Sitcoms and EFL Learners' Foreign Language Anxiety and Motivation for Learning

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ABSTRACT

The use of movies in EFL classes has attracted the attention of researchers interested in this area. The use of sitcoms, as a type of audio-visual material, for language learning has been studied but not extensively. This study examined the effect of sitcoms on EFL learners' foreign language anxiety (FLA) and motivation for learning. A pretest/posttest experimental research design was used to collect the participants' scores on motivation and FLA scales before and after the treatment. Two intact groups, each consisting of 35 language learners, who were evaluated as pre-intermediate language learners based on the language institute's assessment standards, were selected and assigned to different conditions. FLA instrument and Foreign Language Learning Motivation Questionnaire (FLLMQ) were used to collect the data. The learners' scores on the two scales and their components were estimated through running independent samples t-tests and Cohen's test. The results revealed that watching sitcoms significantly affected the EFL learners' motivation for learning. Sitcoms also decreased learners' FLA and test anxiety. The use of sitcoms in the classroom is also feasible and practical in multimedia settings. Language learners can laugh and have fun while watching the videos. In order to prepare language learners for listening and speaking lessons, teachers are encouraged to offer sitcoms. The findings can be theoretically and practically used by language teachers.

INTRODUCTION

A thorough examination of the literature about use of English movies in English language learning in ESL/EFL classes shows that these movies strongly influence language learners in different ways. Keene (2006) found that when watching movies, students pay attention to paralinguistic characteristics and the actions, reactions, pauses and gestures of the characters to learn and comprehend the main points of the dialogues. Ismaili (2013), Yu (2009) and Rokni and Jannati Ataee (2014) are of the opinion that drawing on English movies and audio-visual materials as teaching tools have proved to be as an affective factor in English language education. With the advent of technology and increased access to online and offline audiovisual materials, EFL researchers have identified the effectiveness of using audiovisual materials to teach English to students in different skills and subskills: e.g. speaking skills (Rokni & Jannati, 2014), grammar (Zari & Biri, 2016). Movies can offer students immersive experiences that they rarely have in a classroom (Blasco et al., 2006). It has also been argued that movies can generate valuable discussions. If the scenes also have strong emotional content, they can give a worthy evaluation of one's ideals and character (Blasco et al., 2006). In the same vein, Al Murshidi (2020) reported that watching English movies has a positive impact on students' listening comprehension and speaking skills; In

addition, this positive relationship is reinforced by their motivation to learn. The results of the study by Alerwi and Alzahrani's (2020) showed that after watching sitcoms, the use of speech acts developed among the participants. They believed that the use of sitcoms was helpful in acquiring speech acts such as compliments, apologies, requests, and rejections.

Motivation plays an important role in the success of foreign language learners. Based on the literature research presented above, the role of movies in various features of language learning cannot simply be neglected. One of the areas of research that movies and sitcoms might influence is motivation to learn. Another area that could be influenced by watching sitcoms, but has been ignored so far is foreign language anxiety. As Brown (2007) pointed out, fear is one of the most important affective elements in learning a second or foreign language. Similarly, it has also been argued that language anxiety is one of the strongest predictors of student achievement, posing a serious challenge for language learners. (Alrabai, 2014a; 2014b; 2015; Horwitz, Horwitz & Cope, 1986; Liu & Huang, 2011; Wu, 2010).

Many researchers have examined the impact of movies and television shows on learning English for EFL/ESL students (e.g., Rokni & Jannati, 2014; Gorjian, 2014; Blasco, et al., 2006; Brandt, 2005; Evans, 2009; Gardner & Miller, 1999; Zari & Biri, 2016; Sherman, 2003).

The use of video as an authentic audio-visual resource in EFL/ESL classrooms and its effect seems to require further investigation. Additionally, few studies have examined the role of sitcoms as authentic material in language learning, especially its impact on foreign language anxiety and motivation. In particular, it is not well known whether sitcoms can make a significant contribution to learners' motivation and reducing their FLA as well. Finally, it is unclear whether the use of sitcoms as educational resources could equally affect the motivation and FLA of intermediate and advanced EFL students (such as two levels of proficiency).

