

The Effects of Using Situation Comedy Video on English Speaking

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ABSTRACT The purpose of this study is to investigate the effect of sitcom, as an authentic video, on English speaking ability. The study was conducted among 55 in two 10th grade classes. English lessons have been held for 8 weeks in a high school. Each week both control and experimental groups were exposed to the same themes. However, while interactive speaking activities were done with the control group, experimental group watched an American sitcom called “Monk” and did video activities based on speaking. Results revealed that when the mean of the test scores are compared, the experimental group who had been exposed to authentic video scored higher than the control group. Furthermore, an increase could be observed when the pre-test and post-test scores of experimental group were compared. Similarly, there was a significant difference between the post-test scores of experimental and control groups. The interviews have showed that students as well as their teachers’ have seen considerable improvement in their English speaking abilities. As a result, the use of sitcom as an authentic material in English language education can be a significant language tool to contribute to the speaking abilities of English language learners.

INTRODUCTION

Speaking is the most distinctive and natural form of language that differentiates humans from others (Nunan 1998). As Levelt (1993) states, it is an inevitable activity in our daily lives, since we speak to chat, to tell a story, to discuss and for many other similar reasons. Moreover, it is even seen as the most important ability among other language abilities (writing, reading and listening), because a person who knows the language is called the “speaker” of that language (Ur 2008). According to Levelt (1993), speaking is the most sophisticated cognitive and linguistic motor ability of humans and Mcdonough and Show (2003) define speaking as an ability to produce verbal expressions. People speak in their daily lives for many reasons (Levelt 1993) and these reasons can include exchange of ideas, expressing feelings and ideas and stating a de-

sire or a wish (McDonough and Shaw 2003). The common ground of these reasons is an effort to create an image, intentionally or unintentionally, in other people’s minds. Therefore, humans support and improve their utterances with pace, pauses, stress and intonation (Luoma 2004). Human beings mostly produce utterances to speak with each other, so speaking is an interactive process and includes productivity, perception and data processing (Brown 2000; Burns and Joyce 2002). Furthermore, while linguistic competence that requires the knowledge of grammar, pronunciation and vocabulary is necessary, a speaker of a language should also have sociolinguistic competence that includes knowing when, why and how to speak (Cunningham 1999).

As Luoma (2004) states, speaking is an ability that not only native speakers but also foreign language learners should enhance. Since verbal communication requires both speaking in a meaningful way and understanding what others say, it is an important ability that has to be acquired in foreign language learning. Also Widdowson (1983) claims that one of the most important aims of foreign language teaching is to teach students speak the target language in a meaningful way. According to Brown (2001), a good speaker can understand and use the lan-

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guage structures, can decide when, where and how to use stress and intonation, can use gestures and mimics appropriately and can pronounce the language correctly. In order to meet all those requirements a good speaker should also know how to communicate with others.

There are several methods to language teaching approaches. These are Grammar Translation Method, Direct Method and Audiolingual Method, Communicative Approach, Theme based language instruction and Content-based Language Teaching.

In Grammar Translation Method, foreign language learners are taught to analyze grammar structures of the target language and the techniques used in language translation (Griffiths and Parr 2001).

In Direct Method and Audio-lingual Method, the basic rule is that the lessons are held in target language (Larsen-Freeman 2000). In Direct Method, the students are encouraged to use the target language, while daily phrases and the target culture are presented with question-answer activities during the lessons (Haley and Austin 2004).

In Communicative Approach, students should mostly be exposed to authentic language and instead of learning the grammar structures in deep, communication in target language should be strengthened. Furthermore, as in Direct and Audio-lingual Methods the means of communication in the classroom is the target language and the teacher is the facilitator in the activities (Larsen-Freeman 2000).

Content-based Language Teaching Approach has been used in foreign language education since 1980s (Richards and Rogers 2001). In this approach, students communicate in target language within a topic (Lyster 2007) and the aim of this approach is to teach students using the language for communication (Stryker and Leaver 1997).

Theme based language instruction is the most widely used type among all content based instruction types, since it can be applied everywhere in all circumstances and the themes can be chosen among the ones that are mostly liked by language students (Richards and Rogers 2001). Theme is a concept or a problem that shapes the lesson and the activities (Ackerman 1989).

