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INTEGRATING SITUATIONAL COMEDIES IN TEACHING EVERYDAY ENGLISH CONVERSATIONS

ИНТЕГРАЦИЯ СИТУАТИВНЫХ КОМЕДИЙ В ПРЕПОДАВАНИИ ПОВСЕДНЕВНЫХ РАЗГОВОРОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

HAR KUNDALIK INGLIZCHA SUHBATLARNI O'RGATISHDA SITUATSION KOMEDIYALARINI INTEGRATSIYA QILISH

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Abstract

The article explores the theoretical and methodological foundations of using situational comedies (sitcoms) in teaching everyday English conversations, as well as the potential of sitcoms to enhance conversational fluency, listening comprehension, and cultural awareness. The study analyzes data collected through interviews with teenagers and surveys among university students, demonstrating how sitcoms provide authentic dialogues, informal expressions, and culturally rich scenarios that bridge the gap between theoretical learning and real-world application. The findings highlight the motivational role of humor in reducing learning anxiety and maintaining engagement, while also addressing challenges such as interpreting slang, idioms, and fast-paced speech. Practical strategies, including roleplays and guided discussions, are recommended to maximize the effectiveness of sitcom-based learning. This article reaffirms sitcoms as a versatile tool for modern language education, with the potential to transform traditional methods into dynamic, relatable, and culturally enriching experiences.

Аннотация

В статье рассмотрены теоретико-методологические основы использования ситуативных комедий (ситкомов) в преподавании повседневных английских разговоров; возможности применения ситкомов для повышения уровня разговорной беглости, навыков восприятия на слух и культурной осведомленности у учащихся. Изучаются данные, собранные через интервью с подростками и опросы среди студентов университетов, которые показывают, как ситкомы предоставляют аутентичные диалоги, неформальные выражения и культурно насыщенные сценарии, что помогает преодолеть разрыв между теоретическим обучением и реальными жизненными ситуациями. Выводы подчеркивают мотивационную роль юмора в снижении учебной тревожности и поддержании вовлеченности, а также рассматривают проблемы, такие как интерпретация сленга, идиом и быстрой речи. Рекомендуются практические стратегии, включая ролевые игры и направленные обсуждения, для максимального использования потенциала ситкомов в обучении. Статья подтверждает ситкомы как универсальный инструмент современного языкового образования, обладающий потенциалом преобразования традиционных методов в динамичные, доступные и культурно обогащающие образовательные практики.

Annotatsiya

Maqolada situatsion komediyalar (sitkomlar)ni kundalik inglizcha suhbatlarni o'rgatishda qo'llashning nazariy-uslubiy asoslari, sitkomlarni suhbatlashish qobiliyatini rivojlantirish, tinglash qobiliyatini oshirish va madaniy xabardorlikni kuchaytirish uchun qo'llash imkoniyatlari ko'rib chiqiladi. Maqolada, o'smirlar bilan o'tkazilgan intervyular va universitet talabalari o'rtasida o'tkazilgan so'rovlar orqali to'plangan ma'lumotlar tahlil qilinadi, bu esa sitkomlar real dialoglar, norasmiy ifodalar va madaniy jihatdan boy sahnalarni taqdim etib, nazariy o'qitish bilan amaliyot o'rtasidagi bo'shliqni to'ldirishga yordam berishini ko'rsatadi. Natijalar, hazilning o'rganishdagi tashvishlarni kamaytirish va ishtirokni saqlashdagi motivatsion rolini ta'kidlaydi, shuningdek, sleng, idiomalar va tezkor nutqni tushunish kabi muammolarni muhokama qiladi. Sitkomlar asosida o'qitishni maksimal darajada samarali qilish uchun rol o'ynash va yo'naltirilgan muhokamalar kabi amaliy strategiyalar tavsiya etiladi. Ushbu maqola sitkomlarni zamonaviy til o'qitishining universal vositasi sifatida tasdiqlaydi, bu esa an'anaviy metodlarni dinamik, moslashuvchan va madaniy jihatdan boy tajribalarga aylantirish potentsialiga ega.

