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FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH STUDIES

DESIGN OF SPEAKING SKILLS DEVELOPMENT COURSE FOR
INTERMEDIATE STUDENTS (B1 LEVEL)

**RUNĀŠANAS PRASMJU ATTĪSTĪŠANAS KURSA IZVEIDE
VIDĒJA LĪMEŅA STUDENTIEM**

BACHELOR THESIS

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ANOTĀCIJA

Bakalaura darbs pēta uz televīzijas seriāla balstītu runāšanas kursa izveidi un realizēšanu vidēja līmeņa studentiem (B1 līmenis)

Pētījuma mērķis bija izveidot un realizēt kursu vidēja līmeņa studentiem ar televīzijas seriālu izmantošanu, lai uzlabotu runāšanas prasmes.

Teorētiskajā daļā autors apskatīja runāšanas prasmju jēdzienu un pasniegšanas iespējas, autentisko filmu un televīzijas seriālu izmantošanu angļu valodas pasniegšanā, kā arī kursa izveidi.

Darba praktiskajā daļā atspoguļots gadījuma pētījums, kas sastāvēja no valodu skolas studentu vidū veiktajām aptaujām, izstrādāta mini-kursa pārbaudīšanas praksē, klases novērojumi. Pētījuma rezultāti pierādīja televīzijas seriālu kā pamatmateriālu izmantošanas efektivitāti intensīvas angļu valodas apmācības procesā, kad tiek trēnētas runāšanas prasmes. Pētījuma secinājumi var būt noderīgi pasniedzējiem, kas ir ieinteresēti runāšanas prasmju uzlabošanā saviem studentiem, izmantojot autentiskus videomateriālus, sevišķi televīzijas seriālus.

Atslēgvārdi: runāšana, kursu izveide, angļu valoda kā otrā svešvaloda, intensīvie kursi, televīzijas seriāli.

ABSTRACT

The present Bachelor thesis investigates the development of speaking course for students with B1 English language Proficiency level.

The purpose of the study was to develop and pilot mini-course and intermediate students using TV series in order to improve speaking skills.

The theoretical research explored the concept and ways of teaching speaking skills, the use of authentic films and TV series in teaching English as well as course design. The case study comprised surveys administered among learners of language school 'IH Riga', the 4-week course design, course piloting, and quantitative analysis of the grades given to students during the course and classroom observations. The results proved the efficiency of the use of TV series and thorough course design in the classroom when developing speaking skills. The conclusions drawn can be useful for the teachers who are interested in improvement of speaking comprehension among intermediate students when using authentic videos, esp. TV series.

Key words: speaking, listening comprehension, course design, English as a Second Language, intensive course, TV series, authentic videos.

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INTRODUCTION

This paper is devoted to the development of the speaking skills course with the use of TV series as a main teaching material. The author has chosen the topic after examining the research performed by Kaplan University. The study has shown that 82% of respondents stated that TV series helped them in learning English. In turn, students who study B1 level of knowledge at school are those who start preparing for speaking exams but usually lack the practice of speaking according to the observations of the author of the paper. **The purpose of this study** is to develop and pilot mini-course for intermediate students using TV series in order to improve speaking skills as these are personally considered by the author as the most popular English skills that reflect learner's level of the knowledge of English. The following **hypotheses** has been set: the speaking course for students with B1 language knowledge level that uses TV series as a source material improves general speaking subskills.

The following **enabling objectives** have been stated:

1. to study the theories relating to the concept of speaking skills, classification of components of speaking, exploring the different types of exercises for teaching speaking in English language lessons as well as assessment of speaking skills;
2. to study the concept and types of TV series as well as the possible use in teaching speaking skills;
3. to examine the process of course design and its stages including the development of the syllabus;
4. to study the theory on the development of lesson plans;
5. to design an intensive speaking mini-course for intermediate students (B1 level) according to the standards of the course design including the development of syllabus, activities, and example of lesson plan;
6. to administer and analyze pre-course questionnaires to the potential students of the local language school in order to define the context of the course and characteristics of learners to develop the course according to their needs, find out their attitude and experience in watching TV series and learning English;
7. to pilot the speaking course with the students;
8. to evaluate the impact of the course on the students' speaking skills by conducting quantitative analysis ;
9. to share with observations of the teaching and learning process in order to evaluate learning process and discuss the possible improvements;

10. to draw relevant conclusions.

The **research methods** used to prove the hypothesis are:

1. the study and analysis of the theories on teaching and assessing speaking skills, using videos and TV series in teaching English, the course design and lesson development;
2. the study of the concept of TV series as well as their use in teaching English;
3. the quantitative analysis of the grades given to students during the course;
4. piloting of the course, a pre-course questionnaire analysis, and classroom observations.

The paper is divided into six chapters – three chapters of the theoretical part, and three chapters – for the practical part of the study.

Chapter 1 deals with the theory on speaking skills. It is devoted to the concept, functions and sub-categories of speaking skills as well as ways of teaching and types of speaking activities. Oxford Pronunciation Dictionary, the work of Chaney (1998), Susanti (2007) provide the explanation of the term 'speaking'. The information about speaking subskills is taken from the works of Lackman (2010), Chambers (1997), Lennon (1990), Ramsey & Sohi (1997), the online brochures of Integrate Ireland Language & Training and Army Public Schools & Colleges System Secretariat. The theory about turn-taking subskill is taken from the researches of Dulkan Jr. (1972) and Raux & Askenazi (2009). Considering functions of speaking, the author of the paper examined and cited Lackman (2010), Richards (2008) as well as Brown & Yule (1983) and Hatch (1978). Nunan (2003), Klancar (2006) give teaching advices, and Theories of Kayi (2006) and O'Malley and Pierce (1996) were chosen for examination of speaking activities.

Chapter 2 looks at teaching methods that are based on the use of such authentic audiovisual materials as TV series. In this chapter, the author examines TV series, their concept, genres, formats as well as their practical use in teaching English. McKee (2010) gives the taxonomy of TV series'/films' genres. The author examined the use of authentic films in teaching English in works of Pedersen (2005) and Stempleski & Tomalin (2001). The blog article of Suan (2013) was used to examine the use of TV series in teaching English.

Chapter 3 offers analysis of the speaking course design – explanation of main related terms, stages of the course design, organization of the syllabus, as well as design of language tests, and different possibilities of data collection. The work of Núñez (2007) was examined for definition of related terms. The information on course aims was taken from the research of

Richards (2001) and Fink (2004). The works of Nunan (1988, 2000) provided the theory on needs analysis questionnaire design. Graves (2000) and Hutchinson & Waters (1996) have valuable researches on data collection. Chapter 3 also includes the description of design of basic lesson features, e.g. lesson objectives, timing, list of activities and used material, lesson procedure.

Chapter 4 is devoted to the development of the speaking course design, one lesson plan, the choice of TV series for the study, and assessment procedures.

Chapter 5 is devoted to the implementation of the speaking course designed in the previous chapter. The goals, activities, materials, structure and procedure of the lesson are provided in Chapter 5. Teacher's observations are discussed in subchapter 5.4.

Chapter 6 comprises quantitative analysis of grades given for responses to students during the speaking course. The chapter contains figures and tables, e.g. results of the first and the last lesson of the course as well as the amount of high and low grades examined for the evaluation of exceptional, acceptable, and poor performance.

Appendixes contain pre-course analysis questionnaire, oral language assessment activities, list of episodes with related topics for the course, description of genres of TV series, a list of turn-taking strategies, and evaluation criteria for speaking assignments.

1. SPEAKING AS A SKILL

According to SIL International (1999), language ability is divided into four separate language skills: listening and reading (receptive skills), speaking and writing (productive skills). These four basic skills are related to each other by two parameters: the mode of communication (oral or written), and the direction of communication (receiving or producing the message). In the present paper, the focus is on speaking skills, description of their meaning, sub-categories,

1.1. Concept of speaking skills and subskills

This chapter is devoted to the definition of speaking skills and ways of teaching it.

As defined in Oxford Advanced Dictionary, speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.”

Chaney (1998:13) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” Susanti (2007) also provided the view of Theodore Huebner that language is a speech that is basically a communication by sounds. Huebner claims that speaking is a skill used in daily life communication and acquired by much repetition. He thinks of speaking as neuromuscular, not an intellectual process. Susanti (2007:7) summed up that “speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodologies.”

According to Lackman (2010:3), the speaking subskills are fluency, accuracy with words and pronunciation, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, discourse markers.

Fluency is generally understood as ‘fluency is often understood as the flow and smoothness of delivery’ (Chambers, 1997:24). Lennon (1990:8) considers that fluency is restricted to temporal measures, such as length and number of pauses and the number of hesitations.

According to Harmer (2001:2), accuracy involves the correct use of vocabulary, grammar and pronunciation. Nunan (2003:15) states that „accuracy is the extent to which students’ speech matches what people actually say when they use the target language.”

In addition, Lackman (2010:3) takes attention to the subskill named ‘appropriacy’ that can be rephrased as ‘using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.’ In other words, ‘appropriacy refers to whether a word is suitable for the context it is being used in’ (Online 1).

In turn, ‘responding and initiating’ is another subskill that means ‘managing a conversation by making responses, asking for a response or introducing a new topic or idea’ (Lackman, 2010:3). Responding is an important skill because it is the way to share feelings, inform, or control the other person (Ramsey & Sohi, 1997; discussed in Online 2). Johnson (1997:4) discusses five ways of responding: (1) advising and evaluating; (2) analyzing and interpreting; (3) reassuring and supporting; (4) questioning and probing; (5) paraphrasing and understanding.

‘Repair and repetition’ is a speaking subskill that can be rephrased as ‘repeating or rephrasing parts of a conversation when it is suspected that what was said was not understood’ (Lackman, 2010:3). Cho & Larke (2010) define repair strategies as a resolution of conversational problems in speaking, hearing and understanding. There are 9 types of repair strategies: (1) unspecified repair (repair initiators ‘huh’, ‘what’); (2) interrogatives repair (single question word); (3) partial repeat plus a question word (a question word with partial repeat); (4) partial repeat; (5) understanding check (repair initiator is ‘you mean’ plus a possible understanding of a prior turn); (6) request for repetition; (7) request for definition; (8) non-verbal resources repair; (9) correction repair.

‘Range of words and grammar’ subskill is described by Lackman (2010:3) as using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.

Turn-taking skill is the exchange of speaking turns in face-to-face interaction (Duncan Jr., 1972:1). Turn-taking also can be described as ‘the process by which participants in a conversation alternate speech and silence, is an essential component of spoken interaction.’ (Raux & Askenazi, 2009:1). Duncan Jr. (1972:2) considers that turn-taking serves the function of ‘integrating the performances of the participants in a variety of ways, for example, regulating the pace at which the communication proceeds, and monitoring deviations from appropriate conduct’. Speakers change speaking turns in the absence of a turn-yielding signal (ibid). Turn taking signals are intonation, drawl on the final syllable or stressed syllable of a terminal clause, body motion, sociocentric sequences (such as stereotyped expressions, e.g. ‘uh-huh’), pitch/loudness, and syntax (e.g. the completion of a grammatical clause, involving a subject-predicate information) (ibid).

The last but not the least is the ‘discourse markers’ subskill that means ‘the use of words or phrases which organize the talk’ (Lackman, 2010:3) The list of speech correctors with the examples of use is taken from Online 3; and it is provided in Appendix 5.

The division of subskills conducted by Lackman (2010:3) seems to be the most thorough. For example, according to the brochure of Integrate Ireland Language and Training (IILT) created with the support of National Council for Curriculum and Assessment (NCCA), there are only three main subskills of speaking (Online 4:13). These are developing vocabulary, developing structural accuracy, developing the phonological accuracy (ibid:13). The brochure of Army Public Schools & Colleges System Secretariat (APSACS) on four skills of language provides the different view on speaking subskills which are responding to visual clues, roleplay, conversation, word games, storybuilding, problem solving, asking for and giving information (Online 5:4-9). It is contradicted with the views of Richards (2008:24-26) and O’Malley & Pierce (1996) as Richards (2008:24-26) thinks that ‘asking for and giving information’ and ‘problem solving’ are speaking functions whereas O’Malley & Pierce (1996) consider the others to be speaking activities.

1.2. Functions of speaking

Lackman (2010:3) explains the use of functions as the use of specific phrases for purposes. Brown and Yule (1983, discussed in Richards, 2008:21) made a distinction between the interactional functions of speaking and the transactional functions. The interactional functions of speaking are to establish and maintain social relations, whereas the transactional functions focus on the exchange of information (ibid:21). Richards (2008) states that he uses the expanded version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998), i.e. division of functions into three groups ‘talk as interaction’, ‘talk as transaction’, ‘talk as performance’.

