

UNIVERSITY OF LATVIA
FACULTY OF EDUCATION, PSYCHOLOGY AND ART
TEACHER EDUCATION DEPARTMENT

SITCOMS TO IMPROVE ENGLISH VOCABULARY IN FORM 8

DIPLOMA PAPER

AUTHOR: LAURA GOLDBERGA

ID. NO. lg12026

ADVISER: M.PED., LECTURER RITA SKARA – MINCĀNE

RIGA 2017

LATVIJAS UNIVERSITĀTE
PEDAGOĢIJAS, PSIHOLOĢIJAS UN MĀKSLAS FAKULTĀTE
SKOLOTĀJU IZGLĪTĪBAS NODAĻA

**KOMĒDIJU SERIĀLI VĀRDU KRĀJUMA PILNVEIDEI ANĢĻU
VALODĀ 8. KLASĒ**

DIPLOMDARBS

AUTORS: LAURA GOLDBERGA

STUDENTA APLIECĪBAS Nr. : lg12026

ZINĀTNISKAIS VADĪTĀJS: M.PED., LEKTORE RITA SKARA- MINCĀNE

RĪGA 2017

DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

Laura Goldberga,

May 29, 2017

ABSTRACT

The aim of the Diploma Paper is to find out how sitcoms can improve English vocabulary in Form 8. The Author of the Paper believes that vocabulary is essential aspect of language learning process and it is necessary to improve it. Moreover, using sitcoms as a teaching aid can help to improve vocabulary acquirement.

The chosen method of research was a case study in Riga Secondary School No. 85. Questionnaire, lesson plans, achievement tests and the final project by the Author were chosen as data collection methods. There were two lessons conducted, two achievement tests and a final project created in order to find out the impact of sitcoms in vocabulary acquirement.

The gained data showed that the students enjoyed working with sitcoms and it helped them to improve English vocabulary. The Author concluded that it is crucial to choose a sitcom which the learners would enjoy and which would benefit the learning process. Although the aim of the Diploma Paper was reached, the Author suggests carrying out a further research on the topic.

Keywords: vocabulary, videos, sitcoms, suggestions for applying sitcoms in a lesson.

ANOTĀCIJA

Diplomdarba mērķis bija pārbaudīt kā komēdiju seriāli palīdz pilnveidot vārdu krājumu angļu valodā 8. klasē. Diplomdarba autore uzskata, ka vārdu krājums ir nozīmīgs aspekts valodas apguves procesā un to ir nepieciešams pilnveidot. Turklāt, komēdiju seriāla izmantošana kā mācību materiāla avotu, spēj pilnveidot vārdu krājuma apguvi.

Izvēlētā pētījuma metode bija atsevišķa gadījuma pētījums Rīgas 85. vidusskolā. Anketa, stundu plāni, mācību sasniegumu testi un nobeiguma projekts tika izvēlēti kā datu vākšanas metodes. Lai pārbaudītu kā komēdiju seriāli ietekmē vārdu krājuma apguvi tika novadītas divas stundas, izveidoti divi mācību sasniegumu testi un nobeiguma projekts.

Iegūtie dati liecināja, ka skolēniem patīk strādāt ar komēdiju seriāliem, kā arī to, ka izvēlētā metode palīdzēja pilnveidot vārdu krājumu angļu valodā. Darba autore secināja, ka ir nozīmīgi izvēlēties komēdiju seriālu, kas skolēniem patīk un sniedz labumu valodas apguves procesam. Lai arī diplomdarba mērķis tika sasniegts, autore iesaka veikt turpmākos pētījumus konkrētajā jomā.

Atslēgvārdi: vārdu krājums, video, komēdiju seriāls, ieteikumi komēdiju seriāla izmantošanai stundās.

TABLE OF CONTENTS

Introduction.....	7
1. Teaching Vocabulary in an English Classroom.....	10
1.1. The Concept of Vocabulary.....	10
1.2. What Does It Mean to ‘Know a Word’?.....	11
1.3. How Vocabulary Is Taught.....	13
1.4. Videos in an English Classroom.....	19
2. Using Sitcoms to Teach Vocabulary in English Lessons.....	24
2.1. The Concept of Sitcom.....	24
2.2. Benefits of Using Sitcoms in Teaching English.....	25
2.3. Planning a Lesson Around a Sitcom.....	27
3. A Case Study of Using Sitcoms to Improve English Vocabulary in Form 8	31
3.1. Data Analysis the Questionnaire Carried Out Among the Students from Form 8 of Riga Secondary School No. 85.....	32
3.2. Data Analysis of Conducted Lessons.....	39
3.3. Data Analysis of Achievement Tests.....	41
3.4. Data Analysis of Final Project (Sketch).....	43
Conclusion.....	46
Thesis.....	48
Bibliography.....	49
Appendices.....	51

INTRODUCTION

Language is the primary source of communication and the way how people are able to share their ideas and thoughts with others. Moreover, the world has become a global platform where everyone has a chance to express themselves and the most common language used and recognized for such matter is English. Popularity of English is not a new trend but ongoing process since World War II. The Author of the Paper strongly believes that no other language, to learn nowadays, is as important as English. All media and business world communicates in English and that is why it is important to learn English in today's world.

Vocabulary is an essential element of language teaching and learning. Vocabulary is, according to Oxford Advanced Learner's Dictionary of Current English Eight edition (2010), all the words that a person knows. This explanation of the word 'vocabulary' leads to the belief that vocabulary is a complex item of a language that requires a much of attention in language teaching and learning. Many scholars also put the emphasis on vocabulary in language teaching and learning. For instance, McCarthy (1990) stresses the importance of vocabulary by stating: "No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express wide range of meanings, communication in an L2 just cannot happen in any meaningful way". Therefore, the teacher must be aware of the various methods and techniques how to help learners to learn the vocabulary that they are supposed to know based on Curriculum Framework for Basic Education. Sometimes it is not enough with the methods and tasks provided in the textbooks and the teacher is obliged to think 'outside the box' to provide innovative and motivational ways how to deliver the vocabulary.

One of the ways how to do that is by using sitcoms as an audio-visual material. Referencing to Harmer (2007) the best way to acquire new vocabulary is for learners to listen to audio materials or read texts and see or hear those words in action. Meaning that also videos can be used and are suggested to use for language teaching. Videos can provide larger context for learners to find out the meaning of the new words or phrases as they can see what is happening to language users while the language is being used.

The author of the Paper has observed that students in Form 8 find it challenging and demotivating to acquire the new vocabulary based on activities by only using the textbooks and activities provided in them. Students do not seem to be motivated to learn new vocabulary by simply listening to an audio track, repeating the words afterwards and making notes. The Author has observed that during lessons the students have shown an interest of using more in using

more videos as they are more engaging and provide larger context which it is necessary to fully acquire any language item.

During the teaching practice the author found that many students watched videos at home, they had their own Youtube channels and were regular fans of various TV series. Though their aim was not to learn new words and enrich their vocabulary, the Author saw the huge potential of modern videos. This led to the idea to implement them in the classroom. Students often were discussing various TV shows, sitcoms and videos on YouTube (www.youtube.com) in English which led to an idea to use one of these sources in the classroom to learn vocabulary items. The Author of the Paper believes that using sitcoms in English lessons will help the students to acquire the vocabulary. Using sitcoms could create an environment which is motivating for the students to learn new vocabulary and enjoy the lessons more. The Author thinks that using sitcoms in a purposeful way of teaching vocabulary can be seen only as a benefit. Sitcoms accompany the language learning by providing real life like situations and context for the learners and language is seen in an action.

The **aim** of the Paper is to examine how sitcoms can help to improve students' vocabulary in English lessons in Form 8.

To achieve the aim of the Paper the following **objectives** were set:

1. To explore and analyse literature on teaching vocabulary, sitcoms and their benefits in ELT, how to select videos, the positive aspects of videos in language learning.
2. To design and carry out a questionnaire for Form 8 students to learn their experience, needs and opinion about learning vocabulary;
3. To select sitcoms and design lessons to facilitate learning new vocabulary, where students are given chance to learn the vocabulary items presented in the textbook.
4. To design achievement tests and final project in order to see how sitcoms improve vocabulary learning;
5. To summarize the findings to find out how sitcoms can improve vocabulary in English lessons.

The **research questions** for the Paper are:

1. How English vocabulary can be taught in English lessons;
2. How sitcoms can be applied in English lessons;
3. How sitcoms can be used to improve English vocabulary learning.

The author of Diploma Paper chose a case study as a **research method**. The research was carried out in Riga Secondary School No. 85 during the teaching practice.

The Author used questionnaire, data from achievement tests, lesson plans and evaluation form for assessing the final project for Form 8 and their vocabulary acquirements as **data collection methods**. Students from Form 8 were asked to give their opinion on vocabulary learning and their personal experience with it. Data from achievement tests were used to see the progress and the affect that was accomplished by using sitcoms in English lessons. Assessment form was used to summarize the results of applying sitcoms in English lessons and see how it helped to improve student's vocabulary acquirement.

Outline of chapters

Chapter 1 is concerned with teaching vocabulary in English.

Chapter 2 focuses on what sitcoms are and how they can be applied in the language learning process and what the benefits are of using sitcoms in language learning are.

Chapter 3 presents a case study where sitcoms are applied to teach vocabulary in English lessons.

1. TEACHING VOCABULARY IN AN ENGLISH CLASSROOM

1.1. THE CONCEPT OF VOCABULARY

Vocabulary has always been one of the core elements of language teaching and learning, therefore, without knowing enough words in any language it is nearly impossible to create successful communication. Vocabulary is one of the eight language skills in the English language and it is as essential as the other skills. It is taught in order to construct a base on which the other language skills could be expanded later on.

Regarding the term, the first idea that comes into the mind of The Author of the Paper is the definition ‘collection of words and phrases’. There are many definitions of what vocabulary is. Referring to Hornby (1982), vocabulary is the entire number of words which (with rules for combining them) make a language. The author makes a further comment that no dictionary could list the whole vocabulary of a language. In other words, vocabulary is a vast section of a language that consists of large collection of items. Collins III and O’Brien (2003; 375) in the Greenwood Dictionary of Education point out that vocabulary is ‘The words used in a language or a particular book or branch of science, etc., or by particular author. The range of words known to an individual. Vocabulary size is an important measure of a person’s literacy level; it generally reflects the amount of reading a person has done and it is commonly used in standardized measures of intelligence.

In educational research, it is used as a measure of a child’s language development, degree of bilingualism, and level of secondary language learning.’ Therefore, the vocabulary is seen as a division of words by the particular areas of usage and declares that it is systematized and the only thing the language user and language provider must know is what type of vocabulary he or she needs to concentrate on. Summarizing the term ‘vocabulary’, EnglishClub.com (2017) states that the word ‘vocabulary’ or ‘vocab’ is referring to the words used in a language and has at least three meanings:

1. All of the words in a language;
2. The words used in a particular context;
3. The words an individual person knows.

The Author of the Paper agrees to all three meanings provided, but the one that explains the concept of the word ‘vocabulary’ the most is the second one i. e. that vocabulary as such is a set of words that are used in a context to express ideas between language users. This idea is similar with the one provided by Collins III and O’Brien. The Author of the Paper strongly

believes that language teacher must take into account that knowing words without the understanding and without the context is meaningless. Context of a word matters as much as the meaning of the word. Furthermore, these words are divided into categories making it easier for the language users to choose which areas of vocabulary are relevant particularly to him or her.

Knowing that vocabulary is a manageable unit of a language that can be divided into sections that are relevant to language users it is possible to declare that there are many ways how to acquire it. The 21st century teacher is obliged to follow or even design the latest methods of teaching. The Author of the Paper believes that the outdated methods, such as repetition drills, translation etc., do not work with the new generation learners stating that it is necessary to look upon new ways how to integrate vocabulary acquisition into English lessons.

1.2. WHAT DOES IT MEAN ‘TO KNOW A WORD’?

Before looking upon the various ways of teaching vocabulary The Author of the Paper thinks that it is necessary to look at the understanding of the concept to ‘know a word’. Learning vocabulary means knowing many of words but how can one determine whether the word is known or not?

Referencing to Thornbury (2002), the most basic level of knowing a word is when the learner knows the word **form** and **meaning** i.e. that the learner knows spoken and written form of the word and knows what the word means by translation or by knowing a synonym of this word. When explaining the term ‘word form’, The Author of the Paper came upon this particular explanation that was presented in Vocabulary.com Dictionary (2017) ‘the phonological or orthographic sound or appearance of a word that can be used to describe or identify something’ and on further research it becomes clear that there are many word forms that can be relevant when learning a new vocabulary item. For example, a word ‘beauty’ – in this form it is a noun, but it can also be an adjective (beautiful), a verb (beautify) and an adverb (beautifully). Some words can also have plural forms, singular forms, base forms etc. By knowing this it is easy to get confused, but regarding of teaching and learning vocabulary item or a word, it is important to remember that only relevant forms/categories of a word should be taught. Meaning of a word is not as complex as the form of the word, it is stated in Vocabulary.com Dictionary (2017) that it is the ‘accepted meaning of a word or the meaning of a word or expression; the way in which a word or expression or situation can be interpreted’.

Based on this, The Author of the Paper can declare that knowing a word is as complex as knowing vocabulary as such. Knowing a word means knowing all the forms and meanings in order to apply them in the right context no matter if it is spoken or written. The Author of the Paper strongly believes that knowledge of a word is being built gradually by repeating the forms and the various meanings of a word in order to build a kind of a network/system that learners use when identifying the vocabulary items. Moreover, Nation (2005) provides an insight of what goes into knowing a word which he also calls as a learning burden (*See Table 1.2.1*).

Table 1.2.1. Discovering learning burden

Meaning	Form and meaning Concept and referents Associations	Is the word a loan word in the L1? Is there an L1 word with roughly the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?
Form	Spoken form Written form Word parts	Can the learners repeat the word accurately if they hear it? Can the learners write the word correctly if they hear it? Can the learners identify known affixes in the word?
Use	Grammatical functions Collocation Constraints on use	Does the word fit into predictable grammar patterns? Does the word have the same collocations as an L1 word of similar meaning? Does the word have the same restrictions on its use as an L1 word of similar meaning?

The Author of the Paper thinks that Nation’s idea of learning burden goes hand in hand with the idea that was represented by Thornbury and is crucial for teachers to think about when teaching vocabulary.

Furthermore, Thornbury (2002) states that knowing a word is to sum up all the connections – semantic, syntactic, phonological, orthographic, morphological, cognitive, cultural and autobiographical. Many word forms and meanings also require appropriate teaching techniques so that the learners can acquire them effectively. The teacher's role here is not only to provide the learners with adequate tasks and activities to learn and practice the forms and meanings of a vocabulary item in appropriate context, but also provide cultural background of a word and the grammatical sense of using it.

1.3. HOW VOCABULARY IS TAUGHT

The Author of the Paper has stated before that teaching vocabulary is one of the core features of language teaching and it is necessary to look upon the different ways of teaching to find the one that works the best with new generation students to acquire the vocabulary successfully. Thornbury (2002, 30) has mentioned the implications for teaching vocabulary:

- Learners need tasks and strategies to help them organise their mental lexicon by building networks of associations; meaning that the learners initially make associations with the first language vocabulary and the second language vocabulary and the teacher helps to build these associations.
- Teachers need to accept that the learning of new words involves a period of 'initial fuzziness'; meaning that it takes time to learn and store the vocabulary item and its different forms and meaning in the learner's memory.
- Learners need to wean themselves off a reliance on direct translation from their mother tongue; meaning that direct translation does not give the full understanding and knowledge of a word.
- Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations and their syntactic environments; meaning that commonly used vocabulary items must be presented in commonly used contexts to avoid misunderstandings.
- Teaching should direct attention to the sound of new words, particularly the way they are stressed; meaning that it is important for learners to hear the way that the words are used in the spoken language accordingly to the context its being used.
- Learners should aim to build a threshold vocabulary as quickly as possible; meaning that the commonly used vocabulary must be acquired quickly so that the learners are use the language.

- Learners need to be actively involved in the learning of words; meaning that the tasks and activities when learning vocabulary must be learner-centred.
- Learners need multiple exposures to words and they need to retrieve words from memory repeatedly; meaning that it is not enough with using the new once in one exercise in order to learn it. It takes time and repetition to remember the new vocabulary item.
- Learners need to make multiple decisions about words; meaning that the learners do several types of exercised that practice different level of cognitive depth of remembering the new word. For example, making a decision of which part of the speech the word belongs to, completing the sentence with using the word etc.
- Memory of new words can be reinforced if they are used to express personally relevant things; meaning that the words can be used in a context that is relevant to each learner.
- Not all the vocabulary that learners need can be ‘taught’: learners will need plentiful exposure to talk and text as well as training for self-directed learning; meaning that the learners must be encouraged and guided to learn vocabulary indirectly and independently in order to enrich the count of vocabulary items to know.