Key words: situational comedies, English language teaching, conversational fluency, listening comprehension, informal expressions, cultural awareness, humor in education, language acquisition, role plays in teaching, multimedia learning tools

Ключевые слова: ситуативные комедии, преподавание английского языка, разговорная беглость, восприятие на слух, неформальные выражения, культурная осведомленность, юмор в образовании,

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приобретение языка, ролевые игры в обучении, мультимедийные образовательные инструменты.

Kalit so'zlar: situatsion komediyalar, ingliz tilini o'rgatish, suhbat birgalikda suhbatlashish, tinglash qobiliyatini oshirish, norasmiy ifodalar, madaniy xabardorlik, ta'limda hazil, tilni o'rganish, rol o'ynashlar bilan o'qitish, multimediya o'qitish instrumentlari.

INTRODUCTION

Today's era demands teacher and lecturer to deal with technology in teaching, the role of technology is really important. The expansion of technology which actually functions as the primary need brings benefits to the improvement of many aspects in education, such as teaching, learning, and research (Sherman, J. 2003). The use of media in teaching is also one of the ways teacher can deal with technology (Ulusoy, G., & Demirbilek, M. 2013). Basically, the use of the media in the process of teaching and learning English will attract students' motivation and attention (Teng, W., & Sinwongsuwat, K. 2015). It also offers information about an object and makes the classroom situation clear.

Situational comedies are more than just feel-good movies; they can be highly effective resources for teaching everyday English conversations. With their focus on relatable, real-life scenarios—like dating, friendships, misunderstandings, and personal growth—situational comedies provide language learners with an accessible and enjoyable way to absorb conversational English. In these films, characters use natural expressions, informal language, and authentic tones, helping learners grasp the rhythms and nuances of spoken English in a relaxed, enjoyable context. By using situational comedies as teaching tools, instructors can not only make language practice engaging but also bring cultural context, humor, and a variety of useful vocabulary into the classroom. Richards, J. C., & Seedhouse, P. (2005) said that in learning English, sitcoms can help problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills. This approach makes learning English more interactive and fun, empowering students to confidently apply what they learn in everyday situations.

This article addresses the main research question: How can the use of romantic comedies as teaching tools impact the development of conversational English skills among language learners? More specifically, this article will analyze the effectiveness of incorporating scenes and dialogues from situational comedies in teaching everyday English expressions, cultural nuances, and communication strategies. By examining the integration of romantic comedies into language lessons, this article aims to shed light on their potential to make language learning more dynamic, relatable, and culturally enriching.

LITERATURE REVIEW

Chen (1998) explored the impact of sitcoms on enhancing communicative competence in English learners. Over eight weeks, university students participated in lessons featuring sitcoms like those from *Disney* and *NBC*. Activities included video-based discussions and roleplays designed to mirror authentic conversational scenarios. The results revealed significant improvement in students' speaking skills and comprehension of colloquial expressions. This study underscores the value of sitcoms as a tool for teaching conversational English by providing examples of natural speech patterns and humor that encourage engagement.

Weyers (1999). In an experimental study, Weyers assessed the impact of TV shows, including Latin American sitcoms, on students' communicative abilities. Over eight weeks, the experimental group engaged with sitcom-based lessons while the control group followed the standard curriculum. Pre- and post-tests showed that the sitcom group outperformed the control group in speaking fluency, self-confidence, and variety of expressions. This study highlights sitcoms' ability to immerse students in realistic interactions, making them a valuable resource for teaching conversational fluency.

Ulusoy and Demirbilek (2013) focused on using sitcoms to teach speaking and listening skills to intermediate-level learners. Techniques such as freezing the frame, jigsaw viewing, and covering the screen encouraged students to predict and infer dialogue, enhancing their understanding of conversational flow. The study emphasized that sitcoms expose learners to cultural nuances and authentic communication styles, helping them practice contextually appropriate

language use. Humor in sitcoms was identified as a motivator for active participation in classroom discussions.

