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UNDERGRADUATE WORK:

USING “FRIENDS” TO TEACH VOCABULARY TO INTENSIVE INTERMEDIATE
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DEDICATION

I dedicate this to:

GOD THE ALMIGHTY for giving me life and showing me the way I have to live and for being with me in every moment of my life.

My parents, Fidel Alvarenga and Noelia de Alvarenga, for teaching me values and making of me the person I am now, for believing in my capacity to become a professional and for giving me the best example to follow. I love them and thank God for the blessing of having them as parents.

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INTRODUCTION

The researchers divided this investigation into six chapters: Chapter I states the problem of study and describes the way Intensive Intermediate English II students are taught vocabulary at the Western Multidisciplinary Campus of the University of El Salvador; this chapter also describes the type of study that was carried out and the valid reasons to carry out this investigation. It includes the description of the problem, the justification of the study, and the research objectives that were stated to base the study on. Chapter II presents the theoretical information collected from different investigations and sources related with the problematic situation. This chapter was organized to present contents that go from the broadest to the most specific information. Chapter III, on the other hand, presents the hypothesis that was pursued to be falsified in the investigation. It also contains the variables and their operationalization, which was a crucial part to build instruments and analyze data.

Conversely, chapter IV presents the methodological design researchers used to execute the research. It contains important information about the research techniques and the sample population. Regarding the sample of this experimental study, it was divided into two groups- a control and an experimental group- to have the control group learn vocabulary through traditional techniques like readings and dialogues while the experimental group was taught the same vocabulary through videos taken from the sitcom "Friends". Additionally, the instruments used to collect the necessary data (a direct and structured observation guide, two questionnaires addressed to the students, a pre-test, a post-test, a lesson plan for the control group, a semi-structured interview guide, and a lesson plan for the experimental group). These instruments helped the researchers prove the effectiveness of the implementation of authentic videos to teach English vocabulary. The interview was addressed to the students belonging to the experimental group because the researchers wanted to get the students' reactions after learning vocabulary through authentic videos. The results of the interview show the effectiveness the treatment had over these students because they expressed the difference they found when

learning vocabulary through a sitcom which is an interesting and effective way. They stated to find really important to learn vocabulary in context, just from American people.

Furthermore, Chapter V contains the qualitative and quantitative data analysis gotten according to the different variables and indicators and through the data collection techniques applied along the study. This chapter also includes the graphs and tables, which present the results gotten after the administration of the instruments, specifically after the development of the treatment. Then, Chapter VI contains the conclusions the researchers reached after the implementation of the treatment to the students of the sample. Moreover, this last chapter gives some recommendations to be taken into account by further researchers regarding the necessity to incorporate authentic videos to the teaching of English at the Western Multidisciplinary Campus of the University of El Salvador. Finally, the work presents the bibliographical references and the appendices that give further information of the different stages of the study.

ABSTRACT

The following research study was conducted in order to present an up-to-date way to teach vocabulary into the English classrooms. It was named “Using “Friends” to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011,” and it was worth being carried out because the results gathered will enable the readers to know and realize about the effectiveness the implementation of authentic videos has over students’ learning. This investigation will also serve as a preliminary stage for further investigations concerning the implementation of authentic videos to teach different language skills such as speaking, listening and even writing. Also, the researchers used the qualitative and quantitative paradigms because of the nature of the data and the purpose of the investigation. Besides, in order to obtain the results of this experimental study, the researchers executed a treatment with the sample population and administered a direct and structured observation guide, two questionnaires addressed to the students, a pre-test, a post-test, and a semi-structured interview guide to the experimental group. As a result of completing this research, the researchers can assess and provide an analysis of the effectiveness of the implementation of authentic videos, specifically “Friends” to teach vocabulary. The researchers can also state the best results teaching through videos has over students’ learning compared with teaching through traditional techniques.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. Description of the Problem

To be able to communicate effectively in a second language, students need to develop the four macro-skills (listening, speaking, reading and writing). These skills are essential to succeed in the major Licenciatura en Idioma Inglés, Opción Enseñanza and fundamental in the learning of it. However, these are not the only skills the students need to manage in order to succeed in the learning of the Second Language (L2).

Hence, to understand what they listen, to be able to speak, to comprehend reading and to be able to produce writing, the students need to handle enough vocabulary that allows them to use the L2 with less difficulty as the learning process is taking place. Thus, the students need to go through the process of vocabulary acquisition that starts since the moment they get in touch with the L2, which may happen at school, at any academy or at the university. This process starts with the learning of simple words and becomes more complex according to the students' level.

At an intermediate level, English students have already acquired enough vocabulary to hold basic conversations and to understand different written materials in the L2 (Brown, 2001). Nevertheless, the students are still half way of the process and at this level, they are exposed to more complex words that can enrich their proficiency of the language. In this regards, teachers can use different techniques to help students acquire more vocabulary such as: songs, crossword puzzles, readings, etc, which are used at any level in today's classrooms. Nonetheless, Brown (2001) suggests that those techniques are not enough in today's language classrooms because vocabulary has to be taught with natural and authentic tasks and activities. He stresses the idea of avoiding to see vocabulary items as a long list of boring words to be defined and memorized. The new vocabulary has to be contextualized and used with meaningful language

(Brown, 2001). In this matter, all teachers need to be updated to be able to meet their students' needs, mostly at the moment to teach vocabulary because they need to use the method that makes the students internalize the vocabulary and make it part of their long term memory. Brown (2001) suggests that the teachers need to allocate specific class time to vocabulary learning, and that time must be devoted with activities able to have students associate new words with a meaningful context to which they apply.

In a preliminary survey addressed to the population formed by the Intensive Intermediate English II students (IIE-II) at the Western Multidisciplinary Campus (WMC) of the University of El Salvador (Appendix A), the students were asked about the importance of acquiring new vocabulary for their professional development, and they all agreed on the importance of the issue (Appendix B); to support their answer, they provided three main reasons. First, they indicated that they are learning a new language, and therefore they need to know as much vocabulary as possible to understand and to communicate effectively in the second language. Second, they stated the fact that they are meant to become English teachers, so they must know enough vocabulary to be able to teach using English all the time and answering the students' questions correctly. The third reason they claimed was that they do not know the kind of job they are going to have in the future; however, they expect to work putting into practice their English skills, so they are sure they need to manage vocabulary related to different fields that helps them fulfill the demands for the job they apply to.

Furthermore, most of the English students interviewed said that they had problems when learning new vocabulary. They expressed three main reasons to support their responses saying that the teachers explain vocabulary in a very fast way, provide few examples and do not contextualize words. Therefore, IIE-II students present problems to internalize new vocabulary in an easy and long-lasting way. The class observations the researchers carried out showed that the teachers only write a new word on the board and explain its meaning orally or let the students look for the meaning in the dictionary. In this regards, Brown (2001) states that the teachers need to contextualize new vocabulary and to help the

students to resist the temptation to overuse their bilingual dictionaries. Appendix B shows the little difference between the affirmative and negative students' responses about the difficulty they have to learn new vocabulary in class. Nevertheless, it is important to point out that the ones who affirmed not to have difficulties were the ones that considered themselves self-taught students; in the preliminary survey they said they liked to look for the ways to learn by themselves, seeking the meanings in the dictionary, the internet or any other source. One of the students even mentioned the importance of implementing ways to teach vocabulary through technology, not only through songs but also through other techniques. This student expressed the difficulty for him to learn new vocabulary through traditional methods. Likely, some other students mentioned some more reasons why they did not like the traditional methods. For instance, they said that one of the most common ways is through readings, and they have to look for the words in their dictionaries because the teachers' explanations are sometimes too advanced and fast for them.

Regarding the target population, it is formed by sixty-seven English students taking Intensive Intermediate English II at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2011. They are students from groups one and two, which are taught in the morning from 6:45 to 8:25. However, the sample to be part of this study is formed by twenty-two students; all these English students share some characteristics which were taken into account at the moment of selecting the sample. For instance, all of them are taking Intensive Intermediate English II for the first time in semester I-2011, any of them studied English in an academy before entering the university, and any of them is taking extra English classes besides the ones at the university. In order to find out whether the students met all these characteristics, a questionnaire was administered to them (Appendix C). The researchers' purpose was to have students with the same characteristics so that any of them could have a marked difference over the others at the moment of being part of the treatment that would be applied in this study, which was an experimental one.

In the treatment, the researchers had planned to divide the sample of

twenty-two students into two groups of eleven students to have an experimental group and a control group. However, seven students dropped out due to the academic load demanded in their studies, leaving a group of fifteen students. This new sample was divided into two groups – the control group eight students and the experimental group seven students. In the control group, classes were taught through traditional methods, while in the focus group, the students got the treatment about learning vocabulary through authentic videos (experimental group), specifically through the sitcom “Friends”. With this treatment, the researchers wanted to implement and present a new way to teach vocabulary and to assess the different results it may have when being compared with the traditional methods. Regarding this, Sherman (2003) states: “Video is today’s medium; printed materials may still be powerful, but many people spend more time with audio-visual media”

Thus, there are different ways to teach vocabulary nowadays, so this study was aimed at presenting an up-to-date way that may allow the students to have fun, to enjoy, and to learn at the same time. As a result, the research team intends to answer the following question by means of this investigation:

- ✓ To what extent does the implementation of authentic videos, specifically “Friends,” help Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the WMC of the University of El Salvador strengthen their vocabulary acquisition?

1.2. Justification

The English major at the University of El Salvador is oriented to prepare professionals capable to teach English at any level and to communicate in English in any situation. In order to do so, the students need to know a wide range of vocabulary that allows them to understand and produce the L2 accurately. As stated in the Description of the Problem, some students expressed they had certain difficulties at the moment of learning new vocabulary. In order to explore more about the reasons why they have problems when learning new vocabulary,

the research team carried out two observations using an observation guideline (Appendix D) in the classes of Intensive Intermediate English II, groups 1 and 2. The purpose of this was to detect the strategies and techniques teachers use to teach vocabulary and to evaluate if these techniques were suitable to help students learn and incorporate vocabulary to their everyday usage.

The results of the observations show that teachers do not use any special strategy to teach vocabulary. The observers realized that the teachers only make use of the board to teach new vocabulary, and at the moment of explaining, they just write the definitions. Truly, they mostly use the appendixes and handouts that are part of the lesson plans prepared to teach their classes; they do not make use of extra materials like textbooks, flashcards, pictures, etc. Yet, they do not contextualize the new words, and they do not encourage students to provide examples. Consequently, the students prefer to look for the meanings in their dictionaries most of the time because they lack opportunities for providing examples by their own that could help them internalize the new word. Therefore, as previously mentioned, this way of teaching makes students complain about the way teachers explain the new vocabulary because they say they do not understand the meaning of the new words, or they forget the vocabulary quickly. Thus, the research team considers it is extremely important to incorporate new vocabulary through different teaching strategies that simplify and impact the students' vocabulary acquisition.

In this way, this research focuses on incorporating new strategies at the moment of teaching vocabulary. It provides one of the latest ways to teach vocabulary, through authentic videos, specifically through the use of the sitcom "Friends". It is expected that the implementation of this modern and different method will help the students to learn vocabulary in a fun way because they will do it through one of the most common hobbies people have, watching TV. At the same time, the method will help students to internalize the new vocabulary in their long-term memory since they will be motivated by doing it in a different way.

Consequently, this research will benefit the IIE-II students since they will

learn new vocabulary meaningfully, and they will have the chance to make it part of their professional development. In fact, as the students become English teachers, they might find this way of teaching vocabulary useful to be applied in their classrooms. Finally, the teachers of the Language Department will be favored because through this study, they will become aware of the new trend in regards with teaching vocabulary.

1.3. Objectives

1.3.1. General

- ✓ To attest to what extent the implementation of authentic videos, specifically “Friends,” helps Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador acquire new vocabulary

1.3.2. Specific

- ✓ To assess the effectiveness that the implementation of authentic videos, specifically “Friends,” has over the learning of vocabulary of Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador
- ✓ To compare the results obtained after teaching vocabulary to Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador through the traditional techniques with the ones obtained through the implementation of authentic videos

CHAPTER II

THEORY

2.1. Theoretical Framework

According to Brown (2001), teaching vocabulary is probably one of the teacher's challenges. He points out that the act of teaching vocabulary is not the easy process of writing some new words on the board and asking students to look them up in the dictionaries. It is the process that involves different methods or techniques to get students understand and get words to their long term memory¹. Therefore, Huyen and Nga (2005) in their journal "Learning Vocabulary through Games" claim: "Vietnamese students usually feel bored in vocabulary lessons because they have not changed their learning habits such as writing words on paper, trying to learn by heart, or learning passively through the teacher's explanations." This fact can be generalized to all students who learn vocabulary around the world. Furthermore, Huyen et al, explain that even though students might learn words and recognize them in a written and spoken form, they might be afraid of using them because they may not be able to use them and pronounce them correctly.

On the other hand, John J. Pikulski and Shane Templeton in their research "*Teaching and Developing Vocabulary: Key to Long-Term Reading Success (2004)*" state that the person who masters a wide range of vocabulary masters the four macro-skills as well. According to them, there are four kinds of vocabulary which are: *the meaning/oral vocabulary, the expressive vocabulary, the receptive vocabulary, and the literate/written vocabulary*. All of them form what is known as the four macro-skills (reading, listening, speaking, and writing). John J. Pikulski et al (2004) agree with Brown (2001) with the importance of students managing these four kinds of vocabulary so that they can improve the four macro skills necessary to master a foreign language.

¹ Long Term Memory is a system for permanently storing, managing, and retrieving information for later use. Items of information stored as long-term memory may be available for a lifetime.

This research focused on the teaching of vocabulary through authentic videos. Nevertheless, it is important to take a glance at different methods to teach English because they show different ways to teach vocabulary and the level of importance each of them gave to the learning of new words.

2.2. Methods to Teach English

Through all the history of language teaching, there have been different methods to teach a foreign language. Of course, teaching a new language implies to have students learning a wide range of vocabulary in order to make them able to communicate in the foreign language. As it has been mentioned before, learning vocabulary is a very important part in the acquisition of a new language since it facilitates students' mastering of the L2, Brown (2001). Thus, in the following paragraphs, the most outstanding methods and approaches will be exposed to show the importance they gave to vocabulary teaching and the way they approach that process.

2.2.1. The Grammar Translation Method

According to Larsen-Freeman (2002), the oldest method to teach English is "The Grammar Translation Method." Even when it has received many names, this method focuses mostly on translating everything students are exposed to into their native language. Regarding vocabulary, this method gives a lot of importance to the learning of new words, but as this method claims, the teaching of vocabulary is by asking students to translate the new words, expressions, chunks, etc. into their native language. For example, the teacher gives a passage of a book, a magazine or any other written material to the students and asks them to translate every word into their mother tongue. The teacher gives the correct translation when students are not able to find it, Larsen-Freeman (2002).

Even though this method gives a lot of importance to teaching vocabulary, it focuses only on developing the reading and writing skills and it does not give importance to writing and speaking. However, for the students to communicate effectively in the L2, they should have a broad range of vocabulary and should manage the four macro skills, Larsen-Freeman (2002).

2.2.2. The Direct Method

The direct method followed the Grammar Translation Method, and was more significant to students because it helped them to communicate in the target language. Larsen-Freeman (2002) states that this method emphasizes vocabulary over grammar and that the main purpose of it is to have students communicate successfully in the target language.

In regards to teaching vocabulary, the teacher who uses this method makes use of various instruments to deliver vocabulary to students. Realia, pictures, pantomime, drawings and some other instruments help students to link the word to the actual item or meaning without the use of translation, Larsen-Freeman (2002). These instruments represent a great idea since it has been demonstrated that students remember more words when they can relate words with images or sounds. By the time this method was applied more frequently, using pictures and drawings represented a very important and new idea to teach vocabulary, but it still presents a problem. Through the use of this method, students are not able to see how to use those words in context.

2.2.3. The Audio-Lingual Method

According to Larsen-Freeman (2002), this is an oral-skill based on method just as the Direct Method is. However, this method does not emphasize vocabulary. Rather, the Audio-Lingual Method is based on the use of grammatical sentence patterns to teach a language. Freeman states, "Vocabulary is kept to a minimum while students are mastering the sound system and grammatical patterns." As it can be inferred, this method does not give big hints about how to teach vocabulary.

2.2.4. The Silent Way

This method is the beginning for a new trend in the use of methodologies based on the "Cognitive Approach," Brown (2001). With this approach, the teacher is able to make his or her students aware of their own learning. The creator of this method assures that "teaching should be subordinating to learning," which means

that teachers should *help* students learn and not try to *make* them learn.

Freeman affirms that through the use of this method, vocabulary is somewhat restricted at first, but when new vocabulary is finally introduced, the teacher makes use of charts with pictures and words to guarantee students learning. Nevertheless, the use of charts and pictures help students to understand and memorize words effectively but does not let students see words in context.

2.2.5. Desuggestiopedia

This method consists on making students “overcome the barriers to learning” (Freeman, 2002). As it is known, through this method the teacher tries to make the students feel comfortable in the learning environment by using colorful charts, music, comfortable sits, handouts, etc. In fact, according to Freeman, the claims about the success of this method often focus on the large number of words that can be acquired through the use of it. This method emphasizes the importance of acquiring vocabulary. However, it uses some way of translation because the teacher gives students handouts with comments on the new word in the students’ mother tongue.

As it can be seen, this method also makes use of didactic materials which help students to get the meaning of new words better; nonetheless, these didactic materials do not offer real context where students might use the new words they learn. As a result, the students are not able to use effectively the new words they learn to communicate in L2.

2.2.6. Community Language Learning (CLL)

This method consists on teaching students taking into consideration some important aspects such as: students’ relationship among themselves and their feelings, physical reactions, instinctive protective reactions, their desire to learn, and their intellect, Freeman (2002). So, the main objective of this method is not only to teach students a new language but also to be supportive of students in their language acquisition process. Consequently, the teacher becomes supportive of learners. The teacher worries about that to make students understand and learn

better when their affective filter is low, Brown (2001). Hence, the purpose of this method is to lower that affective filter to help the students in their learning process.

Looking upon the teaching of vocabulary, the students generate the vocabulary that they want to learn by asking the teacher to translate into English the words they say in their mother tongue. Later on, the teacher might prepare to teach new vocabulary, grammatical points, pronunciation, etc. This can be done as long as the students feel more comfortable using the language, Freeman (2002).

2.2.7. Total Physical Response (TPR)

According to Freeman, (2002) the main source to teach students a second language is through the use of imperatives. This method started from the idea that young children are taught to speak in this way (by giving them commands). In other words, the TPR focuses on teaching a new language the same way babies learn their mother tongue. This is done aiming to reduce students' stress which is a factor that blocks the learning process. Therefore, students are not asked or forced to speak. They begin speaking the foreign language only when they are prepared to do so. Freeman (2002) asserts "Understanding the spoken word should precede its production."

In this way, new words are introduced by performing the actions the teachers show. So, the teacher becomes a model to the students. Soon the students change role with the teachers and they start giving instructions to their classmates. Therefore, vocabulary is emphasized through this method and shows students to recognize new vocabulary without translation. However, one more time students cannot learn how to recognize the different uses of the words in different contexts.

2.2.8. Communicative Language Teaching (CLT)

Communicative Language Teaching focuses on the students' communicative competence rather than on linguistic competence, Rucynski Jr. (2005). This method appeared to overcome the situation English teaching was facing by that time. By this moment, students were not able to communicate

effectively outside the classroom, and teachers did not have the appropriate tools to get students out of this problem, Freeman (2002). Consequently, the main purpose of this was to have students speak or communicate in the L2 as much as possible.

Regarding vocabulary, this approach does not focus a lot on the way teachers may deliver vocabulary because it centers mostly on language functions over forms.

2.2.9. The Lexical Approach

Michael Lewis (1990) in his Lexical Approach states that “Language consists of grammaticalized lexis, not lexicalized grammar”, which means that lexis is the main part to create meaning while grammar plays the second role since the students must have a wide range of vocabulary to express themselves in the L2. Furthermore, Lewis affirms that students must be exposed to real language. He also states that in the L2, there are prefabricated utterances like collocations that can only be learned by getting in contact with them since there are neither specific patterns nor grammar rules to follow. Additionally, he exposes that when looking for the meaning of a new word in the dictionary the students do not always find the meaning used in context. Thus, it is difficult for them to produce sentences by their own since they do not understand the context in which they can apply a certain word. Hence, he proposes to find different ways (to use realia and other sources) to teach words in context and then teach grammatical rules to have students communicate effectively in the L2.

2.2.10. Multiple Intelligences

Teachers have always known that their students have different strengths, and in the language teaching field, some of the differences among students have been attributed to students having different learning or cognitive style (Freeman 2002). As cited in Freeman (2002), Levin (1974) states that some students learn better when they are able to read new material rather than simply listen to it. Levin claimed that the mode of instruction does make a difference in their success as learners. Moreover, Hatch (1974) distinguishes between learners who are data-

gatherers, who are fluent but inaccurate, and those who are rule-formers, who are more accurate, but often speak hesitantly. In addition, Howard Gardner (1983) says that teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are not often taken into account in classroom situations. Gardner has theorized that individuals have at least seven distinct intelligences that can be developed over a lifetime. These are:

1. Logical/mathematical- the ability to use numbers effectively, to see abstract patterns, and to reason well.
2. Visual/spatial- the ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color
3. Body/kinesthetic – the ability to use one’s body to express oneself and to solve problems
4. Musical/rhythmic – an ability to recognize tonal patterns and sensitivity to rhythm, pitch, melody
5. Interpersonal – the ability to understand another person’s moods, feelings, motivations, and intentions
6. Intrapersonal – the ability to understand oneself and to practice self-discipline
7. Verbal/linguistic – the ability to use language effectively and creatively.

In addition, Freeman (2002) claims that not all the intelligences have to be present in every lesson plan. Indeed, that is not likely to be possible as the list of intelligences is growing.

2.2.11. Learning Styles

There are many different models that describe the learning styles. For example, Paul Treuer (2011), in his website of the University of Minnesota Duluth, defines the Learning Styles as various approaches or ways of learning. Conversely, Fleming's VAK/VARK model proposes three different learning styles

that he describes as the most common in the language classrooms. These learning styles are explained below:

1. Visual Learners: Fleming claimed that visual learners have a preference for seeing (pictures, diagrams, handouts, etc.).
2. Auditory learners: These learners learn the most through listening (lectures, discussions, tapes, etc.).
3. Tactile/kinesthetic learners: According to Fleming these types of learners prefer to learn via experience (moving, touching, and doing, etc.).

Thus, all the previous approaches made a significant contribution to the teaching learning process, but as Michael Lewis (1990) mentioned in his book “The Lexical Approach”, these approaches are not the end or the complete truth about how to teach a foreign language, but just one more step that can be applied in order to improve the teaching-learning process.

Taking into account Lewis (1990) and other authors' ideas, it is found that teaching vocabulary is very important to manage a foreign language. Also, it is recommended to expose students to authentic materials since there are some words and expressions that cannot be explained through grammatical rules. Besides, when students look for the words in the dictionaries, the definitions do not give the real use in context; consequently, it is hard for students to use the language appropriately.

2.3. Teaching Vocabulary

There are a lot of works which have been done to propose the best way to teach vocabulary. Some of them are different approaches to teach vocabulary efficiently. Some examples of those approaches are: Definition-Based Approach, Context-Based Approach, Concept-Based Approach, and also the Lexical Approach.