The Author of the Paper agrees to Thornbury’s stated implications for teaching vocabulary, especially with the fact that learning vocabulary takes time and practice to acquire it. Furthermore, vocabulary cannot be learned only by sticking to one context or if it is presented just once. Repetition is another aspect that the teacher must take into account when designing the tasks and activities of vocabulary acquisition. Nevertheless, as important is the fact that the tasks and activities must be varied so that the learners can build cognitive depth of knowing and remembering the vocabulary item. The Author of the Paper strongly believes that learners must be actively involved in learning of words and that learning must be self-directed because only then the learners can ‘feel’ the language and have a chance to use it.

To support the same idea that was presented by Thornbury and the Author of the Paper, Nation (2005) has mentioned in his article quick ways of giving attention to words (*See Table 1.3.1.*) which can help teachers to better understand how to present the new vocabulary items:

Table 1.3.1. Ways of quickly giving attention to words

- | |
|--|
| <p>1. Quickly give the meaning by (a) using an L1 translation, (b) using a known L2 synonym or a simple definition in the L2, (c) showing an object or picture, (d) giving</p> |
|--|

- quick demonstration, (e) drawing a simple picture or diagram, (f) breaking the word into parts and giving the meaning of the parts and the whole word (the word part strategy), (g) giving several example sentences with the word in context to show the meaning, (h) commenting on the underlying meaning of the word and other referents.
2. Draw attention to the form of the word by (a) showing how the spelling of the word is like the spelling of known words, (b) giving the stress pattern of the word and its pronunciation, (c) showing the prefix, stem and suffix that make up the word, (d) getting the learners to repeat the pronunciation of the word, (e) writing the word on the board, (f) pointing out any spelling irregularity in the word.
 3. Draw attention to the use of the word by (a) quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), (b) giving a few similar collocates, (c) mentioning any restrictions on the use of the word (formal, colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent), (d) giving a well known opposite, or a well known word describing the group or lexical set it fits into.

Principles

1. Keep the teaching simple and clear. Don't give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentation - write it on the blackboard as well as explaining.
4. Give most attention to words that are already partly known.
5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

The Author of the Paper wants to highlight the principles that are given by Nation as the core guidelines for teachers to bear in mind when teaching vocabulary. The Author of the Paper thinks that one of the most important principles to follow is to keep the teaching vocabulary as simply and as clearly as possible. Vocabulary should not be taught in too complicated manner, otherwise the learners may get intimidated by the difficulty of vocabulary that is presented. Another crucial point is to base the new vocabulary on the previous knowledge and by giving both oral and written presentation of a word so that the learners know how to pronounce and spell the word.

To follow up, Brown and Payne (1994) in Hatch and Brown (1995) state that there are five fundamental steps in learning vocabulary which teachers must take into account:

- 1) having sources to encounter new words; meaning that the learners must be provided with them by the teacher (textbooks, worksheets, texts for reading etc.).
- 2) getting a clear representation of a word, either visual or auditory or both, for the forms of words; meaning that learners must see and hear the new vocabulary items to be able to feel the language.
- 3) learning the meaning of words; meaning that the learners are provided by activities that help them to learn what these new words mean.
- 4) creation of strong memory connection between the meanings and the forms of new words; meaning that words are used in different contexts to recognize the different forms and meanings of words and providing learners with a chance drill these vocabulary items until they are remembered.
- 5) usage of words; meaning that the learners are provided with activities in which they prove that they are able to use newly acquired items.

Hatch and Brown (1995) state that the most crucial point from these five is the first one, having the sources to encounter new words to which the Author of the Paper strongly agrees. The Author of the Paper thinks that these sources should not be seen only as textbooks in school but also as additional sources that learners can use at home such as reading books, watching television, listening to radio and many more. 21st century provides learners with many options to acquire the target language and its vocabulary on different platforms independently, not only in school setting but also at home and teachers must encourage learners to do so.

The Author of the Paper states that enriching one's vocabulary it takes more than just a teacher who teaches and the learner must be motivated to learn the vocabulary independently. Vocabulary is not just a memory task and it also includes creative and personalised use of it, therefore the teacher has to be aware of different methods of teaching vocabulary. Referencing to Thornbury (2002) learning vocabulary can be divided into 3 groups of activities:

- 1) Decision making tasks (identifying, selecting, matching, sorting, ranking and sequencing);
- 2) Production tasks (completion of sentences and texts and creation of sentences and tasks);

- 3) Games (that accentuate attention to newly acquired words and often stimulate recalling them through categorizing and guessing).

Therefore, teacher can vary between the tasks that are chosen to help the learners acquire the vocabulary. The Author of the Paper thinks, that each type of these activities provided by Thornbury can be and are helpful to learn and practice new vocabulary items. Other authors like Harmer (2007) adds to this list also work with dictionaries that help to acquire the new vocabulary and The Author of the Paper agrees that it is necessary to use also dictionaries when learning new vocabulary items in order to better understand the word meaning and form. In addition, Notion (2005) suggests some activities that require little or no preparation to learn new vocabulary items that can be taken as a base to get an idea how vocabulary should be taught (See Table 1.3.2.). These activities include the structure that was stated before which includes learning the word meaning, the form of the words and the use of the word.

Table 1.3.2. Useful vocabulary learning exercises that require little or no preparation

Word meaning

Find the core meaning. The learners look at dictionary entries and find the shared meaning in the various senses of the word.

Word card testing The learners work in pairs. Each learner gives their pack of cards to their partner who tests them on their recall of the meaning by saying the word and getting them to give the translation. This can also be done by giving the translation and getting them to give the word form.

Using the dictionary: When a useful word occurs in a reading text, the teacher trains learners in the strategy of using a dictionary.

Guessing from context. Whenever a guessable word occurs in a reading text the teacher trains the learners in the guessing from context strategy.

Word form

Spelling dictation The teacher says words or phrases and the learners write them.

Pronunciation The teacher writes words on the board and the learners pronounce them getting feedback from the teacher. Each learner picks what word to say.

Word parts The teacher writes words on the board and the learners cut them into parts and give the meanings of the parts.

Word use

Suggest collocates The learners work together in pairs or small groups to list collocates for a given word.

Word detectives A learner reports on a word he or she has found in their reading. They talk about the meaning, spelling, pronunciation, word parts, etymology, collocates and grammar of the word.

Choosing the words

1. As words come up in class, one learner (the class secretary) has the job of noting them for future attention.
2. The teacher chooses words that have appeared in work in the last week or two.
3. The teacher chooses words that the learners need to know.

The Author of the Paper strongly believes that the tasks given by Nation are useful for the new teachers to decide upon the techniques of teaching vocabulary items. But the problem that is seen by The Author of the Paper is that there are little or no activities that involve modern technologies or other sources than textbooks. This problem could be solved by adding a few activities that include using a videos or other sources. In addition, it is important to remember that despite the fact that technologies have become huge part of the society, they are still not available in every school.

To sum up, The Author of the Paper states that textbooks which are used in schools usually present decision making tasks such as listening and identifying the new words or filling in the gaps which is a production task. The Author of the Paper strongly believes that this does not help the learners to fully learn the vocabulary items and that it is necessary for the teacher to provide the learners with an additional tasks and activities. As the other researchers suggest, learners should be provided with the sources that are not only in textbooks and represent native like use of language. Author of the Paper noticed the tendency of outdated sources that are being suggested such as reading books, magazines or newspapers, listening to radio or watching

television. Therefore, The Author of the Paper thinks that the teacher should follow the newest tendencies and suggest to the learners such sources as Youtube.com videos, various podcasts and online blogs in order to enrich the vocabulary.

1.4. VIDEOS IN AN ENGLISH CLASSROOM

As previously mentioned, The Author of the Paper believes that choosing an audio-visual material such as video can be beneficial in learning vocabulary and English in general. Video materials can variate from films, T.V. shows, sitcoms, online videos, news etc., and all these materials can be used in teaching English and developing several language skills at once, that includes also vocabulary acquirement.

Referencing to Rivers (1981) several media and various styles of visual presentation are advantageous for the language learners. Meaning that “all audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic in (p.330-340)”. The Author of the Paper firmly agrees, that video materials contribute to language learning in positive way if they are used in an appropriate time and context and are adapted to learners’ interests and needs.

Furthermore, Stempleski (1987 p.12-14) states, “a rich and exciting source of video software for EFL/ESL classes is authentic material.” Authentic material, especially the one which depicts what happens in a non ELT environment, created for its entertaining value rather than teaching a language is a rich and exhilarating source of video software for instruction in English classroom. Supporting this idea, the Author of the Paper states that videos can represent the language in more real life like situations and give the ‘feel’ of a language and the use of it to learners better than just learning a language from textbooks with generic tasks that are specifically made for the learning purpose. For example, all textbooks come with some supporting materials like audio files or even videos for developing listening skills or to learn pronunciation of new vocabulary. The Author of the Paper thinks that these type of activities do not represent the language in its every day/real life like use. Therefore, authentic videos could be seen as more useful tool in language learning.

In addition, Lonergan (1984) states that video films are presenting communicative situations and the combination of sound plus vision can be seen as accessible, dynamic and immediate. This goes hand-in-hand with the idea that the Author of the Paper stated before, meaning that communication is presented in a context and it gives additional information to a

learner. For example, learners can see the setting where the conversation takes place, the age of language users, social status and relationships that the languages users have etc., which can help to understand the vocabulary or language in a better way.

Moreover, Lansford (2014) in his article gives 6 reasons why to use video materials in ELT classroom:

1) Video speaks to Generation V

Due to increasing use of the Internet and the fact that video platforms are being releasing new generation learners use videos as a source of information, not just for entertainment purposes. Teachers can use it as an advantage i.e. that the new generation learners do not always respond to old information sources that are still being used while teaching English.

2) Video brings the outside world into the classroom

All types of video materials are available for everyone, also for the teachers and even most of these materials were not produced for teaching, they can be used as a teaching aid and it means that it can serve an authentic real-world communicative purpose i.e. that all type of videos can serve as teaching material as long as it provides some benefit.

3) Video engages learners

Video is a source of information and creating a lesson around it that helps learners to develop language, teachers can use video to keep the learners' attention, while at the same time teaching them. Providing video with support for language learning, the result should be enjoyable, effective lessons. The lessons that include videos must be well planned and structured and require some effort from the teacher and the Author of the Paper thinks, that the additional effort from the teacher will certainly pay off.

4) Video is a great source of information

Video materials can be an excellent source of information meaning that the visual input often can help to clarify and support the language input i.e. that the visual part of a video can give as much information as the audio part as long as it can be supported by proper tasks.

5) Video provides stimulus for classroom activities

Academic skills such as paraphrasing, summarising and giving an opinion are often associated with reading as a source of input but video can serve for this matter as well. Video can contribute to critical thinking skills such as considering motivation. Videos not only help to develop language skills but also academic and critical thinking skills.

6) Video provides a good model for learner output

Video materials serve as learner input and as an example for learner output. Learners can create similar videos as the original inside and outside the classroom. The teacher can make projects for students that include filming or performing 'live' in classroom producing the language skills.

The Author of the Paper agrees with the reasons that are given by Lansford why to use video in the classroom. There are various video types that can be used in classroom. Moreover, Lonergan (1984., 7) also categorizes the types of video materials as follows:

- Video recordings of language-teaching broadcasts and films;
- Video recordings of domestic television broadcasts, such as comedy programmes and news programmes;
- Video recordings of specialist films and television programmes, such as documentaries produced by industry, or educational programmes;
- Video language-teaching materials made for the classroom rather than for public transmission as broadcasts;
- Self-made video films, involving the teachers and learners.

The Author of the Paper thinks that the best three categories to use for vocabulary teaching are video recordings of language-teaching broadcasts and films, video recordings of domestic television broadcasts and self-made video films because these types represent the language in its natural environment. Nevertheless, self-made video films can be used as creative and engaging form of evaluation to check whether the learners can use the vocabulary that they were taught previously.

Another crucial aspect of using video materials in classroom is how to conduct and plan the lesson. Teachers should follow some guidelines in order to use the videos successfully so that it benefits the learners. Budden (2006) in his article suggests three steps that have to be taken into account when planning a lesson in which videos are used:

1) Before you watch

This stage is meant to be as preparation stage to lead in the learners into the topic and prepare them for what they are about to watch. At this stage the teacher can also repeat or pre-teach the vocabulary if necessary. Suggested 'Before you watch' tasks are – brainstorm, vocabulary matching, quizzes etc.

2) While you watch

At this stage the teacher is required to prepare the tasks that the learners are doing while they are watching. To not to make it too difficult or boring for the learners, the tasks should be simple and short. The tasks should not draw the learners' attention away but keep them focused on what they are watching.

3) After you watch

This stage is as a conclusion on what the learners have seen and the teacher must provide students with tasks that are relevant to what they have watched. Suggested tasks are a discussion, writing a review, role-plays etc.

Budden (2006) also draws attention to several other points that the teacher has to consider when planning a video lesson:

- Teacher must check all the material that is being shown to avoid inappropriate scenes or language;
- Teacher must check the school policy on using video materials that regard to age restrictions on films etc.;
- If the film is chosen as a video material, it is useful for the teacher to use subtitles to help the learners understand what is being said.

The Author of the Paper strongly agrees with the suggestions that Budden has provided as an insight for the teachers how to plan a successful video lesson. Videos must be age appropriate, they cannot display strong and uncensored language and tasks must be created in a way so they benefit the learners to develop language learning skills. Another point that The Author of the Paper wants to highlight is that video materials should be chosen so they cover the interests of the learners and are relevant. If the learners are provided with a context which is not relevant to them the video lesson might become a failure.

To sum up, the researchers as well as The Author of the Paper think that videos if used correctly are only a benefit in English classroom to develop language skills and can also contribute to vocabulary acquisition. The Author of the Paper strongly believes that the new generation learners require new ideas of delivering a language learning so that the process is more enjoyable.

In conclusion, The Author of the Paper declares that vocabulary is a complex unit of words in a language and it requires a lot of attention in order to be enriched or mastered so that the other language competencies and skills can be built. Nevertheless, knowing a vocabulary item does not mean that it is enough to know only the translation of the word. It also requests knowing the forms and meanings of it.

Furthermore, The Author of the Paper states that teachers must take into account creative and personalised way of teaching and learning vocabulary that is relevant to learners and that visual and auditory sources must be the number one source beside the textbooks where vocabulary can be learned from.

Moreover, the tasks that are provided by a teacher should be as varied as possible so that the learners do not get demotivated in word learning process. Besides, using audio-visual/video materials can be seen as one of them and it can be seen as a benefit in order to learn the language. The Author of the Paper agrees with other researchers that videos can provide as much information as a text or some other source, if the video is supported by relevant tasks and activities.

One of the ways how to engage the learners and help them actively participate in word learning process to the mind of the Author of the Paper, is by using sitcoms. By using sitcoms learners not only see the vocabulary items visually and auditory but also get the cultural context and better understanding of word meaning and forms. In addition, the Author of the Paper thinks that based on the lessons where sitcoms are used, it is possible for the learners to acquire the new vocabulary independently and relevantly. The next chapter of the Diploma Paper will focus on what sitcoms are and how they can be applied in English lessons.

2. USING SITCOMS TO TEACH VOCABULARY IN ENGLISH LESSONS

2.1. THE CONCEPT OF A SITCOM

As The Author of the Paper has declared in the previous chapter, sitcoms are a new and more engaging way to help the learners to acquire vocabulary items and can be used in English lessons hand-in-hand with the textbooks. The Author of the Paper strongly believes that sitcoms can be seen as beneficial tool in language learning and that teachers should be encouraged to use them to create tasks and activities for learning vocabulary. Before looking upon the benefits of using sitcoms in English lessons it is important to find out what a sitcom is.

Referencing Learnersdictionary.com (2017) sitcom is ‘a show that is on television regularly and that is about a group of characters who are involved in different funny situations, called also a situation comedy.’ By this definition a sitcom or a situation comedy is a programme that is being shown on television regularly, has a set of characters that are involved in comic situations.