Authentic Materials

The term 'authenticity' has been defined in various ways by different researchers. Basically, the term refers to any printed or digital text that is not produced for language education (Gardner and Miller 2005). Authentic materials are not changed for educational purposes and are produced by native speakers for the native speaker (Garza 1990; Bacon 1992b; Joiner 1991; Scarcella and Oxford 1992). Rings (1986) argues that if the situation in which the authentic material is used is not authentic, then the content and structure of the language used in that situation cannot be assumed as authentic. Similarly, Rogers and Madley (1988) used the terms "authentic" for language structures that reflects the nature of language used by native speakers according to target culture. The difference between authentic materials and the materials used in course books is that authentic materials are not pedagogic and have language for natural communication (Kramsch 1993). Therefore, as Morrow (1977) states, authentic materials chosen for foreign language education should involve real language, real native speakers and a real message for real listeners. Otherwise, those materials cannot be assumed as authentic. More and more authentic materials have been started to be used with the extensive usage of information and communication technologies in foreign language education (Evans 2009). Newspapers, magazines, user manuals, flyers, brochures, TV and radio programs, conferences, songs, letters, movies and documentaries that are produced for native speakers are some of the authentic materials that can be used in language classrooms (Gardner and Miller 2005).

Video as an Authentic Material

Many researchers state that movies and TV programs have been used in foreign language education for many years and these authentic videos are suggested to be used in language classrooms (Fernandez-Guerro and Martinez-Flor 2003). According to Sherman (2003), there are two reasons to use video as an authentic material in foreign language education: accessibility and motivation. Compared to educational videos, students find authentic videos more enjoyable, since they can feel the excitement of understanding something real and enjoying it (Sherman 2003).

Using authentic video in foreign language teaching has many advantages. According to research, audio-visual materials play great role in triggering students' cognitive domains and enhancing their motivation (Ryan 1998; Yamana-ka 2003; Brandt 2005). Also, thanks to these videos students can see the language as a whole within a context instead of isolated language structures (Hart 1992; Henessy 1995; Wyburt 1995; Canning-Wilson 2000). Therefore, authentic videos present current vocabulary, grammar structures and various expressions with their usages in different situations (Sherman 2003). According to Sherman (2003), students can have a chance to observe native speakers culture and analyze their lives, thoughts and behaviors with these videos. Moreover, they can learn non-verbal parts of communication in target language such as social facts, gestures, mimics and postures (Stempleski and Tomalin 1990; Hwang 2005) and at same time they can observe different accents and dialects of the target language (Marks 2000).

It has been suggested by researchers that while using authentic videos in the language classrooms, students should not be passive viewers (Lonergan 1984). Therefore, some techniques have been developed for using with authentic videos. These techniques are Silent Viewing, Covering the Screen, Freezing the Frame, Jigsaw Viewing and Viewing the Whole Film. In Silent Viewing, students watch the part of the video without sound try to predict situation and characters (Stempleski 1992). Allan (1985) states that even the most reluctant student may want to state opinions and participate in the discussions and generally this technique triggers the desire to speak among students. In Covering the Screen, students only hear the sound of the video and try to predict what is going on in the video (Stempleski 1992). According to Allan (1985), thanks to this technique students can better focus on the differences between verbal and visual information. Freezing the Frame includes stopping the video and getting students predict what will happen in the next scene (Cakir 2006). In order to get students attention on characters' feelings, gestures and mimics, teachers can use this technique (Shiels 1993). In Jigsaw Viewing, student are split into two groups, while one group watches the video other group just listens to the sounds. The group that watches tells what is going on in the scene to their part-

ners who are not watching but listening and they take notes according to what their partners tell them (Stempleski 1992). According to Shiels (1993) since students share the information they retrieved from the video to each other, this technique can also be called "information sharing activity". Lastly, Viewing the Whole Film is mostly used to give a general expression of the video to the students (Allan 1985). In this technique students can observe the target language's culture and compare and contrast with their own culture (Stempleski 1992).