According to Richards (2008:22-24), ‘talk as interaction’ is described as ‘interaction that serves a primarily social function. The main features of talk as interaction are listed as follows: has a primarily social function, reflects role relationships, reflects speaker’s identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, uses conversational register, is jointly constructed (ibid:22). The list of skills involved in using ‘talk as interaction’ is the following: opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and

experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking (ibid:23).

Richards (2008:24) shares the opinion of Hatch (1978:432-434) that second language learners 'need a wide range of topics at their disposal in order to manage talk as interaction'. Students need to practice in introducing new topics into conversation (Richards, 2008:24).

The central focus of 'talk as transaction' is 'the message and making oneself understood clearly and accurately (Richards, 2008:24). Jones (1996, discussed in Richards, 2008:24) states that talk is associated with other activities in such transactions the focus, e.g. hands-on activities in science lessons. Burns (1998, cited in Richards, 2008:26) divides talk as transaction into two different types: transactions that focus on giving and receiving information and transactions that focus on obtaining goods and services. Examples of talk as transaction provided by Richards (1998:26) are the following: classroom group discussions and problem-solving activities, a class activity during which students design a poster, discussing needed computer repairs with a technician, discussing sightseeing plans with a hotel clerk or tour guide, making a telephone call to obtain flight information, asking someone for directions on the street, buying something in a shop, ordering food from a menu in a restaurant. The significant features of talk as transactions are: a primarily information focus, employing of communication strategies to make oneself understood, the use of frequent questions, repetitions, and comprehension checks, negotiation and digression, unnecessary of linguistic accuracy (Richards, 1998:26). Skills involved into using of talk for transactions are: explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing (ibid:26).

The third type of talk is 'talk as performance' which refers to public talk, i.e. 'the talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches' (Richards, 2008:27). The main features of talk as performance are: a focus on both message and audience, predictable organization and sequencing, importance of both form and accuracy, language is more like written language, often monologic (ibid:27-28).

According to Richards (2008:28), talk as performance involves such skills as: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using an appropriate opening and closing.

1.3. Implications for teaching of speaking

According to Susanti (2007:7), the goal of teaching speaking should improve students' communicative skills to assist them in self-expression and following the social and cultural rules appropriate in each communicative setting.

Nunan explains 'teaching speaking' procedure of six steps:

- 1) Produce the English speech sounds and sounds patterns in a clear and correct way.
- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (2003:6)

Susanti (2007:9) states that ESL teachers now agree that communicative language teaching serve best to improve 'interaction', speaking skills. "In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language" (ibid:9).

The author of the paper enlisted and paraphrased 10 points for teachers provided by (Susanti, 2007:12) to consider when they teach speaking. These points are the following: (1) providing the students maximum opportunities to speak the target language; (2) involving each student to every speaking activity by the practice of different ways of students' participations; (3) increasing student speaking time; (4) observing students; (5) asking eliciting questions; (4) providing positive written feedback; (5) not correcting students' pronunciation mistakes very often; (6) not distracting student from his or her speech when correcting; (7) involving speaking activities not only in class but also out of class; (8) circulating around the classroom to check if students need help or they are on the right track when doing exercises; (9) providing the vocabulary for speaking activities beforehand; (10) diagnosing problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language (Susanti, 2007:12).

O'Malley & Pierce (1996:77) developed an overview of speaking activities organized by format, by level of language proficiency, by level of student preparation, and by practised functions. The table with activities is provided in Appendix 2, and it includes the following tasks: oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips,

information gap tasks, story/text retellings, improvisations/roleplays/simulations, oral reports, and debates. For each of these task types in the table (see Appendix 2) there are related formats (individual, group, or pairs), level of language proficiency, the necessity of student preparation as well as the list of functions that is to be practiced in the activity.

In a classroom setting, oral interviews can take forms of discussions or conversations with the teacher or other students (O'Malley & Pierce, 1996:77). Discussions are held to make students aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups (Kayi, 2006). The purpose of the discussion is provided by the teacher beforehand to avoid 'pointless chatting' (ibid). Students can conduct interviews on selected topics with various people to learn to ask and answer questions (ibid).

Picture-cued descriptions or stories is the activity for an individual with beginner or intermediate language level (O'Malley & Pierce, 1996:77). The purpose is the practice of such functions as describing, giving information and giving an opinion (ibid:77). Kayi (2006) states that "picture narrating is telling the story taking place in the sequential pictures by paying attention to the vocabulary and structures needed to be used in narration." In contrast to the opinion of O'Malley & Pierce (1996:77), Kayi (2006) mentions picture describing as a group activity. "Each group has one story on one picture to describe to others" (ibid). Furthermore, Kayi (2006) asks students to describe differences between pictures.

It is possible to use radio broadcasts for the improvement of comprehension skills (O'Malley & Pierce, 1996:77). The activity can be done with any number of students but it is not suited for beginners (ibid). For the practice of describing and giving information, O'Malley & Pierce (1996:77) suggest video clips. The activity is suited for any language proficiency level and number of students (ibid).

Information Gap activity is an efficient activity performed in pairs of students of all language levels for the practice of such functions as describing, giving information, and giving directions (Kayi, 2006; O'Malley & Pierce, 1996:77).

Story/Text retelling is an activity for individuals of beginning and intermediate language proficiency level (O'Malley & Pierce, 1996:77). The purpose of the task is to practice describing, summarizing, and information exchange skills (ibid:77). Kayi (2006) uses texts from news and magazines to provoke discussions on actual topics. In order to provoke creative thinking in class, Kayi (2006) suggests story completion task that is "the technique in which each student one by one develops a story by adding his 4 to 10 sentences."

Role plays, and simulations, or improvisations, are the activities that require some beforehand preparation from students (O'Malley & Pierce, 1996:77). These activities are done

in pairs or groups (ibid). In roleplays students communicate in various simulated social contexts and have a variety of social roles (Kayi, 2006). In comparison with role plays, simulations are more elaborate and are aimed to create more realistic environment by involving improvisation without a strict communication plan and the use of additional inventory, for example, a microphone for a singer (ibid). These activities involve the use of various functions, e.g. greetings, leave-taking, asking and giving information, requesting assistance, agreeing/disagreeing, giving and evaluating an opinion, giving advice, giving directions, and others listed in the table (O'Malley & Pierce, 1996:77; see Appendix 2).

Oral reports and debates are the activities that require an extensive preparation (O'Malley & Pierce, 1996:77). Oral reports are the activities for an individual with any language proficiency level whereas debates is an activity for groups of students with at least intermediate language proficiency level (ibid:77). Both debates and oral reports provoke the use of such functions as describing, explaining, and information exchange skills; however, debates also improve persuading and agreeing/disagreeing (ibid:77). Kayi (2006) also suggests brainstorming activity to develop faster production of activities and fluency. Brainstorming means producing ideas for a limited time (ibid).

Turn-taking skills are improved by practicing the ways of interjecting, eliciting an interjection or preventing one (Lackman, 2010:3). To practice the relevant length of speech, students practice speaking at a length appropriate to a situation (ibid:3). He also emphasizes that certain situations require the one-word answer (ibid).

Considering the improvement of fluency and accuracy, practicing fluency means that students practice speaking with a logical flow without planning or rehearsing. To improve accuracy with words and pronunciation, students practice using words, structures and pronunciation accurately (Lackman, 2010).

To sum up, the most complete definition of speaking is in the research of Susanti (2007:7): "speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodologies." When teaching speaking, the teacher should take into the account the variety of speaking functions (described by Richards (2008)) to be practiced, fourteen teaching techniques provided by Susanti (2007:12), various duties that teacher is to perform at lessons, e.g. speaking clearly and fluently, increasing and monitoring student talk, and the other examples provided at the list of Susanti (2007:12). The list of activities provided by O'Malley & Pierce (1996:77) and Kayi (2006) is useful to provide variety in teaching use of certain functions taking into account the rate of preparation

necessity and students' proficiency level. It is concluded that the lessons require thorough preparation and attentiveness from the teacher.

2. TV SERIES AS A MATERIAL FOR TEACHING SPEAKING

The chapter 2 is devoted to the use of TV series in teaching speaking skills. Subchapters 2.1 and 2.2. contain information about the concept of TV series – their essence and various types whereas subchapter 2.3 is about teaching methods of speaking with the use of videos and TV series in particular.

2.1. Concept of TV series

According to *TV Tropes Foundation website*, ‘television serial’ is a format of television program that comprises long stories which are broadcast as broken into a number of individual parts called ‘episodes’ (Online 8). The TV series are divided into three subformats (ibid). *TV Tropes foundation website* states that if the series consists of self-contained episodes, it is considered to be the Miniseries subformat - the format which derives from the format of short films (Online 8). The another subformat of TV series is the *Soap Opera* format that has the type of narrative that is continuous throughout the entire series. *Story Arc* format consists of complete stories on their own. One of the main features of TV serial is the presence of the ‘cliffhanger’ –a suspenseful scene in the end of the series.

2.2. Genres of TV series

According to differences of subject, setting, role, event, and values, TV series are divided into ‘genres’ – types. The brochure with 25 genres of TV series is adopted from ‘Story: Style, Structure, Substance, and the Principles of Screenwriting’ by Robert McKee (2010:80-86). The genres are the following:

Love story, horror film, modern epic, western, war genre, comedy, crime, social drama, action/adventure, historical drama, biography, docudrama, mockumentary, musical, science fiction, sports genre, fantasy, animation, art film (ibid:79-97).

The description of each of these genres is available in Appendix 4.

McKee (2010:81-87) also provides the distinction between the types of plots (the foundation of a novel or story) considering the development of the main character. These are: (1) maturation plot where the main character matures throughout the story; (2) redemption plot where the story arcs on a moral change within the protagonist from bad to good; (3)

punitive plot where the good person turns bad and gets punished; (4) testing plot reflecting the story of willpower versus temptation to surrender; (5) education plot where the story is focused on a deep change within the protagonist's view of life, people, or self from the negative (naïve, distrustful, fatalistic, self-hating) to the positive (wise, trusting, optimistic, self-possessed); (6) disillusionment plot that is devoted to a deep change of worldview from the positive to the negative (ibid:81-87).

Considering the running time, in the United States dramas produced for one-hour-long time are usually 39 to 42 minutes in length (excluding advertisements) whereas sitcoms (situational comedies) are 18 to 21 minutes long (Online 6). “In turn, in Britain dramas run from about 45 to 48 minutes, with 57 to 59 minutes on BBC1. Sitcoms vary greatly and are between 22 to 27 minutes generally and 27 to 29 minutes on BBC1” (ibid).

2.3. The use of TV series in teaching speaking

Pedersen (2005) presented results of the workshop organized for professional teachers in the University of Toronto and devoted to the use of authentic feature-length films. The author of the present paper considers that recommendations mentioned by Pedersen (2005:2) can also be applied for the choice of the TV series for teaching English. Considering the choice of authentic feature-length films in class, it is suggested to choose family-friendly films with an engaging storyline, useful vocabulary, richness in topics useful for provoking discussions in the classroom (ibid). When choosing the TV series for teaching English, Suan (2013), who made recommendations for the choice of TV series in particular, suggests avoiding series with: (1) social and romantic scenarios as they are associated with a big amount of phrasal verbs, colloquialisms and slang, (2) comedy that depends on witticisms, plays on words or cultural references, (3) the type of genres that is not appealing to watchers. In contrast, the anonymous blogger of the popular *Busyteacher* blog advises to use a genre that is unappealing for students as a punishment for a bad behavior during the lesson (Online 7).

Pedersen (2005:2) presents the following stages for teachers in preparing activities for the lesson based on the use of TV series as a teaching material. The stages are the following: (1) watching the film with closed captioning (subtitles) for better understanding of the plot and speech; (2) searching for additional information about the plot of the film such as plot summaries, characters' lists, keywords, and quotes; (3) thinking of the main events and

circumstances in the storyline to create discussion questions (mainly questions about experience, opinion, advantages, disadvantages); (4) generating activities from the film's storyline aimed to improve different language skills (ibid:2).

The author of the research focused on the exercises for training speaking subskills, mentioned in the Chapter 1.1, when examining the list of exercises listed by Pedersen (2005). For grammar/accuracy practice, Pedersen (2005:3) suggests writing own texts about various scenes/events in the movie, then using these to generate: (1) matching exercises for revising past unreal conditionals, (2) cloze exercises to supply missing articles/prepositions/verb tenses in short scene summaries, (3) scrambled sentences to practice the word order, (4) pairs of sentences with parallel structure that have a mistake in them, (5) scrambled paragraphs – learners have to put sentences into the correct sequence.