Studies on Sitcoms

Katchen (1996) noted a wide range of activities developed for video sequences in the form of television programs such as feature films, documentaries, music, sitcoms, interviews and talk shows, etc. Also, the different genres of video materials have been used at different levels of students in Taiwan. Ching and Tchong (2015) examined the use of the English television series as an additional aid for learners and explained its educational implications. Chang (2009) compared the effects of two different circumstances of just hearing and reading while listening on the understanding of stories by language learners. In this project, students were divided into two groups, and in each group, students had to select a 10-minute sketch of a movie to present basic knowledge, new words for dialogue, and design conversation activities based on their choices. The finding indicated that students enjoyed learning English by watching movies and felt their listening comprehension improved, particularly when they listened to the same sequence multiple times. Chiang concluded, by allowing students to experience how to learn English by watching movies, students are likely to have the habit of learning English by watching English movies or TV shows outside the classroom.

Sherman (2003) found that students who pick up on a joke and laugh at it consider it a social triumph. According to Bilsborough (2011), humor in sitcoms can be valued by students as a badge of honor and helps teachers create an encouraging atmosphere in the classroom, but they are also full of cultural references so that students can appreciate very much their own culture and that of destination. better (Scollon, 1999). Still, Sherman (2003) points out that cultural differences can sometimes present obstacles to understanding humor in sitcoms, since in most cases the points that make people laugh are based on the bond between old and novel information.

For many years, foreign language teaching has relied on movies and TV programs, and their use have been encouraged. Sherman (2003) mentions accessibility and motivation as two reasons for using videos as authentic material in foreign language teaching compared to instructional videos. Because students have an incentive to understand something real and engaging and authentic videos are more entertaining for them.

Chen (1998) conducted a study of 53 college students who received instruction over an 8-week period, including videos, listening and speaking skills, and communication activities. The sitcoms used in the study were adopted from Disney and NBC television channels. To assess the impact of sitcoms, a lesson rating survey was conducted. The results showed that the students found the lessons very useful in improving their language skills during the 8 weeks. The study highlights the importance of sitcoms to improve communication skills, as they allow viewers to interact face to face.

The review of relevant studies shows that television programs and movies have been used in foreign language teaching for many years and teachers are encouraged to use these audiovisual materials in the classroom. Sherman (2003) believed that video can be used as authentic material in foreign language teaching for two reasons: motivation and accessibility. In contrast to instructional videos, language learners find authentic videos more interesting and enjoyable because they are more excited when they understand something real and authentic (Sherman, 2003). Audiovisual materials can also play an important role in improving students' motivation and attitudes and in activating their cognitive domains (Brandt, 2005).

In addition, through watching the videos students can see language holistically within a context rather than focusing on the components of a language (Canning-Wilson, 2000). Moreover, authentic videos present grammar structures, vocabulary, idioms, collocations, and other language expressions with their usages in different settings (Sherman, 2003).

Ulusoy and Demirbilek (2013) argued that watching these videos gives students the opportunity to learn about the culture of native speakers. In addition, they can analyze their thoughts, behaviors, and customs. They also have the opportunity to learn non-verbal aspects of foreign language communication such as gestures, social facts, facial expressions and postures (Hwang, 2005). Leah (2014) believed that using sitcoms in the EFL classroom is highly beneficial and that language learners can become near-native speakers through exposure to authentic language. She also believed that while there are some barriers to using sitcoms, EFL teachers can design lessons around sitcoms so that they can progress.

Sun (2016) highlighted the applicability in selecting American sitcoms as an educational material for teaching English listening and speaking. The main finding of this study was that although sitcoms have their own advantages, such as lively content, humorous corpus, topical language, rich scenes from life, and their ability to compensate for the shortcomings of textbooks, teachers should consider cultural background, new word selection, scene settings, and other factors such as intonation, speaking rate, grammatical structure, and communication principles.

Studies on FLA

English is one of the most widely spoken and important languages in the world and plays a central role in the academic and professional lives of students in various fields. (Al-Khasawneh, 2016; Al-Tamimi & Shuib, 2009; Teng & Sinwongsuwat, 2015). Furthermore, great importance is attached to the effective role of the English language in educational

institutions, as it is one of the fundamental success factors for students in universities where the English language is the medium of instruction. (Pendergrass, et al., 2001). However, there are times when students may find it difficult to master the English language. As Brown (2007) points out, fear is one of the most important affective factors in learning a second or foreign language. Similarly, it has also been argued that language anxiety is one of the strongest predictors of student performance and success, and poses a serious challenge for language learners. (Alrabai, 2014; Horwitz, Horwitz & Cope, 1986; Liu & Huang, 2011; Wu, 2010).