Another explanation of a sitcom can be found on Britannica.com (2017) and it says that situation comedy is ‘radio or television comedy series that involves a continuing cast of characters in a succession of episodes. Often the characters are markedly different types thrown together by circumstance and occupying a shared environment such as an apartment building or workplace. Sitcoms are typically half an hour in length; they are either taped in front of a studio audience or employ canned applause, and they are marked by verbal sparring and rapidly resolved conflicts.’ Therefore, the sitcom is a continuing set of episodes in the life of the main characters that are represented in it. These episodes are likely to be connected so that it continues the storyline that was given at the beginning of the series. Characters are usually somehow related to one another, meaning that they are accommodated in one place, either it is a workplace or a living space.

This definition also gives insight of how long the episode of a sitcom lasts, which is approximately half an hour and this length is manageable if a teacher wants to use an episode during the lesson. The fact that this set of characters go through different quickly solved conflicts lead to an idea that if a sitcom is used in the English classroom, it serves not only as a language learning skill developer but also as social skill developing aid. Usually sitcoms are full of different social issues and problems that the main characters go through and it serves as sample to learners how to solve or how not to solve particular issues in real life. Besides,

comedy aspect of a sitcom can help to see deep social issues in a brighter light which can be good for younger generation. The Author of the Paper thinks that sitcoms are a great source of information that can help the learner to develop language learning skills as well as the social skills and give cross cultural background of the society. In addition, as the Author of the Paper has mentioned before, if applied correctly, a sitcom can make the lessons in English more engaging and it can only benefit the textbooks. Furthermore, regarding vocabulary acquisition, the Author of the Paper thinks that sitcoms can be a good authentic source to learn from.

To sum up, a sitcom is a show on television or radio that has a set of main characters that are shown in different comic situations that are quickly resolved and more importantly, a sitcom is a video material that can be applied in teaching English, particularly, vocabulary.

2.2. BENEFITS OF USING SITCOMS IN TEACHING ENGLISH

While looking through the available literature, the Author of the Paper has found that some scholars have pointed out the reasons why it is useful to use sitcoms to teach English.

Referencing Schramm (2014) in his video lecture he has mentioned reasons why sitcoms should be used in foreign language teaching. There are two aspects that are important about a sitcom:

- It mirrors society and displays contemporary problems and their solutions. Meaning that the learners can relate to this material and see ‘real world’ coming into classroom.
- Even though they are a part of popular culture, does not mean that they are of low value. Meaning that they can be used for language learning as a learning aid.

The Author of the Paper thinks that these two aspects play great role in why a teacher should include sitcoms in the lessons, moreover when teaching vocabulary because in a sitcom, learner is exposed to the real use of English language.

According to Robert J. Thompson in Schramm (2014) sitcoms are claimed to be quality TV, which is an important aspect by the thoughts of the Author of the Paper and the reasons for that are as follows:

1. It is not regular TV and it is rule-breaking;
2. It made by well-known artists;
3. It attracts an upscale, educated audience;
4. It undergoes a struggle against bad ratings;

5. It has a large cast, multiple plots and perspectives;
6. It has a memory;
7. It creates a new genre by mixing old ones;
8. It tends to be literary and writer-based;
9. It is self-conscious, makes allusions;
10. It covers controversial topics;
11. It aspires towards realism;
12. It wins awards, is critically acclaimed.

The Author of the Paper strongly believes that using quality content as a teaching aid is crucial, therefore the idea presented by Robert J. Thompson is applicable when choosing authentic video materials for teaching a language.

Next, Schramm (2014) presents the five dimensions of a sitcom:

1. The structure

Episodes in a sitcom are finite, meaning that the actions that have happened in the episode are generally closed off, explained and solved at the end. An episode usually lasts up to thirty minutes and it stands for itself, meaning that there is no need for contextual clues for it to be understood, it includes meaning and full plot which is an advantage if used as teaching aid. Moreover, often a small part of episode or even single scene can stand for itself. And if a teacher chooses to use a popular sitcom, there is a chance that the learners are already familiar with the characters and the main plot.

2. The text

Language is used as the main tool to create humour; meaning that humour can raise awareness for contextual and referential meaning and it is claimed to be helpful for teaching pragmatics. As the sitcom contains allusions and expressions that are not meant to be understood literally visual context is often necessary and also helpful. The Author of the Paper thinks that humour can help to learn the language in exciting way as it might not seem to the learners that they are learning and just watching the episode for fun.

3. The topic

Episode usually covers at least one central topic. Sometimes ordinary, sometimes controversial (or regarded as social issues) therefore, sitcoms provide ideal space for critical examination of tensions and contradictions that involves gender, family, race etc. meaning that it promotes meaningful discussions. The Author of the Paper also wants to add that the topics covered in sitcoms are relatable to the learners so it makes the learning process more personal which can be more motivating.

4. The references

Sitcoms are filled with cultural references and they show a part of everyday life. Again, this is relatable to the learners and may help to make the learning process more enjoyable. It is also crucial to mention that sitcoms also give opportunities for intercultural learning but clichés and stereotypes need to be considered as well. The Author of the Paper wants to add that this is the reason why the teacher should choose a sitcom that is based on the interests of learners.

5. The audience

Many sitcoms are considered to be popular among teenagers and they serve as a link between subjects and learners' life. The Author of the Paper strongly agrees with the idea that sitcoms are popular among learners and it is seen as a positive trait in order to use them in teaching English.

To sum up, the Author of the Paper believes that based on the aspects and the five dimensions of sitcom that are presented by Schramm there is no reason why not to use sitcoms in language teaching and learning. Making the lessons more relatable, enjoyable and creating an atmosphere that is relaxed for the learners will give more benefit than errors. The main idea to keep in mind, is to plan the lesson carefully and support the video with meaningful pre, while and post activities.

2.3. PLANNING A LESSON AROUND A SITCOM

As The Author of the Paper has stated before, it is greatly important to plan a lesson around a videos and that includes also sitcoms. To make the lesson successful and meaningful the teacher must plan it carefully and the activities have to be created in a way so that they support the chosen material and reach the aims set by the teacher. Looking through the available

literature, the Author of the Paper has found some suggestions how to plan a lesson around a sitcom.

As stated before, sitcom is a video material and when planning a lesson around it teacher must follow the same suggestions that are meant for using video materials, for example, planning proper pre, while and post activities. Referencing to Bilsborough (2009) there are several steps that need to be considered when planning a lesson around a sitcom:

- Choosing a sitcom

Bilsborough suggests choosing a sitcom which the teacher is familiar with. She also suggests using a site where a teacher can find variety of sitcoms to choose from. The Author of the Paper agrees with Bilsborough that it might be difficult to choose a sitcom so the list of sitcoms that is provided at http://www.sitcom.co.uk/list_top.shtml is helpful.

- Choosing a scene

After selecting the sitcom the next step is to choose a scene to work with. Even though the sitcoms are not that long, Bilsborough suggests choosing only a part of a scene from an episode which may contain interesting vocabulary, simple dialogues or colloquial expressions that the learners can follow. Also, an aspect of the British/American life can be displayed in the clip such as a school canteen, an office or a corner shop. It all depends on what the teacher wants to focus on. The Author of the Paper agrees with Bilsborough that it is better to choose a clip rather than showing the whole episode to save time.

- Extracting useful language

Bilsborough mentions that there can be several reasons why the language can be found useful but mainly it depends on the learners and their needs. She states that usually the learners are interested in colloquial phrases that is a language that people use in everyday situations. Scripts are mentioned to be helpful to choose the language that is necessary. The Author of the Paper agrees that useful language depends on the level of the learners and their needs and using scripts can make the task of choosing useful language easier.

- Useful web resources

Usually the scripts of popular sitcoms are available on the Internet and it is easy to find them. Bilsborough suggests several web pages like <http://www.bbc.co.uk/comedy/abfab/> to help the

teachers find the information that is necessary. Youtube.com is suggested as the most useful site where the teachers can search for the clips and episodes of sitcoms.

- In the classroom

As the sitcom is an authentic material there are many ways to implement them in a lesson. The teachers can use sitcoms to pre-teach relevant vocabulary, watch a clip and have follow-up vocabulary or simply use pre-made worksheets that are meant for learning grammar structures or lexis.

- Homework ideas

Sitcoms can be used also as a homework if there is no time to apply them during the class. Bilsborough suggests letting the learners choose a sitcom and watch an episode and do the following: write a review, write down certain number of new expressions that were used (finding out also the meaning of them) etc. The Author of the Paper thinks that using sitcoms as homework can be more engaging for the learners and motivate them to do the homework.

In addition, Michelioudakis (2016) in his blog has mentioned the key ‘DOs’ and ‘DON’Ts’ when using a sitcom as a teaching aid and they are as follows:

- DO: ...‘sell’ the idea to the students; otherwise some of them might think it is just a waste of time.
- DO: ...link the sketches to the rest of the lesson, so that there is a sense of purpose and continuity.
- DON’T: ...give students the punch-line; it spoils the sketch for them as it deprives them of the pleasure of understanding it themselves.
- DON’T: ...play extracts which require too much explanation.
- DON’T: ...take unnecessary risks with ‘dangerous / taboo’ topics (e.g. sex, politics, religion) – unless you know your class really well.
- DON’T: ...treat comedy clips like ordinary listening material; students should see it as a ‘treat’!

The Author of the Paper strongly agrees with the ‘DOs’ and ‘DON’Ts’ that were presented by Michelioudakis. The teacher must know the learners well in order to select a purposeful clip that would not create any unnecessary problems or misunderstandings. The Author of the Paper

thinks that using sitcoms as a ‘treat’ for the learners may interest the learners in the learning process even more.

To sum up, the Author of the Paper agrees with the ideas that were presented by Bilsborough and Michelioudakis. Moreover, as mentioned before there are countless ways how to use authentic materials in English lessons to develop language skills, grammar structures or vocabulary. Sitcoms can be applied during the lessons as well as homework. As long as the teacher is capable of choosing appropriate sitcom and use it purposefully, sitcoms can be seen beneficial to the whole language learning process.

In conclusion, a sitcom is typically a show that is displayed on television or radio regularly; they contain several main characters that are ‘thrown’ together and go through different problems that are being resolved at the end of each episode. Sitcoms are considered to be quality TV that can be used as audio-visual material in order to teach English. There are no strict boundaries how to use sitcoms during the lessons as it depends on the aim why it is being used; meaning what is being taught by the clip of a sitcom. Sitcoms contain five dimensions why they are considered to be as a valid teaching aid that can be beneficial to language learning process. There are also some suggestions made by some scholars of how to apply sitcoms in the lesson and The Author of the Paper strongly believes that sitcoms are relatable source of information that can be used to teach vocabulary. Furthermore, it can make the lessons more enjoyable to learners and help to set more relaxed learning environment. In the next chapter, The Author of the Paper has done a case study where sitcoms were used to conduct lessons in English in order to improve vocabulary in Form 8.

3. CASE STUDY OF USING SITCOMS TO IMPROVE ENGLISH VOCABULARY IN FORM 8

The analysis of theoretical sources on using sitcoms to improve English vocabulary has presented that there are various steps that need to be taken in consideration when choosing to work with this particular type of authentic material and that it is not used only for making the classes more ‘fun’ but also to learn from it. The Author of the Paper is sure that this research might help other young teachers in the process of choosing additional learning aids for their lessons.

The chosen research method was a case study with an aim to find out how sitcoms can help to improve English vocabulary when applied as a teaching aid in the classroom. For this, a group of students from Form 8 of Riga Secondary School No. 85 was chosen. This particular group of students was chosen because the Author of the Paper was their former English language teacher and during the time of working with this class noticed that the students were not motivated to learn vocabulary as it was presented in the textbook. After a discussion with their current English teacher, The Author of the Paper came up with an idea how to engage students into learning vocabulary by using sitcoms as a teaching aid. The length of the case study was nearly three months, starting from February 13 till April 24, 2017, during the teaching practice.

To learn the previous experience and general attitude towards learning vocabulary, the questionnaire (*see Appendix No. 1*) was carried out, which contains eleven questions where students were asked to tell their experience with learning vocabulary and tell their opinion on using sitcoms as a teaching aid to help them in vocabulary acquisition. With the help of the questionnaire, The Author of the Paper was able to select a sitcom in order to plan and conduct two lessons that contained sitcoms as a teaching aid for vocabulary acquirement (*see Appendix No. 2 and Appendix No. 3*). The aim of these lessons was to help the students to learn the new vocabulary that was presented in the textbooks with different method which might motivate them and give better results in achievement tests and final project. To check whether the sitcoms help the students to acquire the new vocabulary, the Author of the Paper designed two achievement tests (*see Appendix No. 4*) that contained vocabulary presented in lessons with sitcoms but to see if the sitcoms contribute to the vocabulary acquirement positively the Author of the Paper designed a final project for the students in form of a sketch for which they got evaluated. The aim of the final project was to show if the students can use the new vocabulary in their own context and present their knowledge creatively. The Author of the Paper designed

requirements and the plan for the final project (*see Appendix No. 5*) as well as the evaluation criteria (*see Appendix No. 6*) to analyse their performance. The students were given 3 weeks to prepare the sketch by all criteria and to send it to The Author of the Paper in a video format for the evaluation.

The Author of the Paper was regularly keeping the track on students' progress due to the requirements and the plan that was given to students when first introduced with the task. Students were able to ask any questions and help regarding to final project, but all in all, the sketch was their independent work as they were also provided with an example sketch (*see Appendix No. 7*). The Author of the Paper thinks, that the final project is an appropriate method to use in order to check whether using sitcoms help the students to use their vocabulary knowledge in real life or not. The Author of the Paper strongly believes that the creating a sketch is a great chance for students to express their creativity along with their knowledge which motivates the students to use the English language.

The collected data from the questionnaire was analysed. Closed answers were counted and organized in tables, percentage was calculated and shown in graphs. Opened questions were summarized and provided by the commentaries of the Author of the Paper.

Finally, the achievement tests and final project (Sketch) was analysed to make conclusions on how sitcoms can help to improve English vocabulary to prove or disapprove its use and value in the classroom which was the main aim of the research itself. Above all, the researcher's aim was to contribute more information on qualitative analysis of the subject.

3.1. DATA ANALYSIS OF THE QUESTIONNAIRE CARRIED OUT AMONG THE STUDENTS FROM FORM 8 OF RIGA SECONDARY SCHOOL NO. 85

The Author of the Paper carried out the questionnaire in order to find out the students' experience and general knowledge about learning vocabulary and using sitcoms as a teaching aid to help to improve vocabulary. The students had approximately ten minutes to answer to the questions. In total there were 16 students who answered to the questions anonymously, from whom five were boys and eleven were girls as it was shown when gathering data of the first questions in the questionnaire.

The second question was asked in order to find out whether the students understand the concept of vocabulary. They were asked to give their own brief explanation. The Author of the

Paper found out that most of the students do know the concept of vocabulary. Some of the explanations given represented ideas as follows:

- Vocabulary is a set of words which someone knows in order to communicate with others;
- All the words which someone uses when they speak,
- All the words that are known in different languages;
- Knowledge, which is taught and learned, and can be improved over the period of time;
- All the words that are written and spoken in everyday language
- All the words that someone knows and can use.

By these answers it is possible to declare, that students do know what vocabulary is as the answers were similar with those provided by the Author of the Paper in theoretical analysis of the subject. The Author of the Paper strongly believes that it is important for students to understand what they are being taught and for what reason.

The third question was asked in order to understand if the students think that it is important to acquire the vocabulary in English. The Author of the Paper found out that all 16 students which is 100% of the students think that it is important to learn English vocabulary. It leads to a conclusion that vocabulary is an important aspect of the language that needs to be developed (*see Figure 3.1.1.*).

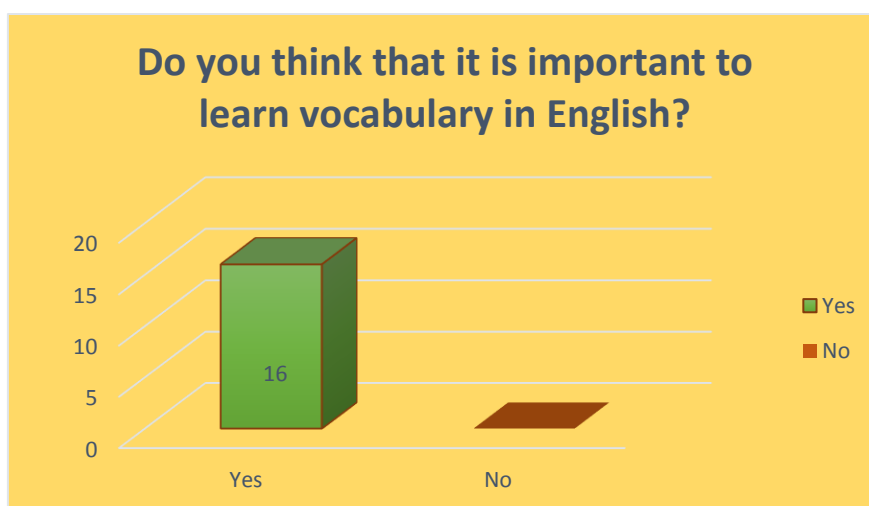


Figure 3.1.1. Student's Choice of Importance of Learning English Vocabulary

The fourth question was designed in order to find out why the students think that learning English vocabulary is important. The students were asked to give brief answers to this

question referencing to the third question. The Author of the Paper found out that the reasons why students think that it is important to learn vocabulary in English are as follows:

- Because of the need of communication with people from abroad and English is a language that everyone is supposed to know;
- Because English is the most important language to learn and improve;
- To communicate with others while being abroad;
- Because it benefits to a future career and education;
- To be able talk and write freely.