Vocabulary can be taught with matching exercises (matching words with definitions or first and second part of the phrase/collocation) (ibid:3). For higher classes, Pedersen (2005:3) offers asking students to 'take ownership' by listening for 20 new words or phrases, noting them down, finding out what they mean, and teaching them to each other.

As for pronunciation, it is suggested to use scene scripts to practice: (1) [-d/-ed] verb/adjective endings, (2) patterns for linking words, (3) pausing and thought groups, (4) word stress and intonation, (5) reductions and linking (such as gonna, wanna, hafta, I shoulda, alodda); (6) clear vowels, (7) problem consonants (e.g., [l/n] and initial [th]), (8) consonant clusters (e.g., girl, world, early, surely). (Pedersen, 2005:3)

For improvement of speaking skills, the following exercises are listed in Pedersen's (2005:4) report: (1) repetition of short utterances from the scene, (2) discussions in groups of three people, (3) writing comprehension questions to be posed to peers, (4) roleplays in the way of interviewing and getting a reflection from the scene (e.g. questions 'How did you feel when...?', 'What are you going to do now?'), (4) oral summaries of the story, (5) leaving 'telephone messages' with the latest updates on the plot from the observed scenes.

Stempleski & Tomalin (2001) use task-based approach when teaching through videos. Activities are organized into 7 types: "activities that focus on discussion of film and the film industry in general and are not tied into the viewing of any particular film material", "viewing, analyzing and discussing film clips", "creating film-related activities" such as film treatments, storyboards, and scripts, "responding to whole films", "making comparisons", "focusing on characters", "project work" (ongoing activities that can be extended, and organized projects that can engage groups of learners over a period of time) (ibid).

Stempleski & Tomalin (2001) suggest the use of different viewing techniques, for example, a video can be shown without sound, only with sound (screen off), paused (freeze-frame) at the strategic points in the classroom action, or shown without pausing (ibid). Split viewing is the technique of viewing the series when one part of students sees a video sequence, and the other one does not see the video (ibid). Jumbled sequence of the clips (played out of order) is useful for stimulating the discussion and focusing on the actual storyline in a sequence (ibid). Suan (2013) proceeds with strong recommendations to show TV series with subtitles in order to practice the listening and reading of frequently repeated words, phrases and grammatical structures.

It is concluded that such scholars as Stempleski & Tomalin (2001) and Pedersen (2005) have developed various activities based on TV series. Stempleski & Tomalin (2001) have designed task-based activities whereas Pedersen (2005) focused on the teaching of productive and receptive skills. The knowledge of TV series' formats, types of plots, variety in length can be useful for the lesson preparation stage, especially timing. The variety of viewing techniques can also be used to modify exercises.

3. SPEAKING COURSE DESIGN THEORY

Chapter 3 is devoted to the speaking course design theory. The chapter comprises the description of three course design stages: initial, intermediate, and final design phases. Apart from that the chapter contains information on

3.1. Initial design phase

Núñez (2007:3) cites Hutchinson and Waters' (1996:16) definition of a course that is “an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. Fink (2004:4) states that steps of standard course design procedure are the following: (1) analyzing the situational factors, (2) formulating the learning goals, (3) design of the feedback and assessment procedures, (4) selecting the teaching/learning activities.

Fink (2004:6) presents the following situational factors to consider: (1) specific context of the teaching and learning situation (the number of students in class, the time, duration and frequency of the class meetings, the course delivery type – live, online, classroom, or lab, physical elements of the learning environment that affect the class, e.g. furniture); (2) general context of the learning situation (learning expectations placed on the course by the society, university, college or department); (3) nature of the subject (primarily theoretical, practical, or combination); (4) characteristics of the learners (life situation of learners, prior knowledge, experiences, initial feelings about the subject, learning goals, expectations, and preferred learning styles); (5) characteristics of the teacher (beliefs and values about teaching and learning, attitude toward the subject, students, level of knowledge or familiarity with the subject, strengths in teaching). Núñez (2007:4) considers teaching resources (available materials, text, and necessity in designing the own materials) as another situational factor in addition to presented above.

Nunan (1988) offers the framework for needs analysis questionnaire that is used for defining characteristics of learners. According to Nunan (2000:16), information about the learner may be distinguished as ‘objective’ (age, language, educational background) and ‘subjective’ (learners’ attitudes, wishes, and preferences).

Considering the formulation of the learning goals as the next step in course design procedure, Richards (2001:45) suggests that it provides a reason for the program, guidelines

for teachers and learners, provides a focus for learning. Fink (2004:8-13) considers that there are two basic approaches of identifying learning goals – a content-centered approach and a learning-centered approach. Content-centered approach generally results in the overemphasis on ‘understand and remember’ whereas a learning-centered approach includes important and realizable changes into learning (or in students) according to the thoughts of both Fink (2004:16-21) and Richards (2001:46). Fink (2004:9) managed to develop a taxonomy of ‘significant learning’ which consists of: (1) *‘learning how to learn’* (becoming a better and self-directing student who inquires about a subject); (2) *‘foundational knowledge’* (understanding and remembering information and ideas); (3) *‘application’* (skills, managing projects, critical, creative and practical thinking); (4) *‘integration’* (connecting ideas, people, realms of life); (5) *‘human dimension’* (learning about oneself and others); (6) *‘caring’* (developing new feelings, interests, and values). The more of the kinds of significant learning are included into learning goals of the course, the more valuable the course will be for the students (ibid).

Considering the design of the feedback, Graves (2000:12) mentions that the information can be gathered before, during, and/or the end of the course. Hutchinson & Waters (1996:16) mention questionnaires, interviews, observations, data collection (target texts), and informal consultations as ways of collecting information. Fink (2004:13-16) considers that in a learning-centered course high-quality feedback is frequent as possible, immediate, discriminating (with the clear difference between poor, acceptable, and exceptional work), and ‘loving’ (staying empathetic when delivering feedback).

Fink (2004:16) provides two principles of the choice of learning activities. The first principle is the inclusion of the activities related to the modes of active learning which are the inquiry of information and ideas, gaining practical experience (‘doing’ and observing things), and reflection on the meaning of learning experience (minute papers during the lesson, learning portfolios in the end of the course, and journaling about the subject and learning process) (ibid). By ‘doing’ things, Bonwell and Eison (1991:12) suggest such activities as debates, simulations, guided design, small group problem solving, case studies, etc. ‘Observing’ refers to the direct observation of phenomena in real life or audiovisual aids (ibid). According to the place where activities are performed, they are divided to in-class and out-of-class activities (Fink, 2004:16-21). The examples of in-class activities are debates, role-playing, simulations, and dramatizations, and out-of-class activities are service learning, situational observations, authentic projects (ibid:17).

Fink (2004:21) insists that the teacher makes sure that all the major components of standard course design procedure all reflect and support each other. Fink (2004:21) offers steps for checking the links and possible disconnects between each component of the course design. The steps created by Fink (2004:21) are summarized and listed in this paragraph.

First, the teacher decides on: (1) how well situational factors are reflected in the decisions made about the learning goals, feedback, assessment, and learning activities; (2) potential conflicts that can cause problems if the situational factors are not reflected well in other components of the course design; (3) disconnects between teacher's own beliefs and values, the student characteristics, context of the course, or the nature of the subject in relation to the way the course is proposed (Fink, 2004:21-22).

The next step is to examine the link between learning goals and Feedback & Assessment by addressing the following issues: (1) how well assessment procedures address the full range of learning goals, (2) making sure that information about all the learning goals is reflected in the feedback; (3) making sure that learning goals include helping students to learn how to assess their own performance by themselves (Fink, 2004:22-23).

Then, the teacher checks if learning goals are effectively supported by teaching and learning activities, as well as checks if there are any extra activities that do not serve any major learning goal (Fink, 2004:8-21).

The last step is to clarify if the connection between teaching/learning activities and Feedback & Assessment is successful (ibid:21). For this purpose, the teacher clarifies if: (1) the given feedback prepares students for understanding the criteria and standards that will be used to assess their performance, (2) the practice learning activities and the associated feedback opportunities prepare students for the eventual assessment activities (ibid:21).

3.2. Intermediate design phase

After the creation of the basic components of the course, teacher decides on organizing the activities into a powerful and coherent whole. This is achieved with creating the course structure, selection or development of an instructional strategy, and integrating the structure and strategy into an overall scheme of learning activities. For Fink (2004:25), the development of the course structure comprises two stages: (1) dividing the course into 4 to 7 segments that are focused on the key concepts, issues or topics, (2) arrangement of concepts or topics into a logical sequence and the increasing complexity, and decide on the number of the sessions devoted to each of the concepts and topics.

After the arrangement of concepts and topics, the teacher develops an instructional strategy that is defined by Fink (2004:26) as “a set of learning activities, arranged in a particular sequence so that the energy for learning increases and accumulates as students go through the sequence.” It is recommended to divide the activities into the following groups: (1) the activities that get students ready or prepare for work; (2) the activities that give opportunities to practice and which are followed by feedback; (3) the activities that assess the quality of students’ performance; (4) the activities that allow students to reflect on their learning; (5) the activities for in-class block of time; (6) the activities for out-of-class block of time (ibid).

The development of an instructional strategy is followed by its integration with the course structure. As a result, the teacher gets the scheme with topics and concepts as well as the sequence of in-class and out-of-class activities. When organizing the activities, it is recommended to the teacher to keep activities variable from day-to-day within each 1-3 week block of time and developing in complexity.

3.3. Final design phase

When the course structure is arranged, the next step is the development of grading system. Stiggins et al. (2004:6) consider that students’ scores for all selected *response assessments* are figured as the number or proportion of correctly answered questions.

To assess speaking skills, it is possible to evaluate them by grading each speaking component - function or subskill (Harris, 1969:13). In analyses of the speech process five speaking components are generally recognized and then evaluated (ibid:13-14). These are pronunciation, grammar, vocabulary, fluency, and comprehension (ibid:13-14). Each of the components can be evaluated with the use of rubrics that is ‘an explicit set of criteria used for assessing a particular type of work or performance’ (Asmus, 1999:15). Arter & Chappuis (2006:9) state that rubrics identify complex, meaningful tasks and allow for consistent judgments regarding the quality of student work. In other words, a rubric defines the observed features of quality work of the students (ibid:9).

For the design of evaluation criteria, it is advisable to describe characteristics for exceptional and poor performance of each speaking component that is to be evaluated (Fink, 2004; O’Malley & Pierce, 1996:65). The Common European Framework functions as a theoretical guide to design language teaching programmes (Karababa, 2010:13). It contains a Global Scale of Language Proficiency Levels where each level is described with ‘can-do’

statements for various language components (ibid:13). The description of a component of any level may be used as a description of exceptional performance of that speaking component (ibid:13). By creating descriptions of different levels of low and average performances and giving grades for each, the grading system is developed (Fink, 2004:30). Scores take one of two forms: number or percentage of points attained, or rubric scores (Stiggins et al., 2004:9).

The further step is to examine the draft of the course and visualize the possible problems that may appear during the course. The examples are the lack of time to do out-of-class assignments, and the probability of all students obtaining the necessary resources for the lesson.

The final part of course design is the development of the syllabus. Fink (2004:31) defines the syllabus as ‘information about the course presented for the students’. According to Fink (2004:31), the syllabus includes the following information: general management information (instructor, office hours, phone), goals for the course, structure and sequence of class activities, including due dates for major assignments/tests/projects, text and other required reading material, grading procedures, course policies (attendance, Honor Code, work turned in late, make-up exams). O'Brien et al. (2008:3) add more points to the list: prerequisites (prior courses, knowledge or skills necessary for the course), more examples of course policies, e.g. classroom decorum (no eating, no reading newspapers, turning off cell phones, reporting illness and family emergencies, extra credit opportunities, permissible and impermissible collaboration), useful resources, statement on Accommodation, students’ and instructors’ rights (the right to academic freedom, copyright protection for the contents of the course).

3.4. Lesson planning theory

According to the Backward Design Model described by Richardson (n.d.), the essential components of lesson plan are the following: (1) enabling objectives (the basic language skills (e.g., vocabulary, grammar, and pronunciation) and the life skills that are necessary to accomplish the objective; (2) materials and equipment (realia or real-life materials, visual aids, teacher-made handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc); (3) activities that generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). The variety in the type of activities is highly recommended (Center for Adult English Language Acquisition, n.d.).