Sitcom as Authentic Video

In Merriam Webster's College Dictionary (1993) the term sitcom, the combination of the words situation comedy, refers to TV or radio series that has same characters in successive episodes. Sitcoms especially focus on a family, a work place or a community and their relationships and analyze these people's views on social and historical events in cultural context (Morreale 2003). In each episode of sitcoms a different funny situation is conveyed with the same place and same characters (Sherman 2003). Sitcom is seen as an important material for foreign language education, since it includes culture, authenticity, story and humor (Chen 1998). The humorous feature of sitcoms can be seen as an award by students and this helps teachers to create a positive atmosphere in the classroom (Bilsborough 2011). Moreover, understanding a joke and laughing at it is seen a social victory among students (Sherman 2003). Sitcoms are also full of cultural references (Bilsborough 2011) and therefore, students can better understand both their own and the target culture (Scollon 1999). However, sometimes the cultural differences may prevent students understanding the humor in sitcoms, because mostly the things that make people laugh depend on connecting the old and new information (Sherman 2003).

There are very few studies conducted on using sitcom in foreign language education and especially on the effect of sitcom on speaking and communicative competence. Chen (1998) conducted a study on 53 university students and prepared and carried 8-week lessons based on watching videos, communicative activities, listening and speaking abilities. The researcher chose sitcoms from Disney and NBC TV channels. At the end of the study, a lesson evalua-

tion survey was conducted on students. The results show that students find the lessons during 8 weeks very useful for their language abilities. Also, in this study the importance of sitcoms was emphasized, since they can improve communicative competence by presenting face-to-face interaction to its viewers (Chen 1998).

Another study carried on sitcom use as an authentic video was conducted by Weyers (1999). In this study, Weyers (1999) held 8-week video lessons with 42 students. However, only 37 students showed up in pre-tests and post-tests. Pre and post-test were applied as verbal exams aiming to evaluate communicative competence. During 8 weeks, the researcher split students as control and experimental groups. While the control group was dealing with the normal curriculum, the experimental group watched a Latin American TV melodrama called Maria Mercedes and they did warm up and video activities during these lessons. In the end of the study, experimental group showed more success in communicative competence, self confidence in speaking and variety in their expressions (Weyers 1999). The result of the study shows that authentic TV programs play an important role in language production of foreign language learners.

In the light of this literature, this experimental study aims to investigate the effect of sitcoms on intermediate level English language learners' speaking abilities.

METHODOLOGY

Population and Sample

This study was conducted on 2 separate 10th grade classes consisting of 60 students studying in Isparta Anatolian Teachers' Training High School (Turkey) in spring semester. These two classes were assigned randomly as experimental and control groups. 5 students from control group and 4 students from experimental group did not show up in the pre-test exams. Therefore, they were not included in the post-test exams. Moreover, a student from experimental group did not show up in the post-test exam, so this student's pre-test exam result was eliminated. As a result, 50 students' pre-test and post-test exam results were taken into consideration for this study. However, the students who were

not included in the study also took the control and experimental groups' lessons. The number and gender distribution of these two classes is presented in Table 1.

Table 1: Students' number and gender distribution according to classes

	Female		Male		Total
	(f)	(%)	(f)	%	
10/B	15	60%	10	40%	25
10/D	15	60%	10	40%	25

These students have been learning English at school depending on the curriculum determined by Turkish Ministry of Education. Moreover, these students are exposed to English lessons 6 hours a week in 9th grade and 4 hours a week in 10th grade. The English language level of the students is intermediate.

Pre-test and Post-test Questions

The pre-test and post-test questions are developed by the researchers based on IELTS speaking test. The exam questions are grouped by 8 themes and each theme card consisted of 4 questions. The first two questions in these cards are personal and concrete and the following two questions are general and abstract. The themes used in these tests are the same themes covered in control and experimental groups' lessons. These themes are phobias, superstitions, orphans and child adoption, disabilities, pets, sleep problems, medicines and aliens. As Bailey (2005) suggests, in order to assess thoroughly what is intended to be assessed, it is important to have reliable questions. Therefore, to enhance the reliability of questions, they are reviewed and evaluated by two lecturers specialized in the area. For consistency, the same questions are used in both pre-tests and post-tests.

