suitable for use and it has been successfully used for several years in language institutes (Sahragard & Rahimi, 2018)

The American sitcom "Friends" can be used as authentic material in an EFL class because it has an authentic language that could be used as a tool to teach (Ghanbari & Shamsaddini, 2015). In the same way, Isnardi (2018) stated that audiovisual materials during the path of learning are crucial because learners need different learning strategies, especially when it comes to a foreign language. Further, an effective strategy is visualization through technology in the classroom, when reproducing the series in the classrooms it is similar to the audios of conversions of the English books, with the difference that a real context is carried out in the series (Djaborova, 2020). Thus, they will be able to learn different idioms, expressions, vocabulary and

pronunciation. The idea of applying this series is that they are small fragments, in which the students can sharpen their hearing (Cigerci & Gultekin, 2017)

1.4.2 Dependent variable framework

1.4.2.1 English language

Over the years English language has become more popular and nowadays it is one of the most spoken languages in the world (Patel, 2008). Similarly, Fang (2017) agreed that English, during the 21st century, has spread throughout the world as a lingua franca. However, at the beginning it was difficult for the English language to become international. Nevertheless, two crucial currents were presented. The first was to eliminate the major divergences within the language by producing a common dialect, and the second was to deal with multilingual problems by adopting a new mechanism to avoid the use of unknown languages (Dillard, 2015).

Another point of view is by Mauludin (2015), most learners do not know much about the foreign language and most are not motivated to learn it. In like manner, Illés and Akcan (2017) that said, one of the consequences of English as a Foreign Language is that the focus should shift from the desired product, for instance, language which is correct and appropriate in reference to native-speaker norms, to the actual process of communication. Hence, teacher should raise students' motivation and interest through new methods and techniques. The more English is used in the classroom, the faster good results will be seen in learning the foreign language (Riyanti, 2019).

1.4.2.2 Listening skill

Listening skill is developed over time through different listening activities, it helps a better understanding of native speakers, but it should focus more on the learning process, this is done through short and simple activities that engage learners' attention (Djabborova, 2020). On the other hand, listening skills enables to understand others, it means not only in relation to the information they transmit to us, also in knowing how to perceive feelings and perspectives of other people, in that way, the listener can acquire more knowledge, like more vocabulary and different expressions, and they will be able to communicate better (Galina, et al., 2020).

In accordance with Spratt et al. (2011) listening skill is part of the receptive skills, because the language is received by learners, it means that, they must not produce the language. Despite of that, if a teacher wants their students to be more fluent and productive, they should focus more on teaching listening skills, because involves identifying and processing the sounds that allow us to understand letters, accents, words and sentences that, according to their pronunciation and rhythm, have a certain meaning (Djabbarova, 2020).

One of the challenges is that students do not have proficiency in listening skill, so they have problems at the moment understand to the native speakers in listening activities (Gilakjani, 2016) To solve this problem, authentic language through authentic material will be need, in order to be more familiarized with the language. If pupils do not have enough practice chance in developing their listening skills, they will surely have problems in catching up utterances made by native speakers (Yılmaz & Yavuz, 2015).

1.4.2.3 Listening strategies

According to Nix (2016), listening strategies teach "how to listen" and are necessary for the development of listening competence in L2, also, in his research proved that effective listeners used significantly more strategies than ineffective listeners as outlined. Otherwise, Bao and Guan (2019), listening strategies help listeners manage real-time interactions with spoken text to achieve comprehension. Additionally, the strategies imply the ability to know what to do when the learner fails to understand a text and perform mental processing (Djabbarova, 2020).

Above and beyond that, teachers present some difficulties such as not having the right material, lack of activities in the English book, lack of teaching methods, lack of an English laboratory, lack of internet or electricity (Aryana & Apsari, 2018). On another research concluded that teachers need more training courses, improvement of the educational environment and the availability of resources, more libraries, teaching materials, support materials and an English laboratory (Alrawashdeh & Al-zayed, 2017).

Having say that, teacher play an important role here, because they apply the strategies in the classroom, therefore teachers must be equipped with knowledge and

understanding of the listening comprehension process to help students practice listening effectively (Bao & Guan, 2019). So that, teachers should increase learners' knowledge of vocabulary, grammar, and phonology (Gilakjani & Sabouri, 2016). It is possible to say that listening strategies are key in learning the English language, because whether students develop their listening comprehension well depends on the strategies that the teacher applies in class, because these will help the student during their learning process (Canpolat, et al., 2015).

As believed by Gilakjani and Sabouri, (2016), there are three types of listening strategies: the first one is cognitive, where students analyze the collection of information in memory for later use. Then, metacognitive, where listeners clarify the goals of a listening task and apply specific features that facilitate understanding of auditory input. The last one is socio-affective, where learners use some techniques to cooperate with others, in order to check their understanding, and reduce their apprehension.

In the same manner, it was established that those types of strategies help learners to improve their listening comprehension (Nix, 2016). In a different manner, Cambridge Assessment English (2021) established that listening strategies for learners are: to use previous knowledge of the world. To use knowledge of the topic. To wait until the speaker has said a little bit more, in order to check the ideas. To guess the meaning from the context.

Furthermore, in accordance with Solak (2016), the most common listening sub-skills are: listening for-gist, where learners will listen to catch the general idea of the audio. Next, listening for specific information. Also, listening in detail, where learners will listen to every little detail, and will try to comprehend as much as possible. Another one is listening to infer, where students will listen to recognize how listeners feel. Additionally, listening to questions and responding, here learners will listen to response some questions. Finally, listening to descriptions, where students will listen for a specific description that the speaker will tell.

1.4.2.4 Listening comprehension

Listening comprehension is one of the most important linguistic skills, which refers to the process of understanding speech and it focuses on role of linguistic units such as phonemes, words, and grammatical structures (Gilakjani & Sabouri, 2016). Also, it is a communicative capacity that encompasses the entire process of speech interpretation, despite its receptive nature, it requires active participation from the listener (Cigerci and Gultekin, 2017). By the same token, Ahmadi (2016) suggested that listening comprehension is the ability that the listener has to understand what people are trying to communicate to others. This is one of the most difficult skills to acquire, so appropriate strategies must be applied so that students can develop it (Nowrouzi et al., 2015).

Several contexts for listening comprehension to occur both inside and outside of the classroom exist (Nix, 2016). The more learners listen to native speakers, and practice this skill in their classroom, the more they will learn from them and will improve their level of English. Eventually, they are going to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language (Ahmadi, 2016).

Developing listening comprehension can be difficult for students, because learners are not used to the different phonetic sounds, so that, they cannot understand a fast and natural native speech (Djabborova, 2020). Another difficulty is that learners may have rehearsed vocabulary knowledge in various contexts, however when they hear how English is used in real conversation with native speakers, they are unable to understand and become anxious (Wu & Huang, 2017 as cited in Chien, et al., 2019) For this reason, teachers must implement various listening activities in class, for example, listening to dialogues, dictation, gap fill, etc (Spratt, 2011).

The lessons that the teacher plans must cover all the pre-, while and post listening stages, in order to have an effective listening process (Ahmadi, 2016). According to Field (2008) as cited in Nguyen and Abbott (2016), some teachers focus more on the first stage (pre-listening) because they think that students should be sufficiently prepared before listening to an audio. Therefore, educators could use predicting questions in order to prepare learners about how the audio is going to be about and

teach some vocabulary to ensure maximum understanding of it, however, it is not recommended because in a real situation there will be no preparation time before listening (Shariyevna & Atxamovna, 2020).

In stage two, the teacher will play an audio, and will repeat it just 2 times, while students fill in the information in the worksheet given, which contains general and detailed comprehension questions about the audio (Shariyevna & Atxamovna, 2020). Finally, the most important stage that is the post-listening, because students can check their answers and learn from their mistakes, also the teacher will identify the problems of each student and can help them to improve all of their difficulties (Nguyen & Abbott, 2016).

A study showed that the combination of text, sound and video in the multimedia support the students attempt in comprehending listening materials (Cahyono & Widiati, 2015). In that way, if students listen to authentic language in a fun and engaging way, they will unconsciously acquire the language and enjoy the learning process. Moreover, they will be able to understanding of the whole message uttered by a speaker (Abdulrahman, et al., 2018)

Chastain (1988) as cited in Ahmadi (2016) states that there are different key components to improve listening comprehension, the 4 main ones are: The ability to distinguish the variety of intonation patterns, voice qualities in the second language, sounds and differentiate their native language and the sounds of the foreign language. The understanding of the complete message given by a speaker to understand the spoken messages, the semantic meaning and the correct use of syntax must be developed through an efficient practice of communication (Rivers,1981 as cited in Ahmadi, 2016)

The ability to retain all the information in the auditory memory until it can be processed. In order to improve that, teachers must use the foreign language most of the class time, and use language activities that are comprehensible for students. Also, the level of difficulty should increase according to the learner's ability to comprehend. Comprehension: it involves five different steps, the first one is where authentic language happens through communications, it means that you must establish the context, so that, you will be able to understand the message and transmit your ideas.

Second, relate your previous knowledge, with the aim of being able to use it. Thirdly, the content of the message must be clear and anticipated, because the native speaker needs to know if you understand what he is saying, in order to give him an answer. Fourth, to sample the key components of the material that transmit meaning, because listeners must look for different topics to get more knowledge. Last, to use the samples to confirm or discard the previous anticipations, in that way, when samples are according to listeners' expectations, they accept them, however, if samples are wrong, they will rethink their prediction to make sense of the message (Kaspar, 1984 as cited in Ahmadi, 2016).

1.5 Objectives

1.5.1 General objective:

To analyze the influence of American Sitcom (Friends) in the development of listening comprehension in young learners.

1.5.2 Specific objectives:

- To determine how American sitcom activities influence listening comprehension.
- To identify the improvement of student's listening subskills.
- To explain the influence of American sitcom in the development of listening Comprehension.

CHAPTER II

METHODOLOGY

2.1 Recourses

2.1.1 Population

The present study was developed with the students of 8th level “C” of the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. It was formed by 24 students, 15 females and 9 males, corresponding to the academic period April to August 2022. The age of the students was between 21 and 27 years old and the level of them was assumed to be B2 according to the CEFR.

Table 1

Population

Population	Sample	Percentage
Women	15	62,5%
Men	9	37,5%
Total	24	100%

Note: 8th Semester “C” students of PINE English Language Training Program at Universidad Técnica de Ambato elaborated by Papa, A. (2022)

The educational institution was selected because of the easy access of it, and the students and teacher collaboration. This led to non-probabilistic sampling, according to Kothari (2004), this sampling method deliberately selects a group as a sample to apply the treatments, considering that it is easily accessible to the researcher. From another perspective, non-probabilistic samples are used in many investigations, because are based on the selection criteria of the researcher himself according to the objectives of the investigation and with objective judgment and decisions that play a key role in determining which units are to be part of the sample (López-Roldán & Fachelli, 2015).

2.1.2 Instruments

For the development of the study, two tests were used to collect data, which were standardized tests to assess the students’ listening comprehension. The tests were taken

from the FCE test from Cambridge English Language Assessment. The instruments were implemented as a pre-test and a post-test to assess and compare the results, the tests consisted in four parts. Part 1 contained 8 multiple-choice questions, where students heard people talking in eight different situations. Part 2 contained 10 gap-fill spaces, where students heard an expert snowboarder called Brad Mitchell talking about the sport of extreme snowboarding. Part 3 contained 5 matching questions, where students heard five short extracts in which people talk about habits, they find difficult to control. Finally, part 4 contained 7 multiple-choice questions, where students heard Leonie Steiner talking to an interviewer about her work as a music teacher in a school (Tung, 2015). To conclude, the data obtained in the pre-test and post-test were analyzed with their tabulation and interpretation (See annex 3 & 4).

In accordance with Cambridge Assessment English (2021), the subskills that students should develop during the FCE listening part exam are: predicting, in the four parts, listening for gist and listening for detail understanding in parts 1, 3, 4, and listening for key information, in part 2. This rubric was adapted by the researcher and validated for 3 other teachers. (See annex 5& 6).

The First certificate exam (FCE) was selected because it had an upper-intermediate level qualification (B2), according to the Common European Framework (CEF) (Tung, 2015). In addition to this, the reason so many people prefer to take the FCE is the credibility of the certification, the exam results are recognized by more than 15,000 educational institutions for study purposes and by an extensive variety of employers (Kostikova, et al., 2019).

2.1.3 Types of recourses

To carry out this research, the following resources were used:

Table 2

Resources

Recourses	
Human	Researcher Teachers Students
Physical	Worksheets Pens
Technological	Laptop Internet Virtual libraries Television Printer HBO max streaming Zoom

Note: Resources used by the researcher during the treatments elaborated by Papa, A. (2022)

2.2 Methods

2.2.1 Research approach

This research study had a quantitative approach because an experiment was applied, through post and pre-test, that made possible to discover, analyze and explain how American sitcom influence in listening comprehension in young learners. As Kumar (2011) emphasized that quantitative researchers have been tested for their validity and reliability, are specific, can be explicitly defined and recognized. In that way, the quantitative research is very crucial in this research because it is used to quantify data and generalize results from experiment (López-Roldán & Fachelli, 2015). Moreover, the theoretical framework information of several documents allowed to know other perspectives and ideas that helped to develop this study.

Quantitative research helped this research because it was applicable to phenomena that can be expressed in terms of quantity (Walter & Andersen, 2016). In this way, the primary data was collected through experiments, in which a sitcom was applied to a certain group of students. The researcher was able to observe some quantitative measures, through the data collected, and thus the researcher validated her hypothesis, this was done through a pre-test and post-test, in order to know if there was a significant difference or not. (Kothari, 2004).

Field research

According to López-Roldán and Fachelli (2015), field research is conducted to help people to understand experiences in a particular setting by interacting with and observing them and participating in parts of their daily lives over a long period of time, usually months or years to collect data.

2.2.2 Research modality

Bibliographic-documentary research

Bibliographic research is when it is used or collected information from materials that are already published, such as reports, books, newspapers and magazines (Allen, 2017). Also, this study research, has been investigated in different documents such as public and private records, through various websites such as Scielo, Google Scholar and Teflin Journal and so on, that served as support for this particular study (Santos, et al., 2021).

2.2.3 Level or type of research

Descriptive

According to Kumar (2011), descriptive research tries to describe a situation, a problem, a phenomenon and provides information about it. Similarly, Kothari (2004) suggested that the main objective is to describe the state of affairs as it now exists, and that the investigator has no control over the variables; the researcher can only inform what has happened or what is happening.

Pre-experimental

In accordance to López and Fachelli (2015), pre-experimental research is a sub-design of experimental research, it implies a measurement before and after some intervention or change. It is characterized by performing an intervention only in one group, here a single group is chosen and a pre and post-test is applied to compare the differences, after the treatments have been completed (Galarza, 2021).

Pre-experimental design was useful in this research because just one group was needed, a pre and post-test was applied to students, and 10 lesson plans were presented. Additionally, 23 students of 8th semester “C” collaborated, it took approximately 1

month to carry out 10 treatments, in order to be able to observe good results. Moreover, three days a week were used, it took 30 minutes in each class to play a scene, and apply all the activities established in the lesson plan. Besides, it was used a rubric to evaluate students listening comprehension sub-skills. At the end, the hypothesis was corroborated, it means, American sitcom has an influence in listening comprehension (See annex 7 & 8).