2.3.1. Definition-Based Approach

This approach refers to teach vocabulary through dictionary definitions. There are two ways of applying this approach; the first one is to ask students to look for the meaning of new words in the dictionary. And the second one consists on having the teacher discuss the meaning of words in a reading passage (Blanchowicz and Fisher, 1996).

2.3.2. Context-Based Approach

This approach refers to looking for the meaning of a word in context or in other cases to guess the word in context to understand the full sense of its meaning. So, in this kind of approach, the students need to be taught to look before, look at and look after the word to connect what they know to what the author has written so that they can predict a possible meaning and later use it in context (Blanchowicz and Fisher, 1996).

2.3.3. Concept-Based Approach

This approach is based on relating the schemata to the fresh knowledge the person is exposed to. Schirmer (1998) suggests organizing prior knowledge into formal relations; that is the person needs to connect the prior and new knowledge to real experience and so the method of making semantic maps appeared. In this kind of methods students have a pre-reading activity to activate previous knowledge and to introduce key vocabulary words. Then, students must organize this previous knowledge in a map and add new words, concepts, and categories to it. Another way to apply this method is having teachers writing a key word, and then students thinking about words related to the key word. After that, these words are grouped around the key word in categories. Finally, the teacher presents new words and encourages a discussion to find out where new words fit into the map (Heimlich and Pittelman, 1986).

In contrast, there is a way in which students not only get engaged in the activity because they like it, but to use real language and make the learning process more interesting. A lot of studies have been made about the reliability and

importance of using videos to teach vocabulary to students learning a foreign language. There are many advantages to use videos and they are specified in the following lines.

2.4. Teaching Vocabulary through Videos

Techniques have improved as teachers have gained insight into what kinds of courses and lessons might both speed up language acquisition and make the courses and lessons more enjoyable. In this way many researchers have begun the task to search and improve their way of teaching. Consequently, many teachers have found that teaching through videos is a better way to have students' attention and at the same time improve their learning. Nowadays, teachers have the facility to use videos as a resource to teach vocabulary. There are different books and articles that show how useful to teach vocabulary through videos is. As cited in the work "*Learning Vocabulary through Authentic Video and Subtitles*" (TESOL- Spain), video allows teachers to introduce any aspect of real life into the language learning environment, contextualizing the learning process. Furthermore, the students can retain more since they are exposed to three aspects: written text, oral text and images. In addition, it is stated that as students are presented socio-cultural aspects through three different channels (written, oral, images), videos offer a great tool for teaching vocabulary to foreign language students.

Consequently, this work states that through the use of subtitles the word recognition and vocabulary acquisition skills improve in students because they can see words at the same time they listen to the correct pronunciation and the use in context.

2.4.1. Video-Based Activities for the Classroom

There are different activities to apply when using videos in the classroom; Nancy Douglas (2011) in her workshop "Integrating Video into EFL Classroom" provides a list of useful techniques to use at the moment of implementing videos in the classroom:

✓ “What did you see?”

In this technique, the teacher plays a video and has students watch it, and then write or share what they saw.

✓ “Tell me what you see”

In this technique, the teacher plays a video with the audio off and pauses at a convenient point to show a still picture. The teacher has students work in pairs and take turns to describe what they see in the picture.

✓ “Tell me what happened”

The teacher divides the class into pairs. One student in each pair is the watcher who faces the screen. The other one faces away from the screen. The teacher plays the video without sound. Then, the teacher has the watchers take a look at the video; when the video ends, the watcher has three minutes to tell his partner what he could see in the video. The teacher then, encourages some pairs to share their descriptions with the class.

✓ “Role play”

The teacher selects a video with a dialogue involving two or three characters. Then, he divides the class into groups composed of the same number of students as there are in the video. After, he plays the sequence twice. When the video ends, he gives the students five minutes to prepare and practice the scene. Finally, he has students present their role plays to the class.

2.4.2. Types of video

It is also important to mention that the work “*Learning Vocabulary through Authentic Video and Subtitles*” establishes two different kinds of videos: the *Instructional Video*² and the *Authentic Video*³. The *Instructional Video* is designed to teach foreign students, so the manner in which the people in the video speak is

² Instructional videos are specifically created to teach foreign languages

³ Authentic videos are materials originally created for native speakers of the language such as films, TV series, commercials, etc.

fit to the purpose of teaching so that the students can be able to understand and answer the questions they will be asked to answer later.

On the other hand, *The Authentic Video* is the type of video made for native speakers. The authentic video may provide a problem when it is not used properly since the language that is used in the dialogues is not simplified, and it is spoken at a normal speed; nevertheless, when the teachers use the authentic video properly - with a clear purpose and very oriented activities - it gives more benefits to the students since they can listen to real spoken language in context and at the same time learn about a foreign culture because of the themes that they present, Rucynski Jr. (2005).

Moreover, according to Jane Sherman (2003) in the work "Using Authentic Video in the Language Classroom", there are also different kinds of videos that a teacher may use to teach a foreign language. For example, a teacher may use a complete film, drama series, sitcoms, soap operas, drama clips, and comedy sketches. These different kinds of video have each its benefits and its advantages. However, to have the best results, Sherman suggests following 3 steps at the moment of using videos in the classroom. First, an activity must be prepared in order to introduce the task to be done with the video (Pre-viewing). Then, while watching the video, the students need to be provided with active viewing tasks (While viewing), and finally, after watching the video, the students have to be provided relevant follow-up activities that would help them internalize the "video-class" easier (Post-viewing). Sherman stresses the importance of following those three steps with activities very oriented to make a change in the students' learning.

2.5. Teaching Vocabulary through SITCOMS

According to Sherman (2003), sitcoms (situation comedies) are series which are broadcasted once a week. They are like drama series but funny. Sherman says "in each episode they expose the same central characters in the same setting to a new comic situation." According to her, this is an advantage since students get familiar to the characters, their most common words and their jokes. In this way, students may understand better the dialogues and this makes the learning process

easier. Another advantage of using sitcoms is that since many students watch at least a bit of television every day, they become more interested about learning a new language or learning new words through watching television and watching movies at a cinema, Sherman (2003). Definitely, students prefer to learn having fun at the same time by means of watching videos than by reading a book.

Through videos, the students can improve their listening skills and work on their vocabulary. They also get in contact with authentic material and different varieties of the English language, for example: typical slangs, locutions and sayings. And in the special situation of teaching comedy or sitcoms like “Friends”, students get in contact with humorous utterances and expressions. All these features can improve the student’s understanding for the English language in a very natural and authentic way.

2.5.1. What to do with the Sitcoms in the Classroom

There are so many different opportunities and topics within sitcoms that teachers can work on with their students. For instance, teachers can have students work on their vocabulary by watching a scene of a video and let them pick several vocabulary they don’t know. Later, the task of the teacher is to have activities oriented to discuss the vocabulary according to the meaning in general and in the context of the sitcom sequence, Sherman (2003). Another possibility is to pick scenes with humorous utterances, locutions or sayings. In here, the teacher finds out the expressions and sentences that may be new for the students’ level, and later prepares activities to discuss these with the students; this can be done by translating the words and evaluating their meaning in the connection to the situation in the sitcom. In addition to all of the aspects mentioned above, teachers can show scenes of a specific holiday or other typical features of a particular country and teach aspects of culture like family, gender, and social issues, among other different aspects.

Accordingly, the usage of sitcoms in the English lessons would be fun and motivating for the students, Brown (2001). It is a nice alternative in contrast to the usually used printed literature and fits more to the interests of most of the students.

Finally, sitcoms are particularly useful for learning new vocabulary and idioms, Sherman (2003). The situations create an intriguing and relaxing learning environment in which the students learn not just English words but also culture, humor and body language. Through the dialogs within the episodes, the use of sitcoms focuses on familiarizing students with native English speaking sounds and patterns. Also, the natural repetition throughout the series will help students internalize the spoken words and the students' connection to the characters will help promote predictions about language choice.

2.6. The Sitcom “Friends”

“Friends” (stylized as F.R.I.E.N.D.S) is an American sitcom created by David Crane and Marta Kauffman, which aired on National Broadcasting Company (NBC) from September 22, 1994 to May 6, 2004. This sitcom is about a group of friends in Manhattan who share an apartment and go through many difficulties in their lives, but always stay together.

“Friends” received positive reviews throughout most of its run, becoming one of the most popular sitcoms of all time. The series, an instant hit from its debut, was also very successful in the ratings, consistently ranking in the top ten in the final primetime ratings. It made a large cultural impact, which continues today. For example, the Central Perk coffee house, which was featured prominently in the series, has inspired various imitations throughout the world (Wikipedia).

2.6.1. Main Characters

- ✓ **Jennifer Aniston portrays Rachel Karen Green**, a fashion enthusiast and Monica's best friend from high school. Rachel and Ross Geller are involved in an on-off relationship throughout the series.
- ✓ **Courteney Cox portrays Monica Geller**, the mother hen of the group, known for her obsessive-compulsive and competitive nature. Monica is often jokingly teased by the others for having been an extremely overweight child, especially her brother Ross. Monica is a chef who changes jobs often

throughout the show, and marries longtime friend Chandler Bing in season seven.

- ✓ **Lisa Kudrow portrays Phoebe Buffay-Hannigan**, an eccentric masseuse and musician. Phoebe became homeless at the age of 14, and is known for being ditzy yet street-smart.
- ✓ **Matt LeBlanc portrays Joseph "Joey" Francis Tribbiani**, a struggling actor and food lover who becomes famous for his role on Days of our Lives as Dr. Drake Ramoray. Joey is a womanizer with many girlfriends throughout the series, and develops a crush on his friend Rachel in season eight.
- ✓ **Matthew Perry portrays Chandler Muriel Bing**, an executive in statistical analysis and data reconfiguration for a large multi-national corporation. Chandler quits his job and becomes a junior copywriter at an advertising agency during season nine. Chandler is known for his sarcastic sense of humor, and marries longtime friend Monica.
- ✓ **David Schwimmer portrays Ross Eustace Geller, Ph.D.**, a paleontologist working at a museum of Prehistoric History, and later a professor of paleontology at New York University. Ross has three failed marriages during the series, and is involved in an on-off relationship with Rachel (Wikipedia).

CHAPTER III

HYPOTHESIS AND VARIABLES

3.1 Hypothesis

The implementation of authentic videos, specifically “Friends,” helps Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador strengthen their vocabulary acquisition

3.2 Variables and Indicators

- **Independent variable:** The implementation of authentic videos, specifically “Friends”
- **Dependent variable:** vocabulary acquisition

Objectives	Hypothesis	Subjects of Observation	Variables	Definition of the Variable
<p>To attest to what extent the implementation of authentic videos, specifically “Friends,” helps Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador acquire new vocabulary</p>	<p>The implementation of authentic videos, specifically “Friends,” helps Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador strengthen their vocabulary acquisition</p>	<p>Students taking Intensive Intermediate English II, groups 1 and 2 at the Western Multidisciplinary Campus in the semester I - 2011</p>	<p>Authentic videos specifically “Friends”</p>	<p>Materials originally created for native speakers of the language such as films, TV series, commercials, etc.</p>
			<p>Vocabulary acquisition</p>	<p>Process oriented to the mastering of words either in the L1 or L2</p>

Variables	Indicators	Instruments	Administration of Instruments	Period of Time per Instrument
Authentic videos specifically "Friends"	Sitcom "Friends" <ul style="list-style-type: none"> • Christmas in Tulsa (Part 1) • Christmas in Tulsa (Part 2) • Rachel and Joey kiss • The Striper who Cries (Part 1) • The Striper who Cries (Part 2) • Phoebe's Wedding • Estelle Dies (Part 1) • Estelle Dies (Part 2) 	Lesson plans to teach the course Videos of the Sitcom "Friends" with English subtitles	The classes were taught twice a week during 4 weeks	45 minutes per class
Vocabulary acquisition	Students' acquisition of the target vocabulary <ul style="list-style-type: none"> • Students from the experimental group's acquisition • Students from the control group's acquisition Effectiveness of the treatment over students' vocabulary acquisition: <ul style="list-style-type: none"> • Effectiveness of the authentic videos over students' vocabulary acquisition • Effectiveness of the readings and dialogues over the students' vocabulary acquisition 	Pre-test Post-test Vocabulary Sheets Post-test Interview	The Pre and Post-test were administered to the sample population just once each The interview was carried out	45 minutes each 7 minutes each student

CHAPTER IV

METHODOLOGICAL DESIGN

4.1. Introductory Section

The main goal of this project is to attest to what extent the implementation of authentic videos, specifically “Friends,” helps IIE-II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the WMC of the University of El Salvador acquire new vocabulary. Due to the purpose and nature of the study, the research was carried out through the use of qualitative and quantitative paradigms.

As Cresswell (1994) states: “A qualitative paradigm is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.” The qualitative paradigm was part of this research project because one of the objectives of the study is to assess the effectiveness of the implementation of the new techniques to teach vocabulary, and to do so, the researchers needed to understand and describe what happens in the classrooms when the vocabulary is taught with traditional methods. Also, this paradigm helped the research team to explain the correct way to use authentic videos, specifically “Friends,” to teach vocabulary.

At the same time, the researchers made use of the quantitative paradigm to verify the hypothesis variables and the numerical measures of the study. Specifically, this paradigm was used to evaluate and describe the results gotten in the pre-test and post-test addressed to the sample since it was necessary to present numerical data; it definitely helped to test the hypothesis that led the research project in order to get the most reliable results. Thus, the researchers carried out this research and analyzed all the data collected by using the quantitative and qualitative paradigms.

The researchers carried out the study at the Western Multidisciplinary Campus of the University of El Salvador. In order to do so, they administered some

instruments to the studied population that was formed by sixty-seven English students taking IIE-II in groups 1 and 2 semester I-2011. The researchers also gathered some information through different methods; for instance, some class observations helped to gather as much information as possible to build the description of this research and to support the data gathered in the questionnaires administered to the students. The research team also carried out a survey (Appendixes A and C) with the previously mentioned students in order to know the number of them who would be part of the sample. The researchers chose the sample based on the *homogenous sample* technique - "*Muestra Homogénea*" (Hernández Sampieri, Fernández-Collado, Baptista Lucio, 2006). They also made use of the *random sample* technique "*Muestra Aleatoria Simple*" which was useful to divide the sample to have the experimental and control group of this experimental study.

In the following section of this research project, the different data gathering techniques used and data collecting processes are explained in order to describe how the data were gathered, processed, analyzed, and interpreted.

4.2. Methodological Procedures of the Preliminary Phase

At the very beginning, the researchers looked for diverse topics that would be of social and academic interest and worth researching. Together with the advisor, they realized that the teaching of vocabulary is imperative in any classroom where a second language is taught. It is imperative because the students need to acquire enough vocabulary to communicate in the L2. Being aware of that, they planned an experimental study aimed at presenting a different way to teach vocabulary and make its acquisition easier for the students to learn and for the teachers to teach. To do so, a treatment had to be carried out so that the researchers could implement the up-to-date technique of teaching vocabulary by means of authentic videos, specifically "Friends". As mentioned before, one of the main purposes was to make the process of vocabulary learning and teaching easier, but another important aspect was to have the students learn target vocabulary doing one of their everyday activities, watching TV.

Once the researchers had chosen the topic, a bibliographical investigation took place in order to get acquainted with some other research studies that have been carried out on the teaching of vocabulary through authentic videos. The researchers could find that some investigators from Spain had carried out some research studies on this situation (one of them is “Learning Vocabulary through Authentic Video and Subtitles”). Consequently, the information gathered in these research studies helped the researchers to enrich the current research project because they could realize that the teaching of vocabulary through authentic videos is a successful method implemented in other countries.

After checking literature, the research team narrowed the topic down and gave it to the advisor who made some observations to it. When the topic was ready (Using “Friends” to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011), the researchers carried out the class observations and began the process of choosing the sample.

4.3. Methodological Procedures of the Planning Phase

After gathering some data related to the teaching and learning of vocabulary through authentic videos, the researchers started to outline the objectives that directed the whole study, beginning from the general up to the specific ones. Subsequently, the research team designed the research question and hypothesis that would lead the researchers through the whole process of investigation. They also continued searching for the available information about different investigations related to the study so that they could have available information at the moment of building the Theoretical Framework. In the same manner, the researchers worked on the justification of the research project; they used the information gathered from the questionnaires administered to the students taking Intermediate English II in groups 1 and 2 and also the class observations carried out with the same groups. This information was necessary to support the importance of implementing more updated ways to teach vocabulary. Thus, the formulation of the justification and the statement of the problem helped the researchers to think about the hypothesis of

the research project.

The next phase started with the formulation of the Theoretical Framework. The researchers deeply reviewed the related literature in order to find out more information about the use of authentic videos to teach vocabulary. This time, they considered looking for specific information about using the sitcom “Friends” to teach vocabulary since such a sitcom was going to be used along the treatment. Though they did not find any study done with the sitcom “Friends,” they found some studies that were done under similar topics regarding the implementation of authentic videos in the classroom.

After the researchers had gotten enough literature, they started planning the way they would proceed with the treatment, which is discussed later in this chapter. This treatment was the core of data gathering and the way to falsify the hypothesis stated in the project.

4.3.1. Definition and Description of the Sample

The researchers decided to apply two techniques in order to select the sample. These techniques are:

Homogeneous Sample (*Muestras Homogéneas*): It involves selecting subjects that meet predetermined characteristics. Therefore, the researchers decided to follow the criteria below:

- ✓ **IIE-II for the first time:** The selected students were all taking IIE-II for the first time.
- ✓ **IIE-II either in group 1 or 2:** The researchers chose the English students from groups 1 and 2.
- ✓ **Any English course before entering the university:** The researchers selected the students who did not take any English course before starting the university.
- ✓ **Any English course while studying at the university:** The subjects of study were students who were not taking any English course besides their classes at the university.

As a result, 22 students from both morning groups (groups 1 and 2) fulfilled these criteria. These students were taking IIE-II for the first time either in group 1 or 2; besides, any of them took an English course before starting the university and has not taken any while studying at the university.

The Random Sample (*Muestras Aleatorias Simple*): It is used when the researchers want to take the sample out of the population just randomly. This sampling technique was useful at the moment of dividing the sample into two groups in order to have a control group and an experimental group to carry out this experimental study.

4.3.2. Elaboration of Instruments

To collect the data necessary to describe the problematic situation stated in the present project, the following instruments were used:

A Direct and Structured Observation Guide: This instrument (Appendix D) helped to observe the methodology used to teach vocabulary to the IIE-II students from groups 1 and 2. It provided vital information to support the importance of implementing new ways to teach vocabulary so that learning takes place in a better way. As it is a structured observation, the aspects to be observed were included in the observation guide.

Two Questionnaires addressed to the students: Both questionnaires were useful to define the sample of the study and to gather preliminary information for the investigation, so both were administered to the population at the beginning of the project. These instruments provided information about the students' perspectives towards the way they are taught vocabulary in the classroom and about the students' opinions towards watching TV programs in English. (Appendixes A and C)

Pre-test: After classifying the vocabulary to be used, the research team reviewed some more literature about the good way to create a vocabulary test. In its elaboration, the researchers were very careful to be clear enough with the directions and to include the forty-four words expected to be taught in the eight

meetings of the treatment. The main objectives of this test were to check the range of target vocabulary the students already knew and to have an instrument to compare the results gotten in the future post-test. Therefore, it was administered to both experimental and control groups on Monday May 2nd, 2011 (Appendix E). It is very important to clarify here that only fifteen students out of the twenty-two that had been chosen for the sample took the pre-test, and later they became the sample that was all along the development of the treatment. The other seven students were reluctant to continue helping in the process due to the academic load demanded in their studies.

Post-test: This test, as the name implies, was administered to the fifteen students of the sample at the end of the treatment. It included the same words that were evaluated in the pre-test but with some differences in format. It was administered on Tuesday, June 14th, 2011. (Appendix F)

Lesson plan for the control group: The researchers chose forty-four words from five episodes from the sitcom “Friends”; these words were related to different topics. There were eight topics and around five or six words per topic, which meant that the treatment would consist of eight meetings. Therefore, the researchers planned eight different classes with both groups, each one lasting forty-five minutes. However, the control group (eight students) was taught through traditional techniques- readings, dialogues, matching, filling in the blanks, etc. - using the forty-four words chosen from the sitcom “Friends” (Appendix G).

Lesson plan for the experimental group: The same forty-four words were taught to the experimental group in eight meetings that were also planned to last forty-five minutes. Nevertheless, instead of using a reading, a dialogue or something similar, the core of the meetings with these students was the videos with English subtitles. The students had the chance to see the vocabulary used in context by American people and work on activities oriented to make them internalize the L2 (Appendix H).

A Semi-structured Interview Guide: This instrument was addressed to the students that were part of the experimental group, and it was administered at the

end of the treatment to gather information related to the students' reactions after being taught vocabulary through the sitcom "Friends". Specifically, this interview included four open questions about the effectiveness of learning vocabulary through those authentic videos (Appendix I).

A Vocabulary Sheet: This instrument helped the researchers check the students' understanding of the target vocabulary after each class. It is a chart that tested the students about how much they understood the new words. It required them write the new word, the meaning of it, a synonym or antonym, and an original example using the new word in context (Appendix J).

4.4. Methodological Procedures for the Execution Phase

4.4.1. Validation of the Instruments

The researchers validated the instruments in three phases:

✓ **Phase A:** Validation of the instruments with the advisor

The advisor of the thesis work checked all the instruments used in the process of data gathering - from the instruments that helped to gather information for the Statement of the Problem (Direct and Structured Observation Guide and Questionnaires) to the ones for the Execution Phase (The Pre and Post-tests and the Lesson Plans)

✓ **Phase B:** Validation of instruments with an expert

After designing the instruments, the researchers validated them by giving a copy to an expert of the Language Department of the WMC of the UES for him to validate them.

✓ **Phase C:** Validation of instruments with the target population

The research team also had two participants from the target population answer the questionnaires to know if they were able to understand them at once. This part of the process was crucial because if students had not understood the questions, the research team would have had to modify them to avoid any misunderstanding at the moment of answering the questions.

4.4.2. Process to Build Rapport with the Participants

To perform this part of the study, the researchers were careful to assure some aspects that were important when building connection with the participants. For instance, to build confidence with them was the first step to follow. The researchers made sure to accomplish that goal by being kind, honest, sensible, supportive and sincere with the informants. In addition, the researchers made use of their social abilities to create a sense of empathy with the informants so that the process of data recollection could be easier. At the end of each meeting of the treatment, the researchers gave some snacks to the students; they gave these snacks in order to make the process more enjoyable for both researchers and students.

4.4.3. Treatment

The sample of this study was part of an eight-meeting course in which the students were taught different words. These classes were carried out two times a week during students' free time- Monday both groups from 10:30 to 11:45; Tuesday control group from 8:30 to 9:15, and Thursday experimental group from 10:30 to 11:45. The researchers had to accommodate their schedules to the students' because at the beginning some of the students had problems to attend the classes of the treatment since they were part of study groups in their major.