Sherman (2003) highlighted sitcoms' unique contribution to language learning by presenting humor and cultural references, which help students understand societal norms and colloquial speech. Students benefit from sitcoms' repeated use of the same characters and settings, which reinforces vocabulary and idiomatic expressions. Sherman also pointed out the challenges of cultural differences in humor but noted that understanding these nuances aids in bridging cultural gaps and improving conversational skills.

Morreale (2003) analyzed sitcoms' role in reflecting societal and historical contexts, making them ideal for exploring authentic language use. By examining character interactions in workplace or family settings, students gain insight into turn-taking, informal speech, and humor's role in everyday conversations. This approach not only develops language skills but also deepens cultural understanding, allowing learners to apply their knowledge effectively in real-life scenarios.

METHOD AND MATERIALS

This study uses a mixed-methods approach to explore the role of situational comedies in teaching everyday English conversations. To capture diverse insights, the research involved two key methods: conducting interviews with teenagers who visit a language center and administering a survey to university students. This combination allowed for an in-depth exploration of the topic and an understanding of trends and individual experiences.

Stage 1: Interviews

The first phase of the study involved semi-structured interviews with three teenagers (aged 14–18) who attend an English language center "BeePro". These participants were selected because of their active engagement in English learning programs and exposure to situational comedies as part of their learning. Each interview lasted 10–15 minutes and provided qualitative data on the teenagers' perceptions and experiences regarding sitcoms as a learning resource.

Interview Themes:

1. Exposure to situational comedies in learning environments.
2. Perceptions of sitcoms' usefulness in improving conversational English.
3. The impact of humor and cultural references on understanding and engagement.
4. Challenges in interpreting colloquial expressions and humor.
5. Suggestions for integrating sitcoms into language learning more effectively.

The interviews were recorded with participants' consent, transcribed, and thematically analyzed to identify recurring patterns and unique insights.

Stage 2: Survey

The second phase involved a survey designed to gather quantitative data on university students' engagement with situational comedies and their perceptions of its impact on learning conversational English. The survey, created using Google Forms, comprised 12 questions with a mix of multiple-choice and Likert scale items. Key questions included:

1. How often do you watch situational comedies?
2. Have you ever used situational comedies to improve your English?
3. Preferences for specific sitcoms (e.g., *Friends*, *The Office*, *Brooklyn Nine-Nine*).
4. How helpful do you find situational comedies for learning everyday English?
5. Which skill improves the most when watching situational comedies?
6. Do you use subtitles while watching situational comedies in English?
7. What is the biggest benefit of using situational comedies to learn English?
8. What challenges do you face when learning English through situational comedies?
9. How likely are you to recommend situational comedies for English learning?
10. Do you think situational comedies should be used in English classes?

The survey targeted university students (aged 18–25) majoring in English or other related fields. A total of 12 students completed the survey, and their responses were analyzed for trends and correlations.

RESULTS

4.1 Results of interview

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The interviews conducted with five teenagers attending a language center provided valuable insights into the effectiveness of sitcoms in teaching everyday English conversations. The participants shared their unique experiences, highlighting both the benefits and challenges of integrating sitcoms into their learning routines. There were several key themes that were identified:

1.Exposure to sitcoms

All participants reported actively watching English-language sitcoms such as *Friends*, *Brooklyn Nine-Nine*, and *The Big Bang Theory*. Their viewing habits varied, with some watching a few episodes weekly as part of their learning schedule, while others used sitcoms as leisure activities to relax and pick up conversational English incidentally.

One participant mentioned,

"I usually watch sitcoms during my free time. I don't even think of it as studying, but I realize I'm picking up phrases and slang I've never seen in textbooks."

2. Language Learning benefits

A common observation was the significant improvement in understanding informal language and casual phrases. Participants felt that sitcoms exposed them to authentic conversational styles, including intonation, slang, and idiomatic expressions, which enhanced their speaking confidence.

One teenager explained,

"When I hear how characters in Friends talk to each other, it feels like real conversations. It helps me sound less formal when speaking English."