FLA was in big part scrutinized through self-report anxiety scales as well as the pertinent reliability (Brown, Robson, & Rosenkjar, 1996), the relationship between FLA and reading skill (Matsuda & Gobel, 2001), listening skill (In'nami, 2006), and language proficiency, performance, and/or achievement (Yamashiro & McLaughlin, 2001; Matsuda & Gobel, 2004).

There are a variety of FLA studies which revolved around its causes, features, and impacts on foreign learners of English (e.g., Alrabai, 2015; Dykes, 2017; Saglamel & Kayaoglu, 2013; Suwantarathip & Wichadee, 2010). The most important finding was the factor that can significantly reduce FLA in students is the development of student-centered activities in the classroom; as Dykes (2017) used the Foreign Language Classroom Anxiety Scale (FLCAS) as part of a study with Japanese university students of English. The study showed that both student-centred classes and CLT-based courses reduced FLA due to peer support through small group communication (Horwitz et al., 1986).

Dykes's (2017) findings on the effect of peer support on FLA, corroborate what Young (1991) found. Both showed that the quality of peer support is influential in FLA. What Dykes did initially, however, had flaws related to the lack of a control group; A case that is avoided in the present study by collecting the original data under similar conditions within which a different group is used for comparison.

Motivation and L2 Acquisition

Motivation is one of pivotal affective factors studied by quite a large number of researchers in SLA (Calafato & Tang, 2019; Huang, Hsu, & Chen, 2015); however, Gardner's (1985) socio-educational model seems to cover the most salient facets related to the factors that contribute to second language acquisition in learners' minds. To scrutinize closely, in order to have practical performance in L2, learners need to be equipped with instrumental motivation (external needs), i.e. every individual has a strong desire (for immigration, career improvement, recognition,) to learn a second language which is immensely affected by instrumental motivation; while when it comes to blending in acceptably with a community (where language and culture as communicative means are different among members, integrative motivation (internal needs) comes to play through interest and intrinsic preferences (Gardner, 2001). Both instrumental and integrative motivations are theorized to be quite influential in SLA (Smith, Briggs, & Pothier, 2018; Cocca & Cocca, 2019; Yu, 2019); however, the distinguish between instru-

mental and integrative can be empirically observed in how (Zhang, Dai, & Wang, 2020) Chinese English graduates choose their professional second language as regards their interest rather than what their major required them (English), i.e. integrative motivation conquered when their preference in opting for a career and language after graduation turned out to be different from what they were expected regarding their major.

In this line, Dörnyei (1994) came up with a model of three level to go beyond Gardner's (1985) socio-educational model, by devising a model of three levels as he called "language level" (i.e. the language learners choose), "learner level" (i.e. learner's traits in terms of language achievement), and "learning situation" (i.e. whatever physically involved in L2 learning procedure). Later on Dörnyei and Ushioda (2011) prioritized teacher as the person who better knows how to holistically consider all three levels to trigger motivation in learners.

Nonetheless, as it can derive from literature, there are some other individual factors which affect the relationship between motivation and language proficiency such as gender (Fryer, 2015) and metacognitive awareness (Vandergrift, 2005). No matter instrumental or integrative, Zhang, Dai, and Wang (2020) call any motivation that bring enjoyment to SLA procedure as positive motivation, therefore, foreign language enjoyment is what they found unnoticed among prominent aspects of motivation. In fact, that is SLA enjoyment which channels learners into flexibility and liveliness, and consequently brings them sort of encouragement to further deal with language (Dewaele, Magdalena, & Saito, 2019). Despite the fact that emotional classroom downsides like anxiety embark on the side of learners, FLA is ignited by teacher, and therefore is immensely of the essence when it comes to performance (Dewaele & Alfawzan, 2018).

It is believed that there is a positive correlation between FLE and motivation; the two together, when commenced, are more likely to lead to better L2 performance. Apart from upturning effect of instrumental and integrative motivations on SLA proficiency (Smith, Briggs, Pothier, 2018; Cocca, Cocca, 2019; Yu, 2019), FLE can possibly be considerably housed as a mediator between them, i.e., second language proficiency is improved by instrumental and integrative motivations as they together raise FLE in learners (Zhang, Dai, and Wang, 2020).