As this was an experimental study, the sample was divided into two groups (experimental group and control group). Both groups were taught the same vocabulary through different methods and techniques. The target vocabulary was chosen from some episodes of the sitcom "Friends" since the topic of the research is focused on using that sitcom to teach vocabulary. A vocabulary list of forty-four words was prepared to be taught in the treatment; each class lasting around forty five minutes (Appendix K). These words were also imperative to create the pre-test and post-test necessary to compare the evolution of the students regarding the new vocabulary and to contrast the results gotten between the experimental and control groups. Thus, to carry out the treatment, the researchers had to follow some steps that could help them teach the chosen vocabulary in the appropriate way.

- **Videos:** Having the clear idea for the project, the research team looked for the videos about the sitcom “Friends” that could be useful for the treatment that would be carried out with the experimental group of this experimental study. First, the researchers defined the way they would classify the vocabulary; they classified it by specific themes- Thanksgiving, wedding, relationships, Christmas, etc, and then, they dedicated a good number of hours to classify the suitable vocabulary to be used in the meetings with the students. The researchers prepared videos of around ten minutes with chunks of episodes that could play two good roles. The first one was to present the sequence of a story about the sitcom and the second one was to have the target vocabulary and the target theme to be used in a meeting with the students. These videos were used in the classes with their subtitles in English to let the students relate the sound and the images with the subtitles.

At the end of the process and considering the theories that mention the number of words to be taught by class, the researchers classified forty-four words belonging to eight different themes so that they would have eight meetings with the students.

- **Pre-test:** Having the vocabulary to be taught in the treatment, the researchers focused on the preparation of the test that would help them assess the students on the target vocabulary before the development of the treatment. This test was prepared to be done in forty-five minutes, and the researchers considered different formats that were taken from sample tests. For example, the test included underlining the definition of the words, underlining the word for a definition, or providing the meaning and example in context for a word.
- **Post-test:** The pre-test was an excellent parameter to create the post-test because the same words were used. The main reason that makes both tests different is that the post-test was different in its format. That is, the order of the items and the number of items in each part changed. However,

exactly the same words were evaluated in both tests to test the students' evolution regarding the target vocabulary.

- **Lesson plan for the control group:** The researchers divided the vocabulary and planned each of the eight meetings to last forty-five minutes following the format of a class and implementing the three steps for a reading activity (pre-reading, while reading and post-reading). Though in some classes they used a dialogue instead of a reading, the same procedure was followed.
- **Lesson plan for the experimental group:** This lesson plan was very similar with the one planned to teach the control group because the research was oriented to show how the videos and not other activity make the difference in the classroom. Of course, with the videos, the procedure was pre-viewing, while viewing and post-viewing which was the only difference applied in the classes with the experimental group.
- **A Semi-structured Interview Guide:** As mentioned before, this instrument was administered at the end of the treatment. One of the main objectives of this interview was to have the students that were part of the experimental group comment about the effectiveness of learning vocabulary through authentic videos. These interviews were done in a place far from distractions so that the students' and the interviewer's voice could be clearly recorded. The approximate time to do each interview was around seven minutes per interviewee.
- **A Vocabulary Sheet:** The researchers created this instrument to test the students' progress at the end of each meeting of the treatment. At the beginning of the treatment, the researches provided each student with a folder containing the vocabulary sheets where they would collect the new vocabulary. The researches checked these sheets after each class to see the students' assimilation and good use of the new words.
- **Diploma:** The researchers planned to give the students from both experimental and control groups a diploma at the end of the treatment

(Appendix L). The main objective to give the diploma was to motivate the students along the 8 meetings of the treatment so that they did not drop out. In addition, they got a certificate of having participated in an eight-meeting course about teaching vocabulary through “Friends”, which in the interviews they considered they would apply as future teachers. To make the diploma valid, the researchers the head of the language department at the WMC of the University of El Salvador to sign and seal the diplomas; they also asked the chairman of the language department at Universidad Católica de El Salvador (UNICAES), and advisor of the thesis work, to sign the diploma. Those components made the diploma a very formal reward for the students who very willingly provided their time to be part of this study.

4.4.4. Methodological Procedures to Process Data

In this section, the researchers give a brief description of the softwares that were used to analyze and process the gathered data. They also describe how they interpreted the data gathered through the administration of instruments. And what is more, they describe the process to interpret and compare the data gathered through both the pre-test and post-test.

4.4.5. Analysis of Data

The data were classified according to the variable they measured after administering the instruments; so, the information was processed for its subsequent analysis. The researchers also created data bases and matrixes because of the type of investigation, as this is a combination of qualitative and quantitative paradigms. To work on qualitative data they made use of the assistance of the NVivo 9 software which helped them organize complex non-numerical or unstructured data, specifically, the data gathered through the interviews directed to the students. The NVivo 9 software provided the researchers with more organized data that made the data analysis much easier.

On the other hand, the researchers also dealt with numerical data gathered through the results of both the pre-test and post-test. Therefore, they needed the assistance of the SPSS 18.0 computer program which provided the researchers

with a very organized and reliable way to compare the students' grades in both tests.

4.4.6. Interpretation of Data

After the formulation of tables and graphs with the help of the previously mentioned softwares, the research team was able to produce the analysis about the data gathered with the instruments used. The researchers provided their own interpretation of the results they obtained during the investigation. They were able to draw conclusions, and give recommendations taking into account the objectives, the research question and the hypothesis of the study to witness to what extent the objectives and question were reached and the hypothesis was falsified.

4.5. Timetable

The following timetable summarizes the activities performed during the present research study.

4.6. Budget

The following tables present this research expenses. However, most of the numbers presented in this budget are estimated. All the categories included here were helpful and essential to obtain the best research results.

a) Supplies

Type of supply	Name	Cost per item	N° of items	Total
Office supplies	Pens	\$0.15	6	\$0.90
	Printer ink	\$ 26.30	2	\$52.60
	Printer paper	\$ 5.00 / pkg	2 pkg	\$10.00
Electronic supplies	Recorder's batteries	\$1.50	2 pairs	\$3.00
	Digital camera's batteries	\$ 3.00	2 pairs	\$6.00
Others	Snacks	Varied		\$125.00
	Bus Fares	Varied		\$40.00
Total: \$237.50				

b) Services

Service	Cost	Total
Photocopying	\$0.02 / page * 250 copies	\$5.00
Internet	50 hours	\$25.00
Total: \$30.00		

TOTAL EXPENSES: \$ 267.50

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

This section contains the analysis of the results of the research study “Using “Friends” to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011.” This was an experimental study in which the research team had fifteen students that were randomly separated in two groups (Experimental and Control Groups) to be taught some vocabulary taken from the sitcom “Friends”. As an experimental study, this research had an experiment to be applied through its development which was the eight-week treatment to teach the target vocabulary to both groups.

At the beginning of the treatment, the research team administered a pre-test in order to evaluate students’ knowledge about the vocabulary planned to be taught. This test was administered on Monday, May 2nd 2011 to both groups. Then, after finishing the treatment, the research team administered a post-test to the sample population in order to evaluate their development during the classes and specifically the improvement of students’ performance comparing both pre and post-tests. The post-test, on the other hand, was administered on Tuesday, June 14th 2011 to both groups. Moreover, the research team carried out an oral interview to the students of the Experimental Group in order to know their opinions about the use of authentic videos in the classes. This interview was carried out on Thursday, June 23rd 2011. Thus, to achieve the results of this research study, the two tests went through a process of analysis and interpretation. These tests were first graded based on the correct use of the target vocabulary taught in the treatment. Then, in order to work with the gathered data, the research team designed a scale of scores which they used to insert the grades of these tests in the software. This scale is presented in Table 1 and is used throughout the analysis of data.

Numbers used in the software	Score
1	0-2.5
2	2.6-4.5
3	4.6-6.5
4	6.6-8.5
5	8.6-10

Table 1: This table shows the scale the research team used to insert the grades of the Pre-Test and Post-Test to the software

Consequently, the data processing of the results of the tests was made by means of the SPSS 18.0. This software helped the researchers with the formulation of tables and graphs that were the basis for the analysis and interpretation of the gathered data. On the other hand, the qualitative data gathered through the interviews were processed using the NVivo 9.0. This program helped to create data bases and matrixes in order to analyze the information. The use of these softwares made the data processing more practical and reliable. Hence, the information gotten is presented by means of tables and graphs that are explained in the following pages. The analysis was done according to the Operationalization of Variables to see the effect the independent variable (Authentic Videos Specifically “Friends”) had over the dependent variable (Vocabulary Acquisition) which presents a more organized data analysis.

5.1. Indicator: Students’ Acquisition of the Target Vocabulary

5.1.1. Sub-Indicator: Students from the Experimental Group’s Acquisition

The research team could do a comparison of the pre and post-tests after finishing the treatment. Table 2 shows the results students from the Experimental Group obtained in those evaluations. It presents the way the students improved their grades after attending the classes of the course establishing a noticing difference that presents the efficacy of the treatment. This treatment provided the experimental group with a way of learning vocabulary which was new for them. By watching the videos of the sitcom “Friends”, they could see and listen to the new words in context, and they could notice the use native speakers give to the words which helped them internalize the words and use them in context, too. This could be proved after

checking the vocabulary sheet that was given to each student which required them to write the new word, the meaning, an original sentence, and a synonym or antonym of the new word. The students were asked to work on this sheet in each class.

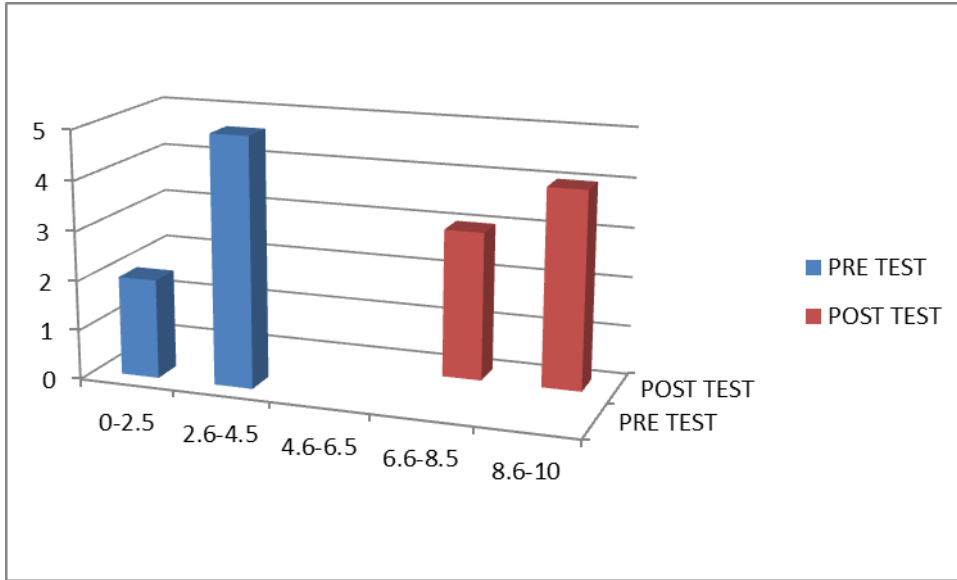
Student	Pre-Test	Post Test
Student A	2.4	7.4
Student B	4.4	8.5
Student C	4.4	8.7
Student D	2.4	9.6
Student E	3.8	9.1
Student F	4.0	8.1
Student G	4.4	8.8

Table 2: This table shows the results of the Pre-Test and the Post-Test from the Experimental Group

This vocabulary sheet showed the research team that the students did not have any problems to use the studied vocabulary properly since the examples they provided were correct, and the students were able to provide the meaning of the words in context. As a matter of fact, these IIE-II students did use the words in their everyday experiences at the university; this could be noticed in the different classes of the treatment since the students used the vocabulary studied in previous classes to express their ideas which is the best way to have them make the vocabulary part of their long-term memory. As a result, the research team can affirm that learning took place in this group since students not only improved their grades but also incorporated the new vocabulary to their everyday language.

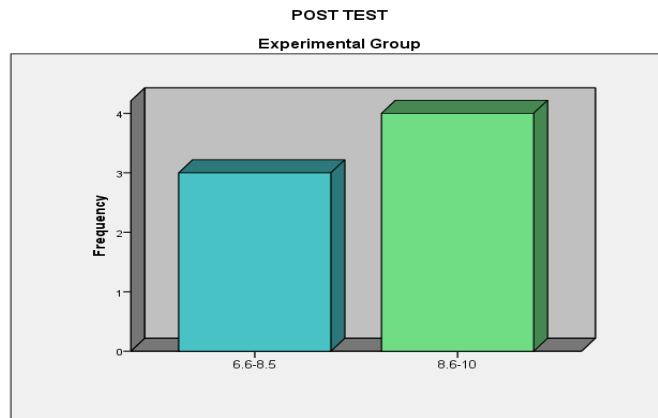
As Graph 1 shows, the students from the Experimental Group improved their development after taking the treatment of this study. None of the students passed the pre-test. However, when they took the post-test, they clearly improved their grades getting 9.6 as the highest grade for that test. Moreover, it is important to mention that this was the highest grade comparing both experimental and control groups. Therefore, the research team can affirm that the implementation of authentic videos, specifically “Friends” to teach vocabulary did help the students to internalize the new vocabulary and to use it in their everyday language. And one of the most important factors to have those results is letting the students see in the videos the way the

words are used in context by native speakers.



Graph 1: This graph shows the results of the Pre-Test and Post-Test from the Experimental Group

In addition, Graph 2 presents the grades of the students from the Experimental Group in the post-test. It shows the growth in the scores which establishes the effectiveness of the treatment. In this exam, three students out of seven got grades among 6.6 to 8.5 while the other four students got grades from 8.6 to 10. This shows how most of the students reached the highest scale used to input the grades in the software. So, these students bettered the grades they obtained in the pre-test in a representative way, and it can be assured that the fact of implementing the videos helped them to internalize and, therefore, to learn the new words.



Graph 2: This graph shows the results of the Post-Test from the Experimental Group.

5.1.2. Sub-Indicator: Students from the Control Group's Acquisition

On the other hand, table 3 shows the results students from the Control Group got when they took both pre and post-tests. As it can be seen, the students improved their grades; nevertheless, after finishing the treatment, the highest score gotten was 7.8 which compared with the 9.6 gotten in the experimental group states the difference in the effectiveness the classes had in both groups. Here, it is important to establish that in these classes, students from both groups were taught the same vocabulary and through similar lesson plans; however, traditional techniques (readings, dialogues, matching activities, etc.) were used in the control group instead of the authentic videos of the sitcom "Friends".

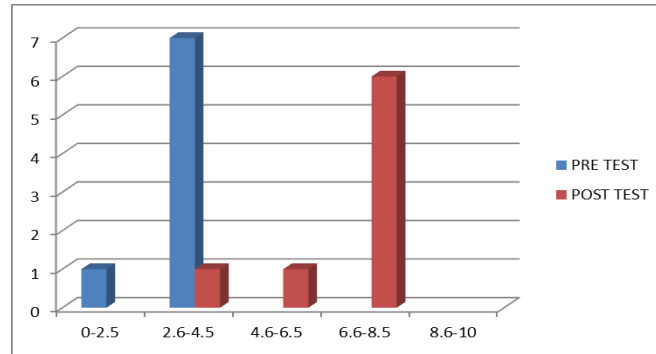
Then, as the Experimental Group, the students from the Control Group had to work on the vocabulary sheet filling in with some information after each class, including the same aspects mentioned before.

Student	Pre-Test	Post Test
Student A	3.6	7.2
Student B	2.0	7.8
Student C	4.4	6.7
Student D	2.7	6.7
Student E	4.0	6.3
Student F	3.6	3.6
Student G	4.0	6.8
Student H	2.9	7.4

Table 3: This table shows the results of the Pre-Test and Post-Test from the Control Group.

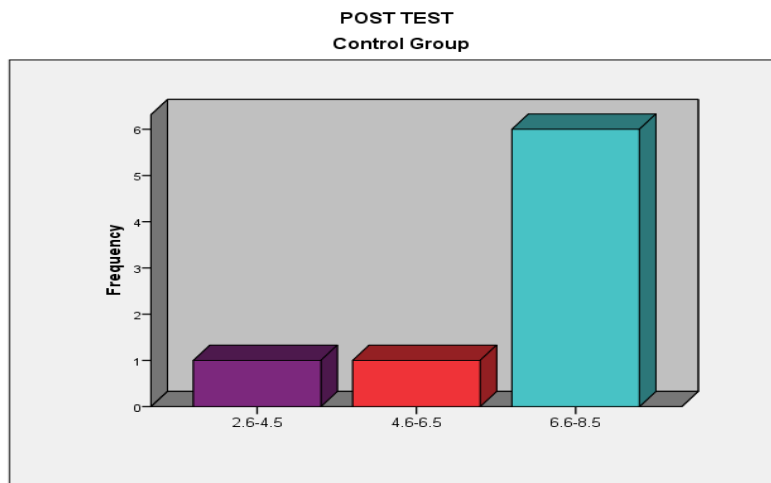
In addition, Graph 3 is a good representation of the results students from the Control group obtained. As it can be seen, most students got grades from 2.5 to 4.5 in the pre-test; however, at the moment of taking the post-test, the highest score gotten was 7.8. Any student from this group could reach the highest scale that starts with 8.6 while in the experimental group, 4 students out of seven reached that scale. Then, one of the objectives of this study was to compare the traditional techniques and the implementation of authentic videos to teach vocabulary, so it can be said that learning takes place in a better way when students are taught through authentic

videos.



Graph 3: This graph shows the results of the Pre-Test and Post-Test from the Control Group.

Furthermore, Graph 4 presents the grades students from the Control Group got in the Post-Test. In here, students obtained grades from 3.6 to 7.8 which shows that they still had problems to deal with the meaning of the words, and to provide examples in context as well. The 3.6 gotten by one student is very representative to compare the effectiveness of authentic videos to have students internalize the vocabulary; any student of the sample was told about the day to have the post-test because the researchers wanted to prove how effective the classes had been in both groups without letting the students review the notes they had taken in class. Also, it is important to stress that both groups had the pre and post-tests the same day and at the same time so that anyone could have advantage over the others.



Graph 4: This graph shows the results of the Post-Test from the Control Group.

5.2. Indicator: Effectiveness of the Treatment over Students' Vocabulary Acquisition

5.2.1. Sub-Indicator: Effectiveness of the Authentic Videos over Students' Vocabulary Acquisition

After comparing the results the experimental and control groups had in the post-test, the research team can state that learning took place in both groups. They presented a meaningful growth in their grades that can represent their learning of the target vocabulary. However, table 4 shows the difference in scores gotten by both groups. The students from the experimental group got higher grades in comparison to the ones gotten by the students from the control group. Therefore, remembering that the students from the experimental group were the only ones taught through the authentic videos, the researchers can establish that the superiority of the experimental group's grades regarding both groups is due to the effectiveness of the treatment. It is important to remember here that both groups were taught the same vocabulary in the same number of classes with similar activities. Actually, as the lesson plans of both groups show, what made the difference in the classes was the implementation of the videos about "Friends" with the experimental group. Definitely, the use of authentic videos in the classes of the treatment played an important and influential role in students' learning.

	Number of Students	Lowest Grade	Highest Grade
Experimental Group	7	7.4	9.6
Control Group	8	3.6	7.8
Total	15		

Table 4: This table shows the results of the Post-Test from the Experimental and the Control Group

Table 4 presents the difference that exists between the improvement of both groups regarding the results gotten in the post-test. However, the difference that exists between the lowest grades gotten by both groups is very representative to see the effectiveness of the treatment about learning vocabulary through the sitcom "Friends".

As said before, students from both groups presented some growth in their vocabulary acquisition. Nevertheless, the research team administered an interview to the experimental group in order to know their opinions about learning vocabulary through the sitcom “Friends”. Table 5 summarizes the students’ responses after being interviewed. This table shows how important the students found the new way (for them) to learn vocabulary. In this interview, six students out of seven agreed that the videos let them learn the words in context, just spoken by American people. For example, when being asked about how the videos helped him learn the vocabulary, one students stated: “It helped us a lot because while you are watching the video, you are learning that word and you learn how to use it in the context, so you don’t just know the word but use it in the right context.” Then, as table 5 shows, more students agreed with that idea because learning vocabulary by context is meaningful for them.

In addition, an important point to be considered here is that the videos also let the students learn about culture - about American culture in this case. This fact helps the students not only to learn the words but also to know when to use them. That is, the videos let the students see the situations in which a word can be used and the reactions the use of the word causes in a person. So, it can be said that authentic videos provide different advantages when they are used properly as teaching techniques.

In the interview, the students also expressed their concern about the way they can have fun at the same time they are learning through authentic videos. They said that learning through the videos was interesting and therefore caught their attention. For instance, one student mentioned: “It was really useful because we saw the words in context, and also we had fun, and I think it was nice, and I really learned about that.” This student was talking about the importance the authentic videos about “Friends” had on his learning because he had fun, and learned the words in context. Likewise, the student that did not mention about learning the vocabulary by context mentioned a very important point that he considered meaningful in the implementation of this way of learning vocabulary. This student said that the videos let him learn about pronunciation – “I like to listen to the pronunciation of the words;

<p>To assess the effectiveness that the implementation of authentic videos, specifically “Friends,” has over the learning of vocabulary of Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador</p>	<p>Vocabulary acquisition</p>	<p>Effectiveness of the treatment over students’ vocabulary acquisition</p>	<p>Effectiveness of the authentic videos over students’ vocabulary acquisition</p>	<p>Says that learning through videos is easier because he can see the people and the words in context. It is easier to understand vocabulary through videos.</p>	<p>Declares to have learned to use the new vocabulary in context in his daily conversations at the university-with teachers and friends.</p>	<p>Expresses that while watching the videos, the students can learn the words and know how to use them in context at the same time they have fun.</p>	<p>Establishes that in the videos he could see words he did not know and the pronunciation, too. Through videos, songs or something like that, students pay more attention.</p>	<p>Believes that the videos are important because students can see how to use the words in context.</p>	<p>Says that through videos, he could see how Americans use the words in context to use the words like Americans do.</p>	<p>Expresses that he learned the words in context. He could also learn the concepts. He had fun while learning and incorporated the words to everyday conversations.</p>
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Table 5 – Source: Interview administered to Intensive Intermediate II students who were part of the experimental group in the study -June 23rd 2011
Vocabulary Acquisition

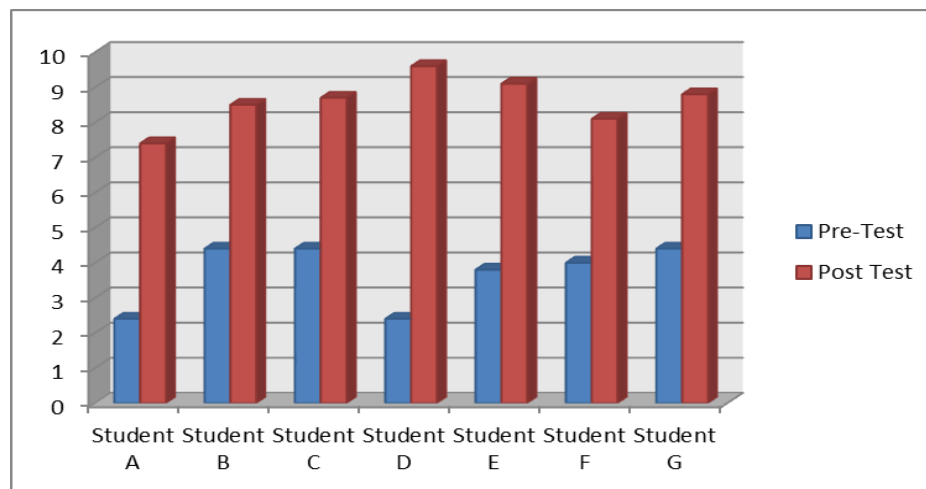
and the videos were funny.” Hence, as any speaker of a second language, the students that were part of the treatment want to speak the L2 with the accuracy and fluency that can be the closest to the ones of a native speaker, and learning through videos can help them work on that due to the different usage teachers can make of it.