2.3 Hypothesis

2.3.1 Null hypothesis

American Sitcom does not have influence in listening comprehension in the students of 8th “C” semester of PINE at Universidad Técnica de Ambato.

2.3.2 Alternative hypothesis

American Sitcom has an influence in listening comprehension in the students of 8th “C” semester of PINE at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Data analysis method

An inferential statistical method was applied in this pre-experimental research, because the relationship between multiple variables was measured to generate results and infer conclusions. In this manner, it was possible to analyze the influence of American sitcom in the development of listening comprehension in 24 students of 8th “C” semester of PINE at Universidad Técnica de Ambato. The results were collected from a FCE test listening part, which included 4 subskills: predicting, listening for gist, listening for detail understanding and listening for key information. All of them were based on a rubric adapted from Cambridge English Assessment (2021).

The outcomes of the pre-test and post-test were examined, first, a Normality Test, to determine if the data had a normal or non-normal distribution. In this case, the sample was 24 students, it meant that it was a small sample, and according to the criteria of the normality test it was required to choose Shapiro Wilk, which is used for samples less than 30 subjects. Then, the normality test of Shapiro Wilk displayed the following P Values: Pre-Test= 0,162 and Post-Test= 0,422. Both numbers were greater than reliability value (0,05), therefore it was needed to apply a parametric test of two related samples (T-Test) through the SPSS program. Finally, the results were represented through tables and figures to show a detailed analysis. In this manner, the validation of the hypothesis with the aim of analyzing if American sitcom influenced the students' listening comprehension.

3.2 Analysis and interpretation of results

Table 3*Pre-test subskills results*

Levels	Predicti ng	%	Listeni ng for gist	%	Listening for detail understan ding	%	Listenin g for key informat ion	%
Excell ent	19	79,2 %	18	75%	12	50%	7	29,2 %
Avera ge	3	12,5 %	4	16,7 %	9	37,5 %	6	25%
Poor	2	8,3 %	2	8,3 %	3	12,5 %	11	45,8 %
Total	24	100 %	24	100 %	24	100 %	24	100 %

Note: Scores gotten by the participants in the pre-test before the treatments elaborated by Papa, A. (2022)

Analysis and interpretation

Table 3 shows the data collected from the pre-test FCE listening part. Each part had the objective to assess some listening subskills from 24 students of 8th “C” semester of PINE at Universidad Técnica de Ambato. As a result, four principal subskills were evaluated: predicting in the 4 parts, listening for gist and listening for detail understanding in parts 1, 3 & 4, and listening for key information in part 2. This table aimed to show, in each sub-skill, how many students were located in each level. The 3 main levels were: excellent, if the students applied correctly each subskill; average, if the students just applied well some subskills and poor, if the students did not know how to apply those subskills.

As shown in the results, 19 students, which were equivalent to 79,2% all of them, applied predicting in an excellent way in the 4 parts of the exam. On the other hand, 3 students, which were equivalent to 12,5% of all of them, applied half of predicting subskill in the 4 parts. Finally, just 2 students, which were equivalent to 8,3% of all of them, did not apply well predicting subskill. It meant that predicting subskill had to be improved.

Continuing with listening for gist, which was required to apply in parts 1, 3 & 4, 18 students, which were equivalent to 75% of all of them, applied it in an excellent way. Additionally, 4 students, which were equivalent to 16,7% of all of them, applied half

of this subskill. Lastly, just 2 students, which were equivalent to 8,3 % of all of them, did not know how to applied well this subskill. As a result, listening for gist needed to be improved during the treatments.

By the same token, in listening for detail understanding, 12 students, which were equivalent to 50% of all of them, applied in an excellent way this subskill in parts 1, 3 &4. However, 9 students, which were equivalent to 37,5% of all of them, just applied some of this subskill in parts 1, 3 & 4. Eventually, jus 3 students, which were equivalent to 12,5% of all of them, applied this subskill in a poor way in parts 1, 3 &4. It implied that it was important for students to get a better understanding of this skill.

In the last analysis, referred to listening for key information subskill, where 7 students, which were equivalent to 29,2% of all of them, applied correctly this subskill in part 2. Then, 6 students, which were equivalent to 25% of all of them, did not applied very well this subskill in part 2. Finally, 11 students, which were equivalent to 45,8% of all of them, applied this subskill in a poor way in part 2. Therefore, it was essential to develop better this subskill, in order that more students got an excellent score.

Table 4

Post-test subskills results

Levels	Predicti ng	%	Listeni ng for gist	%	Listening for detail understan ding	%	Listenin g for key informat ion	%
Excell ent	21	87,5 %	18	75%	16	66,7 %	12	50%
Avera ge	2	8,3 %	4	16,7 %	6	25%	8	33,3 %
Poor	1	4,2 %	2	8,3 %	2	8,3 %	4	16,7 %
Total	24	100 %	24	100 %	24	100 %	24	100 %

Note: Scores gotten by the participants in the post-test after the treatments elaborated by Papa, A. (2022)

Analysis and interpretation

Table 4 exposes the data obtained from the post-test FCE listening part. Each part had the purpose to evaluate some listening subskills from 24 students of 8th “C” semester

of PINE at Universidad Técnica de Ambato. Eventually, four principal subskills were assessed: predicting in the 4 parts, listening for gist and listening for detail understanding in parts 1, 3 & 4, and listening for key information in part 2. This table aims to show, in each sub-skill, how many students were located in each level and if there existed a difference of students with the pre-test. The 3 main levels were: excellent, if the students applied correctly each subskill; average, if the students just applied well some subskills and poor, if the students did not know how to apply those subskills. In this manner, it was possible to know if there were significant changes after the 10 applications of the American sitcom *Friends*.

First, 21 students, which were equivalent to 87,5% of all of them, applied predicting in an excellent way in the 4 parts of the exam, where there was a difference of 8,3% increase of learners who got better. On the other hand, 2 students, which were equivalent to 8,3% of all of them, applied half of predicting subskill in the 4 parts. It had a difference of decrease of 4,2%, which was good, because it meant that one student got a better score. In addition, there was a difference of decrease of 4,1%, which was great because 1 student increased his grade, but there was still 1 student, which was equivalent to 4,2% of all learners, who did not apply well predicting subskill. Consequently, it was evident that there was a good change for predicting subskill after the treatments.

Second, in parts 1, 3 & 4 listening for gist was required, where 18 students, which were equivalent to 75% of all of them, applied it in an excellent way. Moreover, 4 students, which were equivalent to 16,7% of all of them, applied half of it. Also, just 2 students, which were equivalent to 8,3%, did not know how to applied it well. In this subskill, it was notice that the percentages remained the same, they did not increase but neither did they decrease.

On the other hand, in listening for detail understanding, 16 students, which were equivalent to 66,7% of all of them, applied in an excellent way this subskill in parts 1, 3 &4, where there was a difference of 16,7% more students that achieved an excellent level. Besides, 6 students, which were equivalent to 25% of all of them, just applied some of this subskill in parts 1, 3 & 4. It meant that there was a difference of decrease of 20,8%, which was great because students got a higher level. Despite, there was a

difference of decrease of 4,2% of the students, there were still 2 students, which were equivalent to 8,3% of all of them that applied this subskill in a poor way in parts 1, 3 & 4. As a result, some of the students got a better understanding of this subskill after the applications.

Finally, in listening for key information, where 12 students, which were equivalent to 50% of all of them, applied correctly this subskill in part 2. It was noticed a difference of 20,8% increase of students who improved their development in this subskill. Furthermore, 8 students, which were equivalent to 33,3% of all of them, did not applied very well this subskill in part 2. However, there was a short difference of 8,4% increase in this average level, where some students went from poor level to an average level in this subskill. Finally, just 4 students, which were equivalent to 16,7% of all of them, applied this subskill in a poor way in part 2, with a decrease of 29,1% of students, that was good since those students got better grades to improve this subskill. It was possible to affirm that after the treatments, many students managed to reach a more advanced level than they were.

Table 5

Subskills gains

Subskills	Pre-test	Post-test	Expected Average	Gains
Predicting	8,6	8,7	12	0,1
Listening for gist	6,5	6,5	9	0
Listening for detail understanding	6	6,3	9	0,3
Listening for key information	1,8	2,3	3	0,5
Total	22,9	23,8	33	0,9

Note: Contrastive results and improvements gotten by the participants after the treatments elaborated by Papa, A. (2022)

Analysis and interpretation

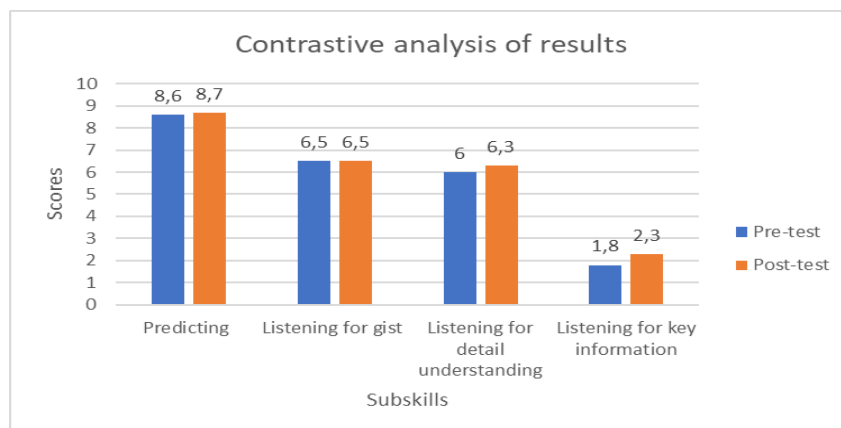
Table 5 displays the gains of every criterion of the rubric contrasting the pre-test and post-test of 24 students of PINE at Universidad Técnica de Ambato. Also, it was important to mention that each subskill equaled to 3 points and according to Cambridge English Assessment (2021), in parts 1, 2, 3 & 4, predicting was evaluated,

then, in parts 1, 3, 4, listening for gist and listening for detail understanding were evaluated, and in part 2, listening for key information was evaluated. For that reason, predicting equaled to 12 points, listening for gist and listening for specific information equaled to 9 points and listening for key information equaled to 3 points.

As it was noticeable, student's predicting subskill got better from 8,6 in the pre-test to 8,7 in the post-test over 12 points, with a difference of 0,1 after watching *Friends* sitcom. On the other hand, student's listening for gist subskill stayed the same with an average of 6,5 in the post and pre-test over 9 points. Moreover, student's listening for detail understanding subskill improved from 6 in the pre-test to 6,3 in the post-test over 9 points, with a difference of 0,3. Similarly, in the last skill which was listening for key information, students enhanced it from 1,8 in the pre-test to 2,3 in the post-test over 3 points, with a difference of 0,5. Mainly, it was observed that most of the subskills were improved in the post-test after the interventions with *Friends* sitcom as a tool to develop listening comprehension.

Figure 1

Pre and post-test comparison of subskills results



Note: Contrastive scores gotten in each subskill by the participants in the pre-test and post-test elaborated by Papa, A. (2022)

3.3.1 Null hypothesis

H0: American Sitcom does not have influence in listening comprehension in the students of 8th “C” semester of PINE at Universidad Técnica de Ambato.

3.3.2 Alternative hypothesis

H1: American Sitcom has an influence in listening comprehension in the students of 8th “C” semester of PINE at Universidad Técnica de Ambato.

3.3.3 Test of normality

The SPSS software was used to apply the normality test. This test was used to know the characteristics of the data and to know the statistical test. Also, to identify if the collected data had a normal distribution or a non-normal distribution. In accordance with Test et al. (2018) suggest that a normality test is performed in order to determine if the assumption of normality is valid for the collected data. In this case, the data had a normal distribution, it means that a T- test had to be applied to verify or deny the hypothesis.

Table 6

Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	,135	24	,200*	,940	24	,162
POST_TEST	,096	24	,200*	,959	24	,422

Note: Shapiro-Wilk normality test results [2022].

Table 6 shows the test of Normality of Shapiro-Wilk and Kolmogorov-Smirnov, however in this study Shapiro-Wilk was considered because the degree of freedom (dl) was $24 < 30$, it was related to the sample of 24 students. According to Wang et al. (2017), Shapiro-Wilk uses the null hypothesis to test whether a series of samples comes from a normally distributed population. On the other side, the significance p-value in the pre-test was $0,162 > 0,05$, while the significance p-value in the post-test was $0,422 > 0,05$, which meant that the data had a normal distribution. As a result, a T-test was applied.

3.3.4 T-test

To examine the data collected from the post-test and pre-test, it was essential to use the statistical software SPSS and apply a T-test, with the objective to identify if there

was an enhancement in the different listening subskills of the students to determine which alternative was the right one for this research.

3.3.5 Paired sample T-test

Table 7

Paired sample T-test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_TEST - POST_TEST	-.82083	1,41574	,28899	-1,41865	-,22302	2,840	23	,009

Note: Paired Samples Test results [2022].

Analysis and interpretation

Table 7 shows the statistical results obtained from the SPSS software. It was proved that the value of the means had a significant difference of 0,82 points between the pre and post-test. Also, the P value is 0,009, which was less than 0,05 so that, it was concluded that the null hypothesis was rejected and the alternative hypothesis accepted. Accordingly, the American sitcom “Friends” had an influence in the development of students listening comprehension. All the scenes used during the intervention process helped learners to improve their listening subskills, and have a better understanding of the English language.

3.4 Discussion

The results presented in chapter 3 evidenced the importance of using authentic material during class, especially American sitcoms, through different activities, with the aim of improving students' listening comprehension. As, Rao (2019) said that English teachers should use authentic materials in the classroom because they give the opportunity to teach with new strategies and students can learn in a new way. Likewise, the use of authentic material helps learners to understand the native speaker's accent

and improve listening comprehension in real life (Mite & Ortega, 2020). Finally, after the use of authentic materials in the classes, there is an evident improvement in listening comprehension in learners (Yin, 2015).

In addition, it was demonstrated that it is possible to improve learner's subskills such as: predicting, listening for gist, listening for detail understanding and listening for key information, through American sitcoms. Similarly, in a different research study was concluded that learner's listening skills got better after applying English videos during the class. The use of videos is effective in expanding the listening skills of EFL students, keeping them motivated during class and stimulating their learning process (Kim, 2015). Furthermore, depending on the listening tasks, students use their different listening skills to understand them (Bao, 2017).