Based on the answers that students gave, it is possible to conclude that the main reasons why English vocabulary should be learned is to prepare themselves with real life communication that may appear while being abroad, in their further education and future career. The Author of the Paper agrees with the answers that the students provided specifically with the idea that English language is a language that is important in nowadays community and it is a key to be able to communicate with one another. The Author of the Paper thinks that vocabulary is a key element if someone wants to communicate in any language and the answers of the students only support the idea.

The fifth question was asked in order to learn where students are acquiring English vocabulary. The Author of the Paper found out that vast majority (94%) of the students learn vocabulary in English at home and at school. Only one (6%) student marked that she learns vocabulary in English only at home (*see Figure 3.1.2.*)

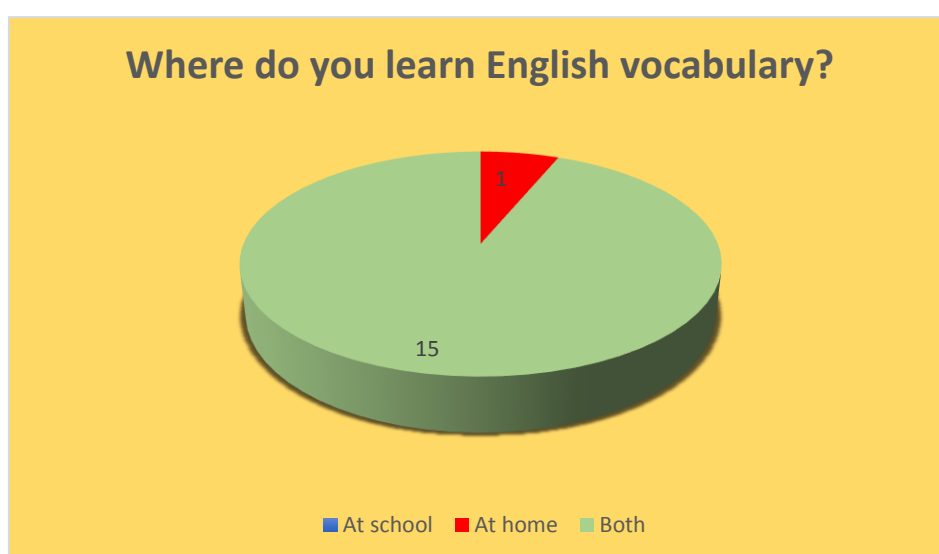


Figure 3.1.2. Student's Choice on Where the English Vocabulary is Acquired

The answers showed that students do not learn vocabulary only at school, which leads to conclusion that students might need a method or a way of learning vocabulary that can be done at home and at school as well. The Author of the Paper believes that sitcoms can be a middle ground tool how to connect independent learning at school and at home.

The sixth question was designed in order to find out the experience of the students how they usually learn vocabulary during the lessons. The aim of this question was to find out how diverse methods are being used during the lessons to acquire the environment. The students had to briefly tell their experience and The Author of the Paper found out that during the lessons at school the students learn the vocabulary as follows:

- By translating the words into Latvian;
- From textbook;
- By asking the meaning of the words to a teacher;
- By doing exercises during the lesson and by doing homework;
- By writing, reading and listening tasks;
- By listening to a teacher, because she speaks only in English during the lessons.

By these answers The Author of the Paper can conclude, that the experience that the students have had of learning vocabulary are the most basic methods how students learn vocabulary during the lessons and as the Author of the Paper observed before these methods are not that productive or engaging to the students. The Author of the Paper strongly believes that it is not enough with the basic activities to perfect one's vocabulary and it does not represent real life like use of vocabulary.

The seventh question was asked in order to learn how students use and learn vocabulary in English at home. The aim of this question was to figure out which of these practices could be brought in the classroom to help students to acquire the vocabulary. The students were given multiple options that they could choose upon and they could use several answers. The Author of the Paper found out that mostly the students learn vocabulary at home 'by watching films or TV series' as it was mentioned 14 times in the questionnaire. Second most popular answer was that the students learn vocabulary 'by listening to radio programmes' as it was mentioned 8 times. Third most popular answer was 'on Internet (chatting) and the option 'other' where students gave their own ideas like – browsing different sites, talking with siblings or friends, listening to music/songs, watching YouTube videos and playing video games. Both of these

answers were mentioned 7 times. The least popular answer was ‘by reading books’ which was mentioned only 3 times (*see Figure 3.1.3.*).

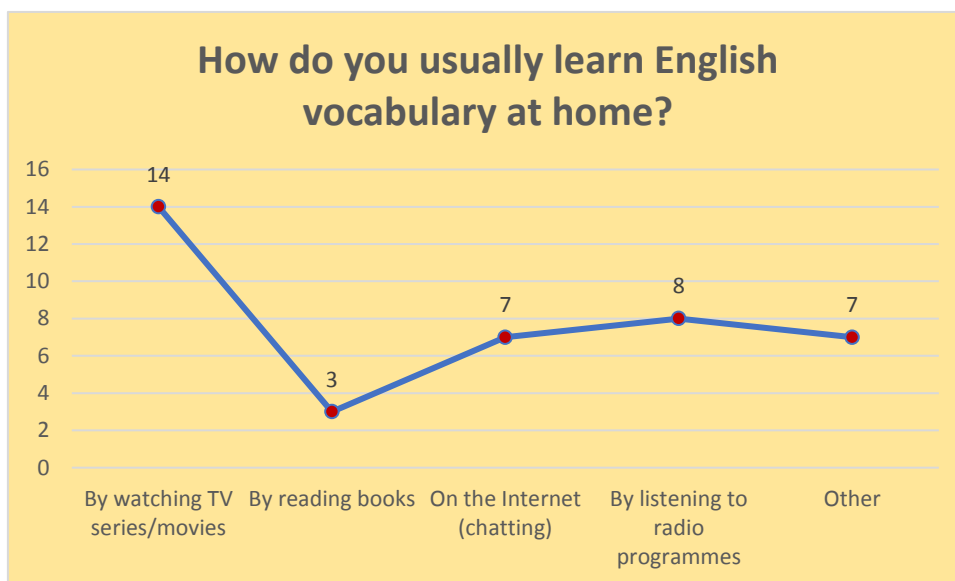


Figure 3.1.3. Student’s Choice on How English Vocabulary is Acquired at Home

The answers of the students show that the most popular way how they practice/learn/use the English vocabulary at home is by watching films/TV series, which leads to a conclusion that using sitcoms during the lessons would be engaging to Form 8 students in order to acquire the vocabulary items presented in the textbook as the films and TV series are one of the main interests and aids of improving English and its vocabulary. The Author of the Paper strongly believes that using sitcoms would definitely improve students’ vocabulary.

The eighth question was asked to learn if the students think that using sitcoms in English lessons would help them to learn vocabulary. The aim of this question was to figure out if the students would like to have lessons that include sitcoms. The Author of the Paper found out that all of the 16 students think that sitcoms would help and would be useful in order to learn the English vocabulary. The Author of the Paper assumes that idea about sitcoms in classroom was a new method that seemed to be exciting in order to learn something therefore all of the answers were positive.

The ninth question was asked in order to learn why the students think that sitcoms might help to improve vocabulary. The aim of the question was to learn the students’ opinion why they think that sitcoms could improve vocabulary acquirement. The Author of the Paper strongly believes that students can contribute with their ideas why sitcoms in their opinion are

good. The Author of the Paper noted the reasons why the sitcoms are considered to help in learning vocabulary as follows:

- Hearing the language used in real life like situations helps to improve it;
- Because you can watch what you like and it motivates to learn;
- Comedy delivers different situations in a way so it is more understandable;
- It is a fun way to learn;
- Hearing the language can help to learn pronunciation of specific words;
- It is a chance to improve knowledge in an interesting way;
- You can hear native like language (pronunciation, common phrases);
- Comedies contain vocabulary that you cannot hear in classroom.

Based on the answers of the students, The Author of the Paper can conclude that the students themselves think that sitcoms could help them to improve English and its vocabulary. The Author of the Paper wants to point out that the students see the benefits that sitcoms can give if they are applied in the learning process as a teaching aid. Majority of the students mentioned that using sitcoms would make the learning process and the lessons more interesting, and motivate them to learn vocabulary which only approves the ideas which the Author of the Paper presented in the theoretical studies on the subject. The Author of the Paper strongly believes that by using a method that students find interesting and motivating for themselves is only a benefit in language learning process. As claimed before, the teacher must take into account the interests of the students when teaching any language item. Creating more relaxed atmosphere in the classroom will not harm the learning process as such.

The tenth question was designed in order to find out what TV series/shows/sitcoms the students are watching. The aim of this question was to learn the interests of the students so that The Author of the Paper can choose appropriate sitcom to use for teaching vocabulary. The students were asked to name three TV series/shows they watch. The Author of the Paper found out that the most popular TV series that the students watch are as follows:

- Two and a half men (mentioned 8 times)
- The Vampire Diaries (mentioned 6 times)
- The Teen Wolf (mentioned 4 times)
- Friends (mentioned 4 times)
- The Walking Dead (mentioned 3 times)
- The Simpsons (mentioned 3 times)

Some of the students also mentioned that they do not watch any TV series and some students did not answer, so the Author of the Paper could not fully use this data in order to choose the right sitcom. ‘Two and a half men’ was mentioned 8 times in the questionnaire, but the Author of the Paper thinks that this sitcom is not age appropriate and has too much of a controversial content to use during the lessons. Based on the data, the Author of the Paper was able to conclude that most of the students watch various types of TV series and comedies in their free time and the idea about using a sitcom to improve vocabulary might be successful with the particular group of students.

The eleventh question was asked in order to find out which of provided TV series/shows/sitcoms the students would prefer to watch during the lessons. The aim of this question was to make sure that The Author of the Paper chooses to work with a sitcom that is interesting for the students so that the learning process is more enjoyable. The students had to choose between multiple options and they could choose more than one option. The Author of the Paper found out that the majority of the students chose to watch ‘Friends’ during the English lessons (14 students out of 16), the second most popular answer was ‘The Simpsons’ (12 out of 16 students) and third most popular answer was ‘Game of Thrones’ (7 out of 16 students). The least popular TV shows were ‘The Big Bang Theory’ and ‘Glee’ (*see Figure 3.1.4.*).

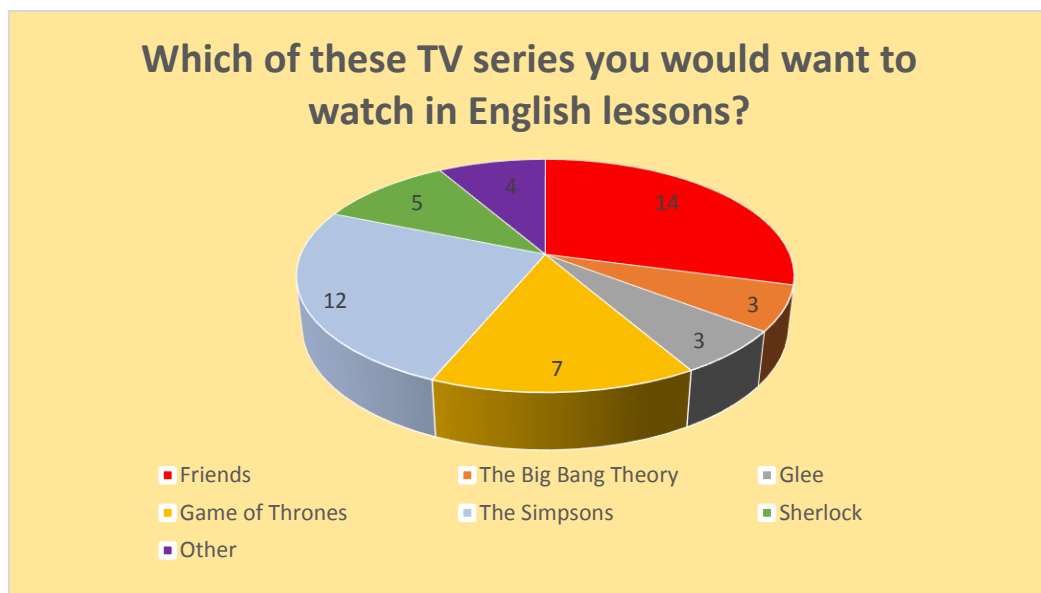


Figure 3.1.4. The Students’ Choice on TV Shows/Series That Could be Used in English Lessons

The answers of the question show that the most popular sitcom/TV series that students would want to watch is ‘Friends’. The Author of the Paper thinks that this sitcom is suitable for the age of the students and that the content is not too controversial so that there would not be any

problems if this sitcom is used. The Author of the Paper chose to use this sitcom based on the interests of students and according to suggestions given by other scholars to teach vocabulary to Form 8 students. The Author of the Paper strongly believes that before deciding which sitcom/comedy to use with the students, it is important to learn if the students would like it. Nevertheless, the teacher must make sure that the content that is presented in the sitcom is appropriate for particular age group that he or she is working with so it does not create unnecessary problems. The Author of the Paper concludes that choosing a sitcom to work with is a step that should be decided by the teacher and the students so that the students can enjoy the whole vocabulary learning process even more.

In conclusion, the data from the questionnaire helped the Author of the Paper to find out whether the students knew what is vocabulary and why it is important to improve it. Moreover, The Author of the Paper learned that the students think using sitcoms would help them improve English and vocabulary, making the lessons more relaxed and enjoyable. The Author of the Paper noticed the tendency of students already using films/TV series at home in order to learn the vocabulary. Finally, the Author of the Paper was able to choose appropriate sitcom to use based on the interests of the students that also follows the suggestions covered in theoretical part (*see Chapter 2*) of the research and was able to plan the further work by planning the lessons, designing materials and achievement tests, and decide upon final evaluation of using sitcoms to improve English vocabulary.

3.2. DATA ANALYSIS OF CONDUCTED LESSONS

The Author of the Paper chose to work with an American sitcom called ‘Friends’ and the choice was based upon students’ interests which were represented in the questionnaire. The Author of the Paper conducted two lessons which included short videos from two episodes of the sitcom. Each of the lesson was carefully planned (*see Appendix No. 2*) and accompanied with worksheets (*see Appendix No. 3*).

The first lesson in which The Author of the Paper used video from sitcom ‘Friends’ was conducted on February 23, 2017. The aims of the lesson were:

- to learn new vocabulary on the topic of computing;
- to practice listening skills for a specific information;
- to practice comprehension skills (to recognize new vocabulary items from a video material in order to complete the tasks in the worksheets and later on do tasks from the students’ book);

- to develop verbal-linguistic intelligence.

Video clip of the sitcom was used as a lead-in activity on the topic to arouse students' interest and learn vocabulary about computing. Tasks that included sitcom were made as suggested in the theory part of the research (*see Chapter 2*); video clip was short, pre-while-post activities were set, students were introduced with the necessary background information about the sitcom etc.

The worksheet (*see Appendix No. 3*) had three tasks and as the clip did not have any subtitles, students were provided with the part of the scrip that was presented in the video. In the first task the students were asked to guess the meaning of the new vocabulary items. The Author of the Paper thought that the clip was giving enough information in order to guess the meaning. In the second task the students were asked to match the vocabulary items with the real meaning which gave them opportunity to check how correct they were in the first task. The Author of the Paper observed that the tasks were not too difficult or too easy for the level of the students and the tasks were completed successfully. The third task was a follow up activity that was given as a homework for the next lesson, where the students had to use new vocabulary in different context. The vocabulary of computing was extended with the activities and tasks given in the textbook. As the students dealt with all 3 tasks successfully, The Author of the Paper assumes that the lesson was conducted well and can serve as an example for other English teachers on how to implement sitcoms in the lessons, particularly when teaching vocabulary. In addition, all the aims set in the lesson plan were reached.