According to the project of the National Capital Language Resource Center, stages of a lesson structure are the following: (1) preparation, (2) presentation, (3) practice, (4) evaluation, (5) expansion. (Chamot et al., 2007:1)

During the preparation stage, or the beginning of the class, the teacher gives a broad outline of the day's goals and activities, so students could make expectations from the lesson (ibid:2). The teacher is suggested to help students to focus by eliciting their existing knowledge of the day's topics (ibid:2).

Presentation stage provides the language input that gives students the foundation for their knowledge of the language. (Chamot et al., 2007:1) Input is to be given from the instructor or from course materials (ibid:1). In order to increase the amount of language input that students receive in the target language, it is highly recommended to use target language as much as possible for all classroom communication purposes (Jensen, 2002:4; Chamot et al., 2007:2).

Practice output is an important part of the presentation when students practice the form presented by the instructor. (Chamot et al., 2007:2) "In practice output, accuracy of performance is important" (ibid:2) 'The purpose of having the practice output is to make learners comfortable producing specific language items recently introduced' (ibid:2).

In the part of the lesson called 'practice', the focus shifts to the students as completers of a designated task. (Chamot et al., 2007:4) Students work individually, in pairs or small groups on a topic- based task with a specific outcome (ibid:4). The instructor acts as a resource and observer of students (ibid:4). The instructor is involved in discussion only when students have questions that they cannot resolve themselves (Jensen, 2002:5; Chamot et al., 2007:4-5). 'In their work together, students move from practice output to communicative output, in which the main purpose is to complete the communication task. (Center for Adult English Language Acquisition, n.d.)' The communicative success (delivery of the message) is more important than accuracy at this stage (Chamot et al., 2007:5).

The purpose of evaluation stage is to reconvene the class as a group to recap the lesson. (Chamot et al., 2007:6). Students are asked to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task (ibid:6). Evaluation is useful for four reasons: (1) reinforcing of the material that was presented earlier in the lesson; (2) providing with an opportunity for students to raise questions of usage and style; (3) enabling the instructor to monitor individual student comprehension and learning; (4) providing closure to the lesson (Jensen, 2002:2).

Expansion activities allow students to apply the knowledge they have gained in the classroom to situations outside it (Chamot et al., 2007:7). Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report back (Jensen, 2002:2; Chamot et al., 2007:7).

The materials used in the lesson are divided into two categories: required material, e.g. course textbooks and lab materials, and authentic materials incorporated by teacher into classroom activities (Chamot et al., 2007:7). The teacher should decide which materials are to be presented in class and which at home (ibid:7).

Apart from what will be taught, the teacher also need to add to the lesson plan how it will be taught (Center for Adult English Language Acquisition, n.d.). Sequencing of activities, pacing (the length of activities), gauging difficulty (extent of sufficient skills), accounting for individual differences (active involvement of all students), monitoring learner versus teacher talk, timing are the components of the lesson that are to be planned (amount of time for each lesson stage).

4. DESIGN OF THE SPEAKING COURSE FOR STUDENTS OF B1 LEVEL

Chapter 4 offers a description of speaking course design made and implemented by the author of the present paper for a group of 14 students with B1 language proficiency level. The 4-week speaking course was held in March 2014 in the language school “IH Riga” as an experimental course. The class meetings happened three times a week on Tuesdays, Thursdays, and Saturdays. More information about the course structure is available in subchapter 4.2 of the present paper.

The course design was created according to the integrated course design method developed by Fink (2004). Each design phase was described in the chapter 3 of the theoretical part of the work. The process of the course design is divided into phases: initial design phase, intermediate design phase, and final design phase.

Chapter 4 contains detailed information about the process of speaking course design. Each course design stage is described in separate subchapter. The subchapter 4.1 is devoted to the initial design phase that comprises description and analysis of pre-course questionnaire that supplies analysis of situational factors, definition of learning goals and reasons for their choice, comments on design of teaching material and activities. The subchapter 4.2 contains information about the intermediate design phase that consists of descriptions of course structure and instructional strategies. The subchapter on final course design phase includes information about speaking assessment and evaluation criteria as well as description of the design of present course syllabus.

The course design was created according to the integrated course design method developed by Fink (2004). The theoretical description of each design phase is described in the Chapter 3 of the theoretical part of the work. The process of the course design is divided into phases: initial design phase, intermediate design phase, and final design phase.

4.1. Initial design phase

Fink (2004:2) states that steps of standard course design procedure are the following: (1) analyzing the situational factors, (2) formulating the learning goals, (3) design of the feedback and assessment procedures, (4) selecting the teaching/learning activities.

4.1.1. Pre-course questionnaire for students' needs analysis

In order to analyze the situational factors, the author of the research held meeting with a group of students having negotiated it with the Director of Studies of IH Riga-Satva language school Katerina Kazanovska. During the meeting, the pre-course questionnaires (see Appendix 1) were administered in order to analyze the students' needs analysis as well as experience in watching TV series and preferences in learning styles.

Pre-course questionnaire has been adapted from Nunan (1988:46) and created in accordance with Fink's (2004:2-4) theory on course design. The questionnaire starts with a date, group number, minimum personal information about students such as name, age, gender. Then, there are questions about background knowledge of languages, such as spoken languages, native language, the level of the knowledge of English according to CEF Standards. After that, respondents underline the suitable options in the statements. Statements 1.1. -1.4. are devoted to get insight of students' preferable language skill, teaching materials, and reading ability. Questions 2.1. – 2.5. are devoted to the personal aims of students in learning English such as areas of improvements in long and short terms, possible communication partner, rate of listening comprehension (from 1 to 100%), preferable learning style (individual or group). Questions 2.6. – 2.14 are devoted to the attitude to watching authentic TV series in English – the source of the series, the method of watching, reasons and benefits of watching the series, names of the watched TV series, personal difficulties in watching, and reasons of not watching TV series. The last question 2.15 is devoted to views on the necessity of having a course on improving speaking skills with the TV series as main teaching material. The results of the pre-course questionnaire are presented in the section 'Characteristics of the learners'.

4.1.2. Analysis of situational factors

1) Specific Context of the Teaching/Learning Situation

There was one group of students aged 14-15 with B1 language level. The class meetings happened three times a week on Tuesdays, Thursdays, and Saturdays. The course was delivered live, in a classroom. The classroom was provided with oval table for 15 students, and whiteboard where the visuals could be drawn or projected. The

size of a classroom did not allow active activities that require a lot of moving from place to place.

2) General content of the Learning Situation

The author of the research managed to get support from the language school IH Riga-Satva. IH Riga-Satva is an international language school in Riga, and it has been a part of International House World Organization since 2003. It offers courses of German, Spanish, Latvian, Russian, Italian and French to learners of all ages and levels. The group of students is divided according to the age and language level. Language levels correspond to standards of the Common European Framework of References for Languages. Each term students write a test to evaluate the level of knowledge that can be resulted in moving the student to the group with higher or lower level of language knowledge.

Language school expects the course to motivate self-centered learning, provide interest of watching TV series in English language in students, improve various speaking abilities. By having this course, the school may highlight itself among other local language schools (due to the use of TV series), and attract learners who are interested in improving speaking skills and watching authentic videos.

3) Nature of the Subject

The classes are practical, as students use the given vocabulary and phrase patterns immediately in speaking activities. Lessons differed in discussion topics, thematic vocabulary and types of exercises.

4) Characteristics of the learners (the results of the pre-course questionnaire)

- a. Number of students: 14 students;
- b. Language level: intermediate (B1 at least); level was confirmed by language school by using term digital tests for forming the groups;
- c. Age: 14-15 for intermediate students;
- d. Native languages of students: Russian and Latvian;
- e. Prior knowledge and experiences: learning English in primary and secondary school for more than 5 years besides going to the language school, playing computer games in English, watching English documentary shows;
- f. Purposes: passing exams, learning grammar better, speaking better with English people/foreigners, read and write better;

- g. Expectations: to improve speaking skills by having extensive practice, to increase chances of getting better mark at speaking exams, and to increase vocabulary;
- h. Preferred learning styles: Among intermediate students – 6 people chose ‘outside class’, 7 people – ‘ through computer games’. The majority chose learning in ‘small groups’ as the most optimal for learning practice. Two girls preferred working in pairs as they got used to it;
- i. Education: Lower Secondary Education (Grades 6-9).

5) Characteristics of the Teacher

The following statements are the thoughts of the author of the paper. The teacher should have a clear pronunciation, competence in language teaching provided by certificate or degree. The teacher should respect students’ right to make mistakes, express their opinion, keep in mind learners’ impatience and necessity of having fun. The another obligation of the teacher is to organize the lessons of the course in the way that they correlate to the goals of the course. The teacher should create a learning environment that motivates students to study. The teacher creates the evaluation criteria to track the students’ progress.

4.1.3. Establishment of learning goals

After the analysis of pre-course questionnaire, the next step is to define course goals according to students’ needs. The first point is that students wrote that they would like to improve spoken interaction skills as they stated about the necessity to speak with foreigners un English. Therefore, the goal ‘improvement of spoken interaction skills’ was added to the list of course goals. About two thirds of students stated in notes of pre-course questionnaire that they lacked the vocabulary, often forgot the words. The other students wrote about the fright of making mistakes in English when speaking alone, i.e. making monologue and expressing ideas and opinions. That resulted in making ‘coping with fright of speech and making speaking errors’ as a goal of the course. In order to interact with people, the speaker should have a vocabulary on different topics, according to Richards (2008), in order to switch between topics in a fast way. Apart from learning the new words, the learner should also be able to use these words in interaction, and this is established as another course goal. The author of the research also decided to include ‘encouraging students to watch TV series in English’ as a secondary goal not connected with the results of pre-course questionnaire in order to give students the experience of watching authentic videos. The author of the research

also added aim ‘improving the ability to express different functions’ to incorporate the improvement of functional use of language.

4.1.4. Materials used in the lessons

With regard to the results of pre-course questionnaire, as the majority of students chose the supernatural drama as a favourite genre of TV series, it was decided to choose the first season of “Teen Wolf” – American supernatural drama TV series as the basis for speaking exercises and design of lesson plans. It is suggested by the author of present paper that the fact that students preferred series about supernatural phenomena would motivate students to follow the watching of TV series and related discussions. Furthermore, as it was concluded in Chapter 2, TV series can be used as a material for task-based activities and activities for teaching speaking skills (Pedersen, 2005:4; Stempleski & Tomalin, 2001). The table with the plot summary of the series and discussion topics is provided in Appendix 3. As the series are aimed for young people, the topics of lessons are actual for teenagers. These are connected with sports, psychology, relationships with opposite sex, with family, friends, and peers, school, supernatural (such as werewolves, superpowers, benefits of being a werewolf), attitudes, emotions, anger management, collecting things, evaluating people’s behavior, predictions, tracing messages, manipulating people, moving to other places.

During the lesson the author of the paper used the following teaching material: sheets of paper for making notes, lists with patterns of phrases/structures, dices, printed frames from the series, illustrated vocabulary sheets for topics discussed in the lesson.

4.1.5. Teaching/learning activities

The author of the research adapted exercises observed in the chapter 1.3 of theoretical part.

- Discussions.
- Role plays. In role plays students communicate in various simulated social contexts and have a variety of social roles.
- Information gap activities;
- Brainstorming - producing ideas in a limited time. The frequent practice leads to quick and free generated ideas in English

- Storytelling. Storytelling fosters creative thinking as well as it helps to express ideas in the format with beginning, development, and ending. (Kayi, 2006)
- Interviews on topics. Students learn to ask and answer questions. (Kayi, 2006)
- Story completion. The technique in which each student one by one develops a story by adding his 4 to 10 sentences. (Kayi, 2006)
- Reporting previous scenes. Reporting most interesting moments from a previous lesson or scene.
- Picture games (with screenshots) – describing, discussing freeze-frames
- Picture narrating.
- Differences between pictures.

Each lesson included the combinations 4-6 exercises in dependence from topics, and complexity of the vocabulary.

4.2. Intermediate design phase

The 4-week course consists of 3 lessons per week (on Tuesdays, Thursdays, and Saturdays). Every class lasts for 90 minutes. The total amount of the lesson is 12 lessons. The first lesson is the introductory lesson when students get the syllabus of the course, get acquainted with the TV series, its characters, story, and then they do speaking activities connected with the topics related to the action in the series.

All lessons of the course have the following structure. They start with warm-up when students tell about the previous lesson, exercises. Then, during the warm-up/preparation phase, the teacher shares with students about the short plan of the lesson. After that, during the presentation phase the teacher presents the list of structures to be used in class during the activities. The practice stage is the stage when students practice the speaking activities. During the evaluation phase, the teacher checks the evaluation list where the marks are put.