In fact, it's essential to mention that, the different assessment activities pre, while and post listening such as, gap-fill, true or false, sequencing, matching, multiple-choice and open questions in the worksheets were the key for the improvement of students. In the manner, listening activities are crucial for teachers as well as for students because they can see the learning process and improve little by little, in addition, through short and innovative activities, learners can concentrate more and improve their listening skills (Djabborova, 2020). Closely, simple activities that focus more on the process and not on the final product provide better results to improve listening skills (Galina, et al., 2020). To sum up, it has been shown that the American sitcom *Friends* had a significant impact in learner's subskills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research analyzed the influence of the American sitcom *Friends* on listening comprehension. After obtaining the results of the quantitative data analysis, it can be concluded that:

- There are many activities based on sitcoms that can be implemented in English classes, since these are novel for students. Furthermore, it motivates them to learn by listening to native speakers in a real context and stay engaged during the classes. It has also been shown that long scenes are not needed to provide students with meaningful learning, it was enough with short activities in which learners focus all their attention to be able to sharpen their ears, since it has been evidenced that the audio and video activities that the books provide do not show the reality about how a native speaker communicates with other people. Hence, at the beginning they could not get what characters of the American sitcom *Friends* were saying, however with time and short activities (true or false, matching, sequencing, etc.) they achieved to improve their listening comprehension.
- Successfully predicting, listening for detail understanding and listening for key information showed improvements. Despite the fact that the listening for gist subskill remained with the same score, and some subskills improved more than others, the enhancement was evident. In that way, it was possible to verify that after the 10 treatments of the American sitcom *Friends* during the English classes, learners managed to improve the subskills through new tools that helped them to have a real panorama of the foreign language.
- It was found that the American sitcom *Friends* had an influence in the development of listening comprehension, due to the fact that students enjoyed more a dynamic class with technological tools that attract their attention. In that way, they were able to learn through a leisure activity. After a certain time of many applications, several changes were noticed, since the learners were

more exposed to the foreign language, this helped them to learn more vocabulary, expressions, idioms, pronunciation and above all, to develop and improve their listening comprehension. Finally, they will be able to get better scores in a standardized test as it is the FCE listening part exam.

4.2 Recommendations

Based on the above conclusions, the following recommendations were made:

- English teachers should use American sitcoms as tools in class, with the aim that students remain more involved in class with the foreign language and through short scenes and activities they can focus more their attention, in order to see good results in the future. In addition, authentic materials are easily accessible to teachers, that is why they must use them and through these technological resources improve class strategies.
- On the other hand, it is recommended that the interventions be carried out with more time to observe better long-term results. Despite the fact that with little time good results could be seen, it would be more convenient to apply the American sitcoms in more classes, in this way, there will be a more noticeable change in all the sub-skills.
- Finally, it is recommended to apply American sitcoms in face-to-face modality, because in the virtual modality the students are easily distracted and this affects the learning process and makes the results imperceptible.

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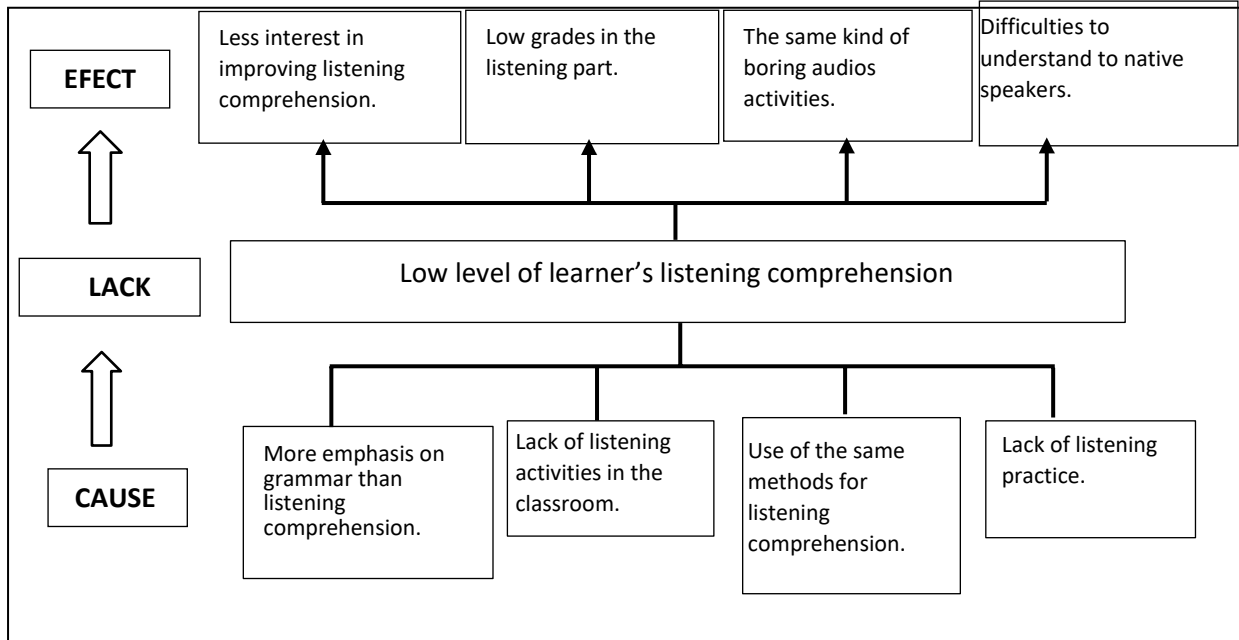
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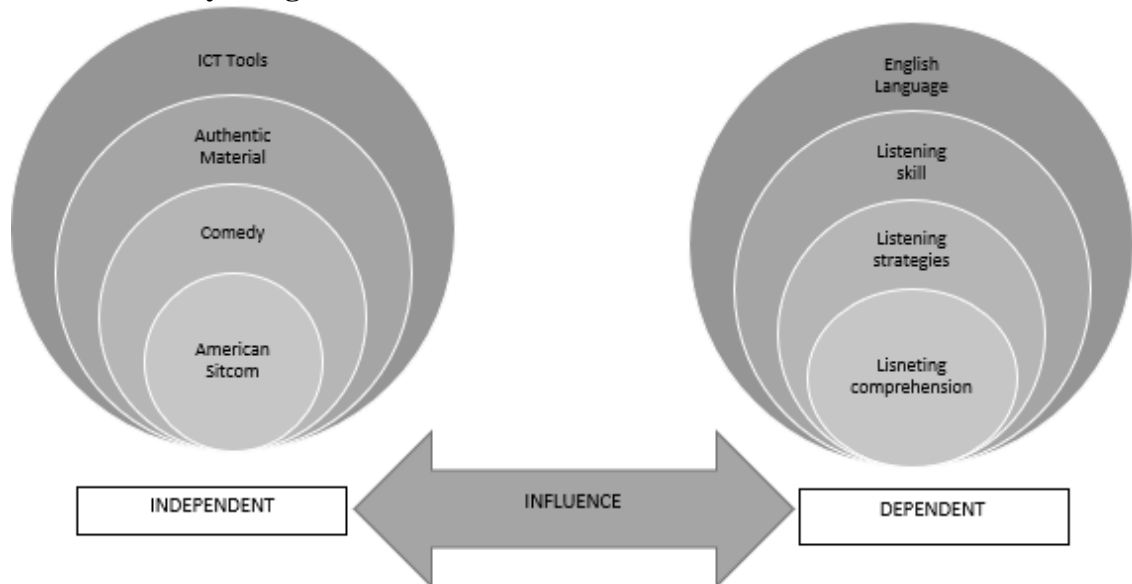
ANNEXES

Annex 1: Critical analysis



Note: Problem tree elaborated by Papa, A. (2022)

Annex 2: Key categories



Note: Key categories elaborated by Papa, A. (2022)

Annex 3: Pre-test

Part 1



You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a customer talking to a shop assistant about a coat she bought. What does she want?

- A a different kind of item
- B the same item but in a different size
- C her money back

2 You hear a weather forecast on the radio. Tomorrow, the weather in the east of the country will be

- A stormy in the morning.
- B sunny in the afternoon.
- C foggy in the evening.

3 You hear an office worker talking about cycling to work. What does she enjoy most about it?

- A getting some exercise each morning
- B avoiding the traffic into town
- C thinking about the day ahead

4 You hear a radio announcer talking about a competition for writers of short stories. The man says that one of the rules is that

- A you have to be over sixteen to enter.
- B you can submit more than one entry.
- C your entry must be emailed.

5 You hear a conversation about reading. The man enjoys reading books which

- A have characters that remind him of people he knows.
- B describe situations that he finds highly amusing.
- C are set in places that he is unlikely ever to visit.

6 You hear two people talking about watching films on the Internet. What do they agree about?

- A the advantages of buying films online
- B the usefulness of reading film reviews
- C the pleasure of watching films at home

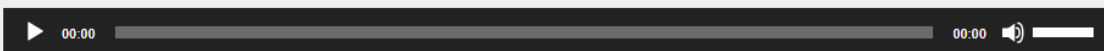
7 You hear a woman at an airport talking on the phone. Why did she miss her flight?

- A She was held up by traffic.
- B There was a long queue at check-in.
- C She went to the wrong terminal.

8 You hear a man talking about his new job. What attracted him to this job?

- A the type of work
- B the opportunities for promotion
- C the salary offered

Part 2

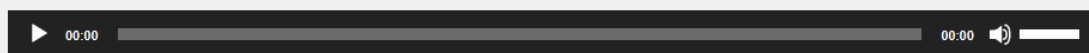


You will hear an expert snowboarder called Brad Mitchell talking about the sport of extreme snowboarding. For questions **9-18**, complete the sentences with a word or short phrase.

Extreme snowboarding

Brad says there are no **9** to warn extreme snowboarders of dangers.
Brad advises snowboarders always to follow the **10** when descending.
Brad always wears a **11** when he goes into the mountains.
According to Brad, you need a lot of **12** to set off down the mountain.
Brad particularly enjoys doing several **13** when he is going down a slope.
Brad says at first he found it difficult to do a good **14** on steep slopes.
Brad says you must never **15** if you feel you're about to fall.
Brad advises against putting your weight on your **16** in a fall.
Brad always carries a **17** in case he is in difficulty following a fall.
In the future, Brad would most like to try **18** snowboarding.

Part 3



You will hear five short extracts in which people talk about habits they find difficult to control.
For questions **19-23**, choose from the list (**A-H**) the habit each person has. Use the letters only once. There are three extra letters which you do not need to use.

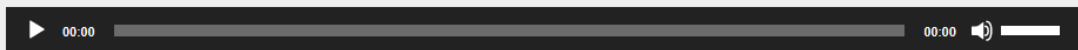


Best viewed in landscape mode

- A** eating unhealthy food
- B** doing too much exercise
- C** buying unnecessary items
- D** watching too much television
- E** spending too much time online
- F** oversleeping
- G** working too hard
- H** arriving late for everything

- Speaker 1 **19**
- Speaker 2 **20**
- Speaker 3 **21**
- Speaker 4 **22**
- Speaker 5 **23**

Part 4



You will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24.** Leonie first starting learning the piano
- A** with a relative.
 - B** at primary school.
 - C** with a private teacher.
- 25.** Leonie started giving music lessons
- A** for the pleasure of seeing others learn.
 - B** because she needed some extra money.
 - C** to see if she was suited to teaching.
- 26.** Leonie most likes to teach students who
- A** have great natural talent at an early age.
 - B** need good teaching to develop their talent.
 - C** have previously been taught badly.

27. Leonie thinks that schools should

- A employ far more music teachers.
- B buy good musical instruments.
- C ensure that all their pupils pass music exams.

28. Leonie thinks the problem with singing in schools is that

- A many students are too embarrassed to sing.
- B few students want to learn how to sing.
- C singing is not often taught in them nowadays.

29. Leonie believes her success as a music teacher is a result of

- A choosing a particular age group of children to teach.
- B the training she received as a student teacher.
- C a natural ability to communicate with young people.

30. What decision did Leonie find difficult to make?

- A to turn down the offer of a job abroad
- B to refuse promotion in the school
- C to continue teaching when she felt tired

Annex 4: Post-test

FCE Listening Practice Test 2

←

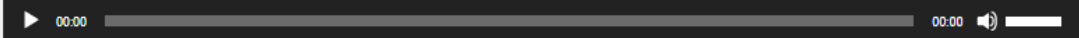
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The old, print-friendly test

Part 1



You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear part of a conversation in a watch repair shop. What is the man doing?

- A refusing to accept the watch for repair
- B encouraging the customer to buy a watch
- C advising the customer to have the watch mended elsewhere

2 You are on a train and you hear a woman leaving a message on an answering machine. Why is she calling?

- A to arrange a lift from the station
- B to change the time of her evening meal
- C to find out bus times from the station

3 You hear a talent show judge commenting on a performance she has just seen. What does she think of the man's performance?

- A** He lacks confidence.
- B** He chose the wrong song.
- C** He has a weak singing voice.

4 You hear the beginning of a talk in a community centre. What will the talk be about?

- A** local history
- B** transport problems
- C** modern agriculture

5 You hear a man talking about saving money. He wants to buy

- A** a motorcycle.
- B** a bicycle.
- C** a car.

6 You hear a woman talking about a concert being cancelled. What does she think about this?

- A** She is glad it will not take place.
- B** It should be re-arranged for a later date.
- C** She should have been told sooner.

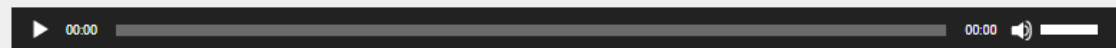
7 You hear a man and woman talking about a flat they are considering renting. What do they both like about it?

- A** the size
- B** the low rent
- C** the furniture

8 You hear a woman talking about her tablet computer. How does she feel about it?

- A** She finds something about it annoying.
- B** She wants to get a more powerful model.
- C** She spends too much time using it.

Part 2



You will hear a man called Markus Fischer talking about mooncake, a traditional Asian bakery product. For questions **9-18**, complete the sentences with a word or short phrase.

Mooncake

Markus was staying in **9** [] when he first tried mooncake.

Markus's favourite kind of mooncake has a filling made of **10** [].

Markus says that he likes to have **11** [] with mooncake.

Mooncake is popular during the Moon Festival, which last year was held in **12** [].

The mooncake Marcus was given during the festival had the shape of a **13** [] on the top.

Markus was surprised to learn that mooncake is rarely made **14** [] in China.

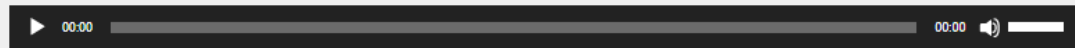
The people Markus was staying with received mooncake from their **15** [].

His host family gave Markus a mooncake that had a slightly **16** [] flavour.

Markus was told that, many years ago, people used mooncakes to send **17** [] to each other.

After people had read what was written on the mooncake, they **18** [] it.

Part 3



You will hear five short extracts in which people talk about deciding to take up new interests.

For questions **19-23**, choose from the list (**A-H**) the reason each speaker gives for deciding to take up their new interest. Use the letters only once. There are three extra letters which you do not need to use.

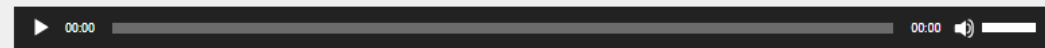


Best viewed in landscape mode

- A** to help other people
- B** to make some money
- C** to pass the time
- D** to meet new people
- E** to try to win a prize
- F** to overcome a fear
- G** to get fit
- H** to make a change from their work

- Speaker 1 **19**
- Speaker 2 **20**
- Speaker 3 **21**
- Speaker 4 **22**
- Speaker 5 **23**

Part 4



You will hear an interview with a woman called Adriana Moretti, who works as a wildlife photographer. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

24. Why did Adriana want to become a wildlife photographer?

- A** She enjoyed travelling to remote locations.
- B** She was very good at taking photos.
- C** She was interested in animal behaviour.