The second lesson was conducted on March 28, 2017. In this lesson the sitcom was used as a vocabulary practice activity to introduce students with the new topic and vocabulary. The aims of the lesson were:

- to learn new vocabulary on the topic of furniture;
- to practice listening skills for a specific information;
- to practice comprehension skills (to recognize new vocabulary items from a video material in order to complete the tasks in the worksheets and later on do tasks from the students' book);
- to develop verbal-linguistic intelligence.

The worksheet that was designed for the lesson (*see Appendix No. 3*) contained three tasks. Two of the tasks were completed during the lesson and one of them was set as a homework. In the first task the students had to watch the clip and fill in the gaps with the missing

information (new vocabulary items). The Author of the Paper thought that this type of task would help to practice not only the new vocabulary, but also listening skills, where students are asked to listen for specific information. The second task was set with an aim to use the new vocabulary items to answer to the questions about the clip of an episode from the sitcom. To extend the new vocabulary the students were asked to do the tasks from the textbook. Third task was set as a homework with an aim to write short story using the new vocabulary items in different context. The Author of the Paper thinks that the lesson was conducted successfully and reached all of the aims set in the lesson plan. The students dealt with the tasks well and no problems were seen during the activities.

In conclusion, the lessons were well planned and the activities with sitcoms were done as intended; to help the students to learn new vocabulary items while using different information source than just the textbook. The Author of the Paper strongly believes that these lessons can serve as an example for other English teachers who are looking for new ideas on how to teach vocabulary. The students seemed to be enjoying the activities that included the sitcom, proving that sitcoms create more relaxed and motivational environment for learning.

3.3. DATA ANALYSIS OF ACHIEVEMENT TESTS

The lessons that had clips from the sitcom 'Friends' went well but to check the results of these lessons The Author of the Paper designed two achievement tests (*see Appendix No. 4*). The students were asked to write the tests in the following lesson after they had learned the new vocabulary items.

First achievement test was carried out on March 2, 2017 and it contained two tasks. The first task was designed with an aim to use the vocabulary items in different context. The students were asked to finish the sentences using the correct words. The Author of the Paper thought that this task show if the students truly understand the meaning and the form of the words, and are able to apply them in different context. The second task was also designed to see if the students know the meaning and the written form of the words by translating them from Latvian to English. Generally, both tasks were done well, the students were able to use the words in context and were also able to translate them without many spelling mistakes which proves that the students had acquired the new vocabulary items. Fifteen students from sixteen took part in the test and fourteen students from fifteen passed the test (*see Figure 3.3.1*)

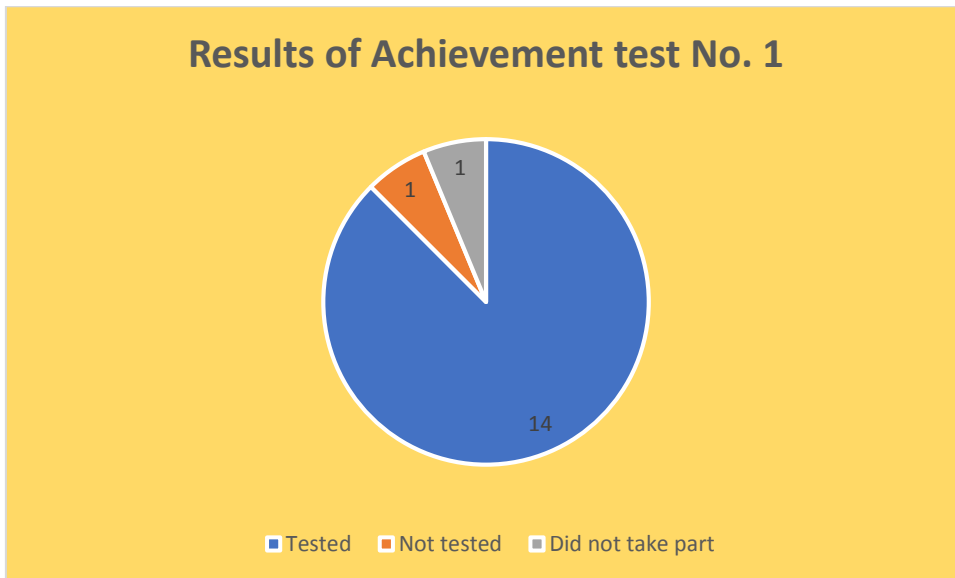


Figure 3.3.1. Students’ Results of Achievement Test No. 1

The results of the first achievement test prove that the method used by The Author of the Paper was beneficial and helped to improve the vocabulary of Form 8 students.

The second achievement test was carried out on March 30, 2017 and contained two tasks (*see Appendix No. 4*). In the first task the students were asked to translate the words from Latvian into English and the aim of the task was to see if the students know the meaning and the form of the vocabulary items. In the second task students were asked to make compound nouns and the aim of this task was to see if the students know the form of the vocabulary items. Generally, the students had problems with spelling and translation of the vocabulary items. Thirteen students took part in the test and nine students passed the test; meaning that majority of the students acquired the new vocabulary (*see Figure 3.3.2*).

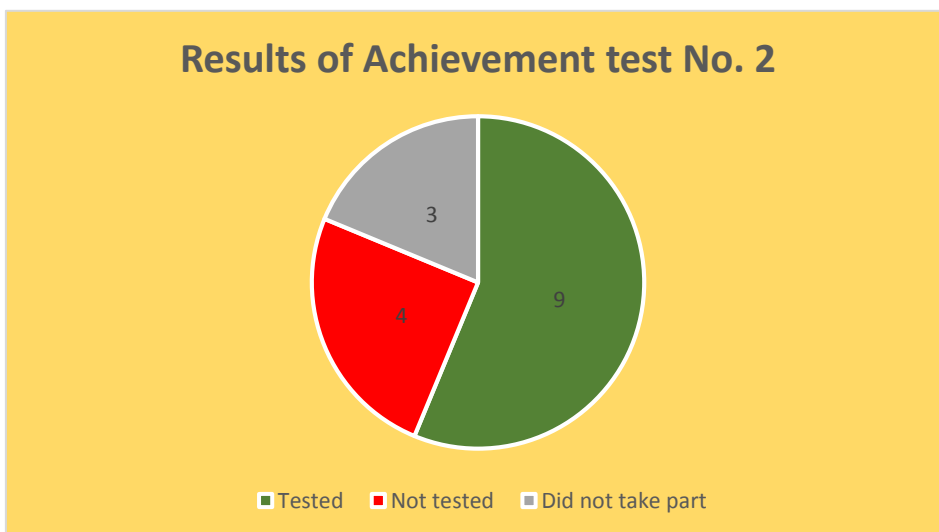


Figure 3.3.2. Students’ Results of Achievement Test No. 2

Based on the data of the second achievement test, The Author of the Paper believes that the method of using sitcoms to improve vocabulary works, even though the results were not as good as in the first test. Majority of the students passed the test, but significant amount of spelling mistakes appeared. The Author of the Paper thinks that the students might not have had enough practice with the vocabulary items that is why the results were not as good as in previous test.

In conclusion, The Author of the Paper believes that the results of both achievement tests were good and majority of the students did acquire the new vocabulary based on the lessons that included sitcoms as a teaching aid. The Author of the Paper strongly believes that this method works based on the results of the tests and that this method is improving the students' vocabulary.

3.4. DATA ANALYSIS OF FINAL PROJECT (SKETCH)

The Author of the Paper decided to check how good the students are able to work with the vocabulary items in completely different context by creating final project – sketch. The students were asked to create short sketch in which they had to use vocabulary items that were presented previously (vocabulary from worksheets that were used in lessons with sitcom and vocabulary from the Unit 5 and Unit 6 from the textbooks). The Author of the Paper strongly believes that this project could truly represent the knowledge that the students gained in the last two months. The sketch was intended to be independent task for which the students would be evaluated and would receive a mark.

The Author of the Paper designed the requirements and planned the time for the students in order to complete the task (*see Appendix No. 5*). Before starting the task, the students were divided into two groups (each group had 8 students) and the group leader was chosen by the members of the group. Then the students received the list of tasks and information of the deadlines for creating the sketch. The students were provided also with a sample sketch to get the general idea on how to write the script for the sketch. The Author of the Paper made sure that each of the points from the requirements was explained and understood by the students. After receiving all the necessary information, the students had three weeks to create the sketch. Sketch had to be filmed and sent in for the evaluation. The Author of the Paper monitored the process of creation of sketch by asking to hand in the draft and the final version of the script (*see Appendix No. 8*). The Author of the Paper helped the students if it was necessary and the students were able to ask any questions they had.

The Author of the Paper provided the students with the evaluation criteria (*see Appendix No. 6*) so they knew how they would be evaluated. As the sketch was meant to be creative task The Author of the Paper was evaluating not only the use of vocabulary items but also the performance aspects, for example, the voice, the script, the stage etc. Despite the fact that the students worked in groups, each of the student was evaluated separately accordingly to the involvement of that student in the video and project itself. In total, the students had a chance to earn 28 points with each criteria having 4 points as a maximum evaluation. Each criteria had its detailed explanation of how the points were given.

The Author of the Paper summarized all of the students' performance (*see Table 3.3.1.*) and made conclusion that the final project was well performed and the students got evaluated accordingly to their performance.

Table 3.3.1 Summary of Students' Performance

	Voice	Stage	Script	Memorization	Facial exp.	Vocabulary	Overall	Final mark
St. 1	0	4	2	0	3	2	3	4
St. 2	4	3	2	4	3	2	4	9
St. 3	3	3	2	4	3	2	3	8
St. 4	3	3	2	3	3	2	3	7
St. 5	3	3	2	4	3	2	4	8
St. 6	2	3	2	4	3	2	4	8
St. 7	4	3	2	3	3	2	4	9
St. 8	3	3	2	3	3	2	3	7
St. 9	4	4	3	4	3	2	3	8
St. 10	2	2	3	4	4	2	3	7
St. 11	4	4	3	4	3	2	4	9
St. 12	4	4	3	3	4	2	4	9
St. 13	4	4	3	3	3	2	4	9
St. 14	3	4	3	3	3	2	4	8
St. 15	4	4	3	4	3	2	4	9
St. 16	4	4	3	3	3	2	4	9
St. Average score	3,2	3,4	2,5	3,3	3,1	2,0	3,6	8,0

The Author of the Paper thinks that the average score for the use of vocabulary could have been better but overall the students have performed and dealt with the task well. The Author of the Paper thinks that the students needed more time in order to perfect the script and use the minimum number of vocabulary items (20) that was given in the requirements. Even the minimum number of vocabulary items was not reached, The Author of the Paper strongly

believes that the sketch gave the students the opportunity to prove the understanding of the used vocabulary. Vocabulary items were not used in the wrong context and were perfected (pronunciation) in the performance video. Aspect that received the highest score was overall commitment to the project and The Author of the Paper believes that it shows that students are interested in these type of tasks which make the language learning process more enjoyable. The Author of the Paper wants to draw attention to creation of the script, this aspect of the sketch was one of the most crucial and one group of the students had done better job than the other group. The difference in this aspect appears because one of the groups did not reach out for help as much as the other group.

To summarize the results of the analysis of the sketch The Author of the Paper has to come to a closure that the sketch was the best way how to test if the students are able to use the acquired vocabulary items in real life like context using sitcoms as a teaching aid. The results of the sketch prove that the students did use the vocabulary items correctly and did create good sketches. The results could have been even better if the students were given more time to work on the scripts. The Author of the Paper strongly believes that using sitcoms did improve the students' vocabulary which can be seen in the results of achievement tests and the sketch.

CONCLUSION

Vocabulary in language teaching is an important aspect that the language teacher must take into consideration. Moreover, the teacher must be aware of the most effective methods in order to achieve the best results with the vocabulary acquirement. Sitcoms can be considered as one of them.

Firstly, in order to understand the concept of vocabulary, vocabulary teaching and sitcoms, The Author of the Paper has introduced to definitions of vocabulary which is a set of words one knows in a language. By this showing that vocabulary must be viewed in broader context rather than just one definition. Vocabulary teaching, on the other hand, is a process of helping one to acquire the vocabulary and it depends on the teacher how it is being accomplished. Therefore, it is important to choose the best method that works with the learners. Moreover, the sitcom is a programme that is regularly being displayed on TV or radio and contains various characters that go through different comical situations. Comedy can be implemented in teaching language in order to make the lessons more enjoyable and more engaging.

Secondly, reviewing all available information on vocabulary teaching, The Author of the Paper came to a closure that knowing a vocabulary item is when one understands all the possible meanings and forms of a word or a phrase and is able to use the word or a phrase in different context. Ideas from other researchers claim that videos are good source of information for the learners and videos can be used in order to improve several language learning skills at once and also the vocabulary. by this showing that sitcoms also have this potential.

Thirdly, The Author of the Paper analysed different theoretical sources and it was found out that sitcom can be seen as good video material that can be used in language teaching because it provides the learner not only with real life like language use but also with cultural references that may help to understand the use of specific words or phrases in English. Sitcoms also contain visual representation of a word – facial expressions, body language etc. that may help in understanding a word or a phrase even better. Moreover, analysis of theoretical sources gave suggestions on how videos be applied in the lessons and what needs to be taken in account when using videos and also sitcoms. The Author of the Paper strongly believes that sitcoms can improve vocabulary acquirement by engaging the students in learning process as such.

The case study carried out in Riga Secondary School No. 85 in Form 8 and The Author of the Paper revealed that the empirical data gained from the questionnaire, lessons plans, achievement tests and the final project correspond with theory.

The aim of the Diploma Paper has been achieved; The Author of the Paper understands how sitcoms can be applied in English lessons to improve vocabulary acquirement and implementing sitcoms in lessons gives additional benefits to the methods provided in the textbooks. Even more, the analysis of the questionnaire show that the students are interested in this method and the results of achievement tests and the final project reveal that using sitcoms does improve the students' ability to understand the forms and meanings of the vocabulary items. Moreover, the students seemed to be more engaged in the tasks that were given to them to acquire the vocabulary. It was also found out that despite the fact that students did not use all of the requested number of vocabulary items, they did use the words in correct context. Which means that the students understand the meanings and the forms of the vocabulary items that were presented.

Although the aim of the Diploma Paper has been achieved, The Author of the Paper understands that the sample of research was too small and the time for the research was too short, and it would be worthwhile to investigate further on how sitcoms effect the vocabulary learning process. The Author of the Paper believes that sitcoms do leave a positive impact on the learning process but it needs to be investigated and researched more to provide the teachers with more detailed information on how to implement sitcoms in English lessons.

THESIS

1. Vocabulary is taught so that the learners are able to communicate and improve other language skills.
2. Methods of teaching vocabulary should be selected carefully so that they benefit and go hand in hand with the learners' needs and interests.
3. The main reason why videos are considered to be good source of information in ELT is because they give context and let the learners to 'feel' the use of the language.
4. Situation comedy or sitcoms can create more relaxed and enjoyable atmosphere in the classroom that is motivational for the learners.
5. Learners themselves find the use of sitcoms beneficial to improve English vocabulary.
6. Sitcoms selected based on learners' interests and needs make the learning of vocabulary more engaging for the learners.
7. Careful planning of the lesson around the sitcom is a key to a successfully conducted lesson and improvement of vocabulary.
8. The results of questionnaire confirm that the learners enjoy working with sitcoms. Learners practice and improve the English vocabulary when sitcoms are applied in the lessons.
9. The results of achievement tests prove that the learners understand the meaning and the forms of a vocabulary item in different contexts.
10. The results of final project show that sitcoms can be used for creative tasks and improve not just the vocabulary but other skills like writing, team work etc.
11. Making the language learning more engaging with the use of new methods like sitcoms, improve language learning process as such.