While there are generally three approaches to learning on the side of learners, namely "deep" (i.e., learner's real intention to learn, appearing through interest) "surface" (i.e., superficial results shown by learners through task accomplishment), and "strategic" (i.e., examination results) (Ramsden, 2003), these strategies are intertwined with motivation. For instance, extrinsic motivation appears to be stronger in "surface" learners (Kirby, et al. 2008), whereas when it comes to "deep" learners, that is "intrinsic" motivation which drives learning high-end outcomes and satisfaction (Ryan & Deci, 2000). Moreover, integrative motivation is a pivotal factor in determining a high level of interaction in English and consequently (predicting) learning outcomes (Yu, 2019) and success. Therefore, it is of immense importance to take into account integrative motivation when designing curricu-

lum and syllabus (cultural considerations) so as to pave the way for learners to deal with authentic language and real English communities (Yu, 2019).

This Study

This paper investigated whether or not using sitcoms affects EFL learners' motivation for learning and FLA. The study sought answer to the following questions:

1. Does the use of sitcoms significantly affect EFL learners' motivation for learning EFL?
2. Which aspect(s) of motivation is (are) more significantly affected by the use of sitcoms?
3. Does the use of sitcoms significantly affect EFL learners' foreign language anxiety?
4. Which aspect(s) of EFL learners' FLA is more significantly affected by watching sitcoms?

METHOD

Participants

To examine the effect of sitcoms on EFL learners' motivation and FLA, a quasi-experimental research method, using a pretest/posttest design, was employed to collect the participants' scores on Motivation and FLA scales before and after the treatment. More specifically, two intact groups, each consisting of 35 language learners, who were evaluated as pre-intermediate language learners based on the language institute assessment standards, were selected and assigned to different conditions. The students were all native speakers of Turkish language who were learning English at a language center in Turkey for 6 consecutive terms. The two intact classes were given motivation and FLA instruments as pretest (at the beginning of the study). To make the two groups homogenous, the highly motivated students (64 in total) were excluded from the final analysis.

Instrumentation

In this study, two instruments were used to collect data: The FLA instrument and the Foreign Language Learning Motivation Questionnaire (FLLMQ). The FLA instrument, which was developed and validated by Zhao (2007), consists of 33 statements. Eight items represent communication anxiety (1, 9, 14, 18, 24, 27, 29, and 32), nine items represent negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, and 33), and 5 items form the construct of test anxiety (2, 8, 10, 19, and 21). And the remaining 11 items form the English language teaching anxiety. The internal consistency coefficients for the components of the FLA estimated by calculating Cronbach's alpha ranged from $\alpha =.80$ to.89, indicating that the FLA has acceptable reliability indices for each factor and the total scale. The FLLMQ, developed by Gonzales and Lopez (2015), consists of 40 items, each measured on a five-point Likert scale. Factors 1 and 2 (desire for career and economic enhancement & desire to become a global citizen) each consist of eight items. On the other hand, factors 3 (desire to communicate with and affiliate with foreigners), 4 (desire for

self-satisfaction), 5 (self-efficacy) and 6 (desire to integrate with other cultures) consist of six items each. The Cronbach's alphas obtained ranged from $\alpha =. 76$ to.83, indicating that the FLLMQ has acceptable reliability indices for the individual by factors and the total scale.

Procedure

In the first step, the intact classes were assigned to two different conditions: Watching sitcoms + conventional textbooks and conventional textbooks group. Prior to treatment, the groups received FLLM and FLA questionnaires. The mean scores of the intact classes on the two scales were compared. The language learners who scored very high and low on the two tests were excluded from the final analysis. The researcher selected 13 chapters from the textbook Touchstone 3 (McCarthy, et al., 2008) and taught the intermediate learners using interactive instructional models and approaches. However, in addition to the assigned textbook, language learners in the experimental group were asked to watch five episodes of "How I Met My Mother", "Friends", and "The Big Bang Theory".