25. Why, according to Adriana, is it easier nowadays to learn how to photograph animals?

- A** The necessary equipment is cheaper than it used to be.
- B** It is possible to learn wildlife photography online.
- C** Cheap international travel means more species can be photographed.

26. Why did Adriana feel uncomfortable while she was trying to take photos of birds?

- A** She was not able to sit down.
- B** Her feet were getting wet.
- C** She was being bitten by insects.

27. How did Adriana feel when she was trying to photograph the crocodile?

- A** afraid that it might try to attack her
- B** worried she may not get the photo she wanted
- C** increasingly bored with waiting to take the picture

28. Adriana has still never taken photos of

- A** a tiger in India.
- B** a snow leopard in China.
- C** a polar bear in Russia.

29. What disadvantage does Adriana say her work has?

- A** She sometimes feels lonely when she is working abroad.
- B** She doesn't see her family as often as she would like to.
- C** She always has to go where the agency tells her.

30. Adriana believes it is becoming harder to get work as a wildlife photographer because

- A** so many photos of wildlife are available on the Internet.
- B** there is a lot of competition for jobs in wildlife photography.
- C** people are becoming less interested in wildlife.

Annex 5: Rubric

Rubric to evaluate Listening subskills

Student:

Date:

FCE Listening Part

Parts	Subskills	1 Poor	2 Average	3 Excellent	Total
Part 1	Predicting: Thinking about what you are going to hear, based on what you know about the speaker, the topic and the context.				
	Listening for gist: Understanding just the general topic of what you hear.				
	Listening for detail understanding: Understanding the content of what you hear in depth, especially the opinions and attitudes of the speaker(s).				
Part 2	Predicting: Thinking about what you are going to hear, based on what you know about the speaker, the topic and the context.				
	Listening for key information: Understanding just the general topic of what you hear.				
Part 3	Predicting: Thinking about what you are going to hear, based on what you know about the speaker, the topic and the context.				
	Listening for gist: Understanding just the general topic of what you hear.				
	Listening for detail understanding: Understanding the content of what you hear in depth, especially the opinions and attitudes of the speaker(s).				
Part 4	Predicting: Thinking about what you are going to hear, based on what you know about the speaker, the topic and the context.				
	Listening for gist: Understanding just the general topic of what you hear.				
	Listening for detail understanding: Understanding the content of what you hear in depth, especially the opinions and attitudes of the speaker(s).				

Total:

Note: Subskills taken into account during listening part according to Cambridge Assessment English (2021) adapted by Papa, A. (2022)

Annex 6: Validation of the rubric



UNIVERSIDAD TÉCNICA DE AMBATO
UNIDAD DE INTEGRACIÓN CURRICULAR

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRAJEROS**

Ficha para validar el instrumento de la rúbrica destinada a medir la “Influencia de la comedia Americana *Friends* en la comprensión auditiva en los alumnos del 8vo Semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato”.

Nombre del validador: PhD. Verónica Chicaiza **Fecha:** 6/07/2022

Objetivo: Validar el instrumento de la rúbrica destinado a medir la variable independiente: **American Sitcom** y la variable dependiente: **Listening Comprehension** con los alumnos de 8vo Semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato.


Instrucciones: Luego de revisar con detenimiento el instrumento de la **Rúbrica de evaluación a los estudiantes**, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios para Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
Part 1									X			
Part 2									X			
Part 3									X			
Part 4									X			



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 EXTRAJEROS**

Aspectos generales		Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.				
2. La escala establecida para la medición es clara y pertinente.				
3. Los ítems permiten el logro del objetivo de la investigación.				
4. Los ítems están distribuidos en forma lógica y secuencial.				
5. El número de ítems es suficiente para la investigación.				
Aplicable	<input checked="" type="checkbox"/>	No aplicable		Aplicable considerando las observaciones
Validado por: Verónica Chicaiza Redin		Cédula de Identidad: 1715106322		Fecha: 06/07/2022
Firma:	 <small>Firmado electrónicamente por:</small> VERONICA ELIZABETH CHICAIZA REDIN	Teléfono: 0997440446		Correo: ve.chicaiza@uta.edu.ec

Adaptado por: (Papa, 2022). **Fuente:** (Corral, 2009).

Gracias por su colaboración



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Nombre del validador: Lic. Edgar Encalada Mg. **Fecha:** 28-Jun-2022

Objetivo: Validar el instrumento de la rúbrica destinado a medir la variable independiente: **American Sitcom** y la variable dependiente: **Listening Comprehension** con los alumnos de 8vo Semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato.


Instrucciones: Luego de revisar con detenimiento el instrumento de la **Rúbrica de evaluación a los estudiantes**, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios para Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
Part 1	X		X		X		X		X		X	
Part 2	X		X		X		X		X		X	
Part 3	X		X		X		X		X		X	
Part 4	X		X		X		X		X		X	



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 EXTRAJEROS**

Aspectos generales		Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.		X		
2. La escala establecida para la medición es clara y pertinente.		X		
3. Los ítems permiten el logro del objetivo de la investigación.		X		
4. Los ítems están distribuidos en forma lógica y secuencial.		X		
5. El número de ítems es suficiente para la investigación.		X		
Aplicable	X	No aplicable		Aplicable considerando las observaciones
Validado por: MG.EDGAR ENCALADA TRUJILLO		Cédula de Identidad: 0501824171		Fecha: 28-jun-2022
Firma:  <small>Firmado digitalmente por: EDGAR GUADIA ENCALADA TRUJILLO</small>		Teléfono: 032386612		Correo: eg.encalada@uta.edu.ec

Adaptado por: (Papa, 2022). **Fuente:** (Corral, 2009).

Gracias por su colaboración



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Nombre del validador: Mg. Sarah Iza **Fecha:** 28 junio 2022.

Objetivo: Validar el instrumento de la rúbrica destinado a medir la variable independiente: **American Sitcom** y la variable dependiente: **Listening Comprehension** con los alumnos de 8vo Semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato.


Instrucciones: Luego de revisar con detenimiento el instrumento de la **Rúbrica de evaluación a los estudiantes**, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios para Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
Part 1												
Part 2												
Part 3												
Part 4												



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 EXTRAJEROS**

Aspectos generales		Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.		√		
2. La escala establecida para la medición es clara y pertinente.		√		
3. Los ítems permiten el logro del objetivo de la investigación.		√		
4. Los ítems están distribuidos en forma lógica y secuencial.		√		
5. El número de ítems es suficiente para la investigación.		√		
Aplicable	√	No aplicable		Aplicable considerando las observaciones
Validado por: Lic. Sarah Jacqueline Iza Pazmiño, Mg.		Cédula de Identidad: 0501741060		Fecha: 28-06-2022
Firma:  <small>Firmado digitalmente por</small> SARAH JACQUELINE IEA PAZMINO		Teléfono: 0984060528		Correo: sj.iza@uta.edu.ec

Adaptado por: (Papa, 2022). **Fuente:** (Corral, 2009).

Gracias por su colaboración

Pre-test

FCE listening part



Cambridge English First

First Certificate in English (FCE)
CEFR Level B2

1. Student learning objectives

Students will...

- Listen and answer the questions of the four parts of the FCE listening part exam.

2. Materials:

- Cellphones, computers, speaker, internet, google forms.

3. Activities/Procedures

- Teacher will share a google form link with the listening test.
<https://forms.gle/SsMEWjRSLzb1vSwL6>
- Teacher will play the audio twice in each part.
- In part 1, students will hear people talking in eight different situations, it contains 8 multiple-choice questions, and they will select the correct answer.
- In part 2, students will hear an expert snowboarder called Brad Mitchell talking about the sport of extreme snowboarding, it contains 10 gap-fill spaces and they will fill in with the correct answer.
- In part 3, students will hear five short extracts in which people talk about habits, they find difficult to control, it contains 5 matching questions, and they will choose the correct answer.
- In part 4, students will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school, it contains 7 multiple-choice questions, and students will choose the correct answer.

4. Assessment

- Teacher evaluates students listening comprehension using a rubric.

Annex 7: Lesson Plans

Lesson Plan 1	
Teacher's name: Ángela Papa	Date: 07-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 30 min	Episode: "The One Where Everybody Finds Out" T:5 E:14
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
<p>Objectives:</p> <p>Students will be able to develop new listening strategies.</p> <p>Students will be able to apply new vocabulary about relationships in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies.</p> <p>Students will be able to identify how native speakers talk in a real situation.</p>	
Materials: Projector, computer, HBO Max, worksheets.	
<p>Warm up:</p> <p>Teacher will ask students the following question:</p> <p><i>Do you think that you could learn English through your favorite series?</i></p>	Time 2
<p>Before watching</p> <p>Vocabulary preview:</p> <ul style="list-style-type: none"> Teacher will show students a Canva presentation that contains pictures of each character of the series, so that students will know them better. Then, teacher will present a matching activity with some vocabulary that students will hear on the episode. After, teacher will explain 4 listening strategies that students should use later. Finally, teacher will ask students: <i>According to the title of the episode, what do you think it is going to be about?</i> <i>What do you understand by "finds out"?</i> <p>Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	8 min
<p>While watching</p> <ul style="list-style-type: none"> Teacher will give students worksheet 1, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. 	15 min

<ul style="list-style-type: none"> • Teacher will play the sitcom Friends episode 14, season 5. • Students will watch each scene twice. 	
<p>After watching</p> <ul style="list-style-type: none"> • Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 1

Name: _____

Date: _____



SCENE 1 (0:00 – 0:45)

1. What is the first scene about?

2. Choose the correct answer.

1. Why is the ugly naked guy putting things in boxes?

- a. He's cleaning his apartment.
- b. He's moving out.
- c. He's getting another roomie.

2. What will Ross try to do?

- a. To get ugly naked guy's apartment.
- b. To find another job.

c. To live far from his friends.

3. What excites Ross the most?

- a. The apartment is near to his job.
- b. The apartment looks big.
- c. He will live across from his friends.

4. What does Joey want to do?

- a. Move in with Ross.
- b. Communicate with his friends with a couple of cans connected by string.
- c. Communicate with his friends by a telephone.

SCENE 2 (1:30 – 3:00)

3. Choose True or False for the following statements.

- a) Ross had realized that the apartment was great. TRUE
FALSE
- b) Phoebe wants to fill out an application. TRUE
FALSE
- c) Rachel will use ugly naked guy's kitchen. TRUE
FALSE
- d) Ross sees Chandler and Monica through the window. TRUE
FALSE
- e) Rachel knew about the relationship between TRUE
FALSE
Monica and Chandler.

SCENE 3 (3:00 – 6:10)

4. Select the correct answer.

- 1. Now all the _____ and the secrets will finally be over.
a. lying b. lies c. flies d. nights
- 2. We'll just give them a _____ of laundry to do.
a. much b. bunch c. many d. brunch
- 3. My bedtime penguin _____.
a. tall b. old c. pal d. friend
- 4. That jacket _____ great on you.
a. looks b. look c. looked d. took

5. In front of you, _____ coffee.
a. cheeping b. sipping c. drinking d. taking

5. Infer from the context. Listen to sitcom and write a definition for the following words:

- a. Find out:
b. Do laundry:
c. Working out:
d. Squeeze:
e. Sipping:

Answer key

Scene 1

- 1. The ugly naked guy moving out.**
2. 1. B 2. A 3. C 4. B

Scene 2

- 3. A. False**
B. True
C. False
D. False
E. True

Scene 3

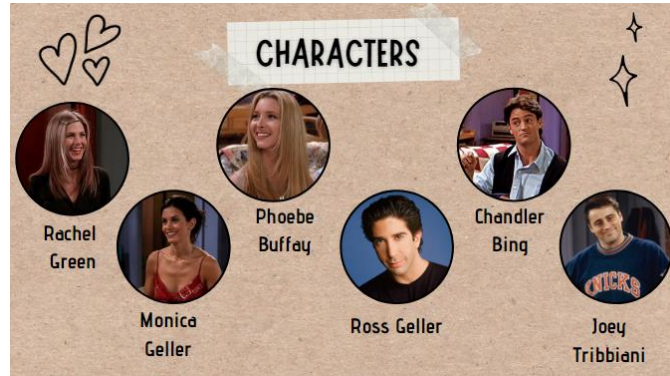
- 4. 1. B, 2. B, 3. C, 4. A, 5. B**
5. A. discover
B. wash clothes
C. do exercise
D. smash
E. drinking

Lesson Plan 2	
Teacher's name: Ángela Papa	Date: 08-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 30 min	Episode: "The One Where Everybody Finds Out" T:5 E:14
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about relationships. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Projector, computer, HBO Max, worksheets.	
Warm up: Teacher will ask students the following question: <i>Have you ever had to hide a relationship?</i>	Time 2
Before watching Vocabulary preview: <ul style="list-style-type: none"> • Teacher will show students a Canva presentation that contains pictures related to some vocabulary that students will hear on the episode. • Students will give some examples using the words. • Teacher will ask students the following questions: <i>What do think Phoebe and Rachel will do to freak out Chandler and Monica?</i> <i>Do you think Joey will tell Monica and Chandler that Rachel and Phoebe know about their relationship?</i> <i>What do you think is going to happen at the end of the episode?</i> Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> • Teacher will give students worksheet 2, that contains some activities that learners have to complete while they watch and listen to the sitcom. • Teacher will give guidelines about the activities that students must do. • Teacher will play the sitcom Friends episode 14, season 5. • Students will watch each scene twice. 	18 min
After watching <ul style="list-style-type: none"> • Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 2

Name: _____

Date: _____



SCENE 1 (9:10 – 9:55)

6. Fill in the blanks. Use the words in the box.

inappropriate	freak	attracted	pinchable	catch
---------------	-------	-----------	-----------	-------

Rachel: Alright, honey, we'd better go if we wanna _____ that movie.

Phoebe: Bye, Chandler. I miss you already.

Chandler: Okay, did-did you see that? The _____, and the pinching?

Monica: Actually, I did.

Chandler: Okay, so now do you believe that she's _____ to me?

Monica: Oh, my God! She knows about us!

Chandler: Are you serious?

Monica: Phoebe knows, and she's just trying to _____ us out! That's the only explanation for it!

Chandler: Okay, but what about, you know, my _____ butt and my bulging biceps? She knows!

SCENE 2 (12:03 – 13:27)

7. Who says the phrase? Match the phrase with the character.

- a. She's right here.
- b. I wasn't intrigued.
- c. Feel his bicep and more.
- d. They know you know.



Rachel



Phoebe

Chandler

Joey

- e. They're trying to mess with us.
- f. Couldn't if I wanted to.



8. What do you think is going to happen next?



SCENE 3 (15:35 – 21:25)

9. Put the events in the correct order from 1 to 8.

- Phoebe shows Chandler her bra. _____
- Phoebe and Chandler drink wine. _____
- Monica gives Chandler instructions about what he has to do. _____
- Joey gives Phoebe an advice. _____
- Chandler says that he loves Monica. _____
- Chandler goes to get lotion. _____
- Chandler and Phoebe kiss. _____
- Chandler and Monica kiss. _____

10. Answer the following questions.

- a. How do Chandler and Phoebe feel about the situation that they are going through?

—

- b. What was Monica doing in the bathroom while Chandler and Phoebe were in the living room?