BIBLIOGRAPHY

1. Brown C., and Payne, M. E. (1994) *Five essential steps of processes in vocabulary learning*. In Hatch E., and Brown C. (eds.) *Vocabulary, semantics, and language Education*. Cambridge: Cambridge University Press.
2. Collins III J.W., O'Brien N.P. (2003) *The Greenwood Dictionary of Education*. Westport: Greenwood Press.
3. Harmer J. (2007) *The Practice of English Language Teaching*, Harlow: Pearson Education Limited.
4. Hatch E., Brown C. (1995) *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press.
5. Hornby, A. S. (1982) *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
6. Lonergan J. (1984) *Video in Language Teaching*. Cambridge: Cambridge University Press.
7. McCarthy, M. (1990) *Vocabulary*. Oxford: Oxford University Press
8. Oxford University Press 'Oxford Advanced Learner's Dictionary of Current English Eighth edition' (2010).
9. Rivers, W.M. (1981). *Teaching foreign-language skills*. Chicago: University of Chicago Press.
10. Thornbury, S. (2002) *How to teach vocabulary*. Harlow: Pearson Education Limited.
11. Bilsborough K. (2009) *Building a lesson around sitcom*, Teaching English, [online]. Available at: <https://www.teachingenglish.org.uk/article/building-a-lesson-around-a-sitcom> [Accessed 10 May, 2017].
12. Britannica.com (2017) Available at: <https://www.britannica.com/art/situation-comedy> [Accessed 8 May, 2017].
13. Budden J. (2006), *Using video 2*, Teaching English, [online]. Available at: <https://www.teachingenglish.org.uk/article/using-video-2> [Accessed 28 April, 2017].
14. EnglishClub.com (1995-2017) Available at: <https://www.englishclub.com/vocabulary/what.htm> [Accessed 27 February, 2017].
15. Lansford L., (2014) *Six reasons to use video in ELT classroom*, Cambridge University Press [online]. Available at: <http://www.cambridge.org/elt/blog/2014/03/27/six-reasons-use-video-elt-classroom/> [Accessed 5 May, 2017].
16. Learnersdictionary.com (2017). Available at: <http://www.learnersdictionary.com/definition/sitcom> [Accessed 7 May, 2017].

17. Michelioudakis N. (2016) *How to Use Comedies in Class* [online]. Available at: <https://eltnick.wordpress.com/2016/10/28/how-to-use-comedies-in-class/> [Accessed 16 May, 2017].
18. Nation P. (2005) *Teaching Vocabulary*, Asian EFL Journal [pdf]. Available at: http://www.asian-efl-journal.com/sept_05_pn.pdf [Accessed 6 May, 2017].
19. Schramm C. (2014) *Sitcoms as a Tool for Foreign Language Teaching* [online]. Available at: https://www.youtube.com/watch?v=pn6a_Cnva9Y [Accessed 16 May, 2017].
20. Stempleski, S. (1987). *Short Takes: Using Authentic Video in the English Class* [pdf]. Available at: <http://files.eric.ed.gov/fulltext/ED294453.pdf> [Accessed 15 May, 2017]
21. Vocabulary.com Dictionary (2017) Available at: <https://www.vocabulary.com/dictionary/word%20form> [Accessed 28 April, 2017].

APPENDICES

Anketa

“Komēdijseriāli vārdu krājuma apguvei angļu valodā 8.klasē”

Labdien cienījamie Rīgas 85. vidusskolas skolēni. Esmu Latvijas Universitātes, Pedagoģijas, psiholoģijas un mākslas fakultātes 4. kursa studente un studiju ietvaros veicu pētījumu par vārdu krājuma apguvi angļu valodā izmantojot komēdijseriālus. Esmu izvēlējusies jūsu skolu un jūsu klasi, lai veiktu anketēšanu sava pētījuma ietvaros. Vēlos, lai jūs aizpildāt manis izstrādāto anketu, kas aizņems aptuveni 10 minūtes laika. Jūsu sniegtie dati ir konfidenciāli un tiks izmantoti tikai pētījuma ietvaros! Ceru uz jūsu atsaucību un atbalstu!

Pirms sniežat atbildes uz jautājumiem, lūgums kārtīgi iepazīties ar jautājumu un tā izpildes noteikumiem! Veiksmi!

1. Lūdzu norādi savu dzimumu! (Nepieciešamo variantu apvelc!)
 - Meitene;
 - Zēns.
2. Kā Tu domā, kas ir vārdu krājums? (Īsi paskaidro, 1-2 teikumi)
3. Vai uzskati, ka ir svarīgi apgūt vārdu krājumu angļu valodā? (Nepieciešamo variantu apvelc!)
 - Jā;
 - Nē.
4. Kāpēc? (Īsi paskaidro savu atbildi, 1-2 teikumi)
5. Kur Tu apgūsti angļu valodas vārdu krājumu? (Nepieciešamo variantu apvelc, ir iespējami vairāki varianti)
 - Skolā (stundas laikā);
 - Mājās (pildot mājasdarbus, lasot, skatoties T.V. utt)
6. Kā Tu parasti apgūsti angļu valodas vārdu krājumu skolā? (Īsi apraksti, 2-3 teikumi)

7. Kā Tu parasti apgūsti angļu valodas vārdu krājumu mājās? (Nepieciešamo variantu apvelc, ir iespējami vairāki varianti)
- Skatoties seriālus/filmas;
 - Lasot grāmatas;
 - Internetā sazinoties ar ārzemju draugiem;
 - Klausoties radioprogrammas;
 - Cits variants
8. Vai uzskati, ka komēdijseriālu izmantošana angļu valodas stundās veicinātu vārdu krājuma apguvi? (Nepieciešamo variantu apvelc)
- Jā;
 - Nē.
9. Kāpēc? (Īsi paskaidro savu atbildi, 1-2 teikumi)
10. Kādus seriālus/šovus (angļu valodā) Tu parasti skaties? (Nosauc vismaz 3 seriālus/šovus)
11. Kurus no šiem seriāliem Tu vēlētos skatīties angļu valodas stundās? (Nepieciešamo atbildi apvelc, ir iespējami vairāki atbilžu varianti)
- FRIENDS;
 - The Big Bang Theory;
 - Glee;
 - Game of Thrones;
 - The Simpsons;
 - Sherlock;
 - Cits variants

Paldies par sadarbību! ☺

Anketa

"Komēdijseriāli vārdu krājuma apguvei angļu valodā 8.klasē"

Labdien cienījamie Rīgas 85. vidusskolas skolēni. Esmu Latvijas Universitātes, Pedagoģijas, psiholoģijas un mākslas fakultātes 4. kursa studente un studiju ietvaros veicu pētījumu par vārdu krājuma apguvi angļu valodā izmantojot komēdijseriālus. Esmu izvēlējusies jūsu skolu un jūsu klasi, lai veiktu anketēšanu sava pētījuma ietvaros. Vēlos, lai jūs aizpildāt manis izstrādāto anketu, kas aizņems aptuveni 10 minūtes laika. Jūsu sniegtie dati ir konfidenciāli un tiks izmantoti tikai pētījuma ietvaros! Ceru uz jūsu atsaucību un atbalstu!

Pirms sniežat atbildes uz jautājumiem, lūgums kārtīgi iepazīties ar jautājumu un tā izpildes noteikumiem! Veiksmi!

1. Lūdzu norādi savu dzimumu! (Nepieciešamo variantu apvelc!)

Meitene;

• Zēns.

2. Kā Tu domā, kas ir vārdu krājums? (Īsi paskaidro, 1-2 teikumi)

Vārdu krājums ir viss ko tu zini dažādās valodās. Arī tas ko tu zini savā dzimtajā valodā

3. Vai uzskati, ka ir svarīgi apgūt vārdu krājumu angļu valodā? (Nepieciešamo variantu apvelc!)

Jā;

• Nē.

4. Kāpēc? (Īsi paskaidro savu atbildi, 1-2 teikumi)

Jo ar šo valodu var sazināties ar ļoti daudzziem cilvēkiem. Angļu valoda ir ļoti pasaulē populāra.

5. Kur Tu apgūsti angļu valodas vārdu krājumu? (Nepieciešamo variantu apvelc, ir iespējami vairāki varianti)

Skolā (stundas laikā);

Mājās (pildot mājasdarbus, lasot, skatoties T.V. utt)

6. Kā Tu parasti apgūsti angļu valodas vārdu krājumu skolā? (Īsi apraksti, 2-3 teikumi)

Uzmanīgi uzklauso skolotājas mācīto stundā, piedaloties mācību darbā.

7. Kā Tu parasti apgūsti angļu valodas vārdu krājumu mājās? (Nepieciešamo variantu apvelc, ir iespējami vairāki varianti)

- Skatoties seriālus/filmas;
- Lasot grāmatas;
- Internetā sazinoties ar ārzemju draugiem;
 - Klausoties radioprogrammas;
 - Cits variants

8. Vai uzskati, ka komēdijseriālu izmantošana angļu valodas stundās veicinātu vārdu krājuma apguvi? (Nepieciešamo variantu apvelc)

- Jā;
- Nē.

9. Kāpēc? (Īsi paskaidro savu atbildi, 1-2 teikumi)

Jo tā var ļautri un interesanti
iemācīties valodas.

10. Kādus seriālus/šovus (angļu valodā) Tu parasti skaties? (Nosauc vismaz 3 seriālus/šovus)

- The Vampire Diaries
- Teen Wolf
- Riverdale

11. Kurus no šiem seriāliem Tu vēlētos skatīties angļu valodas stundās? (Nepieciešamo atbildi apvelc, ir iespējami vairāki atbilžu varianti)

- FRIENDS;
 - The Big Bang Theory;
- Glee;
 - Game of Thrones;
- The Simpsons;
 - Sherlock;
 - Cits variants

Paldies par sadarbību! 😊

Anketa

"Komēdijseriāli vārdu krājuma apguvei angļu valodā 8.klasē"

Labdien cienījamie Rīgas 85. vidusskolas skolēni. Esmu Latvijas Universitātes, Pedagoģijas, psiholoģijas un mākslas fakultātes 4. kursa studente un studiju ietvaros veicu pētījumu par vārdu krājuma apguvi angļu valodā izmantojot komēdijseriālus. Esmu izvēlējusies jūsu skolu un jūsu klasi, lai veiktu anketēšanu sava pētījuma ietvaros. Vēlos, lai jūs aizpildāt manis izstrādāto anketu, kas aizņems aptuveni 10 minūtes laika. Jūsu sniegtie dati ir konfidenciāli un tiks izmantoti tikai pētījuma ietvaros! Ceru uz jūsu atsaucību un atbalstu!

Pirms sniežat atbildes uz jautājumiem, lūgums kārtīgi iepazīties ar jautājumu un tā izpildes noteikumiem! Veiksmi!

1. Lūdzu norādi savu dzimumu! (Nepieciešamo variantu apvelc!)

• Meitene;

Zēns.

2. Kā Tu domā, kas ir vārdu krājums? (Īsi paskaidro, 1-2 teikumi)

- Tie ir vārdi, kurus Tu zini
- Tie ir vārdi, kurus Tu lieto ikdienā.

3. Vai uzskati, ka ir svarīgi apgūt vārdu krājumu angļu valodā? (Nepieciešamo variantu apvelc!)

Jā;

• Nē.

4. Kāpēc? (Īsi paskaidro savu atbildi, 1-2 teikumi)

Būs vienrādīšāk sarunāties ar ārzemniekiem.

5. Kur Tu apgūsti angļu valodas vārdu krājumu? (Nepieciešamo variantu apvelc, ir iespējami vairāki varianti)

Skolā (stundas laikā);

Mājās skatoties "Youtube".ⁿ

Mājās (pildot mājasdarbus, lasot, skatoties T.V. utt)

6. Kā Tu parasti apgūsti angļu valodas vārdu krājumu skolā? (Īsi apraksti, 2-3 teikumi)

Klausoties skatotājas teikto. Cenšos izprast teikto.

7. Kā Tu parasti apgūsti angļu valodas vārdu krājumu mājās? (Nepieciešamo variantu apvele, ir iespējami vairāki varianti)

- Skatoties seriālus/filmas;
- Lasot grāmatas;
- Internetā sazinoties ar ārzemju draugiem;
- Klausoties radioprogrammas;
- Cits variants *skatoties YouTube*

8. Vai uzskati, ka komēdijseriālu izmantošana angļu valodas stundās veicinātu vārdu krājuma apguvi? (Nepieciešamo variantu apvele)

- Jā;
- Nē.

9. Kāpēc? (Īsi paskaidro savu atbildi, 1-2 teikumi)

Tur izmanto vārdu rotājumu kuru Es īsti neapbruņoju ikdienā.

10. Kādus seriālus/šovus (angļu valodā) Tu parasti skaties? (Nosauc vismaz 3 seriālus/šovus)

*Es neskatos TV.
Bet agrāk daudzi Simpsonus.*

11. Kurus no šiem seriāliem Tu vēlētos skatīties angļu valodas stundās? (Nepieciešamo atbildi apvele, ir iespējami vairāki atbilžu varianti)

- FRIENDS;
- The Big Bang Theory;
- Glee;
- Game of Thrones;
- The Simpsons;
- Sherlock;
- Cits variants

Paldies par sadarbību! ☺

Angļu valodas stundas plāns

	Aspect	Modelling
1	Theme and source material	Computing, Solutions Intermediate, worksheets prepared by the teacher for the task with the sitcom "FRIENDS"
2	Form and date	Form 8a, February 23, 2017
3	Aims: <ul style="list-style-type: none"> • Language development • Intellectual development • Personality development 	<p>To learn new vocabulary on the topic of computing; To practice listening skills for a specific information.</p> <p>To practice comprehension skills (to recognize new vocabulary items from a video material in order to complete the tasks in the worksheets and later on do tasks from the students' book)</p> <p>To develop verbal-linguistic intelligence.</p>
4.	Aim for the teacher	To introduce the students with the new topic and use sitcoms to help to learn the vocabulary

No.	Stage and timing	Objective	Activities, instructions	Teaching aids,
-----	------------------	-----------	--------------------------	----------------

				organisation form
1.	Lead-in 5 min	To arouse students' interest on the topic of computing	<p>Good morning my dear students, how are you today?</p> <p>Today we will start the lesson by looking at this picture and writing down 3 words in your notebooks that pop into your mind when you see it (picture of an old computer used in the short clip of the sitcom FRIENDS), so open your notebooks and write today's date. You have 1 minute time to complete this task.</p> <p>Let's check your answers. Can you guess what is the topic what we will be talking about today?</p>	<p>Individual work and class discussion</p> <p>Notebooks</p>
2.	Listening task/ tasks from the worksheet 15 min	To learn the new vocabulary and apply it in appropriate context.	<p>(Pre-listening activity) You will be watching a short clip from a sitcom called FRIENDS. What do you know about this sitcom and can you name the main characters?</p> <p>(While-listening activity) You have received your worksheets and you will have to do the task number one which is to watch the clip and try to guess the meaning of the words that are related to computers. After watching the clip you have 5 minutes to complete the first task.</p>	<p>Individual work and class discussion</p> <p>Worksheets provided by the teacher;</p> <p>Projector and video material selected by the teacher</p>

			<p>Let's check how well you have guessed the meaning of the words. What does the megabyte mean? ...</p> <p>(post-listening activity) On the other side of the worksheet you have the task number two, where you have to match the same words from task one with their real meanings. You have 5 minutes to complete this task and then we will discuss the answers</p> <p>Let's check your answers. Tell me what does the megabyte really mean?</p>	
3.	<p>Vocabulary extension (tasks from students' book)</p> <p>18 min</p>	<p>To extend the vocabulary on the topic of computing</p>	<p>Let's open your students' books on page 44 and check the task 2. Before we start it let's check if you know the meaning of these words. Those words which are not familiar to you, write down in your notebooks and write the meaning of them as we discuss. So also open your notebooks and write today's date.</p> <p>What does the 'app' mean?</p> <p>Now let's listen to the recording and complete the questionnaire.</p> <p>Let's check the answers.</p> <p>Let's do the task 4 from your students' books, look at the description of a computer</p>	<p>Individual work and class discussion</p> <p>Notebooks;</p> <p>Students' books</p>

			<p>and, then listen and write the missing numbers</p> <p>The final tasks for today will be task number 7 and 8. Therefore, arrange yourselves in pairs and invent an app for a smart phone. Also think about the name of your app and what for others will be able to use the app. You have 5 minutes to do this task and then we will discuss your ideas.</p>	<p>Work in pairs and class discussion</p>
4.	<p>Homework</p> <p>1 min</p>	<p>To introduce the students with the homework</p>	<p>At home you have to complete the task 3 from the worksheets that were given to you at the beginning of the lesson</p>	
5.	<p>End</p> <p>1 min</p>	<p>To sum up the lesson and welcome students to the next lesson</p>	<p>What have you learnt today?</p> <p>What did you like the best?</p> <p>Thank you for the lesson! Have a nice day!</p>	

Hot reflection: Students were learning the new vocabulary by completing the worksheets that were provided by the teacher using the sitcom FRIENDS. Students extended their vocabulary by completing the tasks from the students' books. While conducting the lesson, I learned how to incorporate sitcom in order to learn the new vocabulary on topic of computing. The lesson went well and there is nothing that I would like to change.