After teaching each section of the book, the experimental group was exposed to the sitcoms. Each language learner was asked to watch the episodes twice. In the first time, the participants just watched the episodes, but in the second time, the teacher paused different parts of episodes and asked several questions about the content, topic, and meaning of the words. The participants attempted to guess the new words. If they could not guess the words, the teacher wrote the words on the board and the learners tried to use their monolingual dictionary to find the meaning of the word. After watching the sitcom, they had to transcribe the episode at home and give it to the teacher in the next session. Finally, each student was supposed to tell a summary of each episode to the teacher in the classroom.

In the control group, the teacher taught the sections of the book. The learners listened to the listening section of the textbook and transcribed the listening. Moreover, they could use the monolingual dictionary to find the unknown words. The participants who were in the control group did not watch the sitcoms. Having finished the treatment, for assessing the learners' performance on FLA and Motivation instruments, the SPSS version 22 was used. The learners' scores on the two scales and their components were estimated through running independent samples-t-tests and Cohen's test.

RESULTS

Research Questions 1 and 2

The mean scores of control and experimental groups' scores on FLLMQ and its sub-components were submitted to independent samples-t-tests. Results are presented in Tables 1 and 2.

According to Tables 1 and 2, the mean score of control group on the component "Desire for career and economic enhancement" (M = 3.3, SD=0.80) is not statistically different from (t = -.58, df = 62, p = 0.56) that of the experimental

group (M = 3.32, SD = 0.69). It is also seen that the experimental group' score on the variable "Desire to become global citizen" (M = 3.4, SD = 2.02) is not statistically significantly higher (t = -0.58, df = 58, p = 0.59) than that of the control group (M = 3.2, SD = 0.71) on the same variable. However, it can be seen that the difference between the experimental group mean (M= 4.6, SD= 0.50) and that of control group (M=3.4, SD= 0.59) on the variable "Desire to communicate and affiliate with foreigners" is statistically significant (t = 9.13, df = 58, two-tailed p = 0.001). The results also verify that the difference between the mean of the experimental group (M=4.82, SD=0.43) and that of control group (M=3.4, SD=0.62) on the variable "Desire for self-satisfaction" is statistically significant (t = -9.2, df = 58, p = 0.001).

As shown in Tables 1 and 2, the means of the experimental group (M=4.7, SD= 0.54) and control group (M=3.6, SD= 0.46) on the variable "self-efficacy are statistically significantly different (t = 8.9, df = 58, p = 0.001). In addition, results reveal that the mean score of experimental group on "Desire to

be integrated with other cultures (M=5.2, SD= 0.52) is statistically significantly higher (t = -9.2, df = 58, p = 0.001) than the mean score of the control group on the same variable (M=3.3, SD= 0.48). Finally, results reveal that the there is a significant difference between the scores of control group (M=3.5, SD=0.39) and experimental group (M=4.2, SD=0.33) on last component of motivation scale "Foreign language learning motivation" (t = -9.00, df = 58, p = 0.001).

To estimate the effect size for each aspect of motivation, Cohen's d for each variable was calculated. It was found that the highest effect size was obtained by the variable, Desire to be integrated with other cultures (Cohen's d = = 2.86), followed by the variable "Desire to communicate and affiliate with foreigners" which obtained the effect size of 2.2.6. The third highest effect size was obtained by the variable "desire for self-efficacy (Cohen's d = = 2.5) and the least effect sizes were obtained by the variables of self-efficacy (Cohen's d = 2.41) and the total motivation for learning language (Cohen's d = 2.2). Therefore, because the calculated effect sizes exceeded 0.8, it can be argued that watching sitcoms has a large effect on four aspects of the motivation for learning English as a foreign language, but it has small effect on the two other aspects of motivation for learning EFL (Desire for career and economic enhancement & Desire to become global citizen).

Table 1. Means and standard deviations of t-tests on FLLMQ

Variables	Control class		Experimental class	
	Mean	SD	mean	SD
Desire for career and economic enhancement	3.3	0.80	3.32	0.69
Desire to become global citizen	3.2	0.715	3.4	0.70
Desire to communicate and affiliate with foreigners	3.5	0.62	4.7	0.49
Desire for self-satisfaction	3.4	0.65	4.82	0.43
Self-Efficacy	3.6	0.42	4.75	0.54
Desire to be integrated with other cultures	3.3	0.48	5.2	0.52
Foreign language learning motivation	3.5	0.49	4.2	0.33