The list of all lessons with names of used episodes of TV series, related topics, practiced functions is presented in Appendix 3.

4.3. Final design phase

At each lesson learners thoroughly examined offered topics. They worked individually, in pairs, and groups. Their results were evaluated by three evaluation marks.

Also, in the end of each lesson, learners were evaluated according to the certain rubrics adapted from Harris (1969). These are ‘communicative success’ (comprehension and comprehensibility), ‘grammar/accuracy’, ‘vocabulary’, ‘fluency’ (ibid).

The author of the present paper examined descriptions of these speaking components in the Common European Framework in order to formulate exceptional performance for each level. Each speaking component is evaluated with one of three grades – ‘meets expectations high’, ‘slightly underperforms’, and ‘does not meet expectations’ which are relatively represented as the symbols of emoticons, positive, neutral and negative face expressions, or ‘smileys’ (☺, ☹, ☹), respectively. The author of the present paper considers that it eases the process of counting the answers. In addition, the author suggests that the another advantage is that it is easier for the students to evaluate their progress by examining the table of grades for each exercise. The growing or decreasing number of relevant positive, neutral or negative ‘smileys’ reflects the progress in related speaking components, in the opinion of the author. The author added Evaluation Criteria to Appendix 7.

For the speaking component ‘communicative success’ criteria ‘appropriate topic’, ‘amount of time conversing’, and ‘well-connected information exchange’ are used to describe the highest grade. The average grade is described as ‘conversation is not always appropriate to topic and/or some misunderstanding between interlocutors because discourse is not connected’. The description of the lowest grade is ‘conversation is inappropriate to topic and/or exchange is not connected (it is unable to hold conversation)’.

For getting the highest grade on ‘grammar/accuracy’, the learner should have ‘very few/occasional errors, consistent control of the structures taught in class (communication rarely impeded)’. Those students with ‘frequent errors with structures taught in class (frequent misunderstandings)’ get the average grade. ‘Constant grammatical errors with structures taught in class (that makes speech very difficult to understand)’ are related to the lowest grade.

To get the highest grade for ‘vocabulary’, the learner should ‘show control of a wide range of vocabulary taught and use this vocabulary appropriately’. When there is a ‘control of an adequate range of the vocabulary taught, but inappropriate use of vocabulary’, a learner is given an average grade for this criteria. In the case of ‘very little control of the vocabulary taught (that makes communication extremely difficult)’, the student gets the lowest grade for the criteria.

When grading ‘fluency’, the teacher takes attention to the number of pauses in speech, mispronunciations, speech hesitancy, unfinished sentences. Students whose ‘speech is smooth

and confident or occasionally hesitant with some rephrasing but without mispronunciation that would interfere with comprehension' get the highest grade for the criteria. Those learners with an average grade have 'hesitant speech with frequent repeating, unfinished sentences, long pauses, and several misunderstandings that arise from mispronouncing words or errors in intonation. The lowest grade for fluency is given for 'speech limited to isolated words, mispronunciation that makes comprehension impossible'.

5. IMPLEMENTATION OF THE SPEAKING COURSE

The chapter 5 is devoted to the implementation of the speaking course designed according to the Backward Design approach described in Chapter 3. The chapter 5 contains information about the first lesson plan design as an example, and discussion on findings made after the implementation of the course.

5.1. The goals of the lesson

The first goal of the lesson is to provide students with the syllabus of the course in order to give the basic course description, present an overview of the course aims, benefits for learners, course materials, course schedule, requirements, policies, requirements, assessments and evaluation of the course. The other goal is to introduce the TV series, its plot and characters by showing poster with characters. Students practice evaluating and discuss characters. That involves discussion and opinion-expressing skills. As Susanti (2007) recommended to decrease teacher talk, the goal is to motivate learners to speak, make dialogues in English between themselves.

Before each exercise, basic structure patterns for expressing different speaking functions are presented to students. The first lesson is the opportunity to identify the level of speech activeness among learners, therefore ‘identification of the level of speech activeness among students’ is another goal.

5.2. Lesson activities

Giving out pieces of paper with the questions and answers on the topic “best friend”. Pairs of students match questions with answers, then they ask the questions to each other with or without using the patterns of answers.

Asking students to tell their opinions about the plot and characters. Asking about who are the good and bad characters, who is in love with whom. Students are asked about the possible story behind each of characters, the place of the story. The teacher to give reasons for each guess by using questions starting with ‘Why?’ – “Why has he/she got...?”, “Why is he/she?”

The activity “Superpowers” in 2 groups. students form 2 teams. Every team receives a set of flashcards with pictures of superpowers. One member of the team shows the ability

with gestures and mimics, and the opponent team tries to guess it. If team makes the right guess, their group gets a point. For guessing, it is recommended for students to use phrases used for ‘making predictions’, ‘hypothesizing and speculating’, ‘expressing and supporting opinions’.

The lesson is taught with the use of fragments from the first season of TV series ‘Teen Wolf’, the posters and photo of characters, sheets of paper for making notes, lists with patterns of phrases/structures, dice, illustrated vocabulary sheets for topics discussed in the lesson.

5.3. Lesson procedure

The subchapter 5.3 contains the listed lesson procedure in the table 5.1 below.

Table 5.1 Lesson procedure

Preparation phase (10 minutes)	<ul style="list-style-type: none"> - Introducing oneself once again - Provide students with sheets of papers to make their names of it and fold the papers to make the name tag. - Handing out the syllabuses and asking learners to read a point by point and comment on them - Telling about the plan of the lesson
Presentation phase (Activity 1) (5 minutes)	<ul style="list-style-type: none"> - Showing a poster of TV series with characters and pictures of characters - Giving out the illustrated vocabulary sheets on topics “appearance”, “character”
Practice phase (Activity 1) (25 minutes)	<ul style="list-style-type: none"> - Asking students to tell their opinions about the plot and characters. Asking about who are the good and bad characters, who is in love with whom. Students are asked about the possible story behind each of characters, the place of the story. The teacher to give reasons for each guess by using questions starting with ‘Why?’ – “Why has he/she got...?”, “Why is he/she?”
Presentation phase (Activity 2)	<ul style="list-style-type: none"> - Dividing the students into pairs - Giving out pieces of paper with the questions and answers on

(10 minutes)	the topic “best friend”.
Practice phase (Activity 2) (10 minutes)	- Pairs of students match questions with answers, then they ask the questions to each other with or without using the patterns of answers.
Presentation phase (Activity 3) (5 minutes)	- Giving out a set of flashcards with pictures of superpowers.
Practice phase (Activity 3) (20 minutes)	- Performing the activity “Superpowers” in 2 groups. students form 2 teams. Every team receives a set of flashcards with pictures of superpowers. One member of the team shows the ability with gestures and mimics, and the opponent team tries to guess it. If team makes the right guess, their group gets a point. For guessing, it is recommended for students to use phrases used for ‘making predictions’, ‘hypothesizing and speculating’, ‘expressing and supporting opinions’.
Evaluation phase (5 minutes)	- Asking students to share in pairs about what new phrases they learned and then asking to share them with the class

5.4. Discussion on findings

In the start of the course, when getting acquainted with the syllabus of the course, learners showed interest towards to the course taking into account topics of the course.

During the mini-course students showed the curiosity, energetic behavior, answered the questions actively by working independently, in pairs and bigger groups. Some students felt themselves more confident in pairs, others – in groups, or in monologues (because of the lack of questioning experience). The performance of students could be influenced by the peers in the group and the amount of time given for making the answer. That resulted in the formation of groups of students feeling more comfortable among themselves. The teacher let the division exist taking into account the number of people in the group.

Students evaluated the characters, used synonyms, descriptions, mimics and gestures, intonation of the voice if they forgot the word by using. Emotional condition of the students was positive. They assisted each other to express the opinion, showed curiosity in dialogues as well as were glad when they could express and explain their opinion. Not always the

students could memorize material quickly. There were phrases and sentences that they could not understand for the first time. Also, some of students had difficulties in the pronunciation of phrases. Illustrated vocabulary sheets provided possibility to spend less time on eliciting the words.

The participation in discussions and students' activeness depended on the topics of the lesson. If the topic was connected with personal domain for the participant, he/she was more fluent in his/her sharing of opinion and participating in the discussions. Otherwise, such student kept attention to the answers of others. Spontaneous discussions happened every lesson and affected the timing of other activities. Some topics were discussed by students more or less actively depending on the content that students had to share. Some students admitted that sometimes they did not supported their answers because of the lack of imagination, creativity, experience of the topic issues. That was important to make each student speak and identify those who avoided discussing. The course participants did not give their opinion actively because of the fright of making errors. Students knew that if they made the mistake, other students could make the fun of them. Some of the learners lacked the vocabulary but they became more involved in discussions after the eighth lesson. Furthermore, if student's speech needs correction, it should be done in such way that the student does not interrupt speech.

During the lessons that was essential to keep the discipline on the lessons because calming students and grading the answers at the same time is difficult and affects the teacher's attention to the answers. Sometimes, when the audience lost interest in the speakers who spoke with hard understanding, they began to speak with each other. The connections with parents, reminding the course policies, variety of lessons and private feedback were used as pedagogical tools for keeping discipline in students.

Students met the present evaluation criteria with the use of 'smileys' positively. That gave students the opportunity to observe their progress during the course. It was important to stay focused and attentive to grade students' performance. Personal feedback was given to students who asked for teacher's opinion or who followed the teacher's call to observe their progress visually. In the middle of the course students tended to get more positive and neutral grades, and in the end of the course there was a tendency of reducing number of negative grades that is reflected in the table 6.2.

The offered syllabus was found by some students as challenging to read. The author of the research suppose to make the following syllabuses more visually appealing and illustrated.

6. QUANTITATIVE ANALYSIS OF GRADES USED FOR EVALUATION OF THE SPEAKING PERFORMANCE OF THE STUDENTS

This chapter is devoted to the quantitative analysis of grades used for evaluation of the speaking performance of the students. The results were reflected in tables and figures and described in the chapter 6.

6.1. Summary table of all grades during the course

During the course, all grades given for each criterion to the students of the group were summed up and presented in the table below. This table represents the total amount of positive, neutral, or negative grades given at each lesson to particular criteria. The table has been used as a basis for creating other tables and graphs that allow focusing on the changes in grades at any stage. In this research the following tables and graphs are presented: evaluation results of the first and last lessons, percentage of high grades from the first and the last lesson of the course, process of the change of the amount of low grades during the course.

Table 6.1 Summary table of all grades given during the course

The number of the lesson	Communicative success			Grammar/ Accuracy			Vocabulary			Fluency		
	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹
1	25	24	7	12	28	16	16	34	6	4	36	16
2	24	22	9	12	26	18	16	35	5	3	37	16
3	25	23	8	11	25	20	14	30	12	4	36	16
4	22	22	12	12	30	14	15	30	11	5	36	15
5	26	22	8	10	30	16	17	32	7	4	31	11
6	25	24	7	12	32	12	14	30	12	5	37	14
7	27	20	9	11	31	14	17	33	6	3	38	15
8	28	20	8	10	34	12	18	34	4	4	39	13
9	27	22	7	11	36	9	18	33	5	5	39	12
10	30	20	6	12	38	6	20	32	4	5	41	10
11	32	20	4	11	40	5	24	28	4	6	40	10
12	36	16	4	11	41	4	26	27	3	6	42	8

6.2. Comparison of the results between the first and the last lessons of the course

The figure 6.1 presented below is devoted to the evaluation results of the first lesson of the course. The lesson showed that there were some students who had a few cases of misunderstanding others because of the lack of vocabulary knowledge. The use of basic vocabulary and frequent repetitions led to grading answers as average in most cases. Concerning grammar, frequent errors with structures led to the higher amount of average grades for 'grammar' criteria. The level of fluency is mostly average for the students whereas there were 16 negative grades for this criterion. With regard to grading communicative success, the number of given average grades was just a bit less than positive marks.