Besides, an important point to take into consideration that will serve to make a contrast with the theoretical framework is to talk about learning styles. The teachers need to remember that the students learn differently and therefore different techniques need to be used in the classroom for learning to take place. For example, as the results after the treatment show, authentic videos are very effective to be applied in the classroom. They can be very useful to teach not only visual learners but also auditory ones. Therefore, one student claimed: “when you use audiovisual statements, I think they can have more opportunities because they can have fun, actually and they can have more things... watching than reading, because reading... for me it’s boring.” Though the student expressed “audiovisual statements,” it can be understood that he meant audiovisual aids which are materials or techniques appropriate to teach visual and auditory learners. So, though authentic videos have not been done to teach, they can perfectly be used in the classes. The teachers just need to be creative and focus activities to teach a specific skill through the videos. This study shows by the results obtained in the post-tests of both control and experimental groups the effectiveness of teaching through them. However, these authentic videos can perfectly be used to teach a different skill even at the same time vocabulary is taught. The lesson plans that were used along the treatment of this study present just some of the ways the teachers can have the students participate by means of the correct implementation of authentic videos in the classrooms.

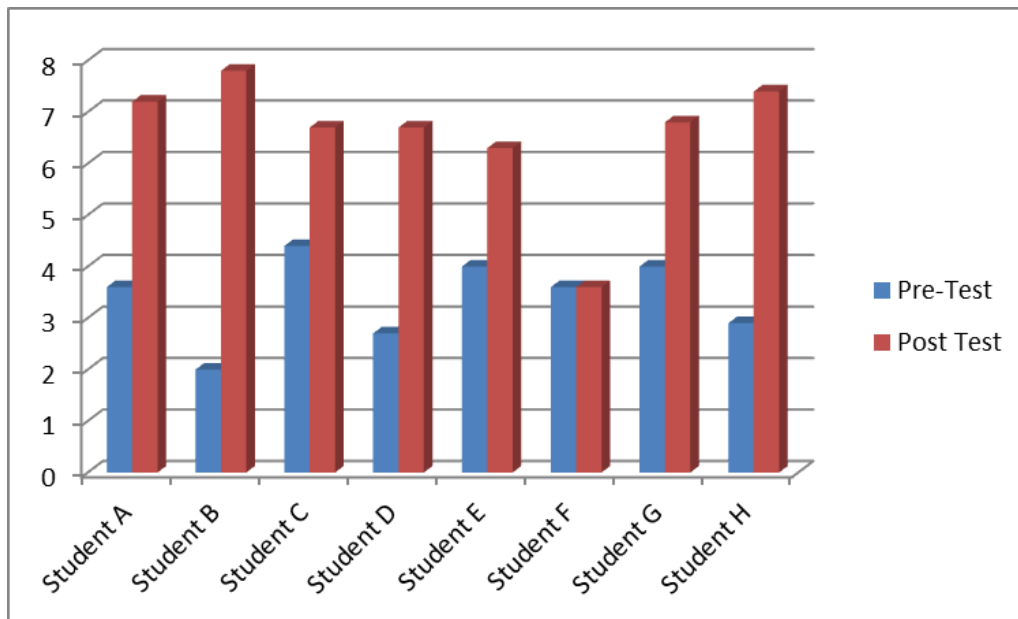
5.2.2. Effectiveness of the Readings and Dialogues over the Students’ Vocabulary Acquisition

The students do learn through traditional methods and techniques. Graphs 5 and 6 present specific comparisons between both groups and between the

results gotten by both groups in the pre and post-tests. Graph 5 shows how the students in the Experimental Group improved their scores in a high level, being one student about to reach the perfect score (10). Though both graphs seem similar, the scales they present at their left are different. These scales represent the grades of the students, which in the experimental group almost reaches 10. In contrast, graph 6 shows how the students from the Control Group bettered their grades as well, but it is noticeable that the growth is less than the one gotten in the Experimental Group. In this regards, Brown (2001) says, “All teachers have to meet their students’ needs with the most effective teaching strategies.” And this experimental study proved that teaching vocabulary through authentic videos is an effective teaching strategy that can be incorporated to the lesson plan of any English teacher because the teacher can match the video with the level of the students. All will depend on the type of vocabulary the teacher can gather from the chosen video. Then, it can be said that the hypothesis of this study was proved to be true because the independent variable did have the expected effect on the dependent variable resulting into an effective and up-to-date way of learning vocabulary.



Graph 5: This graph shows students from the Experimental Group’s growth through the development of the treatment



Graph 6: This graph shows students from the Control Group's growth through the development of the treatment

Though the experimental group was not taught by means of readings and dialogues, the observations carried out at the beginning of the study showed that those are the most common ways teachers use to teach vocabulary. These techniques have been called Traditional techniques along the study. Besides, the students provided information comparing learning through videos with learning through those traditional techniques, and they agree that through videos is an innovated way that catches their attention and creates an atmosphere where learning can take place. In this regards, one student said: "We have never had the opportunity of learning vocabulary through videos or I don't know, because we have learned it just by readings or by talking, but it is not the same." Table 6 shows the way the students made a comparison of the two ways of learning vocabulary. They were asked about the way they remembered the vocabulary the most, through traditional techniques or through the videos. Two students out of seven expressed that learning through traditional techniques (readings and dialogues) was good. However, these students also mentioned that learning through the videos is better because the videos let students get something different than words written in a paper. That is, students can relate the subtitles in English with the sound and images they see in the videos which contrasted with the theory, helps

Objective	Variable	Indicator	Sub-indicator	Student A	Student B	Student C	Student D	Student E	Student F	Student G
To compare the results obtained after teaching vocabulary to Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador through the traditional techniques with the ones obtained through the implementation of authentic videos	Vocabulary acquisition	Effectiveness of the treatment over students' vocabulary acquisition	Effectiveness of the authentic videos over students' vocabulary acquisition	Says he remembers more vocabulary through videos because seeing the people in the videos helps him use the words in context.	Declares that the videos helped him to learn the vocabulary in context.	Expresses that through videos, students can see what they are learning (in context)	Mentions that with the videos, students do not know the meaning of the words, only the pronunciation, but students learn the meaning by context.	Considers that it is easier to remember vocabulary studied through videos because the videos catch the attention and students are used to watching TV.	Considers that videos are good to teach pronunciation and vocabulary in context and the students pay more attention because they watch and listen to people.	Says that he remembers vocabulary from videos and from readings, but he remembers more the vocabulary through "Friends" because he likes the sitcom.
			Effectiveness of the readings and dialogues over students' vocabulary acquisition	States that when he reads, he always forgets something about what he read.	Thinks that through videos is better because students can have fun and learn at the same time. "When you use audiovisual statements, it's easier"	Says that learning by readings or by talking is not the same than by videos.	Establishes that he does not have problem to remember vocabulary through readings because he can guess the meaning by context there, too.	Thinks that learning vocabulary through readings is good, but through videos is more interesting.	States that when learning vocabulary, to watch videos is more important than to read a paper.	Believes it is important to know the concept of the new word. He does not have problems to remember the vocabulary through readings.

Table 6 – Source: Interview administered to Intensive intermediate II students who were part of the experimental group in the study -June 23rd 2011
Vocabulary Acquisition

students have a better understanding of what is being studied.

Thus, after analyzing the data gathered in this study, the research team can affirm that the hypothesis was falsified since the results of the post-test as well as students' opinions in the Interviews show that. Definitely, the implementation of authentic videos, specifically friends, helped the participants to learn and to use the new words in everyday experiences.

CHAPTER VI

CONCLUSIONS AND RECOMENDATIONS

6.1. Discussion of Results

As stated in the work “*Learning Vocabulary through Authentic Video and Subtitles*” (TESOL- Spain), videos provide a great help for students to understand and memorize vocabulary since through the use of videos, students are presented words in context and, furthermore, they are exposed to listening of the L2, written text (subtitles) and images.

Consequently, through the process and analysis of data, the researchers can assure that what is proposed in the previous paragraph is true. That study done in Spain was very useful for the development of this investigation since it was conducted under a very similar topic, regarding the teaching of vocabulary through authentic videos. Then, as it can be seen in the result shown in the previous chapter, the students of the Experimental Group indeed bettered their grades due to the fact that videos provide contextualized vocabulary and that students can retain more since they are exposed to three aspects: written text, oral text, and images.

The previously mentioned work also points out that teachers must have a specific purpose to use authentic videos to teach. Therefore, another aspect to take into account to explain the better results gotten by the Experimental Group in the post-test is that the researchers had a clear purpose to use videos. This purpose was to teach specific vocabulary to reach a specific objective. So, the lesson plans were prepared considering the theory consulted and the desire to reach the objectives of the study. Also, according to the work “*Learning Vocabulary through Authentic Video and Subtitles*,” it is important to take into account that most students consider learning vocabulary through traditional methods boring because they are used to learning through the same techniques; the interview administered to the experimental group showed that. Teaching vocabulary through authentic videos, nevertheless, propose an up-to-date way of

teaching since students can learn new vocabulary and get fun at the same time. Consequently, in the interview carried out, the students confirmed that learning through videos is not boring but an interesting and new way to learn.

Though this study was based on the use of the sitcom “Friends”, more authentic videos can be used to teach. Definitely, as the meaning of sitcom states – Situation Comedy - sitcoms provide the students with the opportunity to have fun at the same time they learn vocabulary, which was the target skill to be taught in this study. According to Huyen et al., students get bored when learning vocabulary and that is a problem that hinders the acquisition of the L2, and it is exactly what happens when students are taught vocabulary in a traditional manner. Additionally, another point Huyen et al. express is that when students are taught in a traditional way, they may be able to recognize the words they “learned” in a written or spoke form, but they may not be able to use them because they have not learned words in context. Also, students may be afraid of mispronouncing any word, so they simply do not use the new words they learned in everyday conversations.

Pronunciation was also stressed by the students who were interviewed. One of the interviewees said that videos help him to learn the correct pronunciation of the vocabulary. As a result, with the implementation of teaching vocabulary through videos, teachers can assure that students will be able not only to understand new words in the written and spoken form, but also to communicate affectively using the new words when they speak and write any material. As a consequence, the researchers agree with what John J. Pikulski et al (2004) and Brown (2001) state when they say that if students are capable to manage a broad range of vocabulary, they will be able to manage the four macro skills necessary to master a foreign language.

6.2. Conclusions

At the end of the present study, the researchers conclude that the results obtained along its development were satisfactory since they match with the expected results, the formulated objectives, and the posed research question. The researchers found out that teaching vocabulary through authentic videos is an effective and innovative technique that can be used in the English classes. Thus, they conclude that:

- Teaching vocabulary through authentic videos has a better impact on students' learning than teaching through traditional techniques. The students can assimilate the vocabulary easier and faster at the same time they are having fun.
- The images and the sounds in the videos are excellent sources to have the students internalize the new vocabulary. By looking at and listening to how the people in the videos use the words, students are able to guess the meaning of the word by context and the usage they can give to it.
- Authentic videos are very good tools to teach culture. All the teachers need to do is to classify vocabulary according to different themes and prepare activities oriented to teach that vocabulary through authentic videos. The students get very interested in learning the vocabulary by the context it is used. Afterwards, they are able to provide examples using the words by themselves.
- The hypothesis of this study was proved to be true because the independent variable - the implementation of authentic videos, specifically "Friends"- did have a significant effect on the dependent variable – vocabulary acquisition. That is, the treatment and, what is more, the post-test proved the effectiveness of the implementation of authentic videos to teach vocabulary to IIE-II students. Besides, in the administration of the interview, the students of the experimental group provided significant data to support the effectiveness of authentic videos to teach vocabulary.

- The teaching of vocabulary through authentic videos provides better results on the students' learning. Considering that both control and experimental groups were taught the same vocabulary and that the videos were the remarkable difference in the lesson plans to teach both groups, the post – test provides a clear and meaningful difference of the extent each group assimilated the vocabulary taught in the treatment. Therefore, the research team can conclude that the research question was answered affirmatively since the implementation of authentic videos does help students strengthen their vocabulary acquisition.
- Traditional methods used to teach vocabulary - like readings and dialogues - are effective when they are used properly in the classroom. The teachers just need to devote some specific time of the class on the teaching of vocabulary and prepare activities oriented to teach that vocabulary. Definitely, the results and improvement the control group got regarding the comparison of the pre and post- tests show the effectiveness traditional methods can have on student's learning. However, the treatment proved that authentic videos are more effective.
- The students need to have fun when learning in the classroom. The implementation of the authentic videos of "Friends" to teach vocabulary to IIE-II students showed that students can have fun at the same time they learn. As part of authentic videos, sitcoms like "Friends" are good tools to use in the classroom. So, considering the affective filter mentioned in the theoretical framework and the teaching of vocabulary through authentic videos, the students learn more when they enjoy what they study depending on the way they are taught.

6.3. Recommendations

After analyzing the gathered data and formulating conclusions, the researchers consider it pertinent to state the following recommendations:

- English lesson plans at any level (basic, intermediate or advanced) should include a specific section of vocabulary and the specific way this will be taught. Though traditional methods like readings and dialogues can work, authentic videos like the sitcom “Friends” can be used to do the task more effectively and interesting. Teachers just need to take some time to prepare activities oriented to teach through the use of the video. The teachers should be trained to use the laptop, the projector, the speakers and all the equipment correctly so that this facilitates the implementation of technology in the classes. Besides, the teachers should be trained to use some specific programs that could help them modify audio or image in videos. As the Language Department of the WMC of the University of El Salvador has a laboratory equipped with computers, teachers can have the chance to be trained there and take advantage of the new equipment.
- The English teachers should include more technology to their classes so that the students find the classes more interesting. Furthermore, the teachers could get the students attention by means of technology such as videos which can be used to teach something different than vocabulary. The teachers at the WMC of the University of El Salvador need to remember that the Language Department owns a laptop, two projectors, and two English laboratories which make the implementation of videos more accessible.
- The teachers should look for updated sources and activities that can make the teaching-learning process easier and more interactive for the students. This can be done by the implementation of authentic videos. Though these videos have not been prepared to teach, they can be used in the English classrooms if the teacher takes some time to think about it.
- More research studies should be done to figure out about the implementation of authentic videos to teach different areas or skills in the

English classes. For example, a study should be done to provide ways to use these videos to teach speaking and pronunciation not only to intermediate levels but also to basic and advanced ones.

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APPENDICES

APPENDIX A

University of El Salvador
Western Multidisciplinary Campus
Language Department

Questionnaire N°: _____

Questionnaire addressed to Intensive Intermediate II students from groups 1 and 2

Objective: To gather preliminary information necessary for the development of thesis work "Using "Friends" to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011"

1. Do you think it is important to acquire new vocabulary for your professional development? Yes _____ No_____ Why?

2. Do you have any problem to acquire new vocabulary in class?
Yes_____ No_____ Why?

3. Do you like the way new vocabulary is taught in class?
Yes_____ No_____ Why?

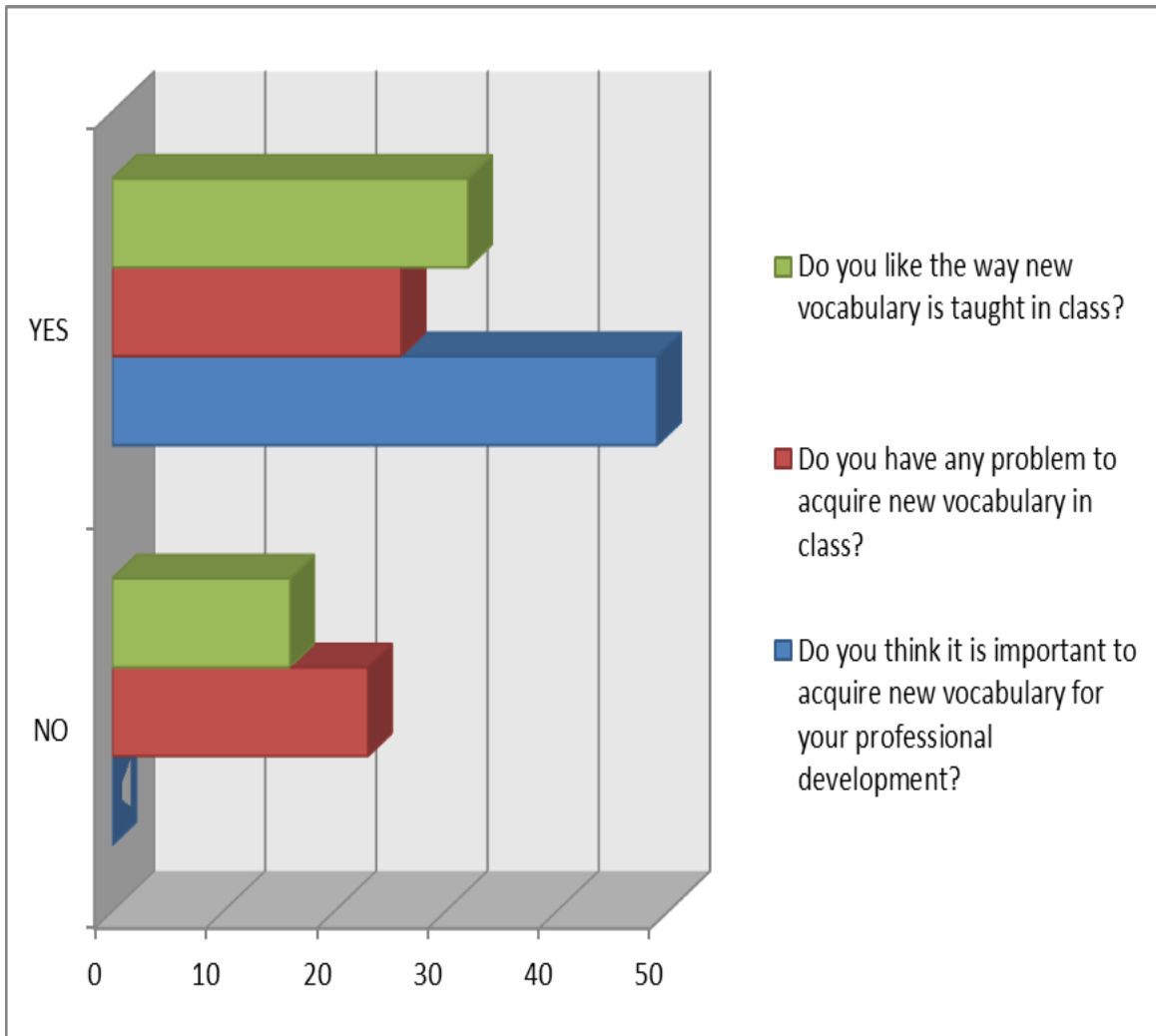
4. What are the ways teachers teach new vocabulary ?

5. How often do you incorporate the vocabulary studied in class as part of your everyday English?

Always ____ Almost always____ Rarely____ never_____

APPENDIX B

Results gotten after the administration of the Questionnaire addressed to Intensive Intermediate II students from groups 1 and 2



APPENDIX C

University of El Salvador
Western Multidisciplinary Campus
Language Department

Questionnaire N°: _____

Date: _____

Place: _____

Questionnaire addressed to Intermediate English II students in order to define the sample to carry out the thesis work *“Using “Friends” to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011”*

Objective: To gather general information necessary to define the sample for the thesis work *“Using “Friends” to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011”*

To the students,

In the following lines, a set of questions is presented; the research team will really appreciate if you take the time to answer the questions. Your help in this research is vital for the development of it. Also, it is important to mention that the answers of this questionnaire will be handled just by the research team (no one else will have access to them). These answers will be seriously taken into account for the study.

Thanks for your help.

Generalities

Name: _____

Gender: M_____ F_____

Marital Status: single_____ married_____

Age: _____

Direction: Write an “x” in the box that completes the answer you consider is true for you.

1) Are you studying Intensive Intermediate English II for the first time?

Yes

No

2) Did you take any English course before entering the University?

Yes

No

3) Are you taking any English course now?

Yes

No

4) Do you like to watch television?

Yes

No

5) What kind of programs do you watch?

Soap operas

Movies

Sitcoms

Cartoons

6) Are they in English?

Yes

No

7) How often do you watch programs in English?

Always

Almost always

Rarely

never

8) In case of being chosen as part of the research sample, would you like to collaborate with us?

Yes

No

9) If your answer for question number 8 is yes, write your phone number and e-mail address to contact you.

Phone number: _____

E-mail address: _____

APPENDIX D

University of El Salvador
Western Multidisciplinary Campus
Language Department
Observation Guide

Date _____
Place _____
From _____ To _____

Objective: To observe the methodology used to teach vocabulary to Intermediate English II students at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2011

1. Does the teacher use visual aids like flashcards, pictures, realia, etc. to teach vocabulary?

2. Does the teacher use any resource book and audio CD to teach vocabulary?

3. Does the teacher encourage students to provide examples using the new vocabulary in context?

4. Does the teacher review vocabulary studied in previous classes? How?

5. Does the teacher make sure to use the vocabulary frequently?

6. Does the teacher contextualize new vocabulary?

7. Other important events

APPENDIX E

Universidad De El Salvador
Facultad Multidisciplinaria De Occidente

Language Department

Vocabulary Pre-test

Test addressed to Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza from groups 1 and 2 at the Western Multidisciplinary Campus in order to evaluate the vocabulary they possess

Objective: To evaluate the Intensive Intermediate English II students' vocabulary

Name: _____

Direction I: Underline the correct definition for each word. (9 Points)

1. Toughie:

- a) a cheeky canning woman or flirtatious girl or young woman
- b) A young person
- c) a person who is tough and determined

2. Kiddo:

- a) a cheeky canning woman or flirtatious girl or young woman
- b) A young person
- c) a person who is tough and determined

3. Minx:

- a) a cheeky canning woman or flirtatious girl or young woman
- b) A young person
- c) a person who is tough and determined

4. Sleigh:

- a) skilled at gaining an advantage especially deceitfully
- b) a sledge drawn by horses or reindeer.
- c) unpleasant or offensive

5. Distasteful:

- a) skilled at gaining an advantage especially deceitfully
- b) a sledge drawn by horses or reindeer.
- c) unpleasant or offensive

6. Wily:

- a) skilled at gaining an advantage especially deceitfully
- b) a sledge drawn by horses or reindeer.
- c) unpleasant or offensive

7. Blow someone away:

- a) A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- b) To affect intensely; overwhelm
- c) an expression of one's good wishes for a person's success and safety

8. Pep talk:

- a) A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- b) To affect intensely; overwhelm
- c) an expression of one's good wishes for a person's success and safety

9. Godspeed:

- a) A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- b) To affect intensely; overwhelm
- c) an expression of one's good wishes for a person's success and safety

Direction II: Read each definition and choose the correct option. (18 points)

1. A young unmarried woman
 - a) Bridesmaid
 - b) Fiancé
 - c) Bachelorette
2. To become a member of a family by marriage
 - a) To get married
 - b) To marry into
 - c) To engage
3. Approach someone
 - a) Go down to someone
 - b) Go behind to someone
 - c) Go up to someone
4. A demonstration of affection and good wishes for the beginning of a new undertaking

- a) Sendoff b) Hunk c) Cheers
5. A turned-down corner of a page in a book
a) Turf b) Dog-eared c) Uptight
6. To expose to loss or injury; to put in risk
a) Jeopardize b) Cringe c) Commute
7. A territory
a) Dog-eared b) Turf c) Rehearsal
8. To shrink back, as in fear; cower. Have a sudden feeling of embarrassment or disgust
a) Cringe b) Drop by c) Hang out
9. Unable to give expression to one's feelings, personality
a) To be quiet b) Jeopardize c) Uptight
10. Large piece of something
a) Hunk b) Sendoff c) Tux
11. The act of practicing in preparation for a public performance
a) Rehearsal b) Toast c) Wedding
12. A man who attends the bridegroom at a wedding
a) Groomsmaid b) Bridesmaid c) Groomsmen
13. A woman who attends the bride at a wedding
a) Bachelorette b) Bridesmaid c) Fiancée
14. Informal way of saying tuxedo
a) Tux b) Hunk c) Toast
15. An act or instance of raising glasses at a gathering and drinking together in honor of a person or thing
a) Cheers b) Toast c) Speech
16. A man to whom a woman is engaged to be married

- a) Fiancé b) Fiancée c) Bachelor

17. Used at the end of a toast

- a) Rehearsal b) Bridesmaid c) Cheers

18. To know someone from long time ago

- a) Go way back b) Go way by c) Go back way

Direction III: Read each sentence and circle the one closest in meaning to the sentence given to you. (6 points)

1. It is weird because my father does some pushups just before going to bed.

- a) It is weird because my father prepares some food just before going to bed.
b) It is weird because my father calls some friends just before going to bed.
c) It is weird because my father exercises his arms muscles just before going to bed.