Table 2. T-test for comparing the groups' mean scores on FLLMQ

	Levene's Test		t-test		
	F	Sig.	T	df	P
Desire for career and economic enhancement	1.1	0.79	-0.60	58	0.491
Desire to become global citizen	0.12	0.73	-0.58	58	0.59
Desire to communicate and affiliate with foreigners	0.09	0.69	-8.12	58	0.001
Desire for self-satisfaction	1.03	0.28	-9.2	58	0.001
Self-Efficacy	1.3	0.23	-8.9	58	0.001
Desire to be integrated with other cultures	0.29	0.63	-9.2	58	0.001
Foreign language learning motivation	0.9	0.0.09	-9.00	58	0.001

Research Questions 3 and 4

Research question 3 addressed the effect of watching sitcoms on EFL learners' FLA and research question 4 aimed at comparing the effect sizes of language anxiety components. To do so, independent samples-t-tests were employed to compare the two groups' scores. Results are presented in Tables 3 and 4.

As shown in Tables 3 and 4, the mean scores of control group on "Communication anxiety" (M = 18.5, SD= = 3.2) is significantly higher (t = 12.3, df = 58, p = 0.001) than the mean of the experimental group (M = 6.2, SD = 2.9). Results also verify that the experimental group's mean score on the second aspect of anxiety "Fear of negative evaluation" (M = 18, SD = 3.7) is statistically different from (t = 11.12, df = 58, p = 0.001) than the mean score of the experimental group (M = 6.7, SD = 2.3), favoring the control group. However, it is seen that the difference between the experimental group mean (M= 4.3, SD= 1.2) and control group (M=11.5, SD= 1.4) on the variable "test anxiety" is significant (t = 14.11, df = 58, p = 0.001). Also, as it can be seen the experimental group's mean (M=13.2, SD=3.7) and that of control group (M=30.7, SD=3.5) on the next variable "anxiety of English classes" are statistically different (t = 10.67, df = 62, two-tailed p = 0.001). Finally, results indicate there is a statistically significant difference between the mean of control group (M=73.3, SD=12.9) and experimental group (M=46.3, SD=9.7) on "Foreign language anxiety" (t = 10.6 df = 58, p = 0.001). Therefore, it can be postulated that watching sitcoms significantly lowered the language learners' FLA as well as their test anxiety. To investigate whether watching sitcoms has the same impact on FLA and its components, the effect size for each component of FLA were compared.

Table 3. Mean and SD of the groups' scores on FLA

Variables	Control class		Experimental class	
	Mean	**SD**	**mean**	**SD**
Communication anxiety	18.5	3.2	6.2	2.9
Fear of negative evaluation	18	3.7	6.7	2.3
Test anxiety	11.5	1.4	4.3	1.2
Anxiety of English classes	30.7	3.5	13.2	3.7
Language anxiety (total)	73.3	12.9	46.3	9.7

Table 4. T-test for comparing the two groups' scores on FLA scale

	Levene's Test		t-test for		
	F	**Sig.**	**t**	**Df**	**p**
Communication anxiety	2.7	0.8	12.3	58	0.001
Fear of negative evaluation	1.4	0.222	11.12	58	0.001
Test anxiety	1.6	0.31	14.11	58	0.001
Anxiety of English classes	0.51	0.453	10.5	58	0.001
Language anxiety (total)	7.30	0.009	10.6	58	0.001

Results showed that watching sitcoms has the largest effect size on the variable of test anxiety (Cohen's d =5.5). The next highest effect size was obtained by the variable "anxiety of English classes" (Cohen's d = 4.8) followed by the variables "Fear of negative evaluation" (Cohen's d = 4.07), and the variable "communication anxiety" (Cohen's d = 4.02). Finally, findings revealed that the calculated effect size for the total language anxiety was 2.3, which seems to be large enough. Generally speaking, it could be inferred that watching sitcoms significantly lowers the language learners FLA and its components.

DISCUSSION AND CONCLUSIONS

The present study aimed at examining the impact of watching sitcoms on improving EFL learners' motivation and reducing their FLA. Regarding the first and second research question, results revealed that watching sitcoms significantly affected the EFL learners' motivation for learning. This finding confirms the results of the related studies which lay emphasis of the importance of using comedies in language teaching instruction.