Angļu valodas stundas plāns

	Aspect	Modelling
1	Theme and source material	Mystery and furniture, Worksheets for the tasks with applying sitcom, Solutions Intermediate
2	Form and date	Form 8a, March 28, 2017
3	Aims: <ul style="list-style-type: none"> • Language development • Intellectual development • Personality development 	<p>To learn new vocabulary on the topic of furniture; To practice listening skills for a specific information.</p> <p>To practice comprehension skills (to recognize new vocabulary items from a video material in order to complete the tasks in the worksheets and later on do tasks from the students' book)</p> <p>To develop verbal-linguistic intelligence.</p>
4.	Aim for the teacher	To introduce the students with the new topic and use sitcoms to help to learn the vocabulary

No.	Stage and timing	Objective	Activities, instructions	Teaching aids, organisation form

1.	Lead-in 5 min	To arouse students' interest on the topic	Good morning my dear students, how are you today? We will start today's lesson by watching another clip from sitcom FRIENDS and completing the tasks from the worksheets. Can you predict what it will be about? Think about your answer and share your ideas with the class.	Individual work and class discussion
2.	Vocabulary practice/ listening practice 15 min	To help the students to learn the new vocabulary items by listening task	Look at the first task from the worksheets. You will watch the clip and you have to fill in the gaps with missing words. Later we will check your answers. You will watch the clip twice. Now let's do the task two. What do you have to do there? Arrange yourself into pairs. Answer the questions and discuss them with your partner, share your ideas with the rest of the class. You have 7 minutes to complete the task.	Individual work Worksheets Projector, speakers and video material Pair work and class discussion
3.	Vocabulary practice/ listening practice	To help the students to learn the new vocabulary items and apply	Let's open your students' books on page 54 and check the task 1. What do you have to do there? Before you start let's make sure that you know the meaning of these words. So, open	Individual work and class discussion

	17 min	them in context.	<p>your notebooks and write today's date and write translation of every word that you don't recognize.</p> <p>The following that we will do today is task number two. What do you have to do there? You have 7 minutes time to do the task and then you will listen to a recording to check your answers.</p> <p>Read "learn this box" and complete the task number 3. How do we form compound nouns? When do we write them separately and when do we write them together? You have 5 minutes to complete the task</p>	Notebooks; Students' books
4.	Homework 2 min	To inform the students about homework and inform them about upcoming vocabulary check-up test	At home, you have to revise the new vocabulary items and get ready for the check-up test. Also pay attention when you have to write the compound nouns together and when separately. Also do the task number three from the worksheets.	
5.	End 1 min	To sum up the lesson and welcome students to the next lesson	<p>What have you learnt today?</p> <p>What did you like the best?</p> <p>Thank you for the lesson! Have a nice day!</p>	

Friends. SE 1, EP 8 “The one with the list”

Situation one.

Chandler: All right, check out this bad boy. 12 megabytes of ram. 500 megabyte hard drive. Built-in spreadsheet capabilities and a modem that transmits at over 28,000 b.p.s.

Phoebe: Wow. What are you gonna use it for?

Chandler: Games and stuff.

Situation two.

Chandler: ... We'll make a list. Rachel and Julie, pros and cons. Oh. We'll put their names in bold, with different fonts, and I can use different colors for each column.

Task 1.

Try to guess the meaning of the following words!

Megabyte –

Hard drive -

RAM –

Spreadsheet –

Modem –

B.P.S. –

Bold –

Fonts –

Column –

Task 2

Match the words with their meanings.

1. Megabyte	a) A vertical division of a page or text.
2. RAM	b) Bits per second
3. Spreadsheet	c) Random-access memory
4. Modem	d) A disk drive used to read from and write to a hard disk.
5. B.P.S	e) Typing style, having dark, heavy strokes, used especially for emphasis
6. Hard drive	f) An electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.
7. Bold	g) A unit of information equal to one million or, strictly, 1,048,576 bytes.
8. Fonts	h) A combined device for modulation and demodulation, for example, between the digital data of a computer and the analogue signal of a telephone line.
9. Column	i) A set of type of one particular face and size.

Task 3. AT HOME

Try to translate the words from task 1 and 2 into Latvian!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Describe your computer using as many new words as you can!

Sources:

1. <https://www.youtube.com/watch?v=ZGb7sC4mpk0>
2. <https://en.oxforddictionaries.com/>
3. <http://www.livesinabox.com/friends/season2/208list.htm>

Review. Section 8^u

Friends. SE 1, EP 8 "The one with the list"

Situation one.

Chandler: All right, check out this bad boy. 12 megabytes of ram. 500 megabyte hard drive. Built-in spreadsheet capabilities and a modem that transmits at over 28,000 b.p.s.

Phoebe: Wow. What are you gonna use it for?

Chandler: Games and stuff.

Situation two.

Chandler: ... We'll make a list. Rachel and Julie, pros and cons. Oh. We'll put their names in bold, with different fonts, and I can use different colors for each column.

Task 1.

Try to guess the meaning of the following words!

Megabyte - a measure of memory in electronics.

Hard drive - it is a memory keeper.

RAM - Random access memory.

Spreadsheet -

Modem - it is something for internet in 90's

B.P.S. - A bit per second.

Bold - text is bigger and darker than the other.

Fonts - text it is a look of text.

Column - text splits to different columns.

Task 2

Match the words with their meanings.

1. Megabyte	a) A vertical division of a page or text.
2. RAM	b) Bits per second
3. Spreadsheet	c) Random-access memory
4. Modem	d) A disk drive used to read from and write to a hard disk.
5. B.P.S	e) Typing style, having dark, heavy strokes, used especially for emphasis
6. Hard drive	f) An electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.
7. Bold	g) A unit of information equal to one million or, strictly, 1,048,576 bytes.
8. Fonts	h) A combined device for modulation and demodulation, for example, between the digital data of a computer and the analogue signal of a telephone line.
9. Column	i) A set of type of one particular face and size.

Task 3. AT HOME

Try to translate the words from task 1 and 2 into Latvian!

1. Megabaiti ✓
2. Rāms kā savācāk var pateikt?
3. Spēļu lapa ✓
4. Modēms ✓
5. Gaisa B.P.S līti sekunā. ✓
6. Atrāscliss ✓
7. Bēlts —
8. Fontas ✓
9. Kolonnas.

Describe your computer using as many new words as you can!

My computer/tablet runs Windows RT 8.1. Computer ~~has~~ has installed 2 GB RAM, and 1,30 GHz Quad Core CPU. On my computer I can remove keyboard. It has got USB input and magnetic charger.

Sources:

1. <https://www.youtube.com/watch?v=ZGb7sC4mpk0>
2. <https://en.oxforddictionaries.com/>
3. <http://www.livesinabox.com/friends/season2/208list.htm>

good :)
tested!

Name:

Friends. SE.4, EP. 2“The one with the cat”

Task 1. Watch the clip and fill in the gaps!

Chandler and Joey are trying to sale the unit, a guy comes to the apartment, and Joey bets him that he can fit in the entertainment center. The guy locks Joey in it and leaves with all of their stuff. Chandler walks in the apartment and...

Chandler: OH MY GOD!!!

Joey: WHAT?!!

Chandler: Are you all right?!

Joey: Yeah...

Chandler: (lets him out) What happened?!!

Joey: (getting out) Awww, man! He promised he wouldn't take !!

Chandler: What the hell happened?!! How were you locked in?!! And where the hell is all of our stuff?!!

Joey: Well, this guy came by to look at the and-and he said he didn't think big enough to fit a grown man!

Chandler: You got in voluntarily?!

Joey: I was tryin' to make a sale!! Oh, man, if I ever run into that guy again, do you know what I'm gonna do?

Chandler: BEND OVER?!!!

Joey: Y'know, without our all stuff, the unit doesn't seem that big

Chandler: Why couldn't he be a kidnapper?

Rachel: Wow! They really got you guys. Your

Phoebe: Oh yeah, your The

Joey: (looking through a deck of cards) Aww, man, he took the !! Oh, no-no-no, here it is!

Task 2. In pairs. Answer to the questions about the clip! Discuss them with your partner!

- 1) What has been stolen from Joey's and Chandler's apartment?
- 2) Who did the robbery?
- 3) Why Joey didn't stop the burglar?
- 4) What colour were the wallpapers in their apartment?
- 5) What the floors were covered with?

Task 3. AT HOME! Imagine that you are Joey and you saw the burglar on the street! Write a short story about what would you do to get your furniture back! (60-90words)

Name: Loreta Talente

Friends. SE.4, EP. 2 "The one with the cat"

Task 1. Watch the clip and fill in the gaps!

Chandler and Joey are trying to sale the unit, a guy comes to the apartment, and Joey bets him that he can fit in the entertainment center. The guy locks Joey in it and leaves with all of their stuff. Chandler walks in the apartment and...

Chandler: OH MY GOD!!!

Joey: WHAT?!!

Chandler: Are you all right?!

Joey: Yeah...

Chandler: (lets him out) What happened?!!

Joey: (getting out) Awww, man! He promised he wouldn't take the chairs!

Chandler: What the hell happened?!! How were you locked in?!! And where the hell is all of our stuff?!!

Joey: Well, this guy came by to look at the unit and-and he said he didn't think big enough to fit a grown man!

Chandler: You got in voluntarily?!

Joey: I was tryin' to make a sale!! Oh, man, if I ever run into that guy again, do you know what I'm gonna do?

Chandler: BEND OVER?!!!

Joey: Y'know, without our all stuff, the unit doesn't seem that big

Chandler: Why couldn't he be a kidnapper?

Rachel: Wow! They really got you guys. Your TV the chairs

Phoebe: Oh yeah, your microwave The stereo

Joey: (looking through a deck of cards) Aww, man, he took the 5 of spades Oh, no-no-no, here it is!

Task 2. In pairs. Answer to the questions about the clip! Discuss them with your partner!

- 1) What has been stolen from Joey's and Chandler's apartment?
- 2) Who did the robbery?
- 3) Why Joey didn't stop the burglar?
- 4) What colour were the wallpapers in their apartment? grey
- 5) What the floors were covered with? Carpet

Task 3. AT HOME! Imagine that you are Joey and you saw the burglar on the street! Write a short story about what would you do to get your furniture back! (60-90 words)

If I was on the street and saw the burglar that robbed me I would call the police immediately, cause I bet that the burglar would start running away from me if I reminded him of the robbery. And while the police would be driving and if the burglar would be walking away I would follow him, so he wouldn't disappear from my eyes. Also, if he would get into a car and would start driving away I would try to write down or remember the car's number.

tested :)

Date:

Name:

Task 1. Finish the sentences using the correct word from the list below!

App, channel, blog, desktop, podcast, username, web page, link

1. I have been watching a famous Youtuber lately, I will send you a to his
2. My phone crashed and deleted every single on it.
3. I had an amazing trip last year and I wrote all about it on my
4. I don't use laptop, I have a computer.
5. I can't log on my Facebook anymore, it shows that the password and is incorrect.
6. I was listening to a yesterday night, it was about new science experiments.
7. You shouldn't share your contact information on non-authorized

Task 2. Translate into English!

1. Treknraksts –
2. Kolonna –
3. Cietais disks –
4. Operatīvā atmiņa –
5. Bits sekundē –
6. Rūteris –
7. Izklājlapa –
8. Megabaits –
9. Burtu stils –

Date: 2nd of March
Name: Liva Rāzniece

Task 1. Finish the sentences using the correct word from the list below!

App, channel, blog, desktop, podcast, username, web page, link

1. I have been watching a famous Youtuber lately, I will send you a link to his channel ✓
2. My phone crashed and deleted every single app on it. ✓
3. I had an amazing trip last year and I wrote all about it on my blog ✓
4. I don't use laptop, I have a desktop computer. ✓
5. I can't log on my Facebook anymore, it shows that the password and username is incorrect. ✓
6. I was listening to a podcast yesterday night, it was about new science experiments. ✓
7. You shouldn't share your contact information on non-authorized web page ✓

Task 2. Translate into English!

1. Treknraksts – bold ✓
2. Kolonna – column ✓
3. Cietais disks – hard drive ✓
4. Operatīvā atmiņa – RAM ✓
5. Bits sekundē – BPS - bits per second ✓
6. Rūteris – modem ✓
7. Izklājlapa – spreadsheet ✓
8. Megabaits – megabyte ✓
9. Burtu stils – font ✓

tested :)

Date:

Name:

Task 1. Translate into English!

1. Atpūtas krēsls -
2. Pelnutrauks –
3. Aizskaru stanga –
4. Kamīns –
5. Grīdas dēļi –
6. Šūpuļkrēsls –
7. Bufete –
8. Porcelāns –
9. Marmors –
10. Palodze –

Task 2. Make compound nouns! Underline the compound nouns that are written separately.

Book chair flower hair key light window writing

1. hole
2. ledge
3. shelf
4. shade
5. bed
6. brush
7. paper
8. leg

Date: 30th of March
Name: Daniels Vaeohins

Task 1. Translate into English!

1. Atpūtas krēsls -
2. Pelnutrauks - asharey
3. Aizskaru stanga -
4. Kamīns -
5. Grīdas dēļi -
6. Šūpuļkrēsls -
7. Bufete -
8. Porcelāns -
9. Marmors -
10. Palodze -

Task 2. Make compound nouns! Underline the compound nouns that are written separately.

~~Book~~ ~~chair~~ ~~flower~~ ~~hair~~ ~~key~~ ~~light~~ ~~window~~ ~~writing~~

1.key... hole ✓
2.window... ledge ✓
3.book... shelf ✓
4.light... shade ✓
5.flower... bed ✓
6.hair... brush ✓
7.writing... paper ✓
8.chair... leg ✓

not tested :)

Your tasks for creating a sketch

1. Choose a topic for your sketch and create a title;
2. Write a script (approximately 3-5pages long, remember that in the video format it **MUST** be 10-15 mins long);
3. Use vocabulary that was presented in **UNIT 5** and **UNIT 6** and the vocabulary that was used in tasks with the sitcom **FRIENDS**. Use as many words as you can! Minimum words count that should be used is - 20;
4. Each person in the sketch **MUST** have a role, so make sure that you have someone who is filming you;
5. Think about the setting where you will film the sketch and the audio must be clear enough to understand;
6. Draft of the sketch must be sent to a teacher - for checking and receiving a feedback. Deadline for the draft - 11.04.2017;
7. Deadline for the full version of the script should be sent in by 14.04.2017;
8. Video must be sent in by 21.04.2017.

Good luck! 😊

My e-mail for any questions and for sending in the script - lauragoldberga@hotmail.com

Short sketch performance criteria

Name: _____

Class: _____

Criteria	4	3	2	1	TOTAL
VOICE	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.	
STAGE	Good use of stage and movement – did not turn back to audience	Almost used entire stage – turned away from audience only once or twice.	Could have used more of the stage; must concentrate on facing forward.	Needed more blocking – always face audience and use the stage!	
SCRIPT/ PURPOSE (When applicable)	Enticing vivid detail used in script/ dialogue; evident reasons for the performance.	Script/ dialogue was well-written; considerable detail with good purpose.	Some detail used in script/ dialogue; needed more of a purpose.	Script/ dialogue contained no purpose and very little detail.	
MEMORIZATION/ IMPROVISATION (When applicable)	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized-some improv used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.	
FACIAL EXPRESSION/ BODY LANGUAGE	Great use of gestures, facial expression and body movement!	Contained some facial expression, gestures & body movement.	Needed more facial expressions gestures & movement.	Contained little to no facial expression, gesture or movement.	
USE OF VOCABULARY	Great use of vocabulary, all of the items (words) given were used appropriately	Most of the vocabulary items were used appropriately	Needed to use more vocabulary items that were given	Little or no vocabulary items were used in sketch	
OVERALL	Committed, cooperated & concentrated- WOW!	Semi-committed, concentrated & cooperative- GREAT!	Almost committed, cooperative & concentrated- NOT TOO BAD...	No commitment, cooperation or concentration MORE REHEARSAL!	

Final mark:

Additional Comments: _____

Short sketch performance criteria

Name: Daniils Voronius (group 4)

Class: SA

Criteria	4	3	2	1	TOTAL
VOICE	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.	4
STAGE	Good use of stage and movement— did not turn back to audience	Almost used entire stage— turned away from audience only once or twice.	Could have used more of the stage; must concentrate on facing forward.	Needed more blocking— always face audience and use the stage!	4
SCRIPT/ PURPOSE (When applicable)	Enticing vivid detail used in script/dialogue; evident reasons for the performance.	Script/dialogue was well-written; considerable detail with good purpose.	Some detail used in script/dialogue; needed more of a purpose.	Script/dialogue contained no purpose and very little detail.	3
MEMORIZATION/ IMPROVISATION (When applicable)	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized—some improv used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.	3
FACIAL EXPRESSION/ BODY LANGUAGE	Great use of gestures, facial expression and body movement!	Contained some facial expression, gestures & body movement.	Needed more facial expressions gestures & movement.	Contained little to no facial expression, gesture or movement.	3
USE OF VOCABULARY	Great use of vocabulary, all of the items (words) given were used appropriately	Most of the vocabulary items were used appropriately	Needed to use more vocabulary items that were given	Little or no vocabulary items were used in sketch	2
OVERALL	Committed, cooperated & concentrated- WOW!	Semi-committed, concentrated & cooperative- GREAT!	Almost committed, cooperative & concentrated- NOT TOO BAD...	No commitment, cooperation or concentration MORE REHEARSAL!	4

Final mark: 9

Additional Comments: All the requirements were done on time, ~~the~~ showed an interest in the whole process (asking additional questions etc.) Well done!