Another noted that sitcoms made learning enjoyable:

"The humor keeps me interested, and I end up remembering expressions better because they're part of a funny scene."

3.Cultural understanding

Most participants emphasized the role of sitcoms in introducing them to cultural nuances, including humor, sarcasm, and common social practices in English-speaking countries. However, some struggled with fully grasping certain cultural references, which they felt limited their understanding of the jokes or situations. For example, one participant said

"Sometimes, I don't get the humor because it's about American culture, but my teacher explains it later, which helps a lot."

4.Motivation and engagement

Humor emerged as a key motivator for participants to engage with sitcoms. Many felt that the entertaining nature of sitcoms reduced the stress of language learning, making it feel less like a chore. A participant shared,

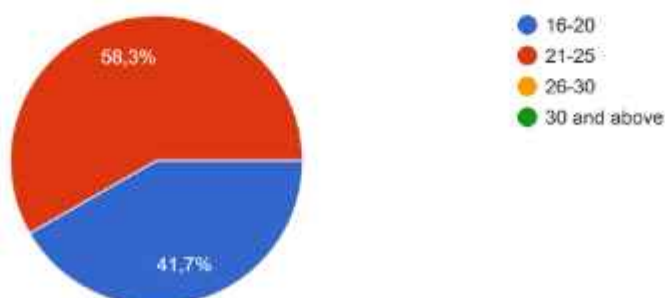
"Learning English through sitcoms is so much better than just reading a textbook. It's fun, and I feel motivated to keep improving."

4.2. Survey results

Figure number 1

Which age group do you belong to?

12 ОТВЕТОВ

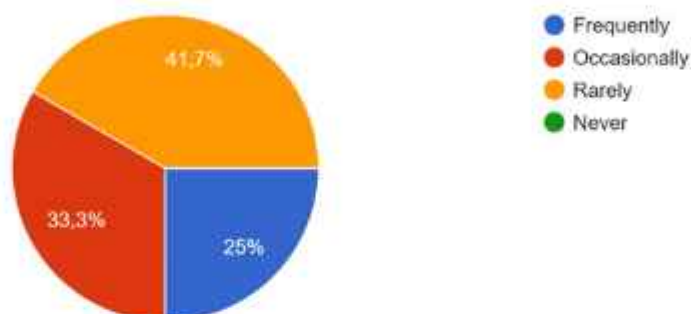


The chart displays the age distribution of twelve survey respondents. The largest segment, representing **58.3%** of the total, indicates that the majority of participants were between the ages of **21** and **25**. The remaining respondents, comprising **41.7%** of the total, fell into the **16-20** age bracket. Notably, there were no respondents from the **26-30** or **30** and above age groups. This data reveals a concentration of respondents in the younger age ranges, specifically within the **16-25** year-old demographic.

Figure number 2

How often do you watch situational comedies?

12 OTBETOB

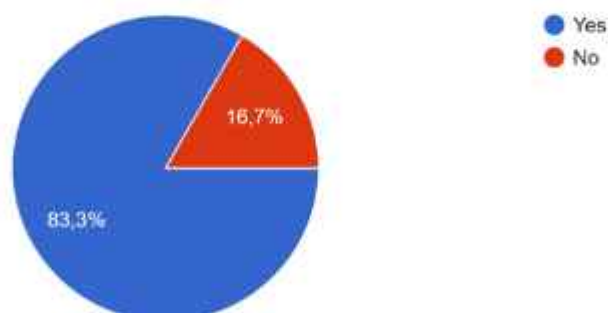


This pie chart presents the viewing habits of twelve individuals regarding situational comedies. The data shows that the most common viewing frequency is "rarely," with **41.7%** of respondents selecting this option. A significant portion, **33.3%**, watch situational comedies occasionally. A smaller percentage, **25%**, watch them frequently. It is notable that none of the respondents indicated that they never watch situational comedies. The results suggest a moderate to low level of engagement with this television genre among those surveyed.

Figure number 3

Have you ever used situational comedies to improve your English?