2. All parents should teach their children not to eavesdrop people's conversations.

- a) All parents should teach their children not to interrupt people's conversations.
b) All parents should teach their children not to listen to people's conversations.
c) All parents should teach their children not to disrespect people's conversations.

3. The new practitioner gave candies to all the students. He is really making his way through the group.

- a) The new practitioner gave candies to all the students. He is really trying to call the group's attention.
b) The new practitioner gave candies to all the students. He is really trying to wake the group up.
c) The new practitioner gave candies to all the students. He is really trying to be accepted in the group.

4. Current actions are also affecting the political development of the country.

- a) Past actions are also affecting the political development of the country.
- b) Coming actions are also affecting the political development of the country.
- c) Present actions are also affecting the political development of the country.

5. A couple needs to take some time to hang out before deciding to marry.

- a) A couple needs to take some time to live together before deciding to marry.
- b) A couple needs to take some time to frequent each other before deciding to marry.
- c) A couple needs to take some time to know their families before deciding to marry.

6. Very few people have the ability to be nonchalant to face nowadays economical situation.

- a) Very few people have the ability to seem smart enough to face nowadays economical situation.
- b) Very few people have the ability to seem really prepared to face nowadays economical situation.
- c) Very few people have the ability to seem indifferent to face nowadays economical situation.

Direction IV: write the meaning of the following phrases. Then, write a sentence using them. (12 points)

1) to look forward to =

2) to be on the money =

3) to put one's foot down =

4) to be pissed off =

5) to goof around =

6) to drop by =

APPENDIX F

Universidad De El Salvador

Facultad Multidisciplinaria De Occidente

Language Department

Vocabulary Post-test

Test addressed to Intensive Intermediate English II students of Licenciatura en Idioma Inglés, Opción Enseñanza from groups 1 and 2 at the Western Multidisciplinary Campus in order to evaluate the vocabulary they possess

Objective: To evaluate the Intensive Intermediate English II students' vocabulary

Name: _____

Direction I: Underline the correct definition for each word. (10 points)

1. Toughie:

- a) a cheeky canning woman or flirtatious girl or young woman
- b) A young person
- c) a person who is tough and determined

2. Kiddo:

- a) a cheeky canning woman or flirtatious girl or young woman
- b) A young person
- c) a person who is tough and determined

3. Minx:

- a) a cheeky canning woman or flirtatious girl or young woman
- b) A young person
- c) a person who is tough and determined

4. Sleigh:

- a) skilled at gaining an advantage especially deceitfully
- b) a sledge drawn by horses or reindeer.
- c) unpleasant or offensive

5. Distasteful:

- a) skilled at gaining an advantage especially deceitfully
- b) a sledge drawn by horses or reindeer.
- c) unpleasant or offensive

6. Wily:

- a) skilled at gaining an advantage especially deceitfully
- b) a sledge drawn by horses or reindeer.
- c) unpleasant or offensive

7. Blow someone away:

- a) A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- b) To affect intensely; overwhelm
- c) an expression of one's good wishes for a person's success and safety

9. Pep talk:

- a) A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- b) To affect intensely; overwhelm
- c) an expression of one's good wishes for a person's success and safety

10. Godspeed:

- a) A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- b) To affect intensely; overwhelm
- c) an expression of one's good wishes for a person's success and safety

11. To marry into

- a) To become a member of a family by marriage
- b) To get married
- c) To begin a new stage of the life after marriage

Direction II: Read each definition and underline the correct option. (10 points)

- 1. A demonstration of affection and good wishes for the beginning of a new undertaking**

- b) Sendoff b) Commute c) Cheers
- 2. A turned-down corner of a page in a book**
- b) Turf b) Dog-eared c) Put up
- 3. To shrink back, as in fear; cower. Have a sudden feeling of embarrassment or disgust**
- b) Cringe b) Flip out c) Hang out
- 4. Unable to give expression to one's feelings, personality**
- b) Hit it off b) Jeopardize c) Uptight
- 5. The act of practicing in preparation for a public performance**
- b) Rehearsal b) Toast c) Wedding
- 6. A woman who attends the bride at a wedding**
- b) Bachelorette b) Bridesmaid c) Fiancée
- 7. An act or instance of raising glasses at a gathering and drinking together in honor of a person or thing**
- b) Cheers b) Toast c) Speech
- 8. A man to whom a woman is engaged to be married**
- b) Fiancé b) Fiancée c) Bachelor
- 9. Used at the end of a toast**
- b) Rehearsal b) Bridesmaid c) Cheers
- 10. To know someone from long time ago**
- b) Go way back b) Go way by c) Go back way

Direction III: Read each sentence and underline the one closest in meaning to the sentence given to you. (10 points)

- 7. *It is weird because my father does some pushups just before going to bed.***
- d) It is weird because my father prepares some food just before going to bed.
- e) It is weird because my father calls some friends just before going to bed.
- f) It is weird because my father exercises his arms muscles just before going to bed.

8. All parents should teach their children not to eavesdrop people's conversations.

- d) All parents should teach their children not to interrupt people's conversations.
- e) All parents should teach their children not to listen to people's conversations.
- f) All parents should teach their children not to disrespect people's conversations.

9. The new practitioner gave candies to all the students. He is really making his way through the group.

- d) The new practitioner gave candies to all the students. He is really trying to call the group's attention.
- e) The new practitioner gave candies to all the students. He is really trying to wake the group up.
- f) The new practitioner gave candies to all the students. He is really trying to be accepted in the group.

10. Current actions are also affecting the political development of the country.

- d) Past actions are also affecting the political development of the country.
- e) Coming actions are also affecting the political development of the country.
- f) Present actions are also affecting the political development of the country.

11. A couple needs to take some time to hang out before deciding to marry.

- d) A couple needs to take some time to live together before deciding to marry.
- e) A couple needs to take some time to frequent each other before deciding to marry.
- f) A couple needs to take some time to know their families before deciding to marry.

12. Very few people have the ability to be nonchalant to face nowadays economical situation.

- d) Very few people have the ability to seem smart enough to face nowadays economical situation.
- e) Very few people have the ability to seem really prepared to face nowadays economical situation.
- f) Very few people have the ability to seem indifferent to face nowadays economical situation.

13. I think self-confident boys find easy to go up to girls; shy boys find it more difficult.

- a) I think self-confident boys find easy to go dancing with girls; shy boys find it more difficult.
- b) I think self-confident boys find easy to approach girls; shy boys find it more difficult.
- c) I think self-confident boys find easy to spend time with girls; shy boys find it more difficult.

14. My boyfriend said he didn't want to jeopardize our relationship, but he cheated on me.

- a) My boyfriend said he didn't want to make fun of our relationship, but he cheated on me.
- b) My boyfriend said he didn't want to end our relationship, but he cheated on me.
- c) My boyfriend said he didn't want to risk our relationship, but he cheated on me.

15. I don't want to go to the school gym because it's my ex-boyfriend's turf.

- a) I don't want to go to the school gym because it's my ex-boyfriend's job.
- b) I don't want to go to the school gym because it's my ex-boyfriends' territory.
- c) I don't want to go to the school gym because it's my ex-boyfriend's hobby.

16. The proud girl didn't want to go out with chubby boy whom she called a hunk of beef.

- a) The proud girl didn't want to go out with the chubby boy whom she called a large piece of beef.

- b) The proud girl didn't want to go out with the chubby boy whom she called disgusting beef.
- c) The proud girl didn't want to go out with the chubby boy whom she called a little piece of beef.

Direction IV: Write the meaning of the following phrases. Then, write a sentence using them. (18 points)

1) to look forward to = _____

2) to be on the money = _____

3) to put one's foot down = _____

4) to be pissed off = _____

5) to goof around = _____

6) to drop by = _____

7) Bachelorette= _____

8) groomsmen= _____

9) tux = _____

APPENDIX G

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



UNDERGRADUATE WORK USING "FRIENDS" TO TEACH VOCABULARY TO
INTENSIVE INTERMEDIATE ENGLISH II STUDENTS FROM GROUPS 1 AND 2
AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF
EL SALVADOR, SEMESTER I-2011

LESSON PLAN TO TEACH VOCABULARY TO THE CONTROL GROUP

BY: WALTER ALVARENGA, CARMINA SALAZAR, ANA MARÍA VÁSQUEZ

Target content: Christmas

Words and expressions to be taught: Sleigh, Pep talk, Wily, Minx, Godspeed

Warm-up (5 min)

Give students the **appendix A**; have them order the poem. Finally, have Ss guess the topic for this class.

APPENDIX A

"'Twas the Night before Christmas"

by Clement Clarke Moore (1822)

...sprang to his sleigh, to his team gave a whistle;

and away they all flew like the down of a thistle;

but I heard him exclaim, ere he drove out of sight,

"Merry Christmas to all, and to all a goodnight!"

Pre Reading Activity (10 min)

1. Have students discuss the following questions in pairs:

✓ *What do Americans do in Christmas?*

- ✓ *What are the differences between the way people celebrate Christmas here in El Salvador and in the United States?*
- ✓ *What do you and your friends do in Christmas?*

2. Prepare a chart with the new words (**sleigh, pep talk, wily, minx, Godspeed**).
3. Show students the spelling of new words and their correct pronunciation.

While Reading Activity (15 min)

1. Give the Ss **appendix B** and ask them to read it. Ask them to repeat the dialogue after you. Divide the class into three sections and assign a character to each section and have them read it. Choose three Ss to improvise the conversation in front of the class.
2. Have them write the correct word next to the definition they consider is correct.

APPENDIX B

Chandler: Hey! How is it going, guys?

Wendy and Nick: So-so!

Nick: We can go home, but we are taking work to do there. That makes me feel like a reindeer pulling Santa's **sleigh**.

Chandler: Come on! At least you can go home and be with your families tonight... I have to go back to an empty hotel room and lay down on my bed... Tomorrow you will be able to have Christmas morning in your own houses. Enjoy your lives, guys!

Wendy: Oh, that was a nice **pep-talk**.

Chandler: Oh, thanks! I'm... actually thinking about becoming a motivational speaker.

Nick: No way! Instead of thinking about becoming a motivational speaker, you should give us our gift or let us go home.

Wendy: Yes, I need to go home to look for my Christmas presents. My sister is always good at hiding them to make me suffer, that **wily... minx** girl.

Nick: No way, it's not okay! You can't look for Monica's presents!

Wendy: Why? I always do it!

Chandler: Ok, ok!! You know what, guys? Go home. You should be with your families.

Wendy and Nick: Now? Ok, thanks and Merry Christmas!

Chandler: Thanks, **Godspeed**, good people! Go home, okay?

3. Ask the Ss to try to guess the meaning of the words in bold just by context.

Post Reading Activity (15 min)

1. Give the Ss **appendix C** and ask them to read it.

2. Have them write the correct word next to the definition they consider is correct.

APPENDIX C

Instructions: Write the concepts into the ovals next to the correct definition

sleig

pep talk

minx

Godspee

wily

- _____ : skilled at gaining an advantage especially deceitfully
- _____ : a sledge drawn by horses or reindeer.
- _____ : A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- _____ : an expression of one's good wishes for a person's success and safety
- _____ : a cheeky canning woman or flirtatious girl or young woman

3. Correct the exercise and explain to the Ss the meaning of the words and expressions so that they can match it correctly in case of having any mistake.

4. Have Ss fill in the vocabulary sheet

Target content: From Friendship to Love (Lesson 2)

Words and expressions to be taught: To be pissed off/ to put one's foot down/ to goof around/ to be on the money

Warm-up Board Contest (5 min)

Make two teams. Say the following words to review the previous class: **pep talk, wily, Godspeed, minx, sleigh**. Have Ss take turns to pass to the front and write one sentence with each of the words. The team who writes more correct sentences is the winner.

Pre Reading Activity (10 min)

1. Present Ss flash cards with the new vocabulary.
2. Ask them to repeat after you to teach the correct pronunciation

While Reading Activity (15 min)

1. Give Ss **appendix D** and read it for them. Have them follow the reading silently.

Appendix D

Christmas in Tulsa

This time, Chandler has to spend Christmas in Tulsa to get a paperwork done, and realizes he's the only one in his group of Friends who hates his job. He is really **pissed off** because he will not be able to spend this Christmas with his wife and friends. He remembers past years in a series of flashbacks from earlier Christmas episodes. He would like to be **goofing around** with his wife and friends at home instead of being working. So, he decides to send his co-workers home. One (Wendy) stays with him. In that moment Monica calls him. She does not like the idea Chandler and Wendy are alone in the office. Chandler thinks she does not have anything to worry about, but latter he realizes she was **on the money** because Wendy begins flirting with him. He does not feel comfortable with that because he does not want to cheat on Monica. Suddenly, Wendy asks him why he's not with his wife on Christmas, which helps him **put his foot down** and return to New York to spend Christmas with his wife and friends, just as previous years.

Post Reading Activity (15 min)

1. Have Ss get in pairs and have them try to guess the meaning of the words in bold by context.
2. Give students **Appendix E** and ask them to underline the correct phrase for each definition

Appendix E

Instruction: Underline the correct phrase for each definition

1. Very annoyed
 - a) To be pissed off
 - b) to be on the money
 - c) to put one's foot down
2. Exact; precise.

a) **To be pissed off** b) **to be on the money** c) **To goof around**

3. To act in a playful manner

a) **To be pissed off** b) **to be on the money** c) **To goof around**

4. To take a firm stand; be decisive or determined.

a) **To be pissed off** b) **to be on the money** c) **to put one's foot down**

3. Check the answers orally and correct if necessary.

4. Have Ss fill in the vocabulary sheet

Target content: Relationships (Lesson 3)

Words and expressions to be taught: Pushup, Eavesdrop, Make one's way through something, Current, Hang out, Nonchalant

Warm-up (5 min)

Make two groups. Stick on the board some pictures and the phrases (To be pissed off/ to put one's foot down/ to goof around/ to be on the money) in pieces of paper. Have Ss take a look at them and match the words with the pictures. Then, have them write a sentence per picture.



To be pissed off



To put one's foot down



To be right on the money



To goof around

Pre Reading Activity (10 min)

1. Have the students discuss the following questions with a partner:
 - ✓ *Have you ever gone out to another country/city with your best friends?*
 - ✓ *How was your trip?*
 - ✓ *What is your attitude when your best friends have problems? Do you try to help them or you ignore the situation?*
2. Prepare some flashcards with the new words (Pushup, Eavesdrop, Make one's way through something, Current, Hang out, Nonchalant).
3. Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While Reading Activity (15 min)

1. Give Ss **appendix F**; read it for them. Have them read it silently while you read.
2. Have Ss get in pairs and take turns to read the paragraph to each other

Appendix F

Chandler, Monica, and Phoebe like to eavesdrop other people's conversations. This time they are listening through the thin walls of the hotel room to what the people next door are doing. They hear some noise that seems to be someone doing **pushups** or any exercise you can do in a small room. After, they realize that what they hear is Ross kissing Charlie in one room and Joey kissing Rachel in another one. They never imagined something could happen between those people because the **current** couples they know are Ross and Rachel and Joey and Charlie. So no one can understand what is happening there. They are in shock to see how fast Charlie, the shy girl, is **making her way through** the group. As far as they know, she is Joey's girlfriend and now she is kissing Ross. On the other hand, they thought Rachel and Ross were together again. Definitely, they can't be **nonchalant** with this news because they do not want their friends to have problems among them. They strongly believe that everything is Charlie's fault because she is the only one they do not know very much. But to be sure of that, Monica proposes to analyze all things that have happened since Charlie began to **hang out** with Ross. For her, Charlie wants to destroy their group.

Post Reading Activity (15 min)

1. Give Ss **appendix G** and have them match the words with definitions

Appendix G

**Pushup-Eavesdrop-Make one's way through something-Current-Hang out
Nonchalant**

- . An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms _____
- . Seeming to be coolly unconcerned or indifferent _____
- . To listen secretly to the private conversation of others _____
- . To frequent the company of someone _____
- . Come through _____
- . Belonging to the present time _____

2. Have Ss fill in the vocabulary sheet


Target content: Bachelorette Party (Lesson 4)


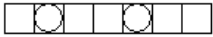
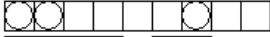


Words and expressions to be taught: Bachelorette, Marry into, Go up to someone, Sendoff, Dog-eared

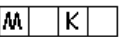


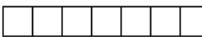
Warm-up (5 min)

Give Ss **Appendix H** to review the previous class; have them unscramble each of the clue words

Appendix H

Instructions: Unscramble the letters to form words; write them in the spaces; take the letters that appear in  boxes and unscramble them for the final message.

LOHCANNATN 
 RRTENCU 
 REOVSPAED 
 SUPH PU 
 GAHN TUO 

Pre Reading Act   '  

1. Show the Ss the following pictures and ask: What do these pictures refer to?



2. Have Ss brainstorm what a bachelorette party is according to what they see in the pictures; then have them discuss the following questions:

- ✓ *What is a bachelorette party?*
- ✓ *What do Americans do in these kinds of parties?*
- ✓ *What are the differences between these parties in the United States and the ones that are developed here?*

3. Prepare a chart with the new words (bachelorette, marry into, go up to someone, sendoff, dog-eared).

4. Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While Reading Activity (15 min)

1. Give Ss **appendix I**; get in pairs and divide them into A's and B's; Have B's turn the appendix down and have A's read it for them. Then ask some of B's to rephrase what A's read to the whole class.

2. Have all the Ss read the paragraph silently

Appendix I

Rachel and Monica decide to throw a **bachelorette** party for Phoebe who is getting married very soon, but none of them had the idea of hiring a stripper for the party. When they learn that Phoebe's counting on one, they make a quick call and hire one. They believe it will be a good **sendoff** to marry life for Phoebe as she is so happy to have the party and really wants to have a sexy guy dancing for her. But Monica and Rachel make an unconscious mistake when hiring the stripper. They just take the phone book, go to a **dog-eared** page, and hire the first stripper that is available for the day who then turns out to be short, fat, and old.

In the party, the stripper begins to dance especially for Phoebe. He tries to **go up to her** dancing one of the strangest songs Phoebe has heard. When she doesn't like him, he cries. He feels sad to realize he isn't sexy for women anymore. But Phoebe asks him to continue with his dance before someone from the family she is **marrying into** realizes about the kind of party she is having.

3. Have Ss discuss with a partner the possible meaning of the words in bold.

Post Reading Activity (15 min)

1. Give the Ss **appendix J**; have them match the word with the definition they consider is the correct one

Appendix J	
Bachelorette_____	a) approach someone
Marry into_____	b) a turned-down corner of a page in a book
Go up to someone_____	c) a demonstration of affection and good wishes for the beginning of a new undertaking
Sendoff_____	d) a young unmarried woman
Dog-eared_____	e) to become a member of a family by marriage

2. Correct the exercise and explain to the Ss the meaning of the words and expressions so that they can match it correctly in case of having any mistake.

3. Have Ss fill in the vocabulary sheet

Target content: The Stripper who Cries (Lesson 5)

Words and expressions to be taught: Jeopardize, Turf, Cringe, Uptight, Hunk

Warm-up (5 min)

Make two teams. Choose a representative from each group. Have the representatives take turns to mimic the words studied in previous classes. Each team has to guess the word and make an example with each. The team with more correct answers is the winner.

Pre Reading Activity (10 min)

1. Stick on the board the new expressions and words in pieces of paper; have Ss take a look at them (**jeopardize, turf, cringe, uptight, hunk**). Have Ss repeat after you to teach their pronunciation.
2. Give the Ss a page and a marker and assign a word to each one. Have them invent and write a short definition of the word in the page. Have them stick their definitions next to the word.

While Reading Activity (15 min)

1. Give each Ss **appendix K**; read the conversation so that Ss can listen to the correct pronunciation of the words.
2. Divide the class in three parts; assign a character to each part; have the Ss read the conversation taking the roles of the characters.
3. Have Ss get in trios and practice the conversation. Ask some of them to perform the conversation in front of the class.

Appendix K

Monica: Do you remember when we were in high school?

Rachel: Yeah, I remember those days. Phoebe and I used to like the same guy, Richard, remember? But we both didn't want anything to **jeopardize** our friendship, so we made like a pact, neither of us could ask him out!

Monica: Really?

Rachel: Yeah, why?

Monica: Because I saw Richard and Phoebe kissing many times. I saw them in the school gym!

Rachel: (angrily) really? And on my **turf**?
(Suddenly someone knocks at the door)

Monica: Who is it?

Stripper: It's officer "Good body."

Monica and Rachel: Oh, wow! (When they open the door, they realize the stripper is an old, short, fat man who looks exhausted)

Stripper: What's the matter, ladies? What you have in front of you is all man!

Monica: ...If-you-say-so!!!

Rachel: Sorry, but did you say "all man" or "old man"?

Stripper: (making a crying face) Oh, you're mean! That is why you **cringed** when you saw me, right?

Monica: Uh, look, officer... Sorry Sir... (Trying to make him feel better)... We didn't mean...

Stripper: Big surprise! The **hunk** of beef has feelings! You never saw a 50-year-old stripper cry before?

Rachel: You know, it's fine. I'm so sorry! Dance for us PLEASE!

Stripper: Really? Okay, all right... I'll do my best... I thought you were just so **uptight** to let me do it...Get ready ladies!

Post Reading Activity (15 min)

1. Now that Ss have seen the words in context, give them more pages and ask them to write a new definition for the same words they worked on before. Have them stick it on the board, next to the old one. Check if there's any difference in the meanings. Finally write the correct definition on the board so that they can see if they were right or wrong.