Scale

The scale used in pre and post tests is adopted from Groove and Brown (2001)'s scale presented in Luoma (2004). The scale was used in its original language (English) by the examiners. It consists of two parts: informal discussion and linguistic criteria. Also, each of these parts has subparts. The examiners had to choose a score for each sub-criterion from 1 (extremely weak) to 6 (excellent) on a Likert type scale.

Monk

Monk is an American situation comedy shot between the years 2002-2009. It conveys the mysterious crimes that Mr. Monk, who is a detective having obsessive-compulsive disorders, solves. Each episode has a different theme. The language of this sitcom is English and it is not shot for educational purposes. This sitcom has four main characters: Adrian Monk, police officer Randall Disher, Captain Leland Storrlemeyer and Monk's assistant.

Lesson Plans

The researchers prepared lesson plans for both experimental and control groups to convey for 8 weeks. The lesson plans for both groups started with warm-up activities and had the same theme for each week. While the experimental group had communicative activities based on Monk, the control group had only experimental activities with the same theme. The lesson plans prepared for each group evaluated by two different lecturers who are experts on language teaching area.

Administration of Pre and Post Tests

These tests were administered on both experimental and control group students in the beginning and at the end of the study. The students took the exams one by one and chose a card out eight each containing the same themes conveyed during the lessons. The English teachers of the students and one of the researchers (for consistency always the same researcher evaluated in the tests) evaluated the students using the same scale. For each student the average score was calculated since in order to have reliable evaluation, the results have to be consistent (Bailey 2005). It took approximately 5-6 minutes for each student to finish the exam. Both the examiners and the students only spoke English during the test and the questions are directed orally to each student by the researcher.

The Lessons of Experimental and Control Groups

The researcher, who was also the examiner in the pre and post tests, held the lessons for each group for 8 weeks. The lessons with con-

trol group were on Tuesdays in the afternoon and the experimental group took their lessons on Fridays again in the afternoon. The researcher could not convey the lessons with both groups when they had their midterm exams and when there is a national holiday. Therefore, those lessons were held in the following weeks. Moreover, while the students were having the lessons prepared by the researchers for two lesson hours in a week, they continued their English lesson based on the curriculum in the remaining two lesson hours with their own English teachers.

Interviews

At the end of 8 weeks, 5 students from the experimental group were randomly chosen by the researcher and interviewed one-to-one. The type of the interview was formal and the questions are prepared before the interview as stated in the literature (Stacey 1970). The researcher directed the questions in the same manner and with the same words to each student. All of the interviews were recorded after taking the permission of the students. The interviews lasted approximately 3-4 minutes and the questions were directed in Turkish. The following questions were used in the interviews:

1. How did Mr. Monk contribute to your English level during these 8 weeks?
2. How did it affect your performances in your English lessons at school?

Also, the English teacher of the experimental group was interviewed and she was asked the following question:

1. Did you notice any difference in your students' English performances?

Evaluation of the Results

The evaluation was done by comparing the mean scores of pre-tests and post-tests results of students. Both the mean scores of experimental and control groups and the pre and post test scores of these groups are compared. Microsoft Excel was used in order to have the mean scores of the test results.

RESULTS

The students' scores in pre and post tests are presented in this section.

Pre-test and Post-test Results of the Control Group

The graphic of English verbal proficiency pre-test results of control group students are presented in Figure 1.

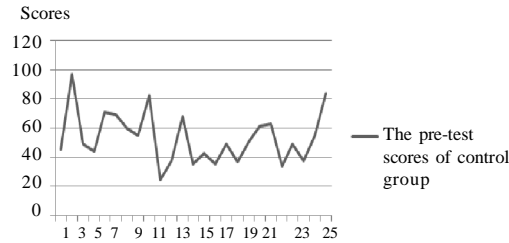


Fig.1. The graphic of pre-test scores of the control group

The graphic in Figure 1 shows that the scores change between 24 and 97. However, the intensity of scores is between 40 and 60 points. Furthermore, the scores of students are not close to each other. In other words, it can be observed that the speaking abilities of control group students differ from each other.

The graphic of English verbal proficiency post-test results of control group students are presented in Figure 2.