12 OTBETOB

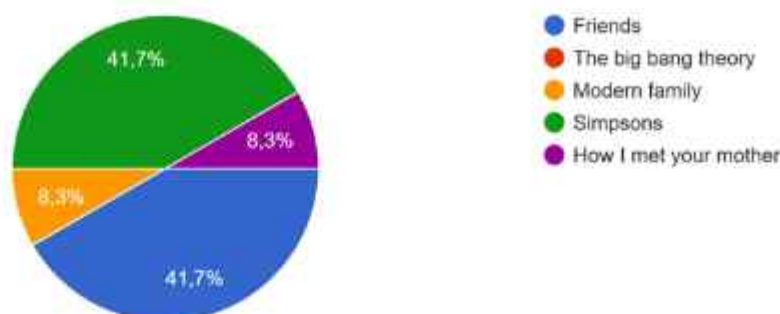


This pie chart illustrates the responses of twelve individuals to the question: "Have you ever used situational comedies to improve your English?" A substantial majority, representing **83.3%** of the respondents, answered "yes," indicating a significant use of situational comedies for English language learning. Conversely, a smaller segment, comprising **16.7%** of the respondents, answered "no," suggesting that a minority did not utilize situational comedies for this purpose. The data clearly shows a strong preference for using situational comedies as a tool for English language acquisition among the surveyed group. The disparity in responses highlights the potential effectiveness of this method for language learning.

Figure number 4

What is your favourite situational comedy?

12 ответов

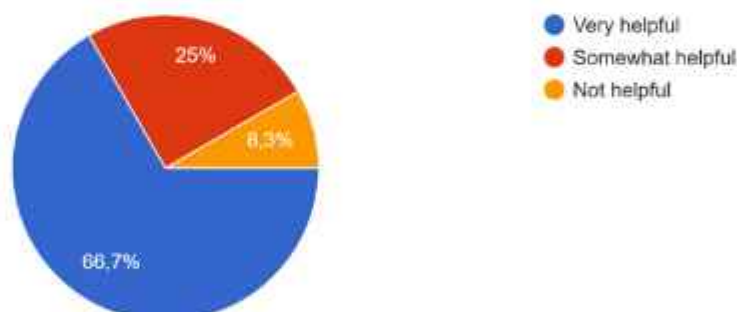


This pie chart, based on twelve responses, reveals the favorite situational comedies among a group of viewers. "Friends" and "Simpsons" are the most popular choices, each garnering **41.7%** of the votes. This indicates a near-even split in preference between these two shows. "Modern Family" and "How I Met Your Mother" each received a significantly smaller portion of the votes, at **8.3%** each. "The Big Bang Theory" was not selected by any of the respondents. The data suggests a clear preference for "Friends" and "Simpsons," with the other options significantly less favored. The absence of votes for "The Big Bang Theory" is a notable finding.

Figure number 5

How helpful do you find situational comedies for learning everyday English?

12 ответов

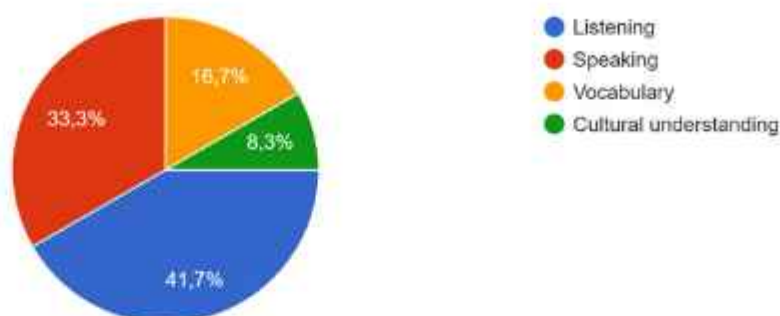


This pie chart presents the findings from a survey of twelve respondents regarding the perceived helpfulness of situational comedies for learning everyday English. The data reveals a significant positive perception: **66.7%** of respondents rated situational comedies as "very helpful" for this purpose. A considerable minority, **25%**, found them "somewhat helpful," suggesting a degree of utility but not as pronounced as the "very helpful" category. A small percentage, **8.3%**, deemed situational comedies "not helpful" for learning everyday English. The substantial majority indicating "very helpful" demonstrates a strong positive correlation between situational comedy consumption and everyday English acquisition among the surveyed population. The relatively small proportion finding them unhelpful suggests that this learning method is generally well-received.