2. Have Ss fill in the vocabulary sheet

Target content: Weddings (Lesson 6)

Words and expressions to be taught: Rehearsal, Groomsmen, Bridesmaid, Tux, Toast, Fiancé, Cheers

Warm-up (5 min)

Have Ss take a look at the pictures. Have Ss describe the pictures and ask them if they recognize the persons in them. Finally ask them if they have any idea of the content they are going to study in the class



Once Ss have guessed the target content (weddings) ask them if they have attend any wedding recently. Ask them about the ceremony and reception.

Pre Reading Activity (10 min)

1. Prepare a chart with the new words (rehearsal, groomsmen, bridesmaid, tux, toast, fiancé, cheers).

2. Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While Reading Activity (15 min)

1. Give Ss **appendix L**; have Ss work in pairs. Divide the pairs into A's and B's. Have A's read the first paragraph of **appendix L** and have B's read the second one. At the end ask them to retell the story to each.

Appendix L

Today it's Phoebe's wedding. She already had her bachelorette party with a stripper who danced for her. Her **fiancé** is waiting for her at the entrance of the church. He is wearing the gray **tux** they both chose for that day. Everything is ready, just perfect for her. It is even better than **rehearsal** dinner they had the previous day. But there is a big problem; right now she is dreaming. Several days are still missing for the wedding.

The day of the wedding comes. Her dad can't come to the wedding, and the things do not seem to go so well for her. She has to ask Joey to take her father's place at church, and he plays the overprotective father figure a little too well. Then, Phoebe is driven crazy by her wedding planner – Monica - who forgets to give the right address to the **bridesmaid** who is now lost in the city. Then, when one of the **groomsmen** leaves because of an emergency, Chandler and Ross compete to take his place in the wedding and accidentally break the bottle of champagne that would be part of the **toast** to take place in the wedding. Poor Phoebe! Her wedding day was not as perfect as the dream she had! But at the end, everybody said: "**Cheers** for the just married couple."

Post Reading Activity (15 min)

1. Have Ss now look at the words in bold; give them **appendix M** have them complete the sentences with the words in bold

Appendix M

Complete the sentences using the words in bold in Appendix L

1. Emma said: " _____ to the happy couple" as part of her speech in the wedding.
2. She really loves her _____ that's why she can't wait to marry him.
3. I have to prepare a _____ for my sister's wedding. I t will be difficult because I don't like to speak in front of people.
4. I need to be at 6:00 at the hotel; I have the _____ dinner for my wedding at 6:30.
5. My fiancé's _____ are his old friends from college.
6. I asked my sister to be my _____ because she's so special for me.
7. He will wear a black _____ for our wedding. He looks so handsome with it.

expressions so that they can fill in the blanks correctly in case of having any mistake.

3. Have Ss fill in the vocabulary sheet

Target content: Moving Abroad (Lesson 7)

Words and expressions to be taught: Put up, Commute, Hit it off, To get on board, Flip out

Warm-up (5 min)

Place a desk back to the board and pick a student to sit there. Write the following words on the board (one at a time **groomsmen, rehearsal, tux, fiancé, toast, cheers, bridesmaid**) Have the students tell their classmate a definition so that the student in the desk can guess the word.

Pre Reading Activity (10 min)

1. Have Ss work in pairs and discuss the following questions:

- ✓ *Do you have a job? Have you ever worked part-time?*
- ✓ *How difficult do you think it is to get a good job nowadays?*
- ✓ *What reasons would make you quit your job?*
- ✓ *If someone offered you a job in another country, would you take it?*

2. Prepare a chart with the new words (Put up, Commute, Hit it off, To get on board, Flip out).

3. Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While Reading Activity (15 min)

1. Give Ss **appendix N**; have Ss read it silently paying attention to the words in bold.

Appendix N

Rachel is moving to Paris because, first she was fired from Ralph Loren, and second she got a better job opportunity there. Ross does not want her to leave, so he visits Rachel's old boss to try to get her job back, so she won't have to go to Paris. She decides to stay, but Ross realizes how important Paris is to her, and tells her to go. He knows that she has the right to look for success, and if she has to move to Paris, he has to **get on board** with her idea. In Paris, she will have better conditions; for example, she won't have to **commute** alone because she will have to work from the apartment. The only thing that she has to accept is sharing the apartment with another girl. Fortunately, she already met the girl at a party, and they really **hit it off**. So she hopes to have a good relationship with her future co-worker and roommate.

On the other hand, Joey's agent (Estelle) dies, but his friends don't want to tell him because he's already upset about all the other changes going on. He is **flipping out** because he was not **put up** to be part of a movie. Phoebe calls him pretending to be Estelle, and Joey fires her. But later, he finds out that Estelle is dead.

2. Have Ss invent a short conversation where Rachel tells Ross she is moving to Paris; have them practice it for some time and then have some Ss to perform it for the whole class.

Post Reading Activity (15 min)

1. Divide the class into 5. Then, provide each pair a word for them to write an example using it. Have Ss say their examples out loud.

Target content: Gossiping (Lesson 8)

Words and expressions to be taught: Blow someone away; Go way back, Toughie, Distasteful, Drop by, Kiddo, Look forward to

Warm up (5 min)

Have Ss make two lines whisper a word from the ones studied in the previous meeting to the last two (Put up, Commute, Hit it off, To get on board, Flip out). Have the Ss whisper the word to the rest of the Ss in the lines and ask the first student in each line write a sentence using the word in context.

Pre Reading Activity (10 min)

1. Prepare a chart with the new words (Blow someone away; Go way back, Toughie, Distasteful, Drop by, Kiddo, Look forward to).

2. Give Ss **appendix O**; and read it for them. Have them pay attention to the pronunciation.

Appendix O

Janice: Hey, guys! What a small world! I never thought of seeing you here!
Chandler: So did I!
Monica: You two know each other?
Janice: Yes, **we go way back**. Before you made an honest man out of him, Chandler used to be my little love!
Chandler: This cannot be happening!
Janice: You know, I'm buying the house next door which means we are gonna be neighbors.
Chandler: (whispering to Monica) that sounds really **distasteful!**
Janice: Well, I think I can just **drop by** every time I wanna talk with you.
Monica: No, no, no! Don't drop by, don't drop by! I would feel really ashamed if you see us doing something private. You better tell us that you'll come.
Janice: (to chandler) It's alright... Look **kiddo**, I gotta go. We'll be seeing each other. Bye Monica.
Chandler: My goodness! I never thought of seeing Janice anymore... the new house, the money, the debts, and now Janice; this really **blows me away**.
Monica: Come on, honey! Don't worry about Janice! Remember that now we are **looking forward to** buying a new house for our baby.
Chandler: Ok, that **toughie** won't ruin our plans.

While Reading Activity (15 min)

1. Have Ss repeat after you the second time the previous conversation. The third time choose some Ss to read the conversation out loud.

1. Give Ss the **appendix P**; have them circle True or False to know the meaning of the words.

2. Correct the exercise and explain to the Ss the meaning of the words and expressions so that they can write the correct definitions in case of having any mistake.

Appendix P

Instruction: Circle **T** if the statement is **True** and **F** if the statement is **False**. Write the correct definition if necessary.

1. "Blow someone away" means **To affect intensely**

T F

2. "Go way back" means **unpleasant or offensive**

T F

3. "Toughie" means **A young person**

T F

1. Distasteful: **let's remember**

T F

4. Drop by: **To stop in for a short visit**

T F

5. Kiddo: **a person who is tough and determined**

T F

6. Look forward to: **To think of a future event**

T F

Post Reading Activity (15 min)

1. Discuss the following questions:

✓ *What do you think friendship is?*

✓ *What will you do to make your friends feel happy?*

2. Have Ss fill in the vocabulary sheet

Appendix A

"'Twas the Night before Christmas"

by Clement Clarke Moore (1822)

...sprang to his sleigh, to his team gave a whistle;

and away they all flew like the down of a thistle;

but I heard him exclaim, ere he drove out of sight,

"Merry Christmas to all, and to all a goodnight!"

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Appendix B

Chandler: Hey! How is it going, guys?

Wendy and Nick: So-so!

Nick: We can go home, but we are taking work to do there. That makes me feel like a reindeer pulling Santa's **sleigh**.

Chandler: Come on! At least you can go home and be with your families tonight... I have to go back to an empty hotel room and lay down on my bed... Tomorrow you will be able to have Christmas morning in your own houses. Enjoy your lives, guys!

Wendy: Oh, that was a nice **pep-talk**.

Chandler: Oh, thanks! I'm... actually thinking about becoming a motivational speaker.

Nick: No way! Instead of thinking about becoming a motivational speaker, you should give us our gift or let us go home.

Wendy: Yes, I need to go home to look for my Christmas presents. My sister is always good at hiding them to make me suffer, that **wily... minx** girl.

Nick: No way, it's not okay! You can't look for Monica's presents!

Wendy: Why? I always do it!

Chandler: Ok, ok!! You know what, guys? Go home. You should be with your families.

Wendy and Nick: Now? Ok, thanks and Merry Christmas!

Chandler: Thanks, **Godspeed**, good people! Go home, okay?

Chandler: Hey! How is it going, guys?

Wendy and Nick: So-so!

Nick: We can go home, but we are taking work to do there. That makes me feel like a reindeer pulling Santa's **sleigh**.

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Wendy: Why? I always do it!

Chandler: Ok, ok!! You know what, guys? Go home. You should be with your families.

Wendy and Nick: Now? Ok, thanks and Merry Christmas!

Chandler: Thanks, **Godspeed**, good people! Go home, okay?

Appendix C

Instructions: Write the concepts into the ovals next to the correct definition

sleig

pep talk

minx

Godspee

wily

- _____ : skilled at gaining an advantage especially deceitfully
- _____ : a sledge drawn by horses or reindeer.
- _____ : A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- _____ : an expression of one's good wishes for a person's success and safety
- _____ : a cheeky canning woman or flirtatious girl or young woman

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Appendix D

Christmas in Tulsa

This time, Chandler has to spend Christmas in Tulsa to get a paperwork done, and realizes he's the only one in his group of Friends who hates his job. He is really **pissed off** because he will not be able to spend this Christmas with his wife and friends. He remembers past years in a series of flashbacks from earlier Christmas episodes. He would like to be **goofing around** with his wife and friends at home instead of being working. So, he decides to send his co-workers home. One (Wendy) stays with him. In that moment Monica calls him. She does not like the idea Chandler and Wendy are alone in the office. Chandler thinks she does not have anything to worry about, but latter he realizes she was **on the money** because Wendy begins flirting with him. He does not feel comfortable with that because he does not want to cheat on Monica. Suddenly, Wendy asks him why he's not with his wife on Christmas, which helps him **put his foot down** and return to New York to spend Christmas with his wife and friends, just as previous years.

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Appendix E

Instruction: Underline the correct idiom for each definition

1. Very annoyed
a) **To be pissed off** b) **to be on the money** c) **to put one's foot down**
 2. Exact; precise.
a) **To be pissed off** b) **to be on the money** c) **To goof around**
 3. To act in a playful manner
a) **To be pissed off** b) **to be on the money** c) **To goof around**
 4. To take a firm stand; be decisive or determined.
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Appendix F

Chandler, Monica, and Phoebe like to eavesdrop other people's conversations. This time they are listening through the thin walls of the hotel room to what the people next door are doing. They hear some noise that seems to be someone doing **pushups** or any exercise you can do in a small room. After, they realize that what they hear is Ross kissing Charlie in one room and Joey kissing Rachel in another one. They never imagined something could happen between those people because the **current** couples they know are Ross and Rachel and Joey and Charlie. So no one can understand what is happening there. They are in shock to see how fast Charlie, the shy girl, is **making her way through** the group. As far as they know, she is Joey's girlfriend and now she is kissing Ross. On the other hand, they thought Rachel and Ross were together again. Definitely, they can't be **nonchalant** with this news because they do not want their friends to have problems among them. They strongly believe that everything is Charlie's fault because she is the only one they do not know very much. But to be sure of that, Monica proposes to analyze all things that have happened since Charlie began to **hang out** with Ross. For her, Charlie wants to destroy their group.

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Appendix G

Pushup-Eavesdrop-Make one's way through something-Current-Hang out Nonchalant

- . An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms _____
- . Seeming to be coolly unconcerned or indifferent _____
- . To listen secretly to the private conversation of others _____
- . To frequent the company of someone _____
- . Come through _____
- . Belonging to the present time _____


Pushup-Eavesdrop-Make one's way through something-Current-Hang out Nonchalant








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





Pushup-Eavesdrop-Make one's way through something-Current-Hang out Nonchalant








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



Instructions: Unscramble the letters to form words; write them in the spaces; take the letters that appear in  boxes and unscramble them for the final message.

LOHCANNATN       


RRTENCU      








REOVSPAED       







SUPH PU      








GAHN TUO      







M  **K**    **W** **Y**    







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Appendix I

Rachel and Monica decide to throw a **bachelorette** party for Phoebe who is getting married very soon, but none of them had the idea of hiring a stripper for the party. When they learn that Phoebe's counting on one, they make a quick call and hire one. They believe it will be a good **sendoff** to marry life for Phoebe as she is so happy to have the party and really wants to have a sexy guy dancing for her. But Monica and Rachel make an unconscious mistake when hiring the stripper. They just take the phone book, go to a **dog-eared** page, and hire the first stripper that is available for the day who then turns out to be short, fat, and old.

In the party, the stripper begins to dance especially for Phoebe. He tries to **go up to her** dancing one of the strangest songs Phoebe has heard. When she doesn't like him, he cries. He feels sad to realize he isn't sexy for women anymore. But Phoebe asks him to continue with his dance before someone from the family she is **marrying into** realizes about the kind of party she is having.

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Appendix J

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Bachelorette_____	a) approach someone
Marry into_____	b) a turned-down corner of a page in a book
Go up to someone_____	c) a demonstration of affection and good wishes for the beginning of a new undertaking
Sendoff_____	d) a young unmarried woman
Dog-eared_____	e) to become a member of a family by marriage

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Appendix K

Monica: Do you remember when we were in high school?

Rachel: Yeah, I remember those days. Phoebe and I used to like the same guy, Richard, remember? But we both didn't want anything to **jeopardize** our friendship, so we made like a pact, neither of us could ask him out!

Monica: Really?

Rachel: Yeah, why?

Monica: Because I saw Richard and Phoebe kissing many times. I saw them in the school gym!

Rachel: (angrily) really? And on my **turf**?

(Suddenly someone knocks at the door)

Monica: Who is it?

Stripper: It's officer "Good body."

Monica and Rachel: Oh, wow! (When they open the door, they realize the stripper is an old, short, fat man who looks exhausted)

Stripper: What's the matter, ladies? What you have in front of you is all man!

Monica: ...If-you-say-so!!!

Rachel: Sorry, but did you say "all man" or "old man"?

Stripper: (making a crying face) Oh, you're mean! That is why you **cringed** when you saw me, right?

Monica: Uh, look, officer... Sorry Sir... (Trying to make him feel better)... We didn't mean...

Stripper: Big surprise! The **hunk** of beef has feelings! You never saw a 50-year-old stripper cry before?

Rachel: You know, it's fine. I'm so sorry! Dance for us PLEASE!

Stripper: Really? Okay, all right... I'll do my best... I thought you were just so **uptight** to let me do it...Get ready ladies!

Monica: Do you remember when we were in high school?

Rachel: Yeah, I remember those days. Phoebe and I used to like the same guy, Richard, remember? But we both didn't want anything to **jeopardize** our friendship, so we made like a pact, neither of us could ask him out!

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Appendix L

Today it's Phoebe's wedding. She already had her bachelorette party with a stripper who danced for her. Her **fiancé** is waiting for her at the entrance of the church. He is wearing the gray **tux** they both chose for that day. Everything is ready, just perfect for her. It is even better than **rehearsal** dinner they had the previous day. But there is a big problem; right now she is dreaming. Several days are still missing for the wedding.

The day of the wedding comes. Her dad can't come to the wedding, and the things do not seem to go so well for her. She has to ask Joey to take her father's place at church, and he plays the overprotective father figure a little too well. Then, Phoebe is driven crazy by her wedding planner – Monica - who forgets to give the right address to the **bridesmaid** who is now lost in the city. Then, when one of the **groomsmen** leaves because of an emergency, Chandler and Ross compete to take his place in the wedding and accidentally break the bottle of champagne that would be part of the **toast** to take place in the wedding. Poor Phoebe! Her wedding day was not as perfect as the dream she had! But at the end, everybody said: "**Cheers** for the just married couple."

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Appendix M

Complete the sentences using the words in bold in Appendix L

1. Emma said: “ _____ to the happy couple” as part of her speech in the wedding.
2. She really loves her _____ that’s why she can’t wait to marry him.
3. I have to prepare a _____ for my sister’s wedding. I t will be difficult because I don’t like to speak in front of people.
4. I need to be at 6:00 at the hotel; I have the _____ dinner for my wedding at 6:30.
5. My fiancé’s _____ are his old friends from college.
6. I asked my sister to be my _____ because she’s so special for me.
7. He will wear a black _____ for our wedding. He looks so handsome with it.

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Appendix N

Rachel is moving to Paris because, first she was fired from Ralph Loren, and second she got a better job opportunity there. Ross does not want her to leave, so he visits Rachel's old boss to try to get her job back, so she won't have to go to Paris. She decides to stay, but Ross realizes how important Paris is to her, and tells her to go. He knows that she has the right to look for success, and if she has to move to Paris, he has to **get on board** with her idea. In Paris, she will have better conditions; for example, she won't have to **commute** alone because she will have to work from the apartment. The only thing that she has to accept is sharing the apartment with another girl. Fortunately, she already met the girl at a party, and they really **hit it off**. So she hopes to have a good relationship with her future co-worker and roommate.

On the other hand, Joey's agent (Estelle) dies, but his friends don't want to tell him because he's already upset about all the other changes going on. He is **flipping out** because he was not **put up** to be part of a movie. Phoebe calls him pretending to be Estelle, and Joey fires her. But later, he finds out that Estelle is dead.

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Appendix O

Janice: Hey, guys! What a small world! I never thought of seeing you here!

Chandler: So did I!

Monica: You two know each other?

Janice: Yes, **we go way back**. Before you made an honest man out of him, Chandler used to be my little love!

Chandler: This cannot be happening!

Janice: You know, I'm buying the house next door which means we are gonna be neighbors.

Chandler: (whispering to Monica) that sounds really **distasteful!**

Janice: Well, I think I can just **drop by** every time I wanna talk with you.

Monica: No, no, no! Don't drop by, don't drop by! I would feel really ashamed if you see us doing something private. You better tell us that you'll come.

Janice: (to chandler) It's alright... Look **kiddo**, I gotta go. We'll be seeing each other. Bye Monica.

Chandler: My goodness! I never thought of seeing Janice anymore... the new house, the money, the debts, and now Janice; this really **blows me away**.

Monica: Come on, honey! Don't worry about Janice! Remember that now we are **looking forward to** buying a new house for our baby.

Chandler: Ok, that **toughie** won't ruin our plans.

Janice: Hey, guys! What a small world! I never thought of seeing you here!

Chandler: So did I!

Monica: You two know each other?

Janice: Yes, **we go way back**. Before you made an honest man out of him, Chandler used to be my little love!

Chandler: This cannot be happening!

Janice: You know, I'm buying the house next door which means we are gonna be neighbors.

Chandler: (whispering to Monica) that sounds really **distasteful!**

Janice: Well, I think I can just **drop by** every time I wanna talk with you.

Monica: No, no, no! Don't drop by, don't drop by! I would feel really ashamed if you see us doing something private. You better tell us that you'll come.

Janice: (to chandler) It's alright... Look **kiddo**, I gotta go. We'll be seeing each other. Bye Monica.

Chandler: My goodness! I never thought of seeing Janice anymore... the new house, the money, the debts, and now Janice; this really **blows me away**.

Monica: Come on, honey! Don't worry about Janice! Remember that now we are **looking forward to** buying a new house for our baby.

Chandler: Ok, that **toughie** won't ruin our plans.

Appendix P

Instruction: Circle **T** if the statement is **True** and **F** if the statement is **False**. Write the correct definition if necessary.

1. "Blow someone away" means **To affect intensely** T F

2. "Go way back" means **unpleasant or offensive** T F

3. "Toughie" means **A young person** T F

2. Distasteful: **let's remember** T F

4. Drop by: **To stop in for a short visit** T F

5. Kiddo: **a person who is tough and determined** T F

6. Look forward to: **To think of a future event** T F

Instruction: Circle **T** if the statement is **True** and **F** if the statement is **False**. Write the correct definition if necessary.

1. "Blow someone away" means **To affect intensely** T F

2. "Go way back" means **unpleasant or offensive** T F

3. "Toughie" means **A young person** T F

3. Distasteful: **let's remember** T F

4. Drop by: **To stop in for a short visit** T F

5. Kiddo: **a person who is tough and determined** T F

6. Look forward to: **To think of a future event** T F

APPENDIX H

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



UNDERGRADUATE WORK USING "FRIENDS" TO TEACH VOCABULARY TO
INTENSIVE INTERMEDIATE ENGLISH II STUDENTS FROM GROUPS 1 AND 2
AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF
EL SALVADOR, SEMESTER I-2011

LESSON PLAN TO TEACH VOCABULARY TO THE EXPERIMENTAL GROUP

BY: WALTER ALVARENGA, CARMINA SALAZAR, ANA MARÍA VÁSQUEZ

Target content: Christmas (Lesson 1)

**Words and expressions to be taught: Sleigh, Pep Talk, Wily, Minx, and
Godspeed**

Video: Christmas in Tulsa (Part I)

Warm-up (5 min)

Give students the Appendix A

Have them order the poem

Have Ss guess the topic for this class.

"'Twas the Night before Christmas"

by Clement Clarke Moore (1822)

...sprang to his sleigh, to his team gave a whistle;

and away they all flew like the down of a thistle;

but I heard him exclaim, ere he drove out of sight,

"Merry Christmas to all, and to all a goodnight!"

Pre-watching Activity (10 min)

- Have students discuss the following questions in pairs:
 - ✓ ***What do Americans do in Christmas?***
 - ✓ ***What are the differences between the way people celebrate Christmas here in El Salvador and in the United States?***
 - ✓ ***What do you and your friends do in Christmas?***
- Prepare a chart with the new words (sleigh, pep talk, wily, minx, Godspeed).
- Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While watching Activity (15 min)

1. Give the Ss appendix B and ask Ss read it before playing the video; have them write the correct word next the definition they consider is correct.

APPENDIX B

Wily: skilled at gaining an advantage especially deceitfully

Sleigh: a sledge drawn by horses or reindeer.

Pep talk: A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.

Godspeed: an expression of one's good wishes for a person's success and safety

Minx: a cheeky canning woman or flirtatious girl or young woman

- Correct the exercise and explain to the Ss the meaning of the words and expressions so that they can match it correctly in case of having any mistake.

Post-watching Activity (15 min)

Complete the following conversation (**Appendix C**)

Conversation 1

A: Hey, what's up my friend? You look worried.

B: I need to give a **pep talk** to my football team. They are discouraged. They have lost all the matches they've played.

A: They are not so **wily**, uh!!! **Godspeed** your team!

Conversation 2

A: Have you seen my **sleigh**. It's snowing and I want to play out!