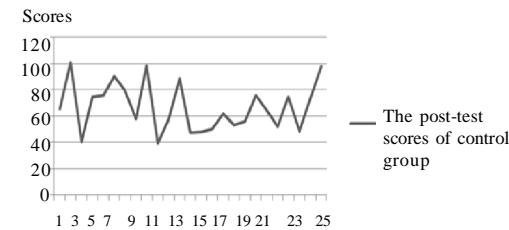


Fig. 2. The graphic of post-test scores of the control group

It can be seen from Figure 1 that the results of post-test scores of control group students vary from 39 to 100.5. Similar to pre-test results, the scores are not close in post-test. However, the post-test scores are higher than the pre-test results and they vary between 45 and 80. The mean scores of pre and post tests of control group students are presented in Figure 3.

Figure 3 illustrates that after 8 week courses the control group students' English speaking abilities have improved 13. 6 points.

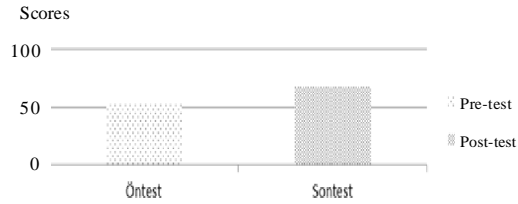


Fig. 3. The mean scores of pre and post-tests of control group

Pre-test and Post-test Results of the Experimental Group

The graphic of English verbal proficiency pre-test results of experimental group students are presented in Figure 4.

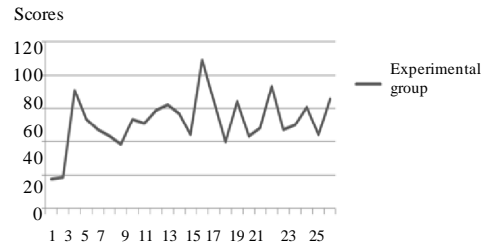


Fig. 4. The graphic of pre-test scores of the experimental group

As Figure 4 shows, the lowest score is 18 and the highest score is 89. The scores are not close to each other as they were in control group's results. They vary between 40 and 70.

The graphic of English verbal proficiency post-test results of experimental group students are presented in Figure 5.

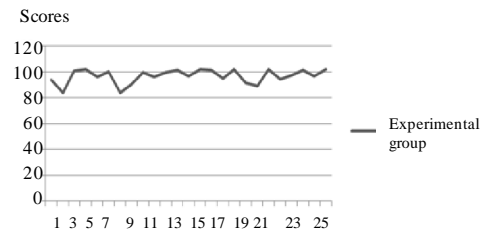


Fig.5. The graphic of post-test scores of the experimental group

The pos-test results reveal that the English speaking levels of students have increased over the 8 weeks of sitcom based communicative activities. As, it can be seen from Figure 5 the lowest score is 84 and the highest score is 102. Moreover, no significant difference can be observed between the scores unlike control group's pre and post test scores and experimental group's pre-test scores. In other words, the intensity of scores is between 90 and 100. The mean scores of pre and post tests of experimental group students are presented in Figure 6.

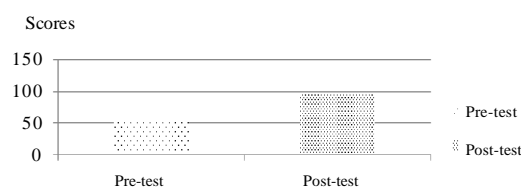


Fig. 6. The mean scores of pre and post-tests of control group

Figure 6 shows that, when the pre-test and post-test results are compared, students who watched Monk for 8 weeks and did communicative video activities have higher scores in post-test. Their post-test scores are 44.4 higher than their pre-test scores.

Pre-test and Post-test Scores of Control and Experimental Groups

The mean scores of pre and post test results of control and experimental groups are presented in Figure 7.

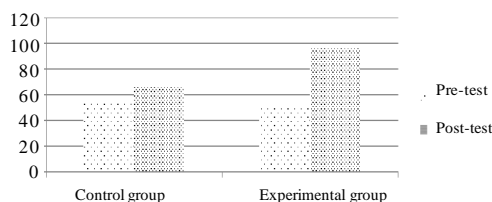


Fig. 7. Mean scores of pre and post test results of control and experimental groups

Figure 7 illustrates that although there is no significant difference between control and experimental groups' pre-test results, there is a considerably high difference between two

groups post-test results. Furthermore, while 13.33 % raise is observed between pre and post test results of control group students, the speaking abilities of students who watched Monk raised 43.72 %.