Figure number 6

Which skill improves the most when watching situational comedies?

12 ответов

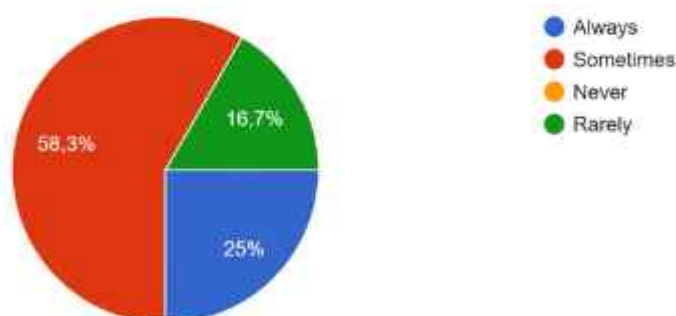


This pie chart, based on twelve responses, analyzes which English language skill shows the most improvement when watching situational comedies. Listening comprehension exhibits the most significant enhancement, with **41.7%** of respondents identifying it as the skill that improves most. Speaking skills follow closely behind, with **33.3%** of respondents selecting this option. Vocabulary acquisition is cited by a smaller proportion (**16.7%**), while cultural understanding shows the least improvement according to **8.3%** of respondents. The data suggests that watching situational comedies is particularly effective for improving listening and speaking skills, with a less pronounced effect on vocabulary and cultural understanding. The distribution indicates a clear prioritization of listening and speaking skills among the surveyed participants.

Figure number 7

Do you use subtitles while watching situational comedies in English?

12 ответов

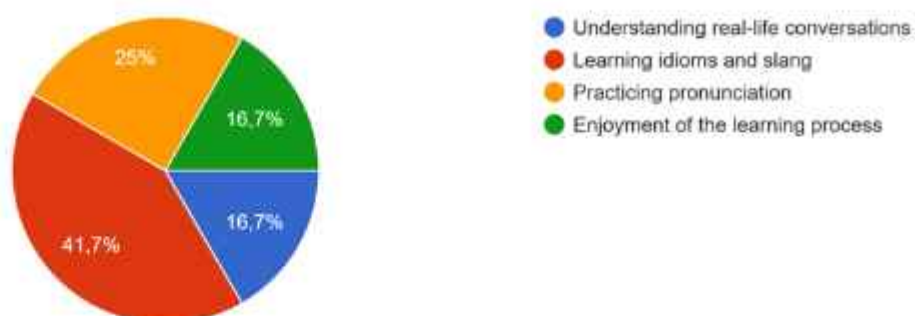


This pie chart presents data from a survey of twelve respondents concerning their subtitle usage while watching English-language situational comedies. The results indicate that a substantial majority, **58.3%**, do not utilize subtitles at all. A considerable portion, **25%**, sometimes employ subtitles, suggesting a degree of selective usage based on individual comprehension needs. A smaller group, **16.7%**, uses subtitles rarely, indicating infrequent reliance on this viewing aid. No respondents reported always using subtitles. The data suggests a preference for watching without subtitles, with a notable segment utilizing them occasionally to support comprehension.

Figure number 8

What is the biggest benefit of using situational comedies to learn English?