B: I don't know. Your sister used it last time. Ask her.

A: She's so **minx**. For sure she won't tell me where it is.

Target content: From Friendship to Love (Lesson 2)

Words and expressions to be taught: To be pissed off, to put one's foot own, to goof around, and to be on the money

Video: Christmas in Tulsa (Part II)

Warm-up (5 min)

Board Contest

Make two teams

Have some Ss make two rows

To review the previous class say the following words: **pep talk, wily, Godspeed, minx, sleigh** and ask them to write one sentence with each of them.

The team who writes more correct sentences is the winner.

Pre-watching Activity (10 min)

Present Ss flash card with the new vocabulary.

Ask them to repeat after you to teach the correct pronunciation.

- Give students the script of the first part of scene 2 (**Appendix D**)

- Read the conversation out loud and ask Ss to repeat after you.
- Have students work in pairs and practice the dialogue.
- Ask for volunteers to act out the piece of scene you have given to them.

Conversation

A: ... am I sexy in Oklahoma?

B: You are to me... (She gets closer again, putting her arms around his waist/chest.)

A: (flattered) No... No... (Realizing) NO! (He quickly gets several steps away from her.) Look, I'm, I'm married!

B: So? I'm married. (Showing him the ring on her finger)

A: I'm "happily" married.

B: Oh. What's "that" like?

A: Right. So, I'm sorry...

B: Seriously? Happily married? So that phone call before, that was happy?

A: Well look, it's not easy to spend this much time apart, you know.

She's entitled to be a little paranoid... or, in this case: **right on the money!** ...

- Prepare a chart with the new words (To be pissed off/ to put one's foot down/ to goof around/ to be on the money).
- Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While watching Activity (15 min)

Give students **Appendix E** and ask them to underline the correct phrase for each definition

Instruction: Underline the correct phrase for each definition

5. Very annoyed

b) To be pissed off b) to be on the money c) to put one's foot down

6. Exact; precise.

a) To be pissed off b) to be on the money c) To goof around

7. To act in a playful manner

a) To be pissed off b) to be on the money c) To goof around

8. To take a firm stand; be decisive or determined.

b) To be pissed off b) to be on the money c) to put one's foot down

Post-watching Activity (15 min)

- Make two groups. Stick on the board some pictures (Appendix F) and the new phrases in pieces of paper.
- Have Ss take a look at them and paste the word under the pictures they think represents the meaning.
- Then, have them write a sentence per picture.



To be pissed off



To put one's foot down



To be right on the money



To goof around

Target content: Relationships (Lesson 3)

Words and expressions to be taught: Pushup, Eavesdrop, Make one's way through something, Current, Hang out, and Nonchalant

Video: Rachel and Joey Kiss

Warm-up (Appendix F) (5 min)

Have Ss unscramble the letters to form the phrases from the previous class. Ask them to provide examples orally.

Appendix G

E P I O F F S S E D T O B

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U T O W N T O P T D O N E ' S F O O

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T O G N D / A R O U O O F O F F

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E Y M O N T O B E O N T H E

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Pre-watching Activity (10 min)

Direction: have the students discuss the following questions with a partner:

- Have you ever gone out to another country/city with your best friends?
- How was your trip?
- What is your attitude when your best friends have problems? Do you try to help them or you ignore the situation?
- Prepare a chart with the new words(Pushup, Eavesdrop, Make one's way through something, Current, Hang out, Nonchalant).
- Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While watching Activity (15 min)

- Play the video with English subtitles and pause when the target vocabulary is used.
- Discuss the meaning in context the students can get from it.
- Watch the video and fill in the blanks (**Appendix H**).



In this part of the video, Chandler said “This morning I heard him do _____ and talk to his triceps.”



In this part of the video, Phoebe has just said “I’m not gonna _____ on my friend”.



In this part of the video, Ross asks where Joey is and Chandler answers that he should be with his _____ girlfriend Charlie...



In this part of the video, Rachel says that Charlie is really _____ the group.



In this part of the video, Rachel asks Joy to be calm because for everything Ross knows they are just _____ out.



In this part of the video, Joy is acting _____ supposedly because he doesn't know what it means.

Post-Watching Activity (Appendix I) (15 min)

- Have students match the words with definitions

**Pushup-Eavesdrop-Make one's way through something-Current-Hang out
Nonchalant**

- ✓ An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms _____
- ✓ Seeming to be coolly unconcerned or indifferent _____
- ✓ To listen secretly to the private conversation of others _____
- ✓ To frequent the company of someone _____
- ✓ Come through _____
- ✓ Belonging to the present time _____

- Watch the video again without any pause. And at the end, have role play it using the new vocab.
- Have students fill in the worksheet to collect the vocabulary. They have to provide written and oral examples of the vocabulary.


Target content: Bachelorette Party (Lesson 4)

Words and expressions to be taught: Bachelorette, Marry into, Go up to someone, Sendoff, and Dog-eared

Video: The Stripper Who Cries (Part I)

Warm-up (5 min)

Unscramble each of the clue words (**Appendix J**).

Instructions: Take the letters that appear in  boxes and unscramble them for the final message.

LOHCANNATN

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 RRTENCUC

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--	---	--	--	---	--	--

 REOVSPAED

○	○				○		
---	---	--	--	--	---	--	--

 SUPH PU

		○	○		
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 GAHN TUO

	○		○		○		○
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M		K	
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Pre-watching Activity (10 min)

Show the Ss the following pictures (APPENDIX K)

What do these pictures refer to?



Have Ss brainstorm what a bachelorette party is according to what they see in the pictures; then have them discuss the following questions:

- What is a bachelorette party?**
- What do Americans do in these kinds of parties?**
- What are the differences between these parties in the United States**

and the ones that are developed here?

- Prepare a chart with the new words(bachelorette, marry into, go up to someone, sendoff, dog-eared).
- Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While watching Activity (15 min)

1. Give the Ss appendix L; have them match the word with the definition they consider is the correct one while they watch the video (10:40-10:50)

Appendix L	
Bachelorette_____	a) approach someone
Marry into_____	b) a turned-down corner of a page in a book
Go up to someone_____	c) a demonstration of affection and good wishes for the beginning of a new undertaking
Sendoff_____	d) a young unmarried woman
Dog-eared_____	e) to become a member of (a family) by marriage

Correct the exercise and explain to the Ss the meaning of the words and expressions so that they can match it correctly in case of having any mistake.

Post-Watching Activity (15 min)

Have Ss watch the video again; ask them to read in advance the question below and then answer them.

1. What is a bachelorette?
2. When Chandler said, who did “I marry into?” What is he talking about?
3. What does go up to someone mean?

4. When Phoebe mentions “my big sendoff into marry life,” What is she he referring to?
5. What do you think is a “dog-eared” page?

2) Have Ss write 2 examples per word.

Target content: Bachelorette Party (Lesson 5)

Words and expressions to be taught: Jeopardize, Turf, Cringe, Uptight, Hunk

Video: The Stripper Who Cries (Part II)

Warm-up (5 min)

- Make two teams.
- Choose a representative for each group.
- Have the representative mimic the words studied in previous classes and their team guess the word and make an example with each.
- The team with more correct answers is the winner.

Pre-Watching Activity (15 min)

- Stick on the board the new expressions and words in pieces of paper; have Ss take a look at them (**jeopardize, turf, cringe, uptight, hunk**).
- Give the Ss a page and a marker and ask them to work in groups (they have to form 5 groups) and assign each group a word.
- Have them write a short definition of the word. Have them stick their definitions next to the word.
- With the new words on the board, have Ss repeat after you to teach their pronunciation.

While Watching Activity (15 min)

- Give each Ss appendix M to complete the sentences with the words and expressions.

- Have the Ss take a look at the sentences and the character who says them before playing the video.
- Have Ss watch the part of the video without any pause.
- And ask them to complete the sentences with the words and expressions as they watch it.
- Play it again pausing in the parts in which the vocabulary is used to help them find the answers.

Appendix M

1. Ross: Thank you. (They shake hands) All right, here I go. Hey, remember how scary it used to _____ to girls in college?
2. Ross: That's ok. Uh, anyway, well he and I both really liked you a lot, but we didn't want anything to _____ our friendship, so we kind of made a pact, that neither of us could ask you out!
3. -Missy: Yeah. We'd go to the science lab after hours!
-Ross: (angrily) AND ON MY _____?
4. Striper: Whoa, whoa, whoa (he turn off the music). She _____!
5. -Striper: Well, look - it's not my fault if you're too _____ to appreciate the male form in all its glory.
-Phoebe: Oh yeah, okay. I'm uptight. Yeah, that's why I don't want to watch a middle aged guy dance around in what I can only assume is a child Halloween costume!
6. Striper: Damnit. OH! (To Phoebe) Big surprise! The _____ of beef has feelings!

Post-Watching Activity (15 min)

Play the video one more time in case Ss cannot complete the sentences. Once they have completed the sentences; check them orally and have them come up with the meaning on the word now they have it in context. Give them a page so that they can write the new definition and have them stick it on the board. Discuss the two meanings they have pasted on the board. Finally stick the definition on the board so that they can see if they were right or wrong.

Appendix M

1. Ross: Thank you. (They shake hands) All right, here I go. Hey, remember how scary it used to **be going up** to girls in college?

2. Ross: That's ok. Uh, anyway, well he and I both really liked you a lot, but we didn't want anything to **jeopardize** our friendship, so we kind of made a pact, that neither of us could ask you out!

3. -Missy: Yeah. We'd go to the science lab after hours!

-Ross: (angrily) AND ON MY **TURF**?

4. Striper: Whoa, whoa, whoa (he turn off the music). She **cringed**!

5. -Striper: Well, look - it's not my fault if you're too **uptight** to appreciate the male form in all its glory.

-Phoebe: Oh yeah, okay. I'm uptight. Yeah, that's why I don't want to watch a middle aged guy dance around in what I can only assume is a child Halloween costume!

6. Striper: Damnit. OH! (To Phoebe) Big surprise! The **hunk** of beef has feelings!

Target content: Weddings (Lesson 6)

Words and expressions to be taught: Rehearsal, Groomsmen, Bridesmaid, Tux, Toast, Fiancé, Cheers

Video: Phoebe's Wedding

Warm-up (5 min)

- Have Ss take a look at the pictures. (Appendix N)
- Have them brainstorm ideas about them.
- Have Ss describe the pictures and ask them if they recognize the persons in them.

- Finally ask them if they have any idea of the content they are going to study in the class



- Once Ss have guessed the target content (weddings) ask them if they have attend any wedding recently.
- Ask them about the ceremony and reception.

Pre-Watching Activity (15 min)

- Prepare a chart with the new words (**rehearsal, groomsmen, bridesmaid, tux, toast, fiancé, cheers**).
- Show students the spelling of new words and their correct pronunciation by having them repeat after you.

- Divide the class into pairs of As and Bs. Position As with their backs to the TV and Bs facing the TV.
- Play the clip with no sound and get Bs to give a "running commentary" to their partners.

While-Watching Activity (15 min)

- Have Ss watch the video; have them pay attention to the conversation
- Explain to the Ss the new words and the meaning of them

Post-Watching Activity (15 min)

1. Have Ss work in pairs; give each pair an envelope with a copy of appendix O cut in pieces. Have each pair order the conversation.

Appendix O

Chandler: (to Rachel). You know what I just realized? We have no idea what we're doing in the wedding tomorrow.

Ross: Yeah, I thought we'd be groomsmen, but wouldn't they have asked us by now? When did they ask you to be their bridesmaid?

Rachel: Uh... November?

Ross: I want to say it's not looking good.

Rachel: Hey Pheebs...

Phoebe: What's up?

Rachel: Uhm... you haven't told these guys what they're doing in the wedding yet.

Phoebe: Uhm... well, they're not in the wedding.

Ross: What? (Ross and Chandler don't know what to say, so there's an embarrassing long pause)

Rachel: Well, this is really awkward (staring at the floor) Oh and I can leave!

2. Give the Ss a copy of appendix O; have them identify the underlined words; give them some time to read it and it and then ask some Ss to role play the scene.

Appendix P

Monica: Ok, it's 2100 hours. (To Phoebe) It's time for your toast. (Mike appears)

Mike: Do I have a minute to go to the bathroom?

Monica: You had a bathroom break at 2030. Pee on your own time, Mike! (To Phoebe and Mike) Now, in regard to the toast, okay, you want to keep them short, nothing kills a rehearsal dinner like long speeches. (To the guests) Ok, the bride and groom have a few words they'd like to say. (Everyone sits and Phoebe gets up)

Phoebe: Ok. Hello everyone and thank you all for being here tonight. So tomorrow's the big event and some of you might not know, but Mike and I didn't get off to the best start. (She reads a note). My friend Joey and I decided to fix each other up with friends so I, I... (Monica is weaving her hands in order to make Phoebe speed up her speech) oh I... hum... I gave it a lot of thought and I fixed him up with my friend Mary Ellen who couldn't be here tonight because... (Monica is tapping her watch with her finger) it's not important... she is in rehab. Anyway, so, ok, Joey said that he was fixing me up with his friend Mike, only he didn't have a friend Mike so he just brought, Uhm, my Mike and, and (Monica clears her throat) but despite, you know... it got... it got good. Ok, I want to take a moment to mention my mother, who couldn't be here...

Monica (rolling her eyes): oh God.

Phoebe: And... Moment's over! So, ok, uh, I can forget that. I can forget that and Uhm... (She's flipping cards skipping half of them) Oh this is funny! Oh, but you need to know that to... that, to... Oh, ok, well, Uhm, I (Monica is miming CUT). Ok, ok, I, ok, I... MONICA I CAN'T DO IT LIKE THIS! THIS IS MY WEDDING! OKAY, I DON'T WANT THIS (she mimes Monica's when she was weaving her hands) OR THIS (she taps her watch) OR THIS (she mimes CUT) OK? I JUST WANTED A SIMPLE WEDDING! WHERE MY FIANCÉ CAN GO TO THE BATHROOM ANYTIME HE WANTS! (Pause) You know what? You're done.

Monica: What?

Phoebe: YOU'RE FIRED! (Mimes the CUT again) (Pause and she raises her glass) Cheers!

Target content: Moving Abroad

Words and expressions to be taught: Put up, Commute, Hit it off, To get on board, Flip out

Video: Estelle Dies (Part I)

Warm up: Password (5 min)

- Place a desk back to the board and pick a student to sit there.
- Write the following words on the board at the time (**groomsmen, rehearsal, tux, fiancé, toast, cheers, bridesmaid**)
- Have the students tell their classmate a definition so that the student in the desk can guess the word.

Pre-watching Activity (5 min)

Pair work- have students discuss the following questions:

1. Do you have a job? Have you ever worked part-time?
2. How difficult do you think it is to get a good job nowadays?
3. What reasons would make you quit your job?
4. If someone offered you a job in another country, would you take it?
5. Prepare a chart with the new words (Put up, Commute, Hit it off, To get on board, Flip out).
6. Show students the spelling of new words and their correct pronunciation by having them repeat after you.

While Watching Activity (15 min)

- Divide the class into pairs of As and Bs.
- Send As out of the room, show Bs the one part of the video and then get Bs to explain to As what has happened.
- Then show another part of the video and get As and Bs to reverse roles.

Post-watching Activity (15 min)

- Divide the class into the number of words you have for this meeting (Put up, Commute, Hit it off, To get on board, Flip out). Then, provide each group a word for which they have to provide an example using the word in context.
- Finally, play the video the last time, without any pause, so that the students can see the vocab in context once again.

Target content: Gossiping

Words and expressions to be taught: Blow someone away; Go way back, Toughie, Distasteful, Drop by, Kiddo, Look forward to

Video: Estelle Dies (Part II)

Warm up: Brainstorming (5 min)

Direction: Have some students go one by one to the board and write the words studied in the previous meeting. Do not let the students look at their notes because the purpose is to have them remember the words. If possible, ask them to provide examples.

Pre-watching Activity (15 min)

Direction: provide the students with the following portion of a conversation (Appendix Q). Have them guess what Phoebe will do in next.

APPENDIX Q

Phoebe: Hey Joey, do you want to come with me to...? Are you ok?

Joey: Yeah, I just... I just feel bad about firing Estelle. This must be killing her.

Phoebe: No, that wouldn't kill her. Ordinary embolism might.

Joey: I don't know. She's got to be taking it hard; I was like her only client. Except for this guy who eats paper. And I'm guessing he eats more money than he makes. Look, I know she's not a great agent, but she did stick with me for ten years. I'm gonna call her and hire her again.

Phoebe: No, no, no! Don't call her! You wait for her to call *you* (Joey considers it)

Joey: Why?

Phoebe: Because patience is the road to understanding (she thinks) which ... is the key... to a happy heart.

Joey: (impressed) You blow me away.

...(Phoebe stops herself from laughing and leaves)

While watching Activity (15 min)

Give Ss the APPENDIX R and have students circle the correct answer

APPENDIX R

Instruction: Circle **T** if the statement is **True** and **F** if the statement is **False**. Write the correct definition if necessary.

7. "Blow someone away" means **To affect intensely**

T F

8. "Go way back" means **unpleasant or offensive**

T F

9. "Toughie" means **A young person**

T F

4. Distasteful: **let's remember**

T F

T F

10. Drop by: **To stop in for a short visit**

11. Kiddo: **a person who is tough and determined**

T

F

12. Look forward to: **To think of a future event**

T

F

Post-watching Activity (15 min)

- Have students write one sentence with each phrase.
- Ask them to read them out loud.
- Correct any mistake if necessary.
- Discuss the following questions:
 1. What do you think friendship is?
 2. Would you do something like what Phoebe did just to make one of your friends not to be sad? Why?
 3. What will you do to make your friends feel happy?

Appendix A

"'Twas the Night before Christmas"

...sprang to his sleigh, to his team gave a whistle;

and away they all flew like the down of a thistle;

but I heard him exclaim, ere he drove out of sight,

"Merry Christmas to all, and to all a goodnight!"

"'Twas the Night before Christmas"

...sprang to his sleigh, to his team gave a whistle;

and away they all flew like the down of a thistle;

but I heard him exclaim, ere he drove out of sight,

"Merry Christmas to all, and to all a goodnight!"

"'Twas the Night before Christmas"

...sprang to his sleigh, to his team gave a whistle;

and away they all flew like the down of a thistle;

but I heard him exclaim, ere he drove out of sight,

"Merry Christmas to all, and to all a goodnight!"

Appendix B

Instructions: Write the concepts into the ovals next to the correct definition

sleig

pep talk

minx

Godspee

wily

- _____ : skilled at gaining an advantage especially deceitfully
- _____ : a sledge drawn by horses or reindeer.
- _____ : A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- _____ : an expression of one's good wishes for a person's success and safety
- _____ : a cheeky canning woman or flirtatious girl or young woman

Appendix B

Instructions: Write the concepts into the ovals next to the correct definition

sleig

pep talk

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Godspee

wily

- _____ : skilled at gaining an advantage especially deceitfully
- _____ : a sledge drawn by horses or reindeer.
- _____ : a speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
- _____ : an expression of one's good wishes for a person's success and safety
- _____ : a cheeky canning woman or flirtatious girl or young woman

Appendix C

Conversation 1

A: Hey, what's up my friend? You look worried.

B: I need to give a _____ to my football team. They are discouraged. They have lost all the matches they've played.

A: They are not so _____, uh!!! _____ your team!

Conversation 2

A: Have you seen my _____. It's snowing I want to play out!

B: I don't know. Your sister used it last time. Ask her.

A: She's so _____. For sure she won't tell me where it is.

Conversation 1

A: Hey, what's up my friend? You look worried.

B: I need to give a _____ to my football team. They are discouraged. They have lost all the matches they've played.

A: They are not so _____, uh!!! _____ your team!

Conversation 2

A: Have you seen my _____. It's snowing I want to play out!

B: I don't know. Your sister used it last time. Ask her.

A: She's so _____. For sure she won't tell me where it is.

Appendix D

A: ... am I sexy in Oklahoma?

B: You are to me... (She gets closer again, putting her arms around his waist/chest.)

A: (flattered) No... No... (Realizing) NO! (He quickly gets several steps away from her.) Look, I'm, I'm married!

B: So? I'm married. (Showing him the ring on her finger)

A: I'm *happily* married.

B: Oh. What's *that* like?

A: Right. So, I'm sorry...

B: Seriously? Happily married? So that phone call before, that was happy?

A: Well look, it's not easy to spend this much time apart, you know.

She's entitled to be a little paranoid... or, in this case: **right on the money!** ...

Appendix D

A: ... am I sexy in Oklahoma?

B: You are to me... (She gets closer again, putting her arms around his waist/chest.)

A: (flattered) No... No... (Realizing) NO! (He quickly gets several steps away from her.) Look, I'm, I'm married!

B: So? I'm married. (Showing him the ring on her finger)

A: I'm *happily* married.

B: Oh. What's *that* like?

A: Right. So, I'm sorry...

B: Seriously? Happily married? So that phone call before, that was happy?

A: Well look, it's not easy to spend this much time apart, you know.

She's entitled to be a little paranoid... or, in this case: **right on the money!** ...

Appendix E

Instruction: Underline the correct idiom for each definition

5. Very annoyed

- b) To be pissed off** **b) to be on the money** **c) to put one's foot down**

6. Exact; precise.

- a)To be pissed off** **b) to be on the money** **c) To goof around**

7. To act in a playful manner

- a)To be pissed off** **b) to be on the money** **c) To goof around**

8. To take a firm stand; be decisive or determined.

- b) To be pissed off** **b) to be on the money** **c) to put one's foot down**
-

Instruction: Underline the correct idiom for each definition

5. Very annoyed

- b) To be pissed off** **b) to be on the money** **c) to put one's foot down**

6. Exact; precise.

- a)To be pissed off** **b) to be on the money** **c) To goof around**

7. To act in a playful manner

- a)To be pissed off** **b) to be on the money** **c) To goof around**

8. To take a firm stand; be decisive or determined.

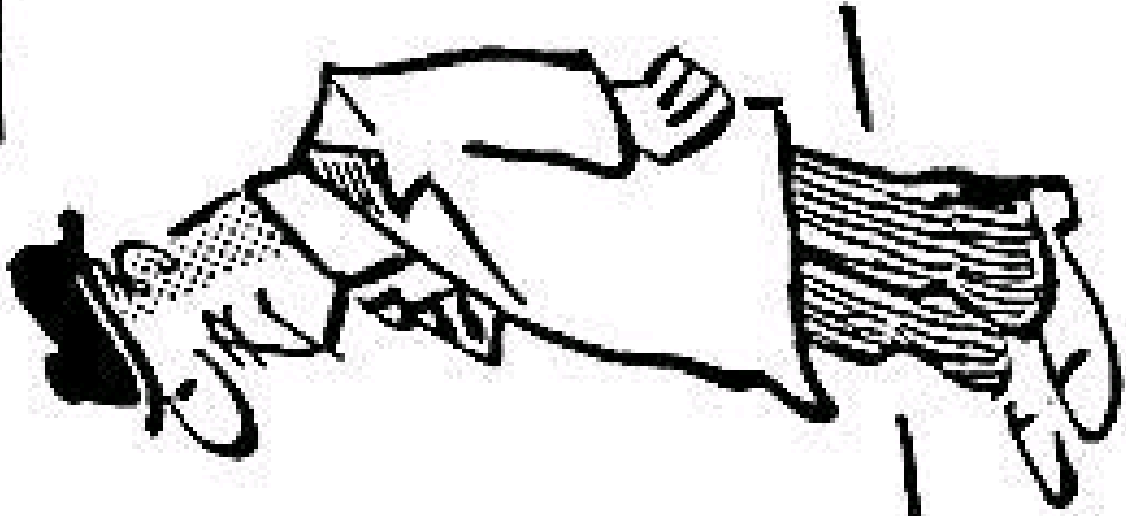
- b) To be pissed off** **b) to be on the money** **c) to put one's foot down**
-

Appendix F





MORR



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**EFFICIENT
EXPERT**

**BACKS IN
735 SECS**



Appendix G

E P I O F F S S E D T O B

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U T O W N T O P T D O N E ' S F O O

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T O G N D / A R O U O O F O F F

--	--	--	--	--

E Y M O N T O B E O N T H E

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Appendix H

Instructions: Watch the video and fill in the blanks.