Analysis of Interviews

The utterances of students who are interviewed are grouped into categories and they are presented as sub-titles.

Motivation

Students utterances related to motivation are grouped and presented below.

Student 1 "... I didn't speak too much and raise my hand too much before, but now I can form sentences and tell the reasons of what I say..." *Student 2*: "... The means of instruction of our English lessons is English. Now I can understand better and involve in the lessons more." *Student 3*: "I find myself closer to English, since if you can understand those sentences (in Monk), you can adapt them and form new sentences. I mean you think those sentences (in Monk) again. Therefore, when you utter your own sentences, you love English more." *Student 4*: "I wasn't sure whether I was forming the sentences correctly and I couldn't find the correct words to form a sentence, but now I speak better. I am quicker in raising my hand and I speak more than before..." *Student 5*: "I didn't use to involve in the activities in my English lessons before. I mean I used to take notes and listen to my teacher but now I can both understand and speak with my own sentences. I participate to the lesson. In this way I remember the lesson more and I think this is very beneficial. I take part in the activities and my English has improved a lot."

Use of Target Culture

Students utterances related to use of target culture are grouped and presented below.

Student 1: "We have been mostly exposed to English grammar so far. We couldn't observe spoken language (English). They (teachers) wanted us to improve our speaking. But this (Monk) was really beneficial for us. We improved our speaking and learned new structures and words..." *Student 2*: "... We have

learned new words and some new structures used in daily language. We only have studied for exams so far. We learned English only for our exams. I can say that this (Monk) helped us improve our speaking abilities." Student 3: "... How can I say it? Normally we see English structures theoretically in the lessons. When I watched Mr. Monk I practiced what I theoretically learned." Student 4: "... We have been exposed to only English grammar theoretically so far in our English lessons. We had never had a chance to practice what we learned. However, we have learned structures and daily language with Monk. It helped us in using the language." Student 5: "I started understand better how daily language is used and English words are pronounced thanks to Monk. I've learned the correct pronunciations of the words. How use structures in daily language. We had grammar knowledge from our English lessons at school, after watching Mr. Monk I have learned how to use grammar in daily language. We are more familiar with the pronunciations. I couldn't speak with a foreigner before, but now I can pronounce words correctly and express myself better. Also, I think I can understand the foreigner better."

Cultural Awareness

Students utterances related to cultural awareness are grouped and presented below.

Student 1: "We saw the daily lives of the characters in the episodes of Monk and witnessed American culture a little bit... We learned the daily language they use...".

DISCUSSION

In this study the effect of sitcom, as an authentic video, on English speaking ability was investigated. The data collected among 55 students in two 10th grade classes. English lessons have been held for 8 weeks in a high school. Each week both control and experimental groups were exposed to the same themes. At the end of 8 weeks, students indicated that watching Monk affected their own English lessons in a positive way. At the end of these lessons 5 students and the English teacher of the experimental group were interviewed. Student 1 "... I didn't speak too much and raise my hand too much before, but now I can form sentences..." Student 2:

"...Now I can understand better and involve in the lessons more." Student 3: "I find myself closer to English, since if you can understand those sentences (in Monk), you can adapt them and form new sentences. I mean you think those sentences (in Monk) again. Therefore, when you utter your own sentences, you love English more. Student 4: "...now I speak better. I am quicker in raising my hand and I speak more than before..." Student 5: "I didn't use to involve in the activities in my English lessons before. I mean I used to take notes and listen to my teacher but now I can both understand and speak with my own sentences..." It can be concluded that as students indicated in the interviews sitcom, an authentic video, increases student participation and provides self-confidence among students. Also, this supports the thesis that case studies put forward before as student who can deal with authentic material increases his/her intrinsic motivation. Moreover, visuality and humorous elements in sitcoms can be seen as factors that make students like English. The English teacher of the experimental group stated her ideas about motivation in this way: "... this (Monk) attracted their attention. It was interesting and entertaining for them. Theme based foreign language education is an effective method, since teachers can choose the themes according their students' interests. Each episode in sitcoms has a different theme. In this research themes that can attract students were chosen from Monk such as superstitions, phobias. For this reason, we can say that these episodes gained students attention and enhanced their motivation.