—

- c. What did Phoebe think about Monica and Chandler's relationship before she found out they were in love?

—

- d. Who didn't know about the relationship between Monica and Chandler?

—

- e. How does joey feel after finding out he can't tell Ross about Monica and Chandler's relationship?
-

Answer sheet

Scene 1

1. Catch
2. Inappropriate
3. Attracted
4. Freak
5. Pinchable

Scene 2

- a. Rachel
- b. Chandler
- c. Phoebe
- d. Joey
- e. Phoebe
- f. Joey

Scene 3

4. 5, 2, 1, 4, 7, 3, 6, 8

5. a. Uncomfortable, nervous

b. Cleaning the bathroom

c. They were just having sex.

d. Ross.

e. Angry.

Lesson Plan 3	
Teacher's name: Ángela Papa	Date: 13-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 35 min	Episode: "The One with the Thanksgiving Flashbacks" T:5 E:8
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about thanksgiving. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Projector, computer, HBO Max, worksheets.	
Warm up: Teacher will present a collage and students will have to guess the title of the episode.	Time 2
Before watching <ul style="list-style-type: none"> • Teacher will ask students: <i>What do you know about thanksgiving?</i> • Teacher will show students a Canva presentation that contains two screenshots of the episode and will ask students: <i>What do you think this episode is about?</i> Vocabulary preview: <ul style="list-style-type: none"> • Teacher will present a Canva presentation that contains some vocabulary that students will hear on the episode, and teacher will ask them if they know the meaning of them. Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> • Teacher will give students worksheet 3, that contains some activities that learners have to complete while they watch and listen to the sitcom. • Teacher will give guidelines about the activities that students must do. • Teacher will play the sitcom Friends episode 8, season 5. • Students will watch each scene twice. 	23 min
After watching <ul style="list-style-type: none"> • Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 3

Name:

Date:

SCENE 1 (7:02 – 12:10)

11. **Fill in the blanks with the correct answer.**

Monica: Well, that's it. That's my _____ Thanksgiving.

Phoebe: Oh, wait, that can't be the one that Rachel was talking about. 'Cause she didn't _____ know that that happened.

Joey: So, let's hear it?

Chandler: What was it?

Monica: Um, I-I really don't want to _____ tell this story.

Chandler: Oh, come on, Monica, _____ past pain and getting depressed is what Thanksgiving is all about. You know, for me anyway. And, of course, the Indians.

Monica: Look, um, of all people you do not want me to tell this story.

Chandler: What is that _____ to mean?

12. **Match the character with the correct name.**

Rachel Green

Monica Geller

Ross Geller

Chandler

Bing



13. **Choose the correct answer:**

1. **Why is Rachel sad?**

- a. Because she broke up with her boyfriend.
- b. Because she arrived late.

- c. Because her parents were out of town.
- 2. Which member of the band is Chandler?**
 - a. Drummer
 - b. Guitarist
 - c. Lead singer
- 3. Monica is.....**
 - a. Ross's little sister.
 - b. Ross's cousin.
 - c. Ross's older sister.
- 4. What cooks Monica for Chandler?**
 - a. Chicken and rice.
 - b. Macaroni and cheese.
 - c. Spaghetti.
- 5. What recommend Chandler to Monica?**
 - a. To be a waitress
 - b. To be a chef.
 - c. To have her own restaurant.
- 6. Why Monica felt upset?**
 - a. Because Rachel had to leave.
 - b. Because Chandler called her fat.
 - c. Because she didn't want to tell the story.

SCENE 2 (13:25 – 18:50)

- 14. Choose True or False.**
 - a. Monica is in the kitchen. **TRUE FALSE**
 - b. Chandler is impressed by Monica. **TRUE FALSE**
 - c. Ross's girlfriend is just in the lacrosse team. **TRUE FALSE**
 - d. Monica wants to humiliate Chandler. **TRUE FALSE**
 - e. Monica cuts Chandler's feet. **TRUE FALSE**
- 15. Answer the following questions.**
 - a. **What's the name of Ross's new girlfriend?**
 - b. **Why Monica did not feel great?**

- c. What is Rachel's suggestion to humiliate Chandler?
- d. What did Monica bring to hospital instead of Chandler's foot?
- e. What do you think is going to happen next?

Answer sheet

1. Fill in the blanks with the correct answer.

Monica: Well, that's it. That's my worst Thanksgiving.

Phoebe: Oh, wait, that can't be the one that Rachel was talking about. 'Cause she didn't even know that that happened.

Joey: So, let's hear it?

Chandler: What was it?

Monica: Um, I-I really don't want to tell this story.

Chandler: Oh, come on, Monica, reliving past pain and getting depressed is what Thanksgiving is all about. You know, for me anyway. And, of course, the Indians.

Monica: Look, um, of all people you do not want me to tell this story.

Chandler: What is that supposed to mean?

2. Match the character with the correct name.

Rachel Green Monica Geller Ross Geller Chandler
Bing



3. Choose the correct answer:

1. Why is Rachel sad?

- a. Because she broke up with her boyfriend.
- b. Because she arrived late.
- c. Because her parents were out of town.

2. Which member of the band is Chandler?

- a. Drummer
- b. Guitarist
- c. Lead singer

3. Monica is.....

- a. Ross's little sister.
- b. Ross's cousin.
- c. Ross's older sister.

4. What cooks Monica for Chandler?

- a. Chicken and rice.
- b. Macaroni and cheese.
- c. Spaghetti.

5. What recommend Chandler to Monica?

- a. To be a waitress
- b. To be a chef.
- c. To have her own restaurant.

6. Why Monica felt upset?

- a. Because Rachel had to leave.
- b. Because Chandler called her fat.
- c. Because she didn't want to tell the story.

SCENE 2 (13:25 – 18:50)

7. Choose True or False.

- f. Monica is in the kitchen. **TRUE FALSE**
- g. Chandler is impressed by Monica. **TRUE FALSE**
- h. Ross's girlfriend is just in the lacrosse team. **TRUE FALSE**
- i. Monica wants to humiliate Chandler. **TRUE FALSE**
- j. Monica cuts Chandler's feet. **TRUE FALSE**

8. Answer the following questions.

9. What's the name of Ross's new girlfriend?

Carol.

10. Why Monica did not feel great?

Because she wanted to humiliated Chandler.

11. What is Rachel's suggestion to humiliate Chandler?

To make him think that Monica wants to have sex with him.

12. What did Monica bring to hospital instead of Chandler's foot?

A carrot.

13. What do you think is going to happen next?

Lesson Plan 4	
Teacher's name: Ángela Papa	Date: 14-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 25 min	Episode: "The One Where Ross Meets Elizabeth's Dad" T:6 E:21
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about meeting new people. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Zoom, computer, HBO Max, worksheets.	
Warm up: Teacher will ask students to make a brainstorming about relationships.	Time 2
Before watching <ul style="list-style-type: none"> Teacher will ask students: <i>Have you ever dated someone who is older than you? Do you think it's okay to date a student? Do you think that is difficult to meet your boyfriend's or girlfriend's parents?</i> Vocabulary preview: <ul style="list-style-type: none"> Finally, teacher will present a Canva presentation that contains some vocabulary that students will hear on the episode, and teacher will ask them if they know the meaning of them. Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> Teacher will give students worksheet 4, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. Teacher will play the sitcom Friends episode 21, season 6. Students will watch each scene twice. 	13 min
After watching <ul style="list-style-type: none"> Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 4

Name:

Date:



SCENE 1 (2:16 – 2:50)

16. What is the first scene about?

17. Who says the phrase? Match the phrase with the character.

- Wanna see what he wants first.
 - You're not Elizabeth's dad?
 - To kind of make me look good.
 - We know how tough those parent-teacher conferences can be.
- Ross _____
 - Phoebe _____
 - Chandler _____
 - Monica _____

SCENE 2 (4:10 – 7:47)

18. Listen and select the correct answer according to the scene.

1. Usually prefer Eliz's boyfriends to _____ me as Mr. Stevens.

- a. address b. call c. calls d. name

2. Why can't you get a girlfriend of your _____ age?

- a. bow b. own c. same d. owns

3. If you give me one _____, I can change your mind.

- a. chance b. opportunity c. change d. time

4. A joke, _____ the mood.

- a. lighted b. light c. ease d. lighten

5. How crazy that we'd run _____ you?

- a. into b. to c. of d. for

19. Replace the underlined words.

- a. Lizzie's mom **passed away**. _____
b. Whatever **pops into** your head. _____
c. I was roommates with him in **college**. _____
d. **Here we are**. _____
e. When does Liz's father **get here**? _____

SCENE 3 (8:32 – 9:44)

20. Order the conversation according to the scene.

- Paul:** Are you ok?
- Paul:** Here they are, right here. Thanks for your help.
- Paul:** I left my keys here somewhere.
- Paul:** It's just me, my wife died shortly after Lizzie was born.
- Paul:** Well, maybe you can date him then. That would save me the trouble of killing him.
- Paul:** Well, we were very young when we had her.
- Rachel:** Are you still, uh, "we" or are you just "you"?
- Rachel:** I just wanted you to know that, you know Ross really is a great guy.
- Rachel:** Let's look for'em. Are these them?
- Rachel:** You just don't look old enough to have a 20-year-old daughter.

Order:

Answer sheet

SCENE 1 (2:16 – 2:50)

1. What is the first scene about?

Ross telling his friends that help them when his girlfriend's father arrives.

2. Who says the phrase? Match the phrase with the character.

- Wanna see what he wants first.
- You're not Elizabeth's dad?
- To kind of make me look good.

d. We know how tough those parent-teacher conferences can be.

1. Ross ___c___
2. Phoebe ___a___
3. Chandler ___b___
4. Monica ___d___

SCENE 2 (4:10 – 7:47)

5. Listen and select the correct answer according to the scene.

1. Usually prefer Eliz’s boyfriends to _____ me as Mr. Stevens.

- a. address b. call c. calls d. name

2. Why can’t you get a girlfriend of your _____ age?

- a. bow b. own c. same d. owns

3. If you give me one _____, I can change your mind.

- a. chance b. opportunity c. change d. time

4. A joke, _____ the mood.

- a. lighted b. light c. ease d. lighten

5. How crazy that we’d run _____ you?

- a. into b. to c. of d. for

6. Replace the underlined words.

- a. Lizzie’s mom passed away. ___died___
- b. Whatever pops into your head. ___appears___
- c. I was roommates with him in college. ___university___
- d. Here we are. ___here you go___
- e. When does Liz’s father get here? ___arrives___

SCENE 3 (8:32 – 9:44)

7. Order the conversation according to the scene.

1. **Paul:** Are you ok?
2. **Paul:** Here they are, right here. Thanks for your help.
3. **Paul:** I left my keys here somewhere.
4. **Paul:** It’s just me, my wife died shortly after Lizzie was born.
5. **Paul:** Well, maybe you can date him then. That would save me the trouble of killing him.
6. **Paul:** Well, we were very young when we had her.
7. **Rachel:** Are you still, uh, ”we” or are you just ”you”?

8. Rachel: I just wanted you to know that, you know Ross really is a great guy.

9. Rachel: Let's look for'em. Are these them?

10. Rachel: You just don't look old enough to have a 20-year-old daughter.

Order: 3, 9, 2, 8, 5, 1, 10, 6, 7, 4.

Lesson Plan 5	
Teacher's name: Ángela Papa	Date: 15-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 25 min	Episode: "The One Where Ross Meets Elizabeth's Dad" T:6 E:21
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about meeting new people. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Zoom, computer, HBO Max, worksheets.	
Warm up: Teacher will ask students to put in the zoom chat what is their favorite series and why.	Time 3
Before watching <ul style="list-style-type: none"> Teacher will ask students: <i>What do you remember about last part? What do you think is going to happen next? What would you do if you were in Ross's situation?</i> Vocabulary preview: <ul style="list-style-type: none"> Teacher will present a Canva presentation that contains some vocabulary that students will hear on the episode, and student will have to make sentences with them. Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> Teacher will give students worksheet 5, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. Teacher will play the sitcom Friends episode 21, season 6. Students will watch each scene twice. 	12 min
After watching <ul style="list-style-type: none"> Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 5

Name:

Date:



SCENE 1 (10:45 – 12:45)

1. Fill in the blanks. Use the words in the box.

getting	gosh	awkward	shouting	out
---------	------	---------	----------	-----

Rachel: I was just _____ him to like you.

Ross: Joey, Joey.

Rachel: Ross, Joey is not here.

Ross: Okay, I'll just wait for him in here.

Rachel: Ross, it's okay. You can come _____.

Paul: Yeah, Ross, it's okay, it's me Mr. Stevens.

Ross: Oh, I didn't, oh, my _____. I didn't even see you!

Paul: Sure you did, you came in, you got all _____, you ran into the bedroom. You were _____, "Joey! Joey!"

2. Put the phrase where they belong in the conversation.

- I invited him up here for a cup of coffee.
- Let's face it.
- He was looking for them.
- It's weird.
- The guy is a very successful lawyer

Rachel: Well, you know, he lost his keys. So, _____.

Ross: In your mouth?

Rachel: No. Downstairs, and we got to talking, you know for like two hours, and I really liked him. So,_____.

Ross: You were at the coffee house.

Rachel: Ross, what's the big deal? So, I kissed the guy.

Ross: He is my girlfriend's father, okay?_____.

Rachel: You dated my sister.

Ross: What? That was different.

Rachel: What? Why?

Ross: This is weird for me.

Rachel: Ross, look, look, this is good for you, okay?_____. So far the guy is not loving ya. But I can turn that around. I got the inside track. We can all go out to dinner You know, and I can talk you up. Plus,_____.

Ross: How is that important?

Rachel: Oh, it's important.

SCENE 2 (14:50 – 17:04)

3. Choose TRUE or FALSE.

- a. Rachel goes to talk to the waitress. **TRUE FALSE**
- b. Paul is not protective with his daughter. **TRUE FALSE**
- c. Rachel hadn't told any stories about Ross to Paul. **TRUE FALSE**
- d. Ross has a son. **TRUE FALSE**
- e. Rachel and Ross were married. **TRUE FALSE**

4. Answer the questions.

- a. What Ross did after Rachel got stood up?
- b. What does Paul admit?
- c. How many times has ross been married?
- d. What's the name of Ross's son?
- e. What does Rachel say about her marriage to Ross?

SCENE 3 (19:52 – 21:30)

5. Choose the correct answer.

1. How to make the next one even _____?

- a. Longer b. younger c. shorter d. smaller

2. That's not _____.

- a. Fair b. right c. correct d. affair

3. Maybe I have to _____ again.

- a. Pee b. bee c. go to the bathroom d. get out

4. Did you kill any of these _____.

- a. Wifes b. wives c. wife d. wive

5. I have _____ her with nothing but respect.

- a. Treated b. attend c. take care d. treats

Answer sheet

SCENE 1 (10:45 – 12:45)

1. Fill in the blanks. Use the words in the box.

getting	gosh	awkward	shouting	out
---------	------	---------	----------	-----

Rachel: I was just getting him to like you.

Ross: Joey, Joey.

Rachel: Ross, Joey is not here.

Ross: Okay, I'll just wait for him in here.

Rachel: Ross, it's okay. You can come out.

Paul: Yeah, Ross, it's okay, it's me Mr. Stevens.