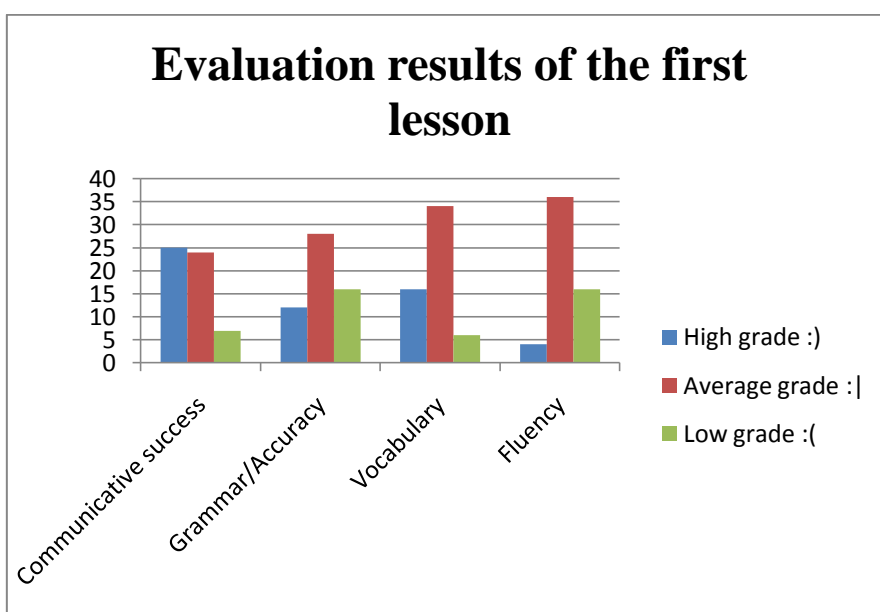


Figure 6.1 Evaluation results of the first lesson

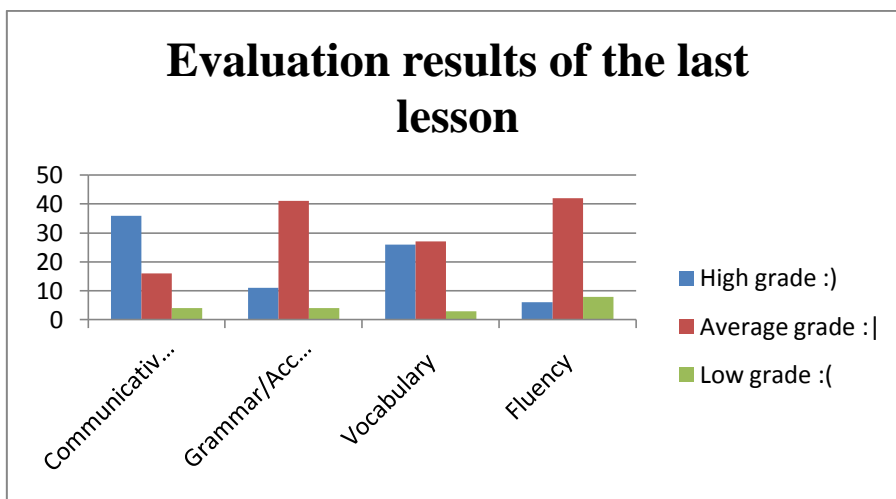


Figure 6.2 Evaluation results of the last lesson

The figure 6.2 illustrates the number of grades of each criterion given to intermediate students at the last lesson. The most noticeable fact is that accuracy is evaluated mostly with average grades. The number of high grades for accuracy is slightly smaller than at the first lesson. Nevertheless, the amount of low grades decreased. The amount of high grades for ‘vocabulary’ grew up. Considering ‘communicative success’, the students showed great progress as the exchange of information among students was suitable for giving the highest grades in most cases. The figure 6.2 seems to prove the hypothesis stated by the author of the paper that four basic language skills improved during the course due to the bigger number of high and average grades in the last lesson rather than the first lesson.

6.3. Comparison of the total amount of high grades

The subchapter 6.3 is devoted to the comparison of the percentages of high grades from the first lesson of the course and the last lesson of the course.

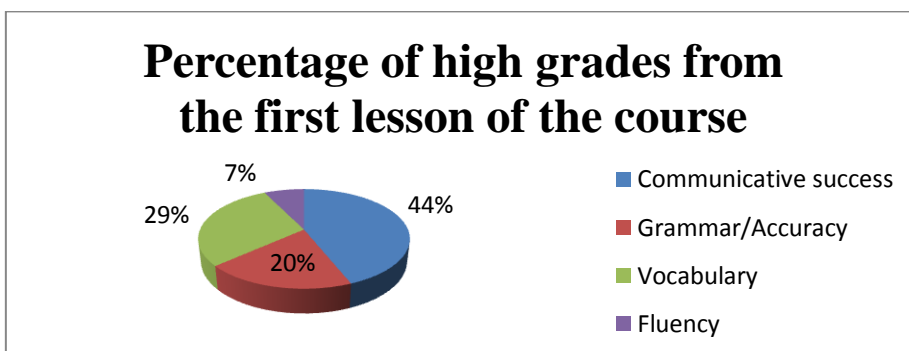


Figure 6.3 Percentage of high grades from the first lesson of the course

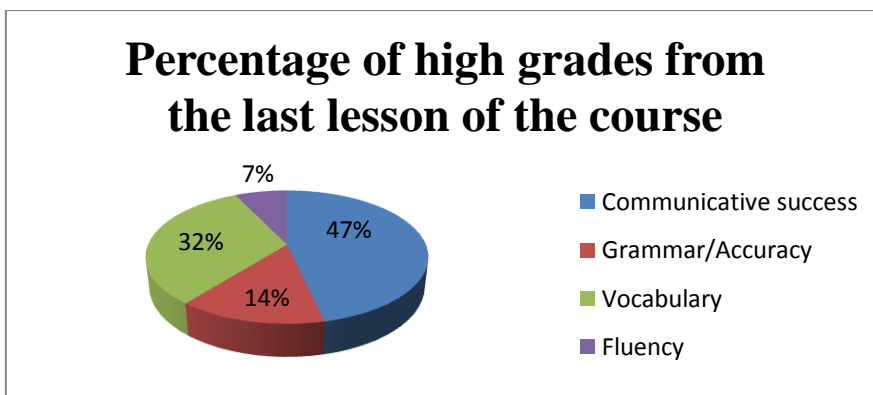


Figure 6.4 Percentage of high grades from the last lesson of the course

The figures 6.3 and 6.4 show the number of high grades given to the students for each of four evaluation criteria in the first and last lessons. It can be concluded that a bit under

a half of high grades in the last lesson were given for communicative success, and this number has not changed drastically, only by 3%. The number of high grades given for fluency remained at the same low level. The number of high grades for vocabulary raised by 3 % too. In contrast, the number of high grades decreased for ‘grammar’ rubric by 6%. However, it cannot be considered as a negative result of the course without making sure about the changes in the amount of low grades for this criterion.

To sum up, in the end of the course the students tend to use more new vocabulary successfully. Furthermore, they supported their answers with additional information more actively than in the first lesson. However, students didn’t get more best grades for grammar and fluency for the exceptional performance. Nevertheless, making conclusion about the success or failure of the implemented course is to be done after examining the change in the amount of low grades during the course.

6.4. Process of the change of the amount of low grades during the course

The chapter 6.4 comprises analysis of the change of the amount of low grades during the course in order to check the hypothesis.

Table 6.2 Low grades for all activities during the course

Evaluation criteria	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
	The amount of low grades											
Communicative success	7	9	8	12	8	7	9	8	7	6	4	4
Grammar/Accuracy	16	18	20	14	16	12	14	12	9	6	5	4
Vocabulary	6	5	12	11	7	12	6	4	5	4	4	3
Fluency	16	16	16	15	11	14	15	13	12	10	10	8

The table 6.2 is devoted to the change of the amount of low grades during the course. The decrease of the number of low grades is the evidence for students’ progress in four features of the spoken language. The overall tendency is shown in the figure 6.5 below.

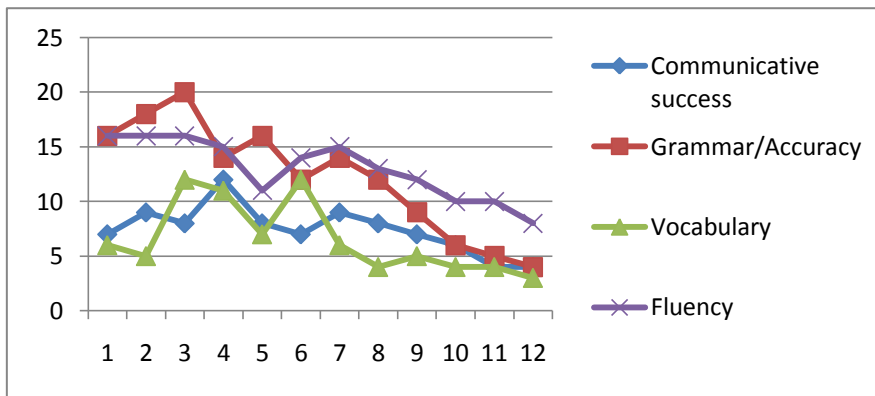


Figure 6.5 The change in the amount of all low grades during the course

The figure 6.5 shows the change of the number of low grades given to students for each of five speaking components.

During the first six lessons, all numbers fluctuated around; however, a gradual decline starts from the seventh lesson and finishes in the last lesson of the course. It can be concluded that the first six lessons may not reflect the final impact made by the course – the lower number of all negative grades for each rubric in the end of the course than in the very start of it.

It can be concluded that in the second half of the course, students showed progress in getting less negative grades for their performances. As the progress was in the use of all four evaluated speaking components, the author of the present paper states that hypothesis ‘’ is proved to be true.

CONCLUSIONS

The hypothesis of the paper was that the speaking course for students with B1 language knowledge level that uses TV series as a source material improves general speaking subskills. The primary goal of the present research was to develop and pilot mini-course for intermediate students using TV series in order to improve speaking skills. The author proved the hypothesis by the results of conducted quantitative analysis and observing students during the implemented course.

Speaking is a process of expressing ideas, opinions or feelings by using words or sounds of articulation in order to inform, to persuade, to entertain, and other social functions.

Suan (2013) strongly recommends using TV series in teaching English as a learner: (1) is always familiar with characters and plotlines each time the video is shown; (2) words, phrases and grammatical structures are memorized effortlessly due to the frequent repetition; (3) reading subtitles helps to link reading and listening skills; (4) as the learner gets more involved in the plot, more (s)he relates to his or her prediction skills to understand the message; (5) learner becomes more motivated to follow the plot and practice his/her reading/listening skills on the background. Suan (2013) gives suggestions about choosing the series: 1) social and romantic scenarios as they are associated with a big amount of phrasal verbs, colloquialisms and slang, comedies, (2) comedy that depends on witticisms, plays on words or cultural references, (3) the type of genres that is not appealing to watchers.

The TV series is the great connector of topics, and during the lesson it is easy to transfer from topic to topic by showing the related scenes of the episode. The amount of series and overall duration of the whole season makes possible to use the series as the source for creating many topics for discussion and other speaking activities. The another benefit of using TV series is that it has the same characters, setting, and for students it is easier to understand the message of the episode.

Designing a course is a multi-staged process that basically consists of (1) analyzing the situational factors, (2) formulating the learning goals, (3) design of the feedback and assessment procedures, (4) selecting the teaching/learning activities. Fink (2004) insists on integrating stages between themselves to make sure that all the course components reflect and support each other.

Before the start of the course, the author followed the stages of creating the course design developed by Fink (2004), Núñez (2007), Nunan (1998, 2000). The author conducted a pre-course questionnaire to design the speaking course according to needs and preferences of students. To evaluate students' progress, the teacher developed four rubrics for assessing

basic language skills, assessment activities, materials for them as well as evaluation criteria and three-level grading system.

Students found grading system comprehensible, and before the each lesson students could observe their progress in each of the evaluated speaking components. Three kinds of grades were presented with such emoticons as ‘smileys’: symbols of faces with positive, neutral, and negative expressions.

During the mini-course students showed curiosity, energetic behavior, answered the questions actively by working independently, in pairs and bigger groups. Students evaluated the characters, used synonyms, descriptions, mimics and gestures, intonation of the voice if they forgot the word by using. Emotional condition of the students was positive. They assisted each other to express the opinion, showed curiosity in dialogues as well as were glad when they could express and explain their opinion. Not always the students could memorize material quickly. There were phrases and sentences that they could not understand for the first time. Also, some of students had difficulties in the pronunciation of phrases.

The results obtained from observations led to the conclusion that lessons based on the use of TV series in the classroom promoted the improvement of the speaking skills, especially comprehension and comprehensibility skills. The gradual decrease in the number of low grades for basic components of speaking skills is an evidence of the speaking skills improvement.

During the first six lessons students didn’t show essential progress in improving speaking skills. That might be connected with adaptation to the process.