12 ОТВЕТОВ

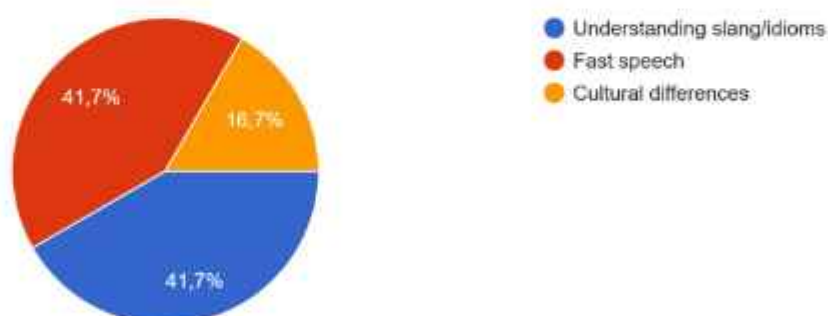


This chart presents the perceived greatest benefit of using situational comedies for English language acquisition, based on twelve survey responses. The most frequently cited advantage was improved understanding of real-life conversations, selected by **41.7%** of participants. This suggests a strong emphasis on the practical application of learned vocabulary and grammar within authentic communicative contexts. Learning idioms and slang was the second most popular response, chosen by **25%** of respondents, highlighting the value of situational comedies in exposing learners to informal language. Practicing pronunciation and enjoyment of the learning process were each selected by **16.7%** of respondents, indicating that these aspects, while beneficial, were considered less impactful than conversational understanding and idiom acquisition. The data suggests that situational comedies are viewed as a valuable tool for enhancing conversational fluency and familiarity with informal language use.

Figure number 9

What challenges do you face when learning English through situational comedies?

12 ОТВЕТОВ

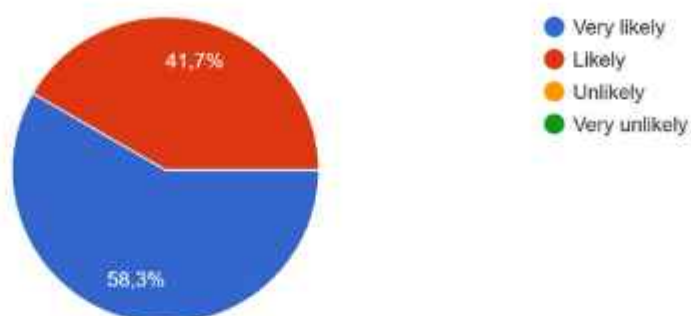


This pie chart illustrates the challenges faced by twelve learners when using situational comedies to learn English. The most significant hurdle, reported by **41.7%** of respondents, is understanding slang and idioms. This suggests that informal language presents a considerable barrier to comprehension. Fast speech poses a similar challenge, also cited by **41.7%** of participants, indicating difficulties in processing the rapid pace of spoken English in this context. Cultural differences represent a less prominent challenge, with only **16.7%** of respondents identifying it as a significant obstacle. The data highlights the need for learners to develop strategies for navigating informal language and rapid speech patterns when using situational comedies as a learning tool. The relatively equal distribution between slang/idioms and fast speech suggests that these two factors present equally significant barriers to learning.

Figure number 10

How likely are you to recommend situational comedies for English learning?

12 ответов

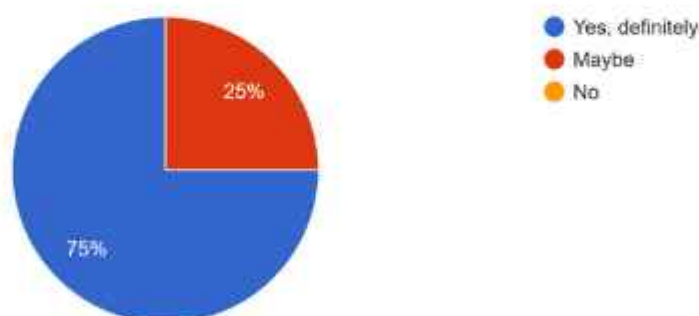


This pie chart presents the likelihood of twelve respondents recommending situational comedies for English language learning. A notable plurality, **58.3%**, reported being very likely to recommend this method, suggesting a strong positive perception of its effectiveness. A smaller proportion, **41.7%**, indicated they were simply likely to recommend situational comedies, representing a less emphatic but still positive assessment. No respondents selected "unlikely" or "very unlikely," indicating a complete absence of negative sentiment towards this approach to language learning. The data strongly suggests that situational comedies are viewed favorably as a supplementary tool for English language acquisition among the surveyed group. The lack of negative responses highlights the potential benefits of this method.