Ross: Oh, I didn't, oh, my _____. I didn't even see you!

Paul: Sure you did, you came in, you got all awkward, you ran into the bedroom. You were shouting, "Joey! Joey!"

2. Put the phrase where they belong in the conversation.

- a. I invited him up here for a cup of coffee.
- b. Let's face it.
- c. He was looking for them.
- d. It's weird.
- e. The guy is a very successful lawyer

Rachel: Well, you know, he lost his keys. So, _____ C _____.

Ross: In your mouth?

Rachel: No. Downstairs, and we got to talking, you know for like two hours, and I really liked him. So, _____ A _____.

Ross: You were at the coffee house.

Rachel: Ross, what's the big deal? So, I kissed the guy.

Ross: He is my girlfriend's father, okay? _____ D _____.

Rachel: You dated my sister.

Ross: What? That was different.

Rachel: What? Why?

Ross: This is weird for me.

Rachel: Ross, look, look, this is good for you, okay? _____B_____. So far the guy is not loving ya. But I can turn that around. I got the inside track. We can all go out to dinner You know, and I can talk you up. Plus, _____E_____.

Ross: How is that important?

Rachel: Oh, it's important.

SCENE 2 (14:50 – 17:04)

3. Choose TRUE or FALSE.

- a. Rachel goes to talk to the waitress. **TRUE FALSE**
- b. Paul is not protective with his daughter. **TRUE FALSE**
- c. Rachel hadn't told any stories about Ross to Paul. **TRUE FALSE**
- d. Ross has a son. **TRUE FALSE**
- e. Rachel and Ross were married. **TRUE FALSE**

4. Answer the questions.

- a. What Ross did after Rachel got stood up?
Offer her to take her to the prom.
- b. What does Paul admit?
That Ross is not all bad.
- c. How many times has Ross been married?
3
- d. What's the name of Ross's son?
Ben
- e. What does Rachel say about her marriage to Ross?
That was a drunken mistake.

SCENE 3 (19:52 – 21:30)

5. Choose the correct answer.

1. How to make the next one even _____?

- a. Longer b. younger c. **shorter** d. smaller

2. That's not _____.

- a. **Fair** b. right c. correct d. affair

3. Maybe I have to _____ again.

- a. **Pee** b. bee c. go to the bathroom d. get out

4. Did you kill any of these _____.

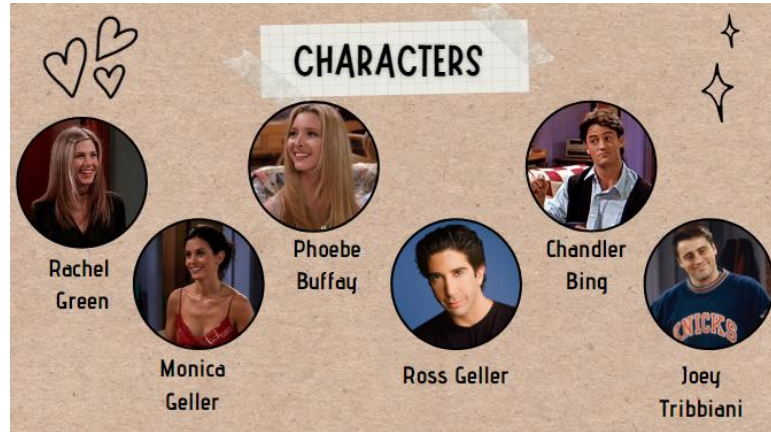
- a. **Wifes** b. wives c. wife d. wive
5. **I have _____ her with nothing but respect.**
- a. **Treated** b. attend c. take care d. treats

Lesson Plan 6	
Teacher's name: Ángela Papa	Date: 20-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 30 min	Episode: "The One with the Videotape" T:8 E:4
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about how to tell a story. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Projector, computer, HBO Max, worksheets.	
Warm up: Teacher will ask students: What's your favorite series?	Time 2
Before watching Vocabulary preview: <ul style="list-style-type: none"> Teacher will present a matching activity with some vocabulary that students will hear on the episode. Next, teacher will ask students: <i>According to the title of the episode, what do you think it is going to be about?</i> <i>Do you think that Chandler and Monica got married?</i> <i>Do you think that Ross and Rachel could have a relationship, based on previous episodes?</i> Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> Teacher will give students worksheet 6, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. Teacher will play the sitcom Friends episode 4, season 8. Students will watch each scene twice. 	18 min
After watching <ul style="list-style-type: none"> Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 6

Name: _____

Date: _____



SCENE 1 (0:02 – 1:32)

21. What is the first scene about?

22. Choose the correct answer.

1. Monica says that their honeymoon was...

- a. boring.
- b. terrible.
- c. funny.

2. What was the best part of their honeymoon?

- a. They met an incredible couple on the flight back.
- b. The sunset at the beach.
- c. The flight.

3. Why Joey and Phoebe get mad?

- a. Because Chandler and Monica gave them just a necklace.
- b. Because Chandler and Monica didn't invite them.
- c. Because Chandler and Monica didn't buy them any souvenir.

4. What was the name of the couple that Monica and Chandler met?

- a. Mary and Paul.
- b. Greg and Jenny.

c. Greg and Mary.

SCENE 2 (2:09 – 4:31)

23. Choose True or False for the following statements.

- f) Ross and Rachel are having a baby. TRUE
FALSE
- g) Rachel and Ross had sex seven weeks ago. TRUE
FALSE
- h) Ross didn't want to help Rachel. TRUE
FALSE
- i) Ross agree that he came on to Rachel. TRUE
FALSE
- j) Rachel kiss Ross first. TRUE
FALSE

SCENE 3 (3:00 – 6:10)

24. Select the correct answer.

1. Oh, look I have a _____ picture.
a. baby b. sonogram c. photograph d. ultrasound
2. It's got your _____ black lines.
a. wavy b. head c. scar d. wavies
3. You were begging me to _____ you.
a. hug b. kissed c. kiss d. hugged
4. I mean, am I sending you these _____ right now?
a. gestures b. indications c. signs d. signals
5. Rachel just, just, _____ it.
a. drop b. hope c. drops d. let

SCENE 3 (4:34 – 5:56)

25. Choose the word that better completes the sentence, according to the scene.

- 1. You gotta tell a girl before you _____**
a. Tape her
b. Film her
c. Record her
- 2. Ask them if they brought their friends any _____**

- a. Presents
- b. Souvenirs
- c. Gifts

3. Alright, I'll have a _____

- a. Pancake
- b. Sandwich
- c. Hamburger

4. You got fake _____

- a. Address
- b. Number
- c. Phone

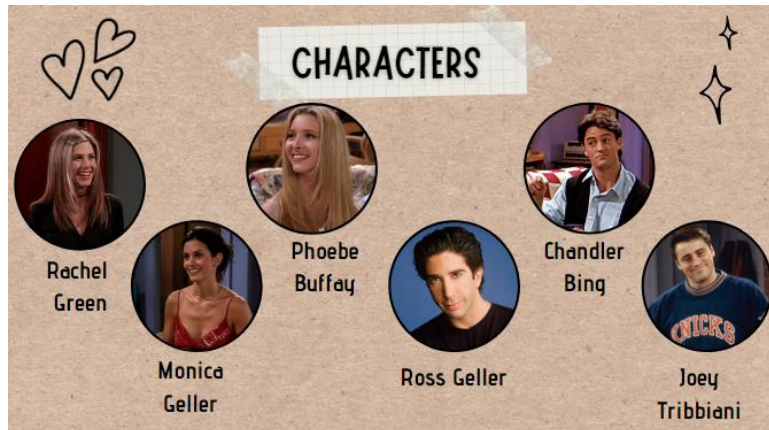
5. Excuse me, I don't want Greg and Jenny's _____

- a. Rejects
- b. Refuses
- c. Pickings

Answer sheet

Name: _____

Date: _____



SCENE 1 (0:02 – 1:32)

1. What is the first scene about?

Rachel told them when did she got pregnant.

2. Choose the correct answer.

1. Monica says that their honeymoon was...

- a. boring.

b. terrible.

c. funny.

2. What was the best part of their honeymoon?

a. They met an incredible couple on the flight back.

b. The sunset at the beach.

c. The flight.

3. Why Joey and Phoebe get mad?

a. Because Chandler and Monica gave them just a necklace.

b. Because Chandler and Monica didn't invite them.

c. Because Chandler and Monica didn't buy them any souvenir.

4. What was the name of the couple that Monica and Chandler met?

a. Mary and Paul.

b. Greg and Jenny.

c. Greg and Mary.

SCENE 2 (2:09 – 4:31)

3. Choose True or False for the following statements.

k) Ross and Rachel are having a baby. TRUE

FALSE

l) Rachel and Ross had sex seven weeks ago. TRUE

FALSE

m) Ross didn't want to help Rachel. TRUE

FALSE

n) Ross agree that he came on to Rachel. TRUE

FALSE

o) Rachel kiss Ross first. TRUE

FALSE

SCENE 3 (3:00 – 6:10)

4. Select the correct answer.

1. Oh, look I have a _____ picture.

a. baby b. sonogram c. photograph d. ultrasound

2. It's got your _____ black lines.

a. wavy b. head c. scar d. wavies

3. You were begging me to _____ you.
a. hug b. kissed **c. kiss** d. hugged
4. I mean, am I sending you these _____ right now?
a. gestures b. indications c. signs d. **signals**
5. Rachel just, just, _____ it.
a. **drop** b. hope c. drops d. let

SCENE 3 (4:34 -

5. Choose the word that better completes the sentence, according to the scene.

1. You gotta tell a girl before you _____

d. Tape her

e. Film her

f. Record her

2. Ask them if they brought their friends any _____

d. Presents

e. Souvenirs

f. Gifts

3. Alright, I'll have a _____

d. Pancake

e. Sandwich

f. Hamburger

4. You got fake _____

d. Address

e. Number

f. Phone

5. Excuse me, I don't want Greg and Jenny's _____

d. Rejects

e. Refuses

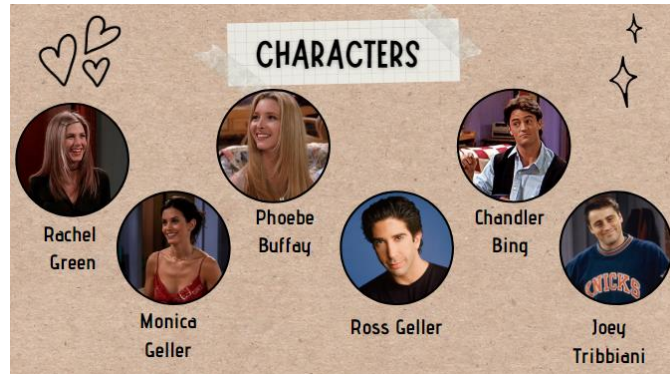
f. Pickings

Lesson Plan 7	
Teacher's name: Ángela Papa	Date: 21-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 35 min	Episode: "The One with the Videotape" T:8 E:4
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about how to tell a story. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Projector, computer, HBO Max, worksheets.	
Warm up: Teacher will ask to read a tongue twister.	Time 2
Before watching Vocabulary preview: <ul style="list-style-type: none"> • Teacher will show students a Canva presentation that contains pictures related to some vocabulary that students will hear on the episode. • Students will give some examples using the words. • Teacher will ask students the following questions: <i>Why do you think Ross taped Rachel? Who do you think came on to whom? What do you think is going to happen at the end of the episode?</i> Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> • Teacher will give students worksheet 7, that contains some activities that learners have to complete while they watch and listen to the sitcom. • Teacher will give guidelines about the activities that students must do. • Teacher will play the sitcom Friends episode 14, season 5. • Students will watch each scene twice. 	23 min
After watching <ul style="list-style-type: none"> • Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 7

Name: _____

Date: _____



SCENE 1 (5:58 – 6:43)

26. Fill in the blanks. Use the words in the box.

back	motto	personal	months	pervert
------	-------	----------	--------	---------

Ross: Rachel won't talk to me. She won't even open the door.

Phoebe: Hmm, I wonder why, _____?

Ross: Okay, listen, I am not a pervert.

Phoebe: That's like the pervert _____. Yeah, they have you raise your right hand, put you left hand down your pants, and repeat that.

Ross: Look, filming Rachel was not something I planned. Okay, look, here's what happened and, Joey, you can _____ me up on this. Alright, about, about a month and a half ago remember I came to you with a problem? Um, uh, a personal thing?

Joey: Perso.... What _____ thing?

Ross: About..... About sex? That I hadn't had sex in _____.

Joey: Yeah. I knew what you were talkin' about.

SCENE 2 (6:50 – 11:54)

27. Who says the phrase? Match the phrase with the character.

- g. I'm really uncomfortable talking about.
- h. Sky's blue, Ross and I had sex yesterday.
- i. I'm scared for my health.
- j. I'll try to control myself.
- k. Have a nice six more months.



Joey



Ross

28. Put the events in the correct order from 1 to 8.

- Joey gives Ross his video camera. _____
- Joey tells Ross the romantic story. _____
- Rachel arrives. _____
- Ross is having his date. _____
- Ross start practicing the story. _____
- Ross tells Joey that the story sucks. _____
- Ross yell at the girl. _____
- The girl says that she studied for a year in Barcelona. _____

SCENE 3 (12:35 – 19:20)

29. Choose TRUE or FALSE.

- a. Greg and Jenny gave Monica and Chandler the right number. **TRUE**
FALSE
- b. The fake names of Phoebe and Joey are:
Regina Philange and Ken Adams. **TRUE**
FALSE
- c. Rachel destroys the tape. **TRUE**
FALSE
- d. Nobody wants to see the tape. **TRUE**
FALSE
- e. Ross don't want to see the tape. **TRUE**
FALSE

30. Choose the correct answer.

- f. **Did Monica tell Rachel that she can drink liquids around the invitations?**
YES NO NO INFORMATION
- g. **Did Monica and Chandler frame any invitation?**
YES NO NO INFORMATION
- h. **Did Rachel come on to Ross?**
YES NO NO INFORMATION
- i. **Did Rachel use the story to come on to Ross?**
YES NO NO INFORMATION
- j. **Did Joey tell the romantic story to Rachel?**
YES NO NO INFORMATION

Answer sheet

SCENE 1 (5:58 – 6:43)

1. Fill in the blanks. Use the words in the box.

back	motto	personal	months	pervert
------	-------	----------	--------	---------

Ross: Rachel won't talk to me. She won't even open the door.

Phoebe: Hmm, I wonder why, pervert?

Ross: Okay, listen, I am not a pervert.

Phoebe: That's like the pervert motto. Yeah, they have you raise your right hand, put you left hand down your pants, and repeat that.

Ross: Look, filming Rachel was not something I planned. Okay, look, here's what happened and, Joey, you can back me up on this. Alright, about, about a month and a half ago remember I came to you with a problem? Um, uh, a personal thing?

Joey: Perso.... What personal thing?

Ross: About..... About sex? That I hadn't had sex in months.

Joey: Yeah. I knew what you were talkin' about.

SCENE 2 (6:50 – 11:54)

2. Who says the phrase? Match the phrase with the character.

l. I'm really uncomfortable talking about.

m. Sky's blue, Ross and I had sex yesterday.

n. I'm scared for my health.

o. I'll try to control myself.

p. Have a nice six more months.