Fluency and accuracy appeared to be the hardest criteria to be improved. Because of the human factor, e.g., unwillingness to speak, fear to make a grammatical mistake, forgetting of the word from basic vocabulary, students made more pauses in speech, tiredness, and, as a result, they got low grades for fluency.

The use of TV series appeared to be a convenient connector between various topics.

The use of new vocabulary of more than three topics in one lesson can make the memorizing or fast implementation difficult for students with low memorization speed.

The development of the course according to the integrated course design method developed by Fink (2003) was implemented successfully.

THESES

1. The hypothesis of the paper was that the speaking course for students with B1 language knowledge level that uses TV series as a source material improves general speaking subskills.
2. The primary goal of the present research was to develop and pilot mini-course for intermediate students using TV series in order to improve speaking skills. The author proved the hypothesis by the results of conducted quantitative analysis and observing students during the implemented course.
3. Speaking is a process of expressing ideas, opinions or feelings by using words or sounds of articulation in order to inform, to persuade, to entertain, and other social functions.
4. Watching TV comprises improving both listening and speaking skills, and the level of comprehension can be considered as the criteria of language level and the level of speaking and listening skills according to European Common Framework.
5. Suan (2013) strongly recommends using TV series in teaching English as learner: (1) is always familiar with characters and plotlines each time the video is shown; (2) words, phrases and grammatical structures are memorized effortlessly due to the frequent repetition; (3) reading subtitles helps to link reading and listening skills; (4) as the learner gets more involved in the plot, more (s)he relates to his or her prediction skills to understand the message; (5) learner becomes more motivated to follow the plot and practice his/her reading/listening skills on the background.
6. Suggestions about not choosing the TV series: 1) with social and romantic scenarios as they are associated with a big amount of phrasal verbs, colloquialisms and slang, comedies, (2) of comedy type that depends on witticisms, plays on words or cultural references, (3) the type of genres that is not appealing to watchers.
7. Designing a course is a multi-staged process. First of all, a teacher should define the context and target audience, perform needs analysis, develop the curriculum (overall content to be taught with general aims of the course)
8. Before the start of the course, the author followed the stages of creating course design developed by Núñez (2007), Nunan (1998;2000). The author conducted different questionnaires before, during, and after the course which were thoroughly analyzed. This helped to design course according needs and preferences of students, evaluate

their progress and opinion about the course, and make conclusions on effectiveness of the method.

9. During the mini-course students showed curiosity, energetic behavior, answered the questions actively by working independently, in pairs and bigger groups. Students evaluated the characters, used synonyms, descriptions, mimics and gestures, intonation of the voice if they forgot the word by using. Emotional condition of the students was positive. They assisted each other to express the opinion, showed curiosity in dialogues as well as were glad when they could express and explain their opinion. Not always the students could memorize material quickly. There were phrases and sentences that they could not understand for the first time. Also, they had difficulties in the pronunciation of phrases.
10. Fluency and accuracy appeared to be the hardest criteria to be improved. Because of the human factor, e.g., unwillingness to speak, fear to make a grammatical mistake, forgetting of the word from basic vocabulary, students made more pauses in speech, tiredness, and, as a result, they got low grades for fluency.
11. The results obtained from observations led to the conclusion that lessons based on the use of TV series in the classroom promoted the improvement of the speaking skills, especially comprehension and comprehensibility skills. The gradual decrease in the number of low grades for basic components of speaking skills is an evidence of the speaking skills improvement.
12. The TV series is the great connector of topics, and during the lesson it is easy to transfer from topic to topic by showing the related scenes of the episode. The amount of series and overall duration of the whole season makes possible to use the series as the source for creating many topics for discussion and other speaking activities. The another benefit of using TV series is that it has the same characters, setting, and for students it is easier to understand the message of the episode.

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APPENDIX 1

Sample pre-course needs analysis questionnaire (adapted from Nunan)

Name: _____ Age: _____ Gender: _____ Date: _____
Native language: _____ Group: _____
Languages that you speak: _____ Level of the knowledge of
English: _____

1. Underline the suitable options.

1.1. I like to learn ENGLISH by: READING, WRITING, LISTENING AND
SPEAKING, OTHER.

1.2. I like to study grammar, learn new words, practice the sounds and pronunciation.

1.3. I like to learn English by: cassettes, music, games, talking to English speakers,
studying English books, watching TV. Which is the most important for you?

1.4. I can read in English: simple stories, newspapers; forms, advertisements, bus
timetables, maps, directories, school notes.

2. Answer the questions:

2.1. Who do you speak English with? (Shop assistants, neighbours and friends, bus drivers,
medical people, teachers, employers, etc.)

2.2. Who is it most important for you to learn to speak with now:

2.3. How much do you understand (0-100%)? _____.

2.4. How do you learn best (underline): alone, pairs, small group, class, outside class.

2.5. What do you feel are the most important things for you to learn now

In the short term:

In the long term:

2.6. Do you watch any English videos or TV series?

2.7. Where do you watch them? (Underline) TV channels/Online streaming
websites/download on the Internet/other

2.8. What TV series have you watched?

2.9. You have watched them (underline) in English/as dubbed in other language/in English
with English subtitles/in English with subtitles in your native language/other

2.10. What are the reasons of watching them?

2.11. What benefit can one get after watching TV series?

APPENDIX 2

Oral language assessment activities (taken from O'Malley & Pierce (1996))

Assessment Activity	Format	Level of Language Proficiency	Student Preparation	Language Functions
1. Oral Interview	Individual/pairs	All levels	None	<ul style="list-style-type: none"> • Describing • Giving information • Giving an opinion
2. Picture-cued Descriptions or Stories	Individual	Beginning, intermediate	None	<ul style="list-style-type: none"> • Describing • Giving information • Giving an opinion
3. Radio Broadcasts	Individual, groups, whole class	Intermediate, advanced	None	<ul style="list-style-type: none"> • Listening for the gist • Listening for specific information • Listening for descriptions, directions • Summarizing
4. Video Clips	Individual, groups, whole class	All levels	None	<ul style="list-style-type: none"> • Describing • Giving information
5. Information Gap	Pairs	All levels	None	<ul style="list-style-type: none"> • Describing • Giving information • Giving directions
6. Story/Text Retelling	Individual	Beginning, intermediate	None	<ul style="list-style-type: none"> • Describing • Giving information • Summarizing
7. Improvisations/ Roleplays/ Simulations	Pairs, groups	All levels	Some preparation	<ul style="list-style-type: none"> • Greetings/leave-takings • Asking for/giving information • Requesting assistance • Agreeing/ disagreeing • Giving/evaluating an opinion • Giving advice • Giving directions • Suggesting • Persuading • Encouraging
8. Oral Reports	Individual	All levels	Extensive preparation	<ul style="list-style-type: none"> • Describing • Explaining • Giving/asking for information
9. Debates	Groups	Intermediate, advanced	Extensive preparation	<ul style="list-style-type: none"> • Describing • Explaining • Giving/asking for information • Persuading • Agreeing/ disagreeing

APPENDIX 3

Episodes of the first season of TV series ‘Teen Wolf’, related topics, practiced functions

Title of the Series (Viewing technique)	Episode Summary	Topics for discussion	Speaking functions trained
1. Wolf Moon (pause/ still /freeze - frame control)	Scott McCall, an average teenager who is not that popular is bitten by a werewolf. His senses are enhanced due to the bite and he is wondering what is happening to him. He then meets a new girl at school, Allison Argent, who has an interesting family.	<ol style="list-style-type: none"> 1. First impressions from the characters. 2. Going to the forest alone 3. Hyperactive and crazy best friend 4. Superpowers 5. Being a werewolf – advantages/disadvantages 	<p>Asking informational/clarifying questions</p> <p>Making predictions</p> <p>Hypothesizing and speculating</p> <p>Expressing/supporting opinions</p> <p>Making predictions</p> <p>Explaining/interpreting</p> <p>Defining</p> <p>Cause and effect</p> <p>Relating past events</p> <p>Describing people and places</p>
2. Second Chance at First Line (pause/still/ freeze-frame control)	Scott is aware of his powers, but does not know how to control them. He contemplates on whether to play at the upcoming lacrosse game. He then uses his second chance with Allison to move their relationship in a better direction.	<ol style="list-style-type: none"> 1. Your friend – a werewolf. 2. Self-control/anger management 3. Would you go to the game? 4. First kiss 	<p>Asking informational/clarifying questions</p> <p>Making predictions</p> <p>Hypothesizing and speculating</p> <p>Expressing/supporting opinions</p> <p>Explaining/interpreting</p> <p>Defining</p> <p>Cause and effect</p> <p>Relating past events</p> <p>Describing places and</p>

			actions Drawing conclusions Evaluation
3. Pack Mentality (pause/still/freeze-frame control)	Scott thinks he attacked a local man as the werewolf and investigates the crime scene.	1. Dreams 2. School buses 3. Group dates 4. Personal hate of something, esp. people.	Describing people, places, things Comparing/contrasting Defining Cause and effect Explaining Asking informational/clarifying questions Drawing conclusions Evaluating Hypothesizing and speculating Expressing/supporting opinions Relating past events
4. Magic Bullet (pause/still/freeze-frame control)	A new hunter comes to town and shoots Derek, who is certain to die unless Scott can find the right kind of bullet that caused his injury. Scott also has to deal with meeting Allison's family.	1. Help to the enemy. 2. Collecting things/guns. 3. Searching things in someone's bag without permission. 4. Harming innocent people to save the world from werewolves. Human sacrifices to achieve great	Describing people, places, things Comparing/contrasting Defining Cause and effect Explaining Asking informational/clarifying questions Drawing conclusions Evaluating Hypothesizing and speculating Expressing/supporting opinions

		goals or save the world. 5. Threatening to other people.	Making predictions Relating past events
5. The Tell (pause/ still/ freeze-frame control)	Jackson and Lydia have a close encounter with a werewolf after it runs rampage in a video store. Later, Kate has a confrontation with Derek.	1. Ditching school/dating 2. Drugs at school. 3. Making a photo of a werewolf or saving yourself. Filming vs. survival/saving. 4. Quarrels with parents.	Asking informational/clarifying questions Describing people, places, things Evaluating Defining Cause and effect Explaining Comparing/contrasting Making predictions Hypothesizing and speculating Relating past events
6. Heart Monitor (pause/ still/ freeze-frame control)	Scott tries to manage his transformation and Derek continues trying to get on Scott's good side.	1. Humiliation of teachers. 2. Belief in legends. 3. Calling the enemy – good idea? 4. Alpha animals/people.	Describing people, places, things Asking informational/clarifying questions Evaluating Defining Cause and effect Explaining Comparing/contrasting Making predictions Hypothesizing and speculating Relating past events
7. Night School	Scott, Stiles, Allison, Jackson & Lydia are all	Predictability.	Describing people, places, things, actions

(Split viewing)	trapped in the high school, due to the fact that the alpha is on the search for Scott to join his pack. Scott volunteers to go on the run to get something that will help them escape, but consequences follow him when he leaves.		Hypothesizing and speculating Making predictions Cause and effect
8. Lunatic (pause /still/ freeze-frame control)	The break-up between Allison and Scott impacts them both, making them feel depressed. While Jackson offers a helping hand to Allison, Scott is dealing with the upcoming full moon. Scott behaves very differently and puts his friendship with Stiles in jeopardy. Derek's return helps Scott in not making a huge decision which would have jeopardized many.	Giving impressions (What surprised, pleased, bothered, upset you?) Point of view (what characters do/say/feel)	Describing people, places, things, actions Summarizing Evaluation Comparing/contrasting Identifying emotions Cause and effect
9. Wolf's Bane (pause/ still/freeze-frame control)	Jackson seeks out a specialist regarding the wound he sustained on his back, with revealing results. Derek continues his quest to find and kill the alpha.	1. Tracing messages. 2. Strange symbols. 3. Threatening. 4. Deep wounds. 5. Nightmare dreaming.	Describing people, places, things Summarizing Evaluation Comparing/contrasting Hypothesizing and speculating Expressing/supporting

		6. Fight with relatives/close people.	opinions Explaining/interpreting Cause and effect
10. Co-Captain (pause/ still/freeze-frame control)	Scott moves to protect his friends from the Alpha, meanwhile Stiles makes a discovery about Derek's family.	Giving impressions from the seen. 1. Cheering people up/cheerleaders 2. Sharing memories 3. Troubles with cars. Getting help. 4. Ways of convincing people. Manipulating.	Describing people, places, things Asking informational/clarifying questions Evaluating Defining Cause and effect Explaining Comparing/contrasting Making predictions Hypothesizing and speculating Relating past events
11. Formality (jumbled sequence)	While Derek is still stuck in captivity, Scott's true identity might become public information.	Describing details; Roleplaying	Describing people, places, things, actions
12. Code Breaker (pause/ still/ freeze-frame control)	Scott races to win back the affection of Allison and teams up with Derek to finally take down the Alpha. Stiles worries about Lydia's condition.	Nightmare dreaming Moving to other living places When all people try to keep a secret from you. Hackers/hacking computers	Describing people, places