In this part of the video, Chandler said “This morning I heard him do _____ and talk to his triceps.”



In this part of the video, Phoebe has just said “I’m not gonna _____ on my friend”.



In this part of the video, Ross asks where Joey is and Chandler answers that he should be with his _____ girlfriend Charlie...



In this part of the video, Rachel says that Charlie is really _____ the group.



In this part of the video, Rachel asks Joey to be calm because for everything Ross knows they are just _____ out.



In this part of the video, Joey is acting _____ supposedly because he doesn’t know what it means.

Appendix I

Matching with the words and definitions

Pushup-Eavesdrop-Make one's way through something-Current-Hang out Nonchalant


- ✓ An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms _____
- ✓ Seeming to be coolly unconcerned or indifferent _____
- ✓ To listen secretly to the private conversation of others _____
- ✓ To frequent the company of someone _____
- ✓ Come through _____
- ✓ Belonging to the present time _____






Matching with the words and definitions



Pushup-Eavesdrop-Make one's way through something-Current-Hang out Nonchalant




- ✓ An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms _____
- ✓ Seeming to be coolly unconcerned or indifferent _____
- ✓ To listen secretly to the private conversation of others _____
- ✓ To frequent the company of someone _____
- ✓ Come through _____
- ✓ Belonging to the present time _____




Appendix J




Instructions: Take the letters that appear in  boxes and unscramble them for the final message.

LOHCANNATN     


RRTENCU  





REOVSPAED   



SUPH PU   




GAHN TUO   




M K ' W y




Instructions: Take the letters that appear in  boxes and unscramble them for the final message.

LOHCANNATN    

RRTENCU  

REOVSPAED   

SUPH PU   

GAHN TUO   

M K ' W y

Appendix K



Appendix L

Bachelorette_____

a) approach someone

Marry into_____
book

b) a turned-down corner of a page in a

Go up to someone_____

c) a demonstration of affection and good wishes for the beginning of a new undertaking

Sendoff_____

d) a young unmarried woman

Dog-eared_____
marriage

e) to become a member of (a family) by

Bachelorette_____

a) approach someone

Marry into_____
book

b) a turned-down corner of a page in a

Go up to someone_____

c) a demonstration of affection and good wishes for the beginning of a new undertaking

Sendoff_____

d) a young unmarried woman

Dog-eared_____
marriage

e) to become a member of (a family) by

Bachelorette_____

a) approach someone

Marry into_____
book

b) a turned-down corner of a page in a

Go up to someone_____

c) a demonstration of affection and good wishes for the beginning of a new undertaking

Sendoff_____

d) a young unmarried woman

Dog-eared_____
marriage

e) to become a member of (a family) by

Appendix M

1. Ross: Thank you. (They shake hands) All right, here I go. Hey, remember how scary it used to _____ to girls in college?
2. Ross: That's ok. Uh, anyway, well he and I both really liked you a lot, but we didn't want anything to _____ our friendship, so we kind of made a pact, that neither of us could ask you out!
3. -Missy: Yeah. We'd go to the science lab after hours!
-Ross: (angrily) AND ON MY _____?
4. Striper: Whoa, whoa, whoa (he turn off the music). She _____!
5. -Striper: Well, look - it's not my fault if you're too _____ to appreciate the male form in all its glory.
-Phoebe: Oh yeah, okay. I'm uptight. Yeah, that's why I don't want to watch a middle aged guy dance around in what I can only assume is a child Halloween costume!
6. Striper: Damnit. OH! (To Phoebe) Big surprise! The _____ of beef has feelings!

1. Ross: Thank you. (They shake hands) All right, here I go. Hey, remember how scary it used to _____ to girls in college?
2. Ross: That's ok. Uh, anyway, well he and I both really liked you a lot, but we didn't want anything to _____ our friendship, so we kind of made a pact, that neither of us could ask you out!
3. -Missy: Yeah. We'd go to the science lab after hours!
-Ross: (angrily) AND ON MY _____?
4. Striper: Whoa, whoa, whoa (he turn off the music). She _____!
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-Phoebe: Oh yeah, okay. I'm uptight. Yeah, that's why I don't want to watch a middle aged guy dance around in what I can only assume is a child Halloween costume!
6. Striper: Damnit. OH! (To Phoebe) Big surprise! The _____ of beef has feelings!

Appendix N



Appendix O

Chandler: (to Rachel). You know what I just realized? We have no idea what we're doing in the wedding tomorrow.

Ross: Yeah, I thought we'd be **groomsmen**, but wouldn't they have asked us by now? When did they ask you to be their **bridesmaid**?

Rachel: Uh... November?

Ross: I want to say it's not looking good.

Rachel: Hey Pheebs...

Phoebe: What's up?

Rachel: Uhm... you haven't told these guys what they're doing in the wedding yet.

Phoebe: Uhm... well, they're not in the wedding.

Ross: What? (Ross and Chandler don't know what to say, so there's an embarrassing long pause)

Rachel: Well, this is really awkward (staring at the floor) Oh and I can leave!

Chandler: (to Rachel). You know what I just realized? We have no idea what we're doing in the wedding tomorrow.

Ross: Yeah, I thought we'd be **groomsmen**, but wouldn't they have asked us by now? When did they ask you to be their **bridesmaid**?

Rachel: Uh... November?

Ross: I want to say it's not looking good.

Rachel: Hey Pheebs...

Phoebe: What's up?

Rachel: Uhm... you haven't told these guys what they're doing in the wedding yet.

Phoebe: Uhm... well, they're not in the wedding.

Ross: What? (Ross and Chandler don't know what to say, so there's an embarrassing long pause)

Rachel: Well, this is really awkward (staring at the floor) Oh and I can leave!

Appendix P

Monica: Ok, it's 2100 hours. (To Phoebe) It's time for your toast. (Mike appears)

Mike: Do I have a minute to go to the bathroom?

Monica: You had a bathroom break at 2030. Pee on your own time, Mike! (To Phoebe and Mike) Now, in regard to the toast, okay, you want to keep them short, nothing kills a rehearsal dinner like long speeches. (To the guests) Ok, the bride and groom have a few words they'd like to say. (Everyone sits and Phoebe gets up)

Phoebe: Ok. Hello everyone and thank you all for being here tonight. So tomorrow's the big event and some of you might not know, but Mike and I didn't get off to the best start. (She reads a note). My friend Joey and I decided to fix each other up with friends so I, I... (Monica is weaving her hands in order to make Phoebe speed up her speech) oh I... hum... I gave it a lot of thought and I fixed him up with my friend Mary Ellen who couldn't be here tonight because... (Monica is tapping her watch with her finger) it's not important... she is in rehab. Anyway, so, ok, Joey said that he was fixing me up with his friend Mike, only he didn't have a friend Mike so he just brought, Uhm, my Mike and, and (Monica clears her throat) but despite, you know... it got... it got good. Ok, I want to take a moment to mention my mother, who couldn't be here...

Monica (rolling her eyes): oh God.

Phoebe: And... Moment's over! So, ok, uh, I can forget that. I can forget that and Uhm... (She's flipping cards skipping half of them) Oh this is funny! Oh, but you need to know that to... that, to... Oh, ok, well, Uhm, I (Monica is miming CUT). Ok, ok, I, ok, I... MONICA I CAN'T DO IT LIKE THIS! THIS IS MY WEDDING! OKAY, I DON'T WANT THIS (she mimes Monica's when she was weaving her hands) OR THIS (she taps her watch) OR THIS (she mimes CUT) OK? I JUST WANTED A SIMPLE WEDDING! WHERE MY FIANCÉ CAN GO TO THE BATHROOM ANYTIME HE WANTS! (Pause) You know what? You're done.

Monica: What?

Phoebe: YOU'RE FIRED! (Mimes the CUT again) (Pause and she raises her glass) Cheers!

Appendix Q

Phoebe: Hey Joey, do you want to come with me to...? Are you ok?

Joey: Yeah, I just... I just feel bad about firing Estelle. This must be killing her.

Phoebe: No, that wouldn't kill her. Ordinary embolism might.

Joey: I don't know. She's got to be taking it hard; I was like her only client. Except for this guy who eats paper. And I'm guessing he eats more money than he makes. Look, I know she's not a great agent, but she did stick with me for ten years. I'm gonna call her and hire her again.

Phoebe: No, no, no! Don't call her! You wait for her to call *you* (Joey considers it)

Joey: Why?

Phoebe: Because patience is the road to understanding (she thinks) which ... is the key... to a happy heart.

Joey: (impressed) You blow me away.

...(Phoebe stops herself from laughing and leaves)

Phoebe: Hey Joey, do you want to come with me to...? Are you ok?

Joey: Yeah, I just... I just feel bad about firing Estelle. This must be killing her.

Phoebe: No, that wouldn't kill her. Ordinary embolism might.

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Phoebe: No, no, no! Don't call her! You wait for her to call *you* (Joey considers it)

Joey: Why?

Phoebe: Because patience is the road to understanding (she thinks) which ... is the key... to a happy heart.

Joey: (impressed) You blow me away.

...(Phoebe stops herself from laughing and leaves)

APPENDIX R

Instruction: Circle **T** if the statement is **True** and **F** if the statement is **False**. Write the correct definition if necessary.

1. "Blow someone away" means **To affect intensely** T F
 2. "Go way back" means **unpleasant or offensive** T F
 3. "Toughie" means **A young person** T F
 9. Distasteful: **let's remember** T F
 4. Drop by: **To stop in for a short visit** T F
 5. Kiddo: **a person who is tough and determined** T F
 6. Look forward to: **To think of a future event** T F
-

Instruction: Circle **T** if the statement is **True** and **F** if the statement is **False**. Write the correct definition if necessary.

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4. Drop by: **To stop in for a short visit** T F
5. Kiddo: **a person who is tough and determined** T F
6. Look forward to: **To think of a future event** T F

APPENDIX I

University of El Salvador
Western Multidisciplinary Campus
Language Department
Semi-structured Interview Guide

Date _____
Place _____

Semi-structured Interview guide addressed to the students of the experimental group of the research “Using “Friends” to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011”

Objective: To know the students’ reactions after learning vocabulary through the sitcom “Friends”

1) In which ways do you think the course “Using “Friends” to Teach Vocabulary”

helped you to learn vocabulary?

2) How do you think the videos helped you learn the vocabulary?

3) What do you remember the most, the vocabulary through the videos or through readings?

4) As a future teacher, would you teach vocabulary through videos in your classrooms? Why or why not?

Notes

APPENDIX J

Undergraduate Work: "Using "Friends" to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2011"



VOCABULARY SHEET

Class n° _____

Word/ Expression	Meaning	Synonym /Antonym	Original Example

Class n° _____

Word/ Expression	Meaning	Synonym /Antonym	Original Example

APPENDIX K

University of El Salvador
Western Multidisciplinary Campus
Language Department
Vocabulary List



✓ Christmas in Tulsa (Season 9)

Part I

1. **Sleigh:** a sledge drawn by horses or reindeer.
2. **Pep talk:** A speech of exhortation, as to a team or staff, meant to instill enthusiasm or bolster morale.
3. **Wily:** skilled at gaining an advantage especially deceitfully
4. **Minx:** a cheeky canning woman or flirtatious girl or young woman
5. **Godspeed:** an expression of one's good wishes for a person's success and safety

Part II

6. **To be pissed off:** (pissed off or N. Amer. pissed) very annoyed.
7. **To be on the money:** (Idiom) Exact; precise.
8. **To goof around/off:** to waste time.
9. **To put one's foot down:** to take a firm stand; be decisive or determined.

✓ Rachel and Joey kiss (season 10)

10. **Pushup:** An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms.
11. **Eavesdrop:** To listen secretly to the private conversation of others.
12. **Make one's way through something:** come through
13. **Current:** Belonging to the present time
14. **Hang out:** to frequent the company of someone
15. **Nonchalant:** Seeming to be coolly unconcerned or indifferent.

✓ The stripper cries (Season 10)

Part I

16. **Bachelorette:** a young unmarried woman.

17. **Marry into:** to become a member of (a family) by marriage
18. **Go up to someone:** approach someone
19. **Sendoff:** A demonstration of affection and good wishes for the beginning of a new undertaking
20. **Dog-eared:** A turned-down corner of a page in a book

Part II

21. **Jeopardize:** To expose to loss injury; to put in risk
22. **Turf:** a territory
23. **Cringe:** To shrink back, as in fear; cower. Have a sudden feeling of embarrassment or disgust
24. **Uptight:** unable to give expression to one's feelings, personality
25. **Hunk:** large piece (the hunk of beef)

✓ **Phoebe's wedding (Season 10)**

26. **Rehearsal:** The act of practicing in preparation for a public performance
27. **Groomsmen:** A man who attends the bridegroom at a wedding
28. **Bridesmaid:** A woman who attends the bride at a wedding
29. **Tux:** informal way of saying tuxedo
30. **Toast:** an act or instance of raising glasses at a gathering and drinking together in honor of a person or thing.
31. **Fiancé:** A man to whom a woman is engaged to be married.
32. **Cheers:** Used at the end of a toast

✓ **Estelle dies (Season 10)**

First Part

33. **To get on board:** To agree. To go along with.
34. **Commute:** to travel regularly over some distance, as from a suburb into a city and back
35. **Hit it off:** To come into contact with something
36. **Flip out:** go mad, go crazy

37. **Put up:** To nominate

Second Part

38. **Blow someone away:** To affect intensely; overwhelm

39. **Go way back:** To know someone from long time ago

40. **Toughie:** a person who is tough and determined

41. **Distasteful:** unpleasant or offensive

42. **Drop by:** To stop in for a short visit

43. **Kiddo:** A young person

44. **Look forward to:** To think of (a future event) with pleasurable, eager anticipation

APPENDIX L

THE LANGUAGE DEPARTMENT OF THE
WESTERN MULTIDISCIPLINARY CAMPUS
OF THE UNIVERSITY OF EL SALVADOR

AWARDS THIS CERTIFICATE TO

VANESSA ELIZABETH AGUILAR ORTEGA

For being part of the course "Using Friends to Teach Vocabulary to Intensive Intermediate English II Students from Groups 1 and 2 at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2011"

SANTA ANA, JUNE TWENTY-THIRD TWO-THOUSAND ELEVEN



Lic. Sonia Elizabeth de Marroquín
Head of the Language Department

Lic. Cristian Meléndez
Advisor of the Undergraduate Work

APPENDIX M

TRANSCRIPTIONS OF INTERVIEWS

Student A

Interviewer: In which ways do you think the course (“Using “Friends” to Teach Vocabulary”) helped you to learn new vocabulary?

Student A: It was good for me to learn vocabulary because we watched the videos, and I like to watch the videos, and I like this “serie” and it was easy for me because I watched the people in the video.

Interviewer: How do you think the videos helped you learn the vocabulary? What is the interesting thing that you find there in the videos, to learn vocabulary?

Student A: They use many words in everyday-life and this helps us to use words in context.

Interviewer: What do you remember the most, the vocabulary through videos or through readings?

Student A: Through videos; I remember most because I see the videos, and when I read, I always forget something about what I read.

Interviewer: Through the videos you connect your ideas there?

Student A: Yes. It’s more easy for me.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student A: Maybe, because I see that is more easy to understand when I see the videos than when I only teach in front of the people.

Interviewer: Do you like to watch TV? Do you connect that idea with this way of learning vocabulary?

Student A: Yes

Student B

Interviewer: In which ways do you think the course (“Using “Friends” to Teach Vocabulary”) helped you to learn new vocabulary?

Student B: I think that in my daily conversation with my friends, in my daily life in the university with my teachers and in the classes.

Interviewer: So it was a productive way to learn vocabulary for you?

Student B: Yeah, it’s very good. It’s very nice because I put my English vocabulary

Interviewer: How do you think the videos helped you learn the vocabulary? What is the interesting thing that you find there in the videos, to learn vocabulary?

Student B: I had fun. Actually, I did many things with the videos because I learned how to use that vocabulary in context.

Interviewer: How American people use it?

Student B: Yeah, how they use them...

Interviewer: Ok, now what do you remember the most, the vocabulary through videos or through readings?

Student B: Through videos because I watched it by context.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student B: Yeah, for sure because I think it is better than readings; I think because the students can have fun, and they can learn while watching, more than reading... yeah.

Interviewer: Why do you think you learned the vocabulary more through the videos than through readings?

Student B: Because when you use audiovisual statements, I think they can have more opportunities because they can have fun, actually and they can have more things... watching than reading, because reading... for me it’s boring

Student C

Interviewer: In which ways do you think the course (“Using “Friends” to Teach

Vocabulary”) helped you to learn new vocabulary?

Student C: It helped me in many ways; for example, we get that vocabulary, and we can use it in any time.

Interviewer: How do you think the videos helped you learn the vocabulary? What is the interesting thing that you find there in the videos, to learn vocabulary?

Student C: It helped us a lot because while you are watching the video, you are learning that word and you learn how to use it in the context, so you don't just know the word but use it in the right context.

Interviewer: So, how interesting did you find that?

Student B: Really interesting because at the moment we were watching the video, we were also laughing a lot...

Interviewer: Like having fun?

Student C: Yeah...

Interviewer: What do you remember the most, the vocabulary through videos or through readings?

Student C: Maybe through the videos because as I have told you, we can see what we are learning not just reading, but we can watch what we are learning.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student C: It depends; it depends on the institution I teach because if that institution has the equipment to teach in that way, I surely teach in that way.

Interviewer: And if you do it, why?

Student C: In order to perform my classes in a better way because as many of us, we have never had the opportunity of learning vocabulary through videos or I don't know, because we have learned it just by readings or by talking, but it is not the same.

Student D

Interviewer: In which ways do you think the course (“Using “Friends” to Teach Vocabulary”) helped you to learn new vocabulary?

Student D: I learned... emm, when you teach us, mmm, some words or some... for example, tux mmm, or whatever, it was a good example for some students that you helped us ... I don't know, like... like me. And also I learned a lot of words that I didn't know.

Interviewer: How do you think the videos helped you learn the vocabulary? What is the interesting thing that you find there in the videos, to learn vocabulary?

Student D: I liked the videos because in those videos I saw another words that I didn't know; and also I like to listen to the pronunciation of the words; and the videos were funny.

Interviewer: What do you remember the most, the vocabulary through videos or through readings?

Student D: I remember the vocabulary of the readings, yeah because I can't know the meaning of the words and with the video we didn't know the meaning of the words, only the pronunciation maybe.

Interviewer: Couldn't you guess the meaning by context in the videos and by looking at the subtitles?

Student D: Yeah, I learned the use of the words and in what context we can use those words and in the readings, too because we can learn the use of the words by context.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student D: Yeah, I will use song, videos, and readings, something like that...

Interviewer: Now, why would you use videos to teach vocabulary?

Student D: Because the students would pay more attention because they like videos or songs or something like that.

Student E

Interviewer: In which ways do you think the course (“Using “Friends” to Teach Vocabulary”) helped you to learn new vocabulary?

Student E: Well, for me that can help me to improve my English... we can say one idea in many different ways...

Interviewer: To have like more words to say the same thing?

Student E: Yeah, and we can say something about something... and we can use different words to describe the situation.

Interviewer: How do you think the videos helped you learn the vocabulary? What is the interesting thing that you find there in the videos, to learn vocabulary?

Student E: As we know, the videos are very important because we can see in the videos how to use the words in context...

Interviewer: How native people use the words, right?

Student E: Yeah, they use them... because for native people that is very common.

Interviewer: What do you remember the most, the vocabulary through videos or through readings?

Student E: For me, through readings, but sometimes it is easier through videos because many people pay more attention to videos than readings.

Interviewer: So how do you find more interesting, learning through the videos or learning through readings?

Student E: Learning through the videos because we are accustomed to watching TV all the time and we pay more attention to the videos, and we have fun at the same time.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student E: Yeah, that would be an excellent idea.

Interviewer: Why?

Student E: Because the students sometimes get bored, and that would be a good

way of teach new vocabulary.

Student F

Interviewer: In which ways do you think the course (“Using “Friends” to Teach Vocabulary”) helped you to learn new vocabulary?

Student F: Well, this course helped me to have new vocabulary because even I didn’t know that these words existed, so now I know these words, and I know how to use these words into a context; so I guess this is really important because American people use these kinds of words in normal speeches, and that’s why I guess... I think it’s important to us to know that kind of vocabulary.

Interviewer: How do you think the videos helped you learn the vocabulary? What is the interesting thing that you find there in the videos, to learn vocabulary?

Student F: Oh well, that’s really important, too because we could see how they use this vocabulary in which kind of contexts we can use it, too... I don’t know, so it’s important to see how American people use that kind of vocabulary because while watching them, we can use them in the same way they use it.

Interviewer: What do you remember the most, the vocabulary through videos or through readings?

Student F: Well, I think from the videos maybe because you are watching and you are listening the people and you are paying attention to what are they telling us or what are they saying in the videos, so it’s more important to see the video than to read those words in a context or in a piece of paper, so I think that to watch videos is more important than to read a paper.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student F: For sure, as I told you, that’s important because students are gonna see how American people use that vocabulary and the accent is important, too, the pronunciation; that’s why, I guess I’m gonna take into account to show videos in my classes if I become a teacher; I’m gonna use that kind of things to teach my students to have a good pronunciation and all of that, right?

Student G

Interviewer: In which ways do you think the course (“Using “Friends” to Teach Vocabulary”) helped you to learn new vocabulary?

Student G: I think that in the way we studied all the words is important because it is a new way in which we learn because we practice, and we saw the words in context, and we learned the concept, and we learned how to put it in a sentence, and we practice, and we use them every day.

Interviewer: How do you think the videos helped you learn the vocabulary?

Student G: It was really useful because we saw the words in context, and also we had fun, and I think it was nice, and I really learned about that.

Interviewer: So you felt really interested in learning new words by watching TV let’s say, through the videos?

Student G: Yes, it was really nice, but it’s important to know the concept of the word.

Interviewer: What do you remember the most, the vocabulary through videos or through readings?

Student G: I remember both, but I think from the videos because I watch Friends every day, and I remember the words we saw here, and I hear them in the episodes I see every day.

Interviewer: As a future teacher, would you teach vocabulary through videos in your classrooms?

Student G: I think maybe I can do that, but also I will share with my students the concept and how to put it in context and practice and try to use them in our speeches.

Interviewer: So if you applied that in your classroom, why would you do it?

Student G: I would do that for my students to learn about those words and have more vocabulary and can know more things about English.