Joey



Ross

3. Put the events in the correct order from 1 to 8.

- | | |
|---------------------------------------------------------|-------|
| Joey gives Ross his video camera. | ___ 6 |
| Joey tells Ross the romantic story. | ___ 1 |
| Rachel arrives. N | ___ 8 |
| Ross is having his date. | ___ 2 |
| Ross start practicing the story. | ___ 7 |
| Ross tells Joey that the story sucks. | ___ 5 |
| Ross yell at the girl. | ___ 4 |
| The girl says that she studied for a year in Barcelona. | ___ 3 |

SCENE 3 (12:35 – 19:20)

4. Choose TRUE or FALSE.

f. Greg and Jenny gave Monica and Chandler the right number. **TRUE**

FALSE

g. The fake names of Phoebe and Joey are:

Regina Philange and Ken Adams.

TRUE

FALSE

h. Rachel destroys the tape.

TRUE

FALSE

i. Nobody wants to see the tape.

TRUE

FALSE

j. Ross don't want to see the tape.

TRUE

FALSE

5. Choose the correct answer.

k. Did Monica tell Rachel that she can drink liquids around the invitations?

YES **NO** NO INFORMATION

l. Did Monica and Chandler frame any invitation?

YES NO NO INFORMATION

m. Did Rachel come on to Ross?

YES NO NO INFORMATION

n. Did Rachel use the story to come on to Ross?

YES NO NO INFORMATION

o. Did Joey tell the romantic story to Rachel?

YES **NO** NO INFORMATION

Lesson Plan 8	
Teacher's name: Ángela Papa	Date: 22-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 30 min	Episode: "The One with the Rumor" T:8 E:9
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about regrets about the past. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Projector, computer, HBO Max, worksheets.	
Warm up: Teacher will present a collage and students will have to guess the title of the episode	Time 2
Before watching <ul style="list-style-type: none"> Teacher will show students a Canva presentation that contains two screenshots of the episode and will ask students: <i>What do you think this episode is going to be about? Have you ever made up a rumor? Have you ever spread a rumor?</i> Vocabulary preview: <ul style="list-style-type: none"> Teacher will present a Canva presentation that contains some vocabulary that students will hear on the episode, and teacher will ask them if they know the meaning of them. Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> Teacher will give students worksheet 8, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. Teacher will play the sitcom Friends episode 9, season 8. Students will watch each scene twice. 	18 min
After watching <ul style="list-style-type: none"> Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 8

Name:

Date:



Special



Will

SCENE 1 (11:05 – 15:32)

31. Fill in the blanks with the correct answer.

Rachel: Alright, who would, uh, like some _____? Will?

Will: Oh, you'd like that, wouldn't ya?

Rachel: What? Oh. You know what? Can we please _____ the chicken and the turkey and everything on the other side of the table? The smell is just... yuck.

Will: Typical.

Rachel: I'm sorry, what?

Will: I said it was typical. Typical of you, Rachel Green, Queen Rachel. Does _____ she wants in her little Rachel Land.

Rachel: Sorry, do you, do you have a problem with me?

Will: I don't know. Do I? Do I?

Phoebe: I think you do.

Monica: _____, you were, a little mean to him in high school.

Will: "A little mean"? You made my life _____.

Rachel: I'm-I'm, I had no idea. I'm sorry.

32. Select the correct answer.

1. Screw it. _____ on the yams.

- a. bring b. give c. brings d. take

2. I'm real sorry for _____

- a. wherever b. whatever c. whenever d. whoever

3. You all just _____ together to hate me?

- a. joined b. meet c. join d. encounter

4. Actually there was also that _____ student from Thailand.

- a. change b. exchange c. exchanged d. foreign

5. Then why did it have the word “_____” in it?

- a. endlessly b. forever c. infinity d. eternity

33. Choose the correct answer:

7. What was the name of the club?

- d. The I hate Rachel Green Club.
e. The I love Rachel Green Club.
f. The Rachel Green Club.

8. Who co-founded the club?

- d. Will
e. Ross
f. Monica

9. What was the rumor?

- d. Rachel cheated his boyfriend.
e. She had both male and female reproductive parts.
f. Rachel were going out with two different guys at the same time.

10. What was the nickname for Rachel?

- d. The best cheerleader form Long Island.
e. Rach Green.
f. Hermaphrodite cheerleader from Long Island.

11. Why Monica didn't tell Rachel about the rumor?

- d. Because she didn't know.
e. Because she was afraid that Rachel was gonna cry and showed to her.
f. Because she knew that it was fake.

SCENE 2 (16:12 – 19:15)

34. Choose True or False.

- k. Ross is going to call everyone that the rumor wasn't true. **TRUE**
FALSE

- l. Ross told people that Rachel was half-and-half. **TRUE**
FALSE

- m. Rachel didn't do anything to hurt Ross in high school. **TRUE**
FALSE
- n. Rachel started the rumor that Ross went out with
the 50-year-old librarian. **TRUE**
FALSE
- o. Rachel saw Ross and that lady going behind the
card catalog. **TRUE**
FALSE

35. Answer the following questions.

f. Where they find the picture of the 50-year-old librarian?

g. Where was Ross working late?

h. What did the lady need help with?

i. What was the name of the 50-year-old librarian?

j. When did Anita walk with a cane?

Answer sheet

SCENE 1 (11:05 – 15:32)

1. Fill in the blanks with the correct answer.

Rachel: Alright, who would, uh, like some ___yams___? Will?

Will: Oh, you'd like that, wouldn't ya?

Rachel: What? Oh. You know what? Can we please ___keep___ the chicken and the turkey and everything on the other side of the table? The smell is just... yuck.

Will: Typical.

Rachel: I'm sorry, what?

Will: I said it was typical. Typical of you, Rachel Green, Queen Rachel. Does ___whatever___ she wants in her little Rachel Land.

Rachel: Sorry, do you, do you have a problem with me?

Will: I don't know. Do I? Do I?

Phoebe: I think you do.

Monica: ___Apparently_____, you were, a little mean to him in high school.

Will: “A little mean”? You made my life ___miserable_____.

Rachel: I’m-I’m, I had no idea. I’m sorry.

2. Select the correct answer.

1. Screw it. _____ on the yams.

- a. bring b. give c. brings d. take

2. I’m real sorry for _____

- a. wherever b. whatever c. whenever d. whoever

3. You all just _____ together to hate me?

- a. joined b. meet c. join d. encounter

4. Actually there was also that _____ student from Thailand.

- a. change b. exchange c. exchanged d. foreign

5. Then why did it have the word “_____” in it?

- a. endlessly b. forever c. infinity d. eternity

3. Choose the correct answer:

1. What was the name of the club?

- g. The I hate Rachel Green Club.
h. The I love Rachel Green Club.
i. The Rachel Green Club.

2. Who co-founded the club?

- g. Will
h. Ross
i. Monica

3. What was the rumor?

- g. Rachel cheated his boyfriend.
h. She had both male and female reproductive parts.
i. Rachel were going out with two different guys at the same time.

4. What was the nickname for Rachel?

- g. The best cheerleader form Long Island.
h. Rach Green.
i. Hermaphrodite cheerleader from Long Island.

5. Why Monica didn’t tell Rachel about the rumor?

- g. Because she didn't know.
- h. Because she was afraid that Rachel was gonna cry and showed to her.
- i. Because she knew that it was fake.

SCENE 2 (16:12 – 19:15)

6. Choose True or False.

- p. Ross is going to call everyone that the rumor wasn't true. **TRUE**
FALSE
- q. Ross told people that Rachel was half-and-half. **TRUE**
FALSE
- r. Rachel didn't do anything to hurt Ross in high school. **TRUE**
FALSE
- s. Rachel started the rumor that Ross went out with the 50-year-old librarian. **TRUE**
FALSE
- t. Rachel saw Ross and that lady going behind the card catalog. **TRUE**
FALSE

7. Answer the following questions.

- k. **Where they find the picture of the 50-year-old librarian?**
In the yearbook.
- l. **Where was Ross working late?**
At the library.
- m. **What did the lady need help with?**
Word jumble.
- n. **What was the name of the 50-year-old librarian?**
Anita.
- o. **When did Anita walk with a cane?**
When it was damp.

Lesson Plan 9	
Teacher's name: Ángela Papa	Date: 27-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 25 min	Episode: "The One with the Stripper" T:8 E:8
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about how a bachelor party. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Zoom, computer, HBO Max, worksheets.	
Warm up: Teacher will show some pictures about the main topic of the episode, and students will have to guess it.	Time 2
Before watching <ul style="list-style-type: none"> Teacher will ask students: <i>According to the title of the episode, what do you think is going to be about? Do you know what a bachelor party is? What is usually done at bachelor parties?</i> Teacher will present two pictures of the episode and ask students: <i>What can you see in these pictures?</i> Vocabulary preview: <ul style="list-style-type: none"> Finally, teacher will present a Canva presentation that contains some vocabulary that students will hear on the episode, and teacher will ask them if they know the meaning of them. Then, students will match the words with the picture. Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> Teacher will give students worksheet 9, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. Teacher will play the sitcom Friends episode 8, season 8. Students will watch each scene twice. 	13 min
After watching <ul style="list-style-type: none"> Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 9

Name:

Date:



SCENE 1 (4:16 – 5:16)

36. What is the first scene about?

SCENE 2 (8:12 – 8:59)

37. Choose the correct answer.

1. Rachel's dad might be able to book The Plaza hotel?

YES NO NO INFORMATION

2. Rachel says that she will marry Ross.

YES NO NO INFORMATION

3. Rachel says that she would like to marry Ross at Four Season Hotel.

YES NO NO INFORMATION

4. Rachel says that Ross don't want to marry her.

YES NO NO INFORMATION

5. Phoebe says that Rachel is lying.

YES NO NO INFORMATION

SCENE 3 (9:03 – 10:33) (12:19 – 13:16)

38. Listen and select the correct answer according to the scene.

1. I can't believe that tomorrow is the _____ day.

a. great b. big c. worst d. best

2. Alright, _____ you're ready.

- a. whenever b. wherever c. whatever d. whoever

3. We just, we just _____ it.

- a. misses b. miss c. missed d. missted

4. Maybe Monica's playin' a _____ on ya.

- a. jokes b. play c. test d. joke

5. Maybe for my birthday, she'll _____ someone.

- a. steal b. rob c. kill d. murder

SCENE 4 (10:35 – 12:18) (13:18 – 13:52)

39. Fill in the blanks. Use the words in the box.

refuse	knock	meant	pregnant	way
--------	-------	-------	----------	-----

Rachel's Dad: You think you can _____ up my daughter and then not marry her? I'm gonna kill you.

Ross: You know, this is actually not a great time for me.

Rachel's Dad: So? Come on! Explain yourself, Geller. First, you get my Rachel _____.

Mona: You got Rachel pregnant?

Ross: Who did?

Rachel's Dad: You did!

Ross: Yes, yes, I did, but-but it was, it was just a one-night thing. It _____ nothing.

Rachel's Dad: Oh? Really? That's what my daughter means to you? Nothing?

Ross: No, no, sir. Um, she means a lot to me. I mean, I-I care... I-I love Rachel.

Mona: What?

Ross: Oh, but not that _____. I mean I'm not in love with her. I love her like a like a friend.

Rachel's Dad: Oh, really? That's how you treat a friend? You get her in trouble and then you _____ to marry her?

40. Replace the underlined words.

- a. You can knock up my daughter. _____
- b. You'd dump her. _____
- c. We just let the machine get that. _____

- d. There's a **hooker** over here. _____
- c. I need to **lie down**. _____

SCENE 5 (14:29 – 16:14)

1. Put the events in the correct order from 1 to 5.

Chandler says that he will make time to hang out with Joey.

Joey and Chandler discuss about who will have to tell the hooker to leave.

Joey and Chandler play rock, paper, scissors.

Joey says that he miss hang out with Chandler.

Monica arrives.

Answer sheet

SCENE 1 (4:16 – 5:16)

1. What is the first scene about?

Rachel telling his father that she is pregnant.

SCENE 2 (8:12 – 8:59)

2. Choose the correct answer.

1. Rachel's dad might be able to book The Plaza hotel?

YES NO NO INFORMATION

2. Rachel says that she will marry Ross.

YES **NO** NO INFORMATION

3. Rachel says that she would like to marry Ross at Four Season Hotel.

YES NO **NO INFORMATION**

4. Rachel says that Ross don't want to marry her.

YES NO NO INFORMATION

5. Phoebe says that Rachel is lying.

YES NO **NO INFORMATION**

SCENE 3 (9:03 – 10:33) (12:19 – 13:16)

3. Listen and select the correct answer according to the scene.

1. I can't believe that tomorrow is the _____ day.

- a. great b. **big** c. worst d. best

2. Alright, _____ you're ready.

- a. **whenever** b. wherever c. whatever d. whoever

3. We just, we just _____ it.

- a. misses b. miss c. **missed** d. missted

4. Maybe Monica's playin' a _____ on ya.

- a. jokes b. play c. test d. **joke**

5. Maybe for my birthday, she'll _____ someone.

- a. steal b. rob c. kill d. **murder**

SCENE 4 (10:35 – 12:18) (13:18 – 13:52)

4. Fill in the blanks. Use the words in the box.

refuse	knock	meant	pregnant	way
--------	-------	-------	----------	-----

Rachel's Dad: You think you can **knock** up my daughter and then not marry her? I'm gonna kill you.

Ross: You know, this is actually not a great time for me.

Rachel's Dad: So? Come on! Explain yourself, Geller. First, you get my Rachel **pregnant**.

Mona: You got Rachel pregnant?

Ross: Who did?

Rachel's Dad: You did!

Ross: Yes, yes, I did, but-but it was, it was just a one-night thing. It **meant** nothing.

Rachel's Dad: Oh? Really? That's what my daughter means to you? Nothing?

Ross: No, no, sir. Um, she means a lot to me. I mean, I-I care... I-I love Rachel.

Mona: What?

Ross: Oh, but not that **way**. I mean I'm not in love with her. I love her like a like a friend.

Rachel's Dad: Oh, really? That's how you treat a friend? You get her in trouble and then you **refuse** to marry her?