Giving audio-visual elements in a context is a significant factor especially for presenting dialogues and therefore it is quite beneficial for foreign language education to observe language structures in socio-cultural context in active communication. Students who were interviewed stated that they have been exposed to English grammar structures theoretically since primary school 4th grade, but they are not able to use practically what they have learned. Student 1: "... We improved our speaking and learned new structures and words..." Student 3: "... How can I say it? Normally we see English structures theoretically in the lessons. When I watched Mr. Monk I practiced what I theoretically learned." Student 4: "... We have been exposed to only English grammar theoretically so far in our

English lessons. We had never had a chance to practice what we learned... Student 5: "... I couldn't speak with a foreigner before, but now I can pronounce words correctly and express myself better. Also, I think I can understand the foreigner better." If we come to look at students' utterances, watching sitcom got them closer to English language and enabled them to observe it. Furthermore, it enabled them to understand grammar structures within a context instead of disconnected language structures, and so helped them practice the already known English structures. Also, students had a chance to observe the communicative strategies presented by the native speakers. Therefore, they can now use those strategies such as comprehension check, clarification request, backchannel cues and confirmation check.

While learning a language it is important to learn the target culture as well as the language structures of the target language. Thanks to sitcoms, a student has intercultural awareness and comprehends what is being expressed in a better way, since s/he has a chance to observe the target culture. Student 1 indicates in the interview that "*We saw the daily lives of the characters in the episodes of Monk and witnessed American culture a little bit... We learned the daily language they use...*". As it is understood from the student's statements, a student having a chance to observe the daily language in its natural environment can deal with the structures within the cultural context and can compare and contrast the target language with his/her own culture.

CONCLUSION

In this research, the effect of sitcom, as an authentic video, on English speaking ability has been studied. While interactive speaking activities were done with the control group, experimental group watched an American sitcom called "Monk" and did video activities based on speaking. Both groups had pre-test and post-test speaking exams in English before and after the English lessons. At the end of these lessons 5 students and the English teacher of the experimental group were interviewed. After 8 weeks of exposure to Monk students' speaking abilities show significant increase when their pre and post test results are compared. Also, when their results are compared to the results of control

group students, the experimental group can be said as more successful in speaking English than the control group. Although both groups did activities with the same themes each week, as researchers state videos used in foreign language education trigger students' cognitive domains and increase their motivation. Moreover, thanks to authentic videos students can see language structures as a whole and at the same time they can observe the target culture and gestures and mimic used in that culture while speaking. Therefore, by looking at the difference between the mean post-test scores of both groups, we can say that authentic video use is effective in acquiring speaking ability in the target language and the development of it.

According to the study results, when the mean of the test scores are compared, the experimental group who has been exposed to authentic video scored higher than the control group. Furthermore, an increase can be observed when the pre-test and post-test scores of experimental group are compared. Similarly, there is a significant difference between the post-test scores of experimental and control groups. The interviews have showed that students as well as their teachers' have seen considerable improvement in their English speaking abilities. As a result, the use of sitcom as an authentic material in English language education can be a significant language tool to contribute the speaking abilities of English language learners.

In conclusion, both the difference in the scores of control and experimental groups and the factors stated by the experimental group students in the interviews showed that an authentic material sitcom can affect foreign language students' speaking abilities significantly.

RECOMMENDATIONS

Suggestions for future researchers can be stated as follows: this study is limited to middle school students in Isparta, Turkey. Researchers may repeat the research in another country or city with large or different sample groups. This research data was collected from the students. Researchers can make analyses by gathering data from the English teachers' perspective regarding sitcom videos.

English teachers should employ videos, authentic materials (journal, newspaper etc) in their lessons. Multimedia featured authentic materi-

als in the class activities should be used in the classroom to learn targeted foreign language with in the cultural and real; context.

The materials used in English classroom should attract students' attention and improve the student motivation.

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