Larrea-Espinar and Raigón-Rodríguez (2019) stated that "Video or audiovisual material has been used in English Language Teaching (ELT) for more than 50 years (p. 5). The results are consistent with Yang and Fleming (2013) and their suggestions which argued that sitcoms expose learners to authentic dialogue and real-life interactions. Results are also echoing Ulusoy and Demirbileki (2013) who reported that the use of sitcoms in English classrooms is an important tool to enhance the speaking abilities of EFL learners.

Sherman (2003) also believes that sitcoms provide a realistic picture of real life and support the contextualization of the learning process. Furthermore, her study confirms the results of many studies seeking the help of closed captioning in the use of television shows and movies as educational tools. (Chiu et al., 2012; Ghia, 2012; Kuppens, 2010; Vanderplank, 2010). This study also echoes the conclusions of some researchers who argued that watching television programs is not only related to learning informal vocabulary (D'Ydewalle and Van de Poel, 1999; Washburn, 2001; Webb, 2010), but which can also contribute to language development, improvement of listening strategies, practice of listening, and acquisition of pragmatic language in learners (AlSurmi, 2012; Flowerdew & Miller, 2005). (AlSurmi, 2012; Flowerdew & Miller, 2005).

One possible rationale is that watching movies involves the learner's emotions, imagination, and language use. This idea is also reflected in the theory of multidimensional processing proposed by Tomlinson (2000). The use of inner language, affect and mental imagery is what we do when we use language and also to learn. We seem to learn things "best when we see things as part of a recognized pattern, when our imagination is stimulated, when we make natural associations between one idea and another, and when the information appeals to our senses." (Berman, 1999, p. 2).

In an educational context, two factors are of paramount importance: one is motivation and the other is fear and anxiety. The use of audiovisual material plays a crucial role in internalising lessons and achieving maximum efficiency. By presenting lessons and dialogues in this way in the foreign language classroom, observation helps us to grasp the language structures in the socio-cultural context in active communication. For these reasons, the use of sitcoms can be a remarkable language resource to increase motivation and reduce negative affective factors such as anxiety in EFL learners.

Teachers can use authentic materials such as movies and sitcoms to help language learners practice English both inside and outside the classroom. It can be argued that sitcoms can motivate EFL learners. Since sitcoms are entertaining, language learners do not feel tired while watching them. The more they watch audiovisual authentic, the better they understand the dialogues. Therefore, exposure to authentic language improves language learners' listening comprehension. It can also be concluded that the use of sitcoms can be used in ESL classes regardless of the proficiency level.

Sitcoms can also decrease the language learners' listening anxiety. Therefore, in order to prepare language learners for listening lessons, teachers are encouraged to provide sitcoms. Language learners can laugh and have fun while watching the videos. The use of sitcoms in the classroom is also feasible and practical in multimedia settings.

Brett (1997) believed that using multimedia materials can positively contribute to language learners' listening comprehension. Therefore, multimedia materials can be used in foreign language teaching. According to Krashen (1982), a large amount of comprehensible input just above the learner's proficiency level leads to the acquisition of a second language. VanPatten (2000) also argues that through rich input second language acquisition can be promoted. Similarly, Gass (1997) also stated that students can absorb and eventually produce lan-

guage by learning auditory input and new forms of language. Since language series on TV and movies with subtitles can be considered as authentic input. EFL teachers can take full advantage of these resources. EFL Teachers can also use these authentic audiovisual materials, which can be downloaded and collected from electronic databases, in listening comprehension and speaking classes, either online or in mixed courses in Turkey as an EFL context to facilitate English language learning. Language institutes and other educational institutions responsible for teaching English are recommended to promote the use of sitcoms as authentic material in the classroom. Language learners can not only learn new phrases and vocabulary and improve their oral comprehension in a relaxed environment, but also learn more about English language culture.

Because of the research limitations, the researcher could not study some variables which might potentially affect the outcomes of the study. The replication of the study can be in the following ways: First, the other study may use a larger number of participants through random sampling. Secondly, the other researchers are recommended to collect data through interviews and observations to investigate how language learners view the use of sitcoms. Since the researcher only studied the two language proficiency levels, it is recommended for the other researchers to include the other proficiency levels such as beginner and advanced to see if the same results are obtained or not Finally, the other researchers are recommended to investigate the impact of subtitled sitcoms to see whether different findings are obtained.

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