The teacher's sketch.

This is a simple sketch. It is easy to make it more personal by adding particular quirks from your school, country,

Cast: Teacher Maria Alex Antonio Juan Esther

Teacher: Good morning everyone.

Everyone: Good morning.

Teacher: Juan, stop hitting Esther. Maria, let go off Antonio, Alex, do not put your pencil up your nose. Maria, take off your Walkman. Maria! Maria, your Walkman!

Maria: Que?

Teacher: Take off your Walkman.

Maria: What?

Teacher: I said take.

Maria: Hang on, (*She takes off her Walkman*) What?

Teacher: It doesn't matter, sit down.

Alex: Sorry I'm late, sorry I'm late.

Teacher: Alex, why are you late?

Alex: I missed the bus.

Teacher: Alex, you only live over there! (*Pointing*)

Alex: I got lost.

Teacher: Sit down. Antonio, where is your homework?

Antonio: My homeworks?

Teacher: Yes, you homework?

Antonio: Er.. I've lost it. My dog ate it!

Teacher: Antonio.

Antonio: Yes?

Teacher: You don't have a dog.

Antonio: Oh my god, I've lost my dog too.

Teacher: Be quiet! Ok, turn to page 27

Juan: Que?

Teacher: Page 27

Antonio: Que ha dicho?

Teacher: 27

Maria: 26?

Teacher: 27, 27, page 27. Ok?

Everyone: Ok.

Esther: Which book?

Teacher: Forget it, forget it. It doesn't matter. Juan, where do you live?

Juan: Que?

Teacher: Where do you live? Do you live far from here?

Juan: Far?

Teacher: Yes, far?

Juan: Far... (*Thinking*) Que es "far"?

Teacher: Far, far, You know, near far

Everyone: Wherever you are, I believe... (*Singing Titanic*)

Teacher: Quiet, quiet! Ok, Ok, a test, phrasal verbs

Everyone: Oh no.

Teacher: Esther, what phrasal verb means to invent?

Esther: Yo que sé tío!

Teacher: Esther! Now come on, we did this yesterday. Do you remember, to make...

Esther: On

Maria: In

Antonio: at

Juan: Off

Alex: to

Antonio: Out

Maria: Up

Teacher: Up! Up! Yes, excellent, well done Maria. Right now, for homework you can do page
27

Bell rings.

Students: Vamos a casa!

(They exit running while the teacher carries on talking with his back to them. He then turns round)

Teacher: And then you can do*(does double take, shrugs his shoulders and leaves –* **lights out**

Epic Vlog...

Cast: Jeff Janis Cameraman (George) Olivia Alissa Malia Tessa Steffany

Everyone: Heyyyyyyyo guys it's us... Heroes and Zeros...

Jeff: Jeff [My name is Jeff meme]

Alissa: Alissa

Janis: Janis

Olivia: Olivia

Malia: Malia

Tessa: Tessa

George: [Turns camera at his face] George [George of the jungles meme]

Alissa: So... Today it's Tuesday and we're going to the....

Everyone: Abandoned school...

Jeff: [Scene where Jeff is very close to the camera] If you read our **blog** then you should know that tho...

George: [Turns camera at the fence] So.. Now we're going to climb that shiiii...

[The next scene we're standing on the other side of the fence]

Everyone: [Happy] Yeah we made it!!

Jeff: Okay, Guys we made it, we are on the other side of the fence!

Malia: [Camera pointed at Olivia] But someone couldn't climb that fence.

Olivia: [Stuck on the fence] Stop messing around and help me to get down!

[Someone is helping Olivia to get down]

Janis: Maybe we should leave??? [afraid]

Alissa: [Showing her ring finger] What The Fudge Balls?!

Alissa: We are not going home!

Jeff: [Looking at the cameraman] YEA!!

Malia: [Headed to the school door and looking at the camera] So guys listen... There is a story about this school.... There are rumours that girl named Steffany is haunting every teenager who enters the school because when she was alive she didn't had any friends and everyone laughed at her.

George: How did she die?

Malia: School decided that they should make a **time capsule** so when they were closing it she fell in and no one noticed that... And yeah... She died there.

Jeff: We should definitely check that **capsule**.

[They are at the front door]

Jeff: [Trying to open door] What the fridge??

Malia: [With an angry voice] WHAT???

Jeff: I can't open that door!

Olivia: Maybe we should try another door?!

Malia: Okay so... we are going to open the back door then.

[Cut scene when they are going to the school door]

[Jeff is trying to open the door and he opens it]

George: [Turns camera at him] HERE WE GO! [Jake Paul meme "Here we go"]

Janis: I think we will get caught... It's a really bad idea...

Alissa: [Hits Janis] Pull yourself together!

George: Okay guys we should be quite now!

Jeff: Don't be silly there's no one around here...

[They are going to the stairs]

Olivia: [With Iphone in her hands] Omg there's no **Wi-Fi** here...

Malia: Why do you need it??

Olivia: I wanted to listen to a **podcast** or watch some other YouTuber **channels**.

Janis: It's nothing that we are filming a video for our channel?

[They stop near the stairs]

Tesaa: Okay were should we go? Upstairs or down?

Olivia: Wait, I found Wi-Fi, listen I found a cool song named Steffany it's a new song [Happy]

[Olivia turns on that song]

Steffany: You should leave NOW!!

Olivia: I like that the song is short and meaningful..

Tessa: Are you kidding me??? Okay just forget that stupid song and better think if we should go upstairs or downstairs?

Janis: Or we could just leave, I like that plan!

Olivia: Shhhh Tessa and Janis let me think, okay?

[Everyone makes a thinking face]

Olivia: Guys, you know what is bothering me?

Tessa: What? The tough choice between going upstairs or downstairs?

Olivia: So, we should go upstairs?

Everyone: Nooo, downstairs!

[They are just standing]

George: Oh yeah we should definitely go downstairs!

Everyone: Yeah yeah sure (Improvise)

[Then they are going to the basement]

Alissa: [touching the ground] Is that a **floorboard**?

George: No dummy it's a **tile**.

Alissa: Oh Okay!

Janis: [footsteps] Did you hear that?

George: What exactly?

Janis: The f***** (censored) footsteps!!!!

Jeff: Chill guys, there's no one there!

[Footsteps getting louder]

[Jeff screams like a little girl]

[And then Tessa shows up]

Jeff: Pfff... Told ya...

[Janis is looking at the Jeff with "what" face]

Tessa: Why were you screaming?

Jeff:

Malia: Where were you?

Tessa: My earring fell off, so I was looking for it!

Everyone: OHHHHHHH.... That's fine/cool (improvise)

[Everyone hears that someone is running behind the door]

Alissa: We should check who is in there!

Jeff: I have x-ray **app** it will show us what is behind that door.

Alissa: No we will do it the old fashion way! [Smirk face]

Janis: Oh you mean the run and scream way??

Alissa: [Face Palm] No we are going to open door and invistigate... Gosh....

Malia: Haven't you seen any of the horror fims? If we are going to invistigate then we are going to die! It all starts with a phone call...

[Jeffs phone ringing]

Jeff: [Jeff pick it up] Hello!

[Silence]

[Jeff hangs up]

Olivia,Malia,Alissa,Tessa,Janis: [Screams and stuff] [Improvise]

George: Okay stop screaming it was just a prank [Just a Prank Bro (Animated) meme]

[Alissa Hits George]

Olivia: Okay so anyway we shoudn't go inside!

Janis: Exactly?!

[George's phone is ringing and the number is in question marks]

[Melody is Justin Bieber Baby]

Malia: Really George?

George: What I like JB...

Alissa: HaHaHa... Very funny Jeff, you can stop calling him..

Jeff: I'm not calling him [Jeff shows his phone]

[George picks it up and puts it on the speaker]

George: Yes? Hello???

Steffany: Leave NOW OR....

George: Or???

Steffany: Or you will die Georgy...

George: Who is calling??!!!

Steffany: It's me... [Slowly] S T E F F A N Y...

[George drops the call]

George: Okay that was scary...

[Next scence camera is glitching and George turns camera at his face]

George: What the heck.... Camera is glitching! [In background there is Steffany and after that George turns camera back to his group]

[They search the place and they found that capsules things]

George: What the hack?

Malia: What's wrong?

George: Don't you think it's strange that the **time capsule**'s items which should be in **capsule** are laying on the ground in a freking basement???

Malia: Maybe... [With the wonder] Oh look there is a camera from 80s [Malia picks up the camera]

Jeff: [With the wonder] And the **can opener**... [Jeff picks it up]

Olivia: [With the wonder] And the **lipstick**....

George: Did they have **USB flash drives** back then???

Tessa: Who knows....

Janis: Okay so there's no one here... Let's get out of this school. This was a bad idea.

[They are standing near to the door, ready to leave when suddenly the door slams]

Jeff: [Is trying to open door and screams] OMG... OMG... We are going to die [Screams like little girl] srcew this , I'm out....

Alissa: Chill. We will get out of here...

[Jeff is trying to open the door when a girl starts to sing]

[George turns camera at Olivia}

George: Gosh... Olivia stop singing!

Malia/Janis: Yeah stop it's making me really mad....

Olivia: What? I'm not singing.... She's singing...

Everyone except Olivia: Oh okay...

[After that they look at the door]

[Few seconds later]

Everyone: Wait? What? [Notices the girl (Steffany) who is standing behind them and camera turns at her]

George: [Turns camera at his face] Oh dear God! [After that he turns camera at everyone's faces]

[NOW RUN]

Everyone: [Swearing] (Censored) [Runing out of the school]

[They run out of the school]

Jeff: [Loking at the camera] This is going to be an epic vlog...

[They are at they're HQ]

[Everyone is sitting infront of the camera]

George: So guys it was very scary....

Jeff: Luckily we survived it...

Malia: And now we are going to end our vlog...

Alissa: Don't try this at home...

Janis: Listen to the friends who tell you to LEAVE that damn school....

Olivia: Yeah... And try to **reduce carbon emissions**....

Malia: What?? Really?

Olivia: Yes... Oh no I forgot..

Tessa: What did you forget?

Olivia: To say that they should **make** new **discoveries**....

Everyone except Olivia: [Face palm]

Tessa: And read our blogs and watch our vlogs on our YouTube channel.

[When They are saying that Steffany is standing behind them all the time and she face palms too]

Steffany: And don't ever again return to my school [Camera gliching, everyones screams]

Steffany: I said that you are going to die....

The End

Our beautiful friendship

Roles :

Pāvels – Steve

Valdis – John

Dāvis – Vlodimir

Laima – Grace

Estere – Sarah

Elīna – Olivia

Melinda – Jessica

Kristine B. – Stacy

Acting : Steve ,John ,Vladimir ,Grace ,Sarah ,Jessica

We are going to meet Vladimir . He arrives from Russia to meet us .Finally Airplane is here and Vladimir sees us .

Vladimir : Hello , hello ! What a nice **climate** and **buildings** !

Steve ,John,Grace,Sarah,Jessica : Hello ! Welcome back !

Vladimir : All my friends are here !

Steve and John give Vladimir a friendly hand shake

Sarah : nice hat !

Acting : Steve ,John ,Vladimir ,Grace ,Sarah , Jessica , Olivia

We are going to a restaurant . We are challenging Vladimir to order food and drinks .

Olivia is **working** here .She is a waitress in this restaurant .

Olivia : Good morning ,what would you like to eat today ?

Vladimir : (whit Russian accent) I would like to order 7 hamburgers and nuggets

Olivia : I`m sorry , I didn`t understand you .Could you repeat that, please ?

Vladimir : I .. want ... 7 .. hamburgers .

All friends are laughing . Olivia sees us and comes over to our table .

Olivia : nice to meet you ,guys !

Steve : yov , sis

Jessica : Do you want to sit down with us ?

O : Yes , i`d love to . My job ends after 10 minutes .

Acting : Sarah , Grace , Steve , Vladimir , Olivia , Steisy , John , Jessica

We are driving in Sarah`s car . Along the way dropping off Jessica and John .

Jessica : Bye .I need to **meet Jane for a coffee**

John : See you later ! I`m **going bowling**.

Car door closes .Grace turns up radio and finds a good song . We are starting to dance and sing in the car . Then something goes wrong .

Steve : What`s happening ?!

Olivia and Grace : That`s Stacy !

Sarah : Hold closely

Car crushes in to the tree

Acting : Sarah ,Grace ,Steve ,Vlodimir ,Oliva

Grace ,Steve ,Vlodimir and Olivia goes to the hospital to visit Sarah .

Sarah : I`m glad , that today i can return home !

Vlodimir : What about your car ?

Sarah : It will take a while , to fix it.

*Nurse comes in *

Nurse : Could you all exit for a little bit ?

*We are going out , and nurse stays with Sarah *

Nurse : How do you feel ?

Sarah : Very good !

Nurse : You can go home right now

Acting : John and Steve

Guys are going to school. They go down with an elevator, but suddenly it stops moving . John is having a panic attack . He starts to scream .

Steve : What`s going on ?

Josh : I have no idea

Steve : we are not moving down

John : oh no ... I`m scared

*Steve starts laughing *

Steve : Are you scared? Does your pants rattle ?

John : Help ! Help !

Acting : Steve , Grace ,Sarah,John , Olivia ,Steisy and Jessica

*In school * Girls are sitting in class .

Teacher : Good morning ! So do you have your homework ? *Silence *

Teacher : Probably **no** .. Grace ,please take you legs down from the table .Sarah put your **lipstick** in youe bag.Olivia ,put your little **computer** down too .

Teacher :Open books on page ...You don`t have books ? Really ? We have a lot of **work** to do .

Olivia : There`s good **Wi-fi network**! *Sarah shows Grace her phone *

Sarah : Did you know about this youtube **channel** and this **blog** ?

Grace : I love this **podcast** ! *Shows to Sarah*

Then Steve and John run in the classroom and teacher looks angry .

John : Sorry for being late ! And ... We don`t have our homework .

Steisy : Again your dad ate it ?

Steve : We were stuck in an elevator.

Teacher : Stop ! Guys come here . Now write down some sentences .

*After 10 minutes * *Girls are speaking and laughing *

Acting : Olivia ,Vlodimir ,Steisy and John

Hairdressing salon

Olivia : Good afternoon !

John : Welcome !

Vlodimir : Hello , I want new hairstyle

Stacy : Yes , I want to try something new too

Hairdressers : You both are in good hands !

After 30 minutes

Vlodimir and Stacy look in the mirror and both are in shock .They look awful .

Vlodimir : What the

Hairdressers : You don`t like ?

Vlodimir : Yes

Acting : John ,Steve ,Vlodimir ,Grace and Sarah

*At Grece`s and Sarah`s house *

It`s evening and 3 black masked robbers are creeping .

They are taking even food and the cat .

When girls come back home they can`t believe .Sarah is calling the cops .

Grace : What should we do ? Even the **alarmclock** is gone !

Sarah : We need to wait for the cops . Oh no ! Our dad`s **ashtray** is gone too !

Grace : Cat also is gone ..

Sisters are hugging and thinking what to do .

Acting : Grace ,Sarah ,Olivia ,Steve ,Jessica and Vlodimir

Girls are going shopping and taking friends with them to help to find the best .

Sarah : This **armchair** looks good !

Jessica : Oh look ! There`s a nice **coffee table** and **footstool** .

Steve : What a nice **rocking chair** !

Grace : This **fabric** seems nice

Vlodimir : Look ! There are also **floorboards**

After that everyone goes to other shops . Vlodimir is getting very excited about this shop .He takes every thing and tries it . Steve is trying to get him out ,but it's difficult .

Acting : Sarah , Grace , Vlodimir , Jessica , Stacy , Steve , John and Olivia

Rather than **going for a pizza** , **going for bike ride** or **going ice skating** friends decided to stay at home and **have some friends around** and watch their favourite TV show .