Figure number 11

Do you think situational comedies should be used in English classes?

12 ответов



This pie chart presents the responses of twelve individuals to the question of whether situational comedies should be used in English classes. A strong majority, **75%**, responded "yes, definitely," indicating considerable support for integrating this media type into the curriculum. A smaller segment, **25%**, responded "maybe," suggesting a degree of uncertainty or a conditional endorsement of the idea. No respondents selected "no," indicating unanimous positive or neutral sentiment towards the proposition. The data strongly suggests a favorable view of using situational comedies as a pedagogical tool in English language instruction. The significant support for their inclusion highlights their potential as an engaging and effective learning resource.

DISCUSSIONS

The findings of this study show the effectiveness of situational comedies as a teaching tool for everyday English conversations. Sitcoms provide a unique opportunity for learners to immerse themselves in authentic dialogues, offering exposure to natural speech patterns, idiomatic expressions, and culturally rich contexts. By presenting relatable scenarios, they bridge the gap

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between theoretical learning and real-world application, fostering conversational fluency and cultural awareness.

A particularly noteworthy outcome is the role of sitcoms in enhancing listening and speaking skills. Learners reported feeling more confident in their ability to comprehend and replicate conversational English after engaging with sitcoms. The informal language and dynamic interactions portrayed in these shows serve as models for real-life communication, encouraging learners to adopt natural intonation, phrasing, and expressions. This aligns with existing literature that emphasizes the value of authentic media in improving communicative competence.

Cultural exposure through sitcoms further enriches the language learning experience. Learners gain insights into the humor, social norms, and everyday practices of English-speaking communities, enabling them to navigate cultural nuances more effectively. However, this cultural immersion also presents challenges, particularly in understanding slang, idiomatic expressions, and humor that is deeply rooted in cultural references. Such difficulties highlight the importance of guided activities, such as discussions, paraphrasing exercises, and roleplays, to help learners interpret and internalize these elements.

Humor, as a defining feature of sitcoms, plays an important role in sustaining learner engagement. The entertaining nature of these shows reduces the pressure often associated with language acquisition, creating a relaxed and enjoyable learning environment. This emotional engagement fosters a positive attitude toward language learning, motivating learners to persist and apply what they learn in practical settings.

From a pedagogical perspective, integrating sitcoms into language lessons offers numerous benefits. Classroom activities such as re-enacting scenes, analyzing character interactions, and discussing cultural aspects can deepen learners' understanding and make lessons more interactive. Additionally, careful curation of sitcom episodes based on the learners' proficiency levels ensures that the material remains accessible while presenting an appropriate level of challenge.

While sitcoms are an effective tool for teaching casual and colloquial language, they should be complemented by other resources to address more formal aspects of language use. This balanced approach allows learners to develop a well-rounded linguistic proficiency.

In conclusion, situational comedies are a versatile and engaging resource for teaching conversational English. Their ability to combine language practice with cultural insights and humor makes them a valuable addition to the language learning toolkit. By addressing potential challenges through structured activities, educators can unlock the full potential of sitcoms, transforming them into a powerful medium for language acquisition.

CONCLUSION

This study demonstrates that situational comedies are a highly effective tool for teaching everyday English conversations. Sitcoms provide learners with exposure to authentic dialogue, informal expressions, and cultural nuances, significantly enhancing listening and speaking skills. Humor and entertainment serve as powerful motivators, making language learning enjoyable and reducing anxiety.

However, challenges such as understanding slang, cultural references, and rapid speech patterns suggest that additional scaffolding is required. Strategies like combining subtitle use, guided discussions, and roleplays can maximize the benefits of sitcoms in language learning. The strong support for integrating sitcoms into English classes reflects their potential to bridge traditional teaching methods with real-world language application, fostering both linguistic and cultural competence. Future research could explore long-term impacts of sitcom-based learning and investigate its effectiveness across different proficiency levels and cultural backgrounds. This would provide deeper insights into optimizing this engaging and innovative approach to language education.

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