5. Replace the underlined words.

- a. You can **knock up** my daughter. _____ get pregnant _____
b. You'd **dump** her. _____ abandoned her _____
c. We just let the **machine** get that. _____ answer machine/ telephone _____
d. There's a **hooker** over here. _____ whore _____
c. I need to **lie down**. _____ rest _____

SCENE 5 (14:29 – 16:14)

6. Put the events in the correct order from 1 to 5.

Chandler says that he will make time to hang out with Joey. **4**

Joey and Chandler discuss about who will have to tell the hooker to leave. **1**

Joey and Chandler play rock, paper, scissors. **2**

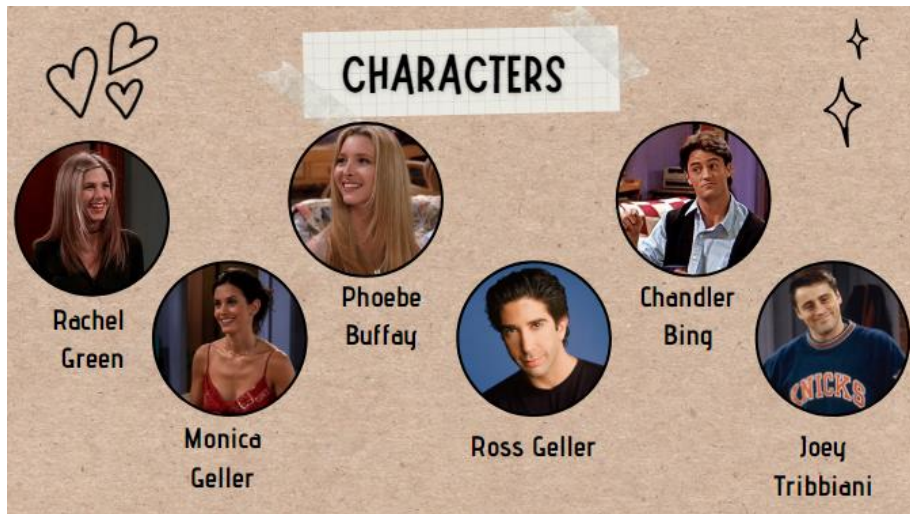
Joey says that he miss hang out with Chandler. **3**

Lesson Plan 10	
Teacher's name: Ángela Papa	Date: 28-06-2022
Grade: PINE 8 th semester "C"	Sitcom: Friends
Time: 30 min	Episode: "The One with Phoebe's Wedding" T:10 E:12
Aim: Students will be able to develop their listening subskills to achieve a better listening comprehension.	
Objectives: Students will be able to develop new vocabulary about weddings. Students will be able to practice the new vocabulary in activities like matching, gap-fill, true and false, multiple-choice and sequencing using the different listening strategies. Students will be able to identify how native speakers talk in a real situation.	
Materials: Zoom, computer, HBO Max, worksheets.	
Warm up: Teacher will ask students to make a brainstorming about weddings.	Time 5
Before watching <ul style="list-style-type: none"> Teacher will preset some pictures and will ask to students: <i>what do you think is a rehearsal dinner? What do you think is going to happen in this episode? Do you think is going to be some kind of problem?</i> Vocabulary preview: <ul style="list-style-type: none"> Teacher will present a Canva presentation that contains some vocabulary that students will hear on the episode, and student will have to make sentences with them. Canva link: https://www.canva.com/design/DAFCs87vKqw/3WtrmKo_yxAfgkPO8rqEpg/view?utm_content=DAFCs87vKqw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	5 min
While watching <ul style="list-style-type: none"> Teacher will give students worksheet 10, that contains some activities that learners have to complete while they watch and listen to the sitcom. Teacher will give guidelines about the activities that students must do. Teacher will play the sitcom Friends episode 12, season 10. Students will watch each scene twice. 	15 min
After watching <ul style="list-style-type: none"> Teacher will check and discuss the answers with the students, and provide them feedback. 	5 min
Homework: -	

Worksheet 10

Name:

Date:



Mike Hannigan

SCENE 1 (3:51 – 4:40)

6. Fill in the blanks. Use the words in the box.

handshake	rehearsal	crotch	gift	mix
-----------	-----------	--------	------	-----

Chandler: I'm so glad we're having this _____ dinner, you know. I so rarely get to practice my meals before I eat them.

Phoebe: Okay, what did we say was your one _____ to us?

Chandler: Not stupid jokes, but I thought that was for the actual wedding.

Phoebe: Rehearse it.

Mike: Thanks for coming, you guys.

Ross: I, uh, I was, uh I was going for a _____

Mike: Is that why your hand is pressed against my _____?

Ross: That is why.

Phoebe: So, Rach, where's Emma?

Rachel: Oh, Monica made me send her to my mother's. Apparently, babies and weddings don't _____.

SCENE 2 (5:06-7:50)

7. Put the phrase where they belong in the conversation.

- f. It's not looking good.
- g. The balance beam.
- h. Wouldn't they have asked us by now.

- i. I can leave.
- j. You were next in line.

Chandler: You know what I just realized? We have no idea what we're doing in the wedding tomorrow.

Ross: Yeah, I thought we'd be groomsmen but _____? When did they ask you to be a bridesmaid?

Rachel: Uh, November.

Ross: I wanna say _____.

Rachel: Hey, pheebs?

Phoebe: Sorry?

Rachel: um, you haven't told these guys what they're doing in the wedding yet.

Phoebe: Um, well, they're not in the wedding.

Ross: What?

Rachel: Well, this is really awkward. Oh, wait. _____.

Phoebe: I'm sorry, you guys. But, you know, Mike's got his brother and his friends from school. So, you know, you were... If it helps _____ . You just, you just missed the cut.

Ross: Oh, man.

Chandler: This is like figure skating team all over again. I mean, synchronized swimming. I mean... I mean, _____. Help me.

Ross: Football.

8. Choose TRUE or FALSE.

- f. Rachel was asked to be a bridesmaid in October. **TRUE FALSE**
- g. Phoebe has a fax machine. **TRUE FALSE**
- h. One of Mike's groomsmen had an emergency. **TRUE FALSE**
- i. Mike will let Phoebe decides. **TRUE FALSE**
- j. Mike prefers Ross to be his groomsmen. **TRUE FALSE**

SCENE 3 (8:33 – 11:37)

9. Choose the correct answer.

6. Okay, it's 2100 hours Time for your _____?

- b. celebration b. toast c. party d. speech

7. It's uh, 2101 and I am not _____.

- b. amused b. joking c. bluffing d. happy

8. She's in _____.

- a. jail b. other country c. rehab d. a trip.

9. The moment is _____.

- a. over b. past c. late d. off

10. I just wanted a simple wedding where my _____ can go to the bathroom.

- a. husband b. fiancé c. boyfriend d. groom

10. What do you think is going to happen at the end?

-

-

Answer sheet

SCENE 1 (3:51 – 4:40)

1. Fill in the blanks. Use the words in the box.

handshake	rehearsal	crotch	gift	mix
-----------	-----------	--------	------	-----

Chandler: I'm so glad we're having this rehearsal dinner, you know. I so rarely get to practice my meals before I eat them.

Phoebe: Okay, what did we say was your one gift to us?

Chandler: Not stupid jokes, but I thought that was for the actual wedding.

Phoebe: Rehearse it.

Mike: Thanks for coming, you guys.

Ross: I, uh, I was, uh I was going for a handshake.

Mike: Is that why your hand is pressed against my crotch?

Ross: That is why.

Phoebe: So, Rach, where's Emma?

Rachel: Oh, Monica made me send her to my mother's. Apparently, babies and weddings don't mix.

SCENE 2 (5:06-7:50)

2. Put the phrase where they belong in the conversation.

- That's not looking good.
- The balance beam.
- Wouldn't they have asked us by now.
- I can leave.

e. You were next in line.

Chandler: You know what I just realized? We have no idea what we're doing in the wedding tomorrow.

Ross: Yeah, I thought we'd be groomsmen but _____ **C** _____? When did they ask you to be a bridesmaid?

Rachel: Uh, November.

Ross: I wanna say _____ **A** _____.

Rachel: Hey, pheebs?

Phoebe: Sorry?

Rachel: um, you haven't told these guys what they're doing in the wedding yet.

Phoebe: Um, well, they're not in the wedding.

Ross: What?

Rachel: Well, this is really awkward. Oh, wait. _____ **D** _____.

Phoebe: I'm sorry, you guys. But, you know, Mike's got his brother and his friends from school. So, you know, you were... If it helps _____ **E** _____. You just, you just missed the cut.

Ross: Oh, man.

Chandler: This is like figure skating team all over again. I mean, synchronized swimming. I mean... I mean, _____ **B** _____. Help me.

Ross: Football.

3. Choose TRUE or FALSE.

- a. Rachel was asked to be a bridesmaid in October. **TRUE FALSE**
- b. Phoebe has a fax machine. **TRUE FALSE**
- c. One of Mike's groomsmen had an emergency. **TRUE FALSE**
- d. Mike will let Phoebe decides. **TRUE FALSE**
- e. Mike prefers Ross to be his groomsmen. **TRUE FALSE**

SCENE 3 (8:33 – 11:37)

4. Choose the correct answer.

1. Okay, it's 2100 hours Time for your _____?

- a. celebration b. **toast** c. party d. speech

2. It's uh, 2101 and I am not _____.

- a. **amused** b. joking c. bluffing d. happy

3. She's in _____.

- a. jail b. other country c. **rehab** d. a trip.

4. The moment is _____.


a. **over** b. past c. late d. off

5. I just wanted a simple wedding where my _____ can go to the bathroom.

a. husband b. **fiancé** c. boyfriend d. groom

5. What do you think is going to happen at the end?

Lesson Plan Post-test

<p>Post-test</p> <p>FCE listening part</p>  <p>UNIVERSITY of CAMBRIDGE ESOL Examinations</p> <p>Cambridge English First First Certificate in English (FCE) CEFR Level B2</p>
<p>1. Student learning objectives</p> <p>Students will...</p> <ul style="list-style-type: none">• Listen and answer the questions of the four parts of the FCE listening part exam.
<p>2. Materials:</p> <ul style="list-style-type: none">• Cellphones, computers, speaker, internet, google forms.
<p>3. Activities/Procedures</p> <ul style="list-style-type: none">• Teacher will share a google form link with the listening test. https://forms.gle/y1D3JaBJDAqaRQ5N8• Teacher will play the audio twice in each part.• In part 1, students will hear people talking in eight different situations, it contains 8 multiple-choice questions, and they will select the correct answer.• In part 2, students will hear a man called Markus Fischer talking about mooncake, a traditional Asian bakery product., it contains 10 gap-fill spaces and they will fill in with the correct answer.• In part 3, students will hear five short extracts in which people talk about deciding to take up new interests, it contains 5 matching questions, and they will choose the correct answer.• In part 4, students will hear an interview with a woman called Adriana Moretti, who works as a wildlife photographer, it contains 7 multiple-choice questions, and students will choose the correct answer.
<p>4. Assessment</p> <ul style="list-style-type: none">• Teacher evaluates students listening comprehension using a rubric.

Annex 8: Treatments


Lesson Plan 6- 20-06-22 - copia.docx - Word

Archivo Inicio Insertar Diseño Disposición Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer?

Portapapeles Pegar Copiar Copiar formato Fuente Párrafo Estilos

Nombre: _____
 Date: _____

CHARACTERS



SCENE 1 (0:02 - 1:32)

- What is the first scene about?
 Rachel told them when did she got pregnant.
- Choose the correct answer.
 1. Monica says that their honeymoon was...
 a. boring.
 b. terrible.
 c. funny.
 2. What was the best part of their honeymoon?
 a. They met an incredible couple on the flight back.
 b. The sunset at the beach.

SCENE 3 (3:00 - 6:10)

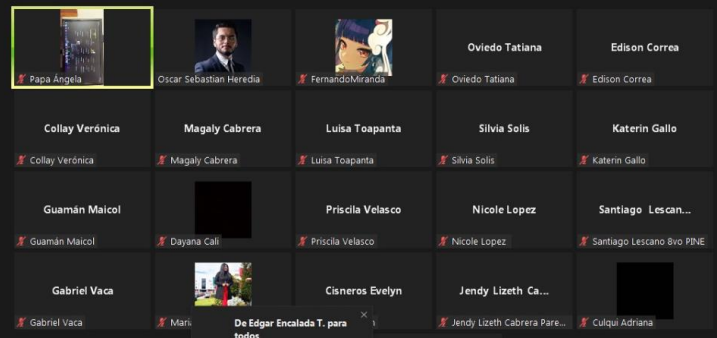
- Select the correct answer.
 1. Oh, look! I have a _____ picture.
 a. baby b. sonogram c. photograph d. ultrasound
 2. It's got your _____ black lines.
 a. wavy b. head c. scar d. wavy
 3. You were begging me to _____ you.
 a. hug b. kissed c. kiss d. hugged
 4. I mean, am I sending you these _____ right now?
 a. gemmes b. indications c. signs d. signals
 5. Rachel just, just, _____ it.
 a. drop b. hope c. drops d. let

SCENE 3 (4:34 -)

- Choose the word that better completes the sentence, according to the scene.
 1. You gotta tell a girl before you _____
 d. Tape her
 e. Film her

Página 6 de 7 975 palabras Inglés (Estados Unidos) Está compartiendo Nueva compartición (Alt+Shift+S) de compartir 75%

Vista



hey guys, don't forget to register your attendance in the platform. See you tomorrow. Keep on wo...

Lizbeth Medina

Conectar audio Iniciar video Participantes Chat Compartir pantalla Grabar Reacciones Aplicaciones Pizarras Salir


worksheet8.docx - Word

Archivo Inicio Insertar Diseño Disposición Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer?

Portapapeles Pegar Copiar Copiar formato Fuente Párrafo Estilos

Nombre: _____
 Date: _____

CHARACTERS



SCENE 1 (11:05 - 15:32)

- Fill in the blanks with the correct answer.
 Rachel: Alright, who would, uh, like some _____? Will?
 Will: Oh, you'd like that, wouldn't ya?
 Rachel: What? Oh, you know what? Can we please _____ the chicken and the

Participantes (22)

Buscar un participante

- Oscar Sebastian Heredia (Yo)
- Cisneros Evelyn
- Collay Verónica
- Culqui Adriana
- Dayana Cali

Invitar Reclamar atención

Página 1 de 3 494 palabras Inglés (Estados Unidos) Está compartiendo la pantalla Dejar de compartir 100%

Outlook Lesson Plan 7- 21-06-22.docx

Word

g. The fake names of Phoebe and Joey are:
Regina Philange and Ken Adams. **TRUE FALSE**

h. Rachel destroys the tape. **TRUE FALSE**

i. Nobody wants to see the tape. **TRUE FALSE**

j. Ross don't want to see the tape. **TRUE FALSE**

5. Choose the correct answer.

f. Did Monica tell Rachel that she can drink liquids around the invitations?
YES **NO** NO INFORMATION

g. Did Monica and Chandler frame any invitation?
YES NO NO INFORMATION

h. Did Rachel come on to Ross?
YES NO NO INFORMATION

i. Did Rachel use the story to come on to Ross?
YES NO NO INFORMATION

j. Did Joey tell the romantic story to Rachel?

Todos los lesson plans 12

Papa Paredes Angela Lizeth

Para: Parra Gavilanez Lorena Lun 20/6/2022 13:33

1 MB

Lesson Plan 3-13-06-22.docx 518 KB

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Lesson Plan 6- 20-06-22.docx 460 KB

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Reactivar audio Iniciar video Participantes Chat Uso compartido de pantalla Pausar el uso compartido de pantalla Anotar Control remoto Aplicaciones Más

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2022-06-22 13:07-28

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Está compartiendo la pantalla Nueva compartición (Alt+Shift+S) Dejar de compartir

2022-06-27 12:36-52

Ahora los participantes pueden ver su aplicación

Stay calm? How do you expect me to stay calm?

8:47 / 21:44

La combinación de colores se cambió a Básico de Windows 7. Un programa que se está ejecutando no es compatible con ciertos elementos visuales de Windows. Haga clic aquí para obtener más información.

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Annex 9: Urkund report



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Analysis address	lparra.uta@analysis.urkund.com



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LORENA FERNANDA
PARRA GAVILANEZ

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