APPENDIX 4

Description of genres of films and TV series (adapted from McKee (2010))

Name of the genre	Description of the genre
Love story	Such genre substitutes friendship for romantic love;
Horror film	This genre subdivides into the Uncanny (where the source of horror is subject of 'rational explanation' such as alien or maniac), the Supernatural (where the source of horror is an 'irrational' phenomenon) , and the Super-Uncanny (the audience is kept guessing between the two previously mentioned sources);
Modern epic	The main character is the individual versus the state.
Western.	The action happening in the American West in the late 19 th century.
War genre	The main subject is combat. Can be divided into Anti-War and Pro-War as primary subgenres;
Comedy	It is divided into 7 subgenres. Parody – a humorous imitation of something serious. Satire - the use of irony, sarcasm, ridicule. Sitcom – situation comedy. Romantic comedy - central plot is a happy love story. Screwball comedy – with unconventional, unexpected humour. Farce - with mockery, ridiculous humour. Black comedy – employs morbid situations in the plot.
Crime	Consists of subgenres according to the point of view: Murder mystery (master detective's POV), Caper (Master criminal's POV), Detective (cop's POV), Gangster (crook's POV), Thriller or Revenge Tale (victim's POV), Courtroom (lawyer's POV), Newspaper (reporter's POV), Espionage (spy's POV), Prison Drama (inmate's POV), Film Noir (POV of a protagonist who may be part criminal, part detective, part victim of a femme fatale).
Social drama	This genre identifies problems in society - poverty, the education system, communicable diseases, the disadvantaged, antisocial rebellion, and the like - then constructs a story demonstrating cure. It has a number of sharply focused subgenres: Domestic Drama (problems within the

	family), the Woman's Film (dilemmas such as career versus family, lover versus children), Political Drama (corruption in politics), Eco-Drama (battles to save the environment), Medical Drama (struggles with physical illness), and Psycho-Drama (struggles with mental illness).
Action/adventure	It incorporates ideas such as destiny, hubris, or the spiritual, it becomes the subgenre High Adventure. If Mother Nature is the source of antagonism, it's a Disaster/Survival Film.
Historical Drama	It embraces every type of story imaginable, and polishes the past into a mirror of the present, making clear and bearable the painful problems of racism, religious strife, or violence of all kinds, especially against women.
Biography	This cousin to Historical Drama focuses on a person rather than an era. Biography, however, must never become a simple chronicle. That someone lived, died and did interesting things in between is of scholarly interest and no more. The biographer must interpret facts as if they were fiction, find the meaning of the subject's life, and then cast him as the protagonist of his life's genre: <i>Young Mr. Lincoln</i> defends the innocent in a Courtroom Drama; <i>Ghandi</i> becomes the hero of a Modern Epic; <i>Isadora</i> succumbs to a Disillusionment Plot; <i>Nixon</i> suffers in a Punitive Plot. These caveats equally apply to the subgenre Autobiography.
Docudrama	A second cousin to Historical Drama, Docudrama centers on recent rather than past events. Once invigorated by cinema verité - <i>Battle Of Algiers</i> – it has become a popular TV genre, sometimes powerful, but often with little documentary value.
Mockumentary	This genre pretends to be rooted in actuality or memory, behaves like documentary or autobiography, but is utter fiction. It subverts fact-based filmmaking to satirize hypocritical institutions: the backstage world of rock 'n' roll in <i>This is spinal tap</i> ; the Catholic Church in <i>Roma</i> ; middle-class mores in <i>Zelig</i> ; TV journalism in <i>Man bites Dog</i> ; politics in <i>Bob Roberts</i> ; crass American values in <i>To Die for</i> .
Musical	Descended from opera, this genre presents a "reality" in which characters sing and dance their stories. It's often a Love Story, but it can be a Film Noir: the stage adaptation of <i>Sunset Boulevard</i> ; Social Drama: <i>West Side</i>

	<i>Story</i> ; Punitive Plot: <i>All that jazz</i> ; Biography: <i>Evita</i> . Indeed, any genre can work in musical form and all can be satirized in Musical Comedy.
Science fiction	In hypothetical futures that are typically technological dystopias of tyranny and chaos, the science fiction writer often marries the man-against-state Modern Epic with Action/Adventure: the <i>Star Wars</i> trilogy and <i>Total Recall</i> . But, like history, the future is a setting in which any genre may play. In <i>Solaris</i> , for example, Andrei Tarkovsky used sci-fi to act out the inner conflicts of a Disillusionment Plot.
Sports genre	Sports is a crucible for character change. This genre is a natural home for the Maturation Plot: <i>North Dallas Forty</i> ; the Redemption Plot: <i>Somebody up there likes me</i> ; the Education Plot: <i>Bull Durham</i> ; the Punitive Plot: <i>Raging Bull</i> ; the Testing Plot: <i>Chariots of Fire</i> ; the Disillusionment Plot: <i>The loneliness of the long distance runner</i> ; Buddy Salvation: <i>White Man Can't Jump</i> ; Social Drama: <i>A League of Their Own</i> .
Fantasy	Here the writer plays with time, space, and the physical, bending and mixing the laws of nature and the supernatural. The extra-realities of Fantasy attract the Action genres but also welcome others such as the Love Story.
Animation	Here the law of universal metamorphism rules: Anything can become something else. Like Fantasy and Science Fiction, Animation leans toward the Action genres of cartoon Farce, and because the youth audience is its natural market, many Maturation Plots.
Art Film	The avant-garde notion of writing outside the genres is naive. No one writes in a vacuum. After thousands of years of storytelling no story is so different that it has no similarity to anything else ever written. The Art Film has become a traditional genre, divisible into two subgenres, Minimalism and Antistructure, each with its own complex of formal conventions of structure and cosmology. Like Historical Drama, the Art Film is a supragenre that embraces other basic genres: Love Story, Political Drama, and the like.

APPENDIX 5
Connectors table (taken from Online 3)

Type of Connector	Connector(s)	Examples
Coordinating conjunctions	for (cause), so (effect)	<i>Professionals can sometimes be extremely impatient, for their positions are at times rather stressful.</i>
Subordinating conjunctions	because, since	<i>Since high level positions are at times rather stressful, professionals can sometimes be extremely impatient.</i>
Conjunctive adverbs	therefore, as a result, consequently	<i>High level positions are at times rather stressful; therefore, professionals can sometimes be extremely impatient.</i>
Prepositions	because of, due to, as a result of	<i>Due to the stressful nature of high level positions, professionals can sometimes be extremely impatient.</i>
Type of Connector	Connector(s)	<i>Examples</i>
Coordinating Conjunction	and	<i>High level positions are stressful at times, and can be harmful to your health.</i>
Conjunctive adverbs	in addition, additionally, furthermore, moreover, also	<i>High level positions are stressful at times; furthermore, they can be harmful to your health</i>
Correlative conjunctions	not only...but also	<i>Not only are high level positions stressful at times, but they also can be harmful to your health.</i>
Prepositional phrases	in addition to, along with, as well as	<i>Along with being stressful, high level positions can also be harmful to your health</i>
Type of Connector	Connector(s)	<i>Examples</i>
Coordinating conjunction	but	<i>High level positions are stressful at times, but professionals can learn to manage their stress levels.</i>
Subordinating conjunctions	although, despite the fact that	<i>Despite the fact that high level positions are stressful at times, professionals can learn to manage their stress levels.</i>
Conjunctive adverbs	however, nevertheless	<i>High level positions are stressful at times; nevertheless, professionals can learn to manage their stress levels.</i>
Prepositional phrases	despite, in spite of	<i>In spite of the stressful nature of high level positions, professionals can learn to manage their stress levels</i>

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and...too	<i>High level positions are stressful, and can be harmful to your health too.</i>
Subordinating conjunction	just as	<i>Just as high level positions are stressful, they can be harmful to your health.</i>
Conjunctive adverbs	similarly, in comparison	<i>High level positions are stressful at times; similarly, they can be harmful to your health.</i>
Prepositions	like, similar to	<i>Similar to other important professions, high level business positions are stressful at times.</i>
Type of Connector	Connector(s)	<i>Examples</i>
Subordinating conjunctions	if, unless, only if, even if	<i>If you consider the financial rewards of high level positions, the stressful nature of these positions becomes less important.</i>
Conjunctive adverb	otherwise	<i>You should remember the financial rewards of high level positions; otherwise, you might find the stressful nature of these positions too demanding.</i>
Type of Connector	Connector(s)	<i>Examples</i>
Coordinating conjunction	but	<i>High level positions are stressful at times, but the financial rewards make these positions very desirable indeed.</i>
Subordinating conjunctions	whereas, while	<i>While high level positions are stressful at times, the financial rewards make these positions very desirable indeed.</i>
Conjunctive adverbs	in contrast, on the other hand	<i>High level positions are stressful at times; on the other hand, the financial rewards make these positions very desirable indeed.</i>
Prepositions	unlike	<i>Unlike the undesirable stress of high level positions, the financial rewards make these positions very desirable indeed.</i>

APPENDIX 6

Turn-taking strategies (taken from Lackman (2010))

starting	<p><i>hesitantly</i>: “er” “ehm” “well” “you know” “I mean” <i>cleanly</i>: “Well” + content sentence <i>attracting attention</i>: “Guess what?” “You’ll never guess what” “Something interesting happened” “Have I got a surprise for you”</p>
taking over	<p><i>uptakes</i>: “ash” “no” “well” “yes” <i>links</i>: “and” “but” “cos” “so”</p>
interrupting	<p><i>alerts</i>: “hey” “listen” “look” <i>metacomments</i>: “can I just tell” “can I say something about this” “let me just” “excuse me for interrupting”, “can I add here that” “I’d like to comment on that” “can I ask a question” etc.</p>
holding a turn	<p><i>fillers</i>: “er” “ehm” “kind of” “well” “really” “sort of” “just” <i>repetition of single words</i>: e.g. “that” <i>partial clause</i>: “it was, it was a” <i>new start</i>: “but I feel somehow” however the fact that”</p>
yielding a turn	<p><i>prompting acts</i>: an apology, an invitation, an offer, a question, a request <i>appealers</i>: question tags, “you know?” “you see?”</p>
avoiding taking a turn	<p><i>backchannels</i>: “mm” “yeah” “right” “really” “how nice” “that’s interesting” “how awful” “I see” “did you?”</p>
pre-planning	<p>“there are three things I want to say” “just two things” “one last point”</p>

APPENDIX 7

Evaluation criteria for speaking assignments

Communicative Success

- ☺ - Appropriate topic; amount of time conversing; exchange well-connected
- ☹ - Conversation is not always appropriate to topic and/or some misunderstanding between interlocutors because discourse is not connected
- ☹ - 'Conversation is inappropriate to topic and/or exchange is not connected (it is unable to hold conversation)'

Grammar/Accuracy

- ☺ - very few/occasional errors, consistent control of the structures taught in class (communication rarely impeded)
- ☹ - frequent errors with structures taught in class (frequent misunderstandings)
- ☹ - Constant grammatical errors with structures taught in class (that makes speech very difficult to understand)

Vocabulary

- ☺ - show control of a wide range of vocabulary taught and use this vocabulary appropriately
- ☹ - control of an adequate range of the vocabulary taught, but inappropriate use of vocabulary
- ☹ - very little control of the vocabulary taught (that makes communication extremely difficult)

Fluency

- ☺ - speech is smooth and confident or occasionally hesitant with some rephrasing but without mispronunciation that would interfere with comprehension
- ☹ - hesitant speech with frequent repeating, unfinished sentences, long pauses, and several misunderstandings that arise from mispronouncing words or errors in intonation.
- ☹ - speech limited to isolated words, mispronunciation that makes comprehension impossible.

Dokumentārā lapa

Bakalaura darbs „Design of speaking skills development course for intermediate students (B1 level)” (Runāšanas prasmju attīstīšanas kursa izveide veidēja līmeņa studentiem) izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: Aleksejs Karpovs

Rekomendēju darbu aizstāvēšanai

Vadītāja: asoc. prof. Vita Kalnbērziņa

Recenzents:

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Lietvede/Studiju metodiķe:

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..... prot. Nr., vērtējums

Komisijas sekretāre: