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**CREATING A LANGUAGE ENVIRONMENT  
IN THE CLASSROOM THROUGH SITCOMS:  
PEDAGOGICAL STRATEGIES**

**Annotation.** *This article is dedicated to investigating the effectiveness of sitcoms as a tool to create a complete linguistic environment in English classes, especially in formal education settings. The work examines the methodical approaches to the integration of sitcoms into the educational process, aimed at developing students' abilities to listen, speak, as well as expand vocabulary and the formation of pragmatic competencies. The potential of sitcoms as a source of authentic linguistic and socio-cultural material that contributes to the formation of communication skills in conditions close to real communication is analyzed. The study presents the results of an analysis of the application of sitcoms that show a significant increase in the motivation of students and their active participation in the language learning process. Special attention is paid to the analysis of students' preferences regarding the topics of sitcoms and the types of assignments, which makes it possible to optimize the selection of study materials. Practical recommendations have been made for educators on the effective use of sitcoms, including step-by-step support and the use of interactive forms of work. The article highlights the importance of carefully selecting media texts and their integration with educational objectives, despite the possible complexities. The results of the study are of practical importance for the development of curricula and teaching manuals, and offer prospects for future research in the field of linguodidactics.*

**Keywords:** *sitcoms, language skills, language environment, student motivation, school education.*

**Introduction**

The modern language education system is undergoing fundamental changes caused by digitalization, rethinking learning goals, and redefining the roles of teachers and learners. From the traditional lesson where language was the object of learning, educational practice is gradually moving towards setting conditions in which a foreign language becomes an instrument of real communication. This shift in emphasis requires a different view of the organization of the language environment, especially in the formal context of a school or university classroom. One of the prospective and still deficiently implemented solutions is the use of authentic media texts, in particular sitcoms, as a tool for creating an active language environment and developing communicative competence.

Building on Krashen's input hypothesis and L. Vygotsky's sociocultural theory, this study views sitcoms as a source of comprehensible yet authentic input that fosters pragmatic competence and collaborative meaning-making.

The problem is that, despite the growing interest in media education and authentic sources in teaching English, sitcoms retain their status as a secondary source of inspiration or as an entertainment element. Their methodological and sociolinguistic potential in the educational space is not being implemented systematically enough. Meanwhile, sitcoms as a form of mass culture have a number of characteristics that make them especially valuable in the context of the formation of a linguistic environment. This includes a stable structure, repetitiveness of plots and vocabulary, the presence of cultural references, and lexically dense spoken interactions. All these features turn the sitcom into a kind of model of the "natural" language environment, which can be adapted for educational purposes.

The relevance of this topic is determined by several factors. To begin with, modern approaches to teaching foreign languages are directed towards the development of communicative, pragmatic and socio-cultural competencies, which cannot be achieved without practicing a foreign language in conditions that approach to real ones. Drawing on the principles of Communicative Language Teaching (CLT), sitcoms offer rich, simulated social interactions that closely resemble real-life conversations, enabling learners to develop pragmatic skills – such as turn-taking, speech acts, and politeness strategies – as well as sociocultural awareness, which are often lacking in traditional textbook dialogues.

Secondly, in a digital environment, students are increasingly interacting with English through media content, which makes the integration of TV series into the learning process more natural and organic.

And finally, sitcoms, due to the nature of their genre, allow solving several didactic tasks at once: the development of listening, the development of idiomatics, the perception of speech acts and the interpretation of cultural codes.

It is also important to say that integrating sitcoms into language learning demands careful pedagogical guidance to prevent cultural misunderstandings, cognitive overload, or age-inappropriate content. Although sitcoms provide valuable authentic input, they should be considered as one resource among many rather than a comprehensive solution.

The current scientific literature presents a fragmented conceptualization of the subject. This fragmentation is visible not only in the limited number of empirical studies but also in the lack of a unified methodological framework for integrating sitcoms into language curricula. There are several works in Russian and foreign literature concerning the use of media texts in teaching foreign languages, however, the methodological systematization of sitcoms in the context of the formation of a linguistic environment is limited. In particular, A.A. Lugovykh in his article "TV Series as a Foreign Language Teaching Tool (from work experience)" [1]. emphasizes the effectiveness of sitcoms as

a tool for forming conversational skills, while emphasizing the need for methodological support to achieve a sustainable result but the article remains largely descriptive and lacks empirical validation. I.V. Rodionova, who also examined the topic, views the sitcom as a source of cultural and linguistic material in university education, noting its motivational effect yet does not provide long-term learning data or a tested methodological framework [2]. Although there is a space for exploration, S.I. Alexandrova proposes criteria for the selection of sitcoms in her study, taking into account the level of language proficiency and the age of students but these criteria have not been operationalized in experimental classroom practice [3].

The issue has also received some reflection in the Kazakh scientific community. G.G. Ermekbayeva explored the psychological aspects of the formation of the language environment and emphasizes the importance of the emotional comfort of the student when using authentic materials. S.L. Gromova [4], in turn, focuses on the role of the teacher as a mediator, organizing the student's interaction with the cultural and linguistic context [5]. In the work of F. Shimshek the sitcom "The Big Bang Theory" is analyzed from the point of view of stylistic imitation of the scientific register, which can be useful in teaching specialized types of speech activity [6]. However, the existing regional research, though valuable for its local context, lacks a thorough and experimentally tested framework for sitcom-based pedagogy. This gap leaves uncertainty about whether these methods can be widely scaled and how they impact learning outcomes over time.

Recent research in media linguistics has considerably expanded our understanding of contemporary language learning environments. Scholars now emphasize the inherently multimodal and interactive characteristics of modern media texts, including audiovisual materials such as sitcoms. As Kress and Bezemer [7] highlight, media linguistics integrates the analysis of multiple semiotic modes – such as spoken and written language, visuals, music, gestures, and digital symbols – that collaboratively construct meaning. This approach recognizes that communication extends beyond verbal language, emerging from the interaction of various interconnected channels that closely reflect real-world communication. However, the current literature review does not sufficiently link these multimodal perspectives to specific methodological strategies for classroom application, which would strengthen the theoretical framework and better connect media linguistics with practical language teaching.

Research by Apoko and Tojiboyeva [8] further underscores the importance of combining technology with tailored pedagogical approaches to effectively address the needs of diverse learners, ranging from digital natives to those less familiar with new media. Nevertheless, the degree to which sitcom-based instruction caters to such varied learner profiles remains underexplored.

Saeedi and Biri [9] examined the use of the English animated sitcom *The Looney Tunes Show* to teach conditional sentences to Iranian EFL learners. Their experimental study revealed that learners exposed to conditional sentences through the animated sitcom significantly outperformed those receiving traditional explicit grammar instruction. Moreover, students reported positive attitudes toward learning grammar via sitcoms, perceiving grammar as part of communicative practice rather than isolated rules. This finding aligns with communicative language teaching approaches that integrate grammar instruction within authentic language contexts. Similarly, Chumbi Landy and Narváez Paguay [10] argue that sitcom videos facilitate oral skills development at the B1 CEFR level by offering naturalistic contexts rich in cultural references, idiomatic expressions, and social interactions. The engaging, accessible, and culturally embedded nature of sitcoms helps maintain learner attention, improve retention, and deepen cultural understanding, thereby supporting more comprehensive second language acquisition. Collectively, these studies highlight sitcoms' dual function in enhancing both linguistic competence and learner motivation, providing empirical support for their use as dynamic and authentic resources in formal education.

To address these gaps, the current study designs and evaluates a structured approach for incorporating sitcoms into English lessons, effectively bridging input-based and sociocultural theories with practical classroom implementation.

Despite this, a number of contradictions remain in theory and practice. Some researchers interpret sitcoms as purely entertaining content that does not meet educational goals. Others, on the contrary, overestimate their didactic potential, not taking into account age characteristics, the level of language training and cultural distance. The lack of a unified strategy for their pedagogical integration, as well as the insufficient number of studies devoted to the pragmatics of the sitcom in the classroom, creates a methodological gap. All this also highlights the relevance of this study.

The purpose of this article is to determine the pedagogical conditions and strategies for using sitcoms as a tool of forming a language environment in English lessons in formal education.

To achieve the goal, the following tasks were set:

1. Analyze the potential of sitcoms as a source of authentic linguistic and socio-cultural material;
2. To explore methodological techniques and strategies aimed at shaping the language environment through sitcoms;
3. Provide practical recommendations on the integration of sitcoms into the structure of the training session.

The object of the research is the process of teaching English as a foreign language.

The subject is pedagogical strategies for the formation of a language environment by means of sitcoms.

The initial hypothesis of the study is the assumption that the purposeful methodical use of sitcoms in educational practice contributes to the creation of a rich language environment in the classroom, as well as improving speech perception, expanding vocabulary and developing pragmatic competence.

The scientific novelty of the research lies in the fact that the sitcom is considered not as a secondary illustrative resource, but as a rigorously developed tool for building a language environment that allows combining elements of listening, analysis of speech strategies, cultural context and creative tasks. The work is aimed at filling the methodological gap in the pedagogy of the media text.

The practical significance of the article lies in the possibility of using the findings in the process of teaching English in schools, colleges and universities. The research results can be applied in the preparation of work programs, the creation of didactic manuals, the development of media courses and the organization of project activities.

Prospects for further study of the topic include the development of digital platforms with educational markup of sitcoms, a comparative analysis of the influence of various genres of media text on the formation of the language environment, as well as the study of students' reactions to sitcoms as a form of interaction with the culture of the language being studied.

Thus, the formation of a language environment through sitcoms is not just an interesting experiment, but a necessary step towards rethinking language education in the digital age. Methodically verified work with media texts opens the way to lively, motivating and socioculturally rich learning that goes beyond the textbook and returns the language to its natural environment – dialogue, context, culture.

### **Materials and methods**

The methodological basis of this research is based on a combination of a media pedagogical approach, elements of sociolinguistic analysis, principles of communicative learning, as well as methods of pedagogical modeling and qualitative analysis of educational activities. The purpose of this stage of the study was to identify and practically test pedagogical strategies for using sitcoms as a tool for creating an authentic language environment in English lessons in formal school education.

The participant group consisted of 76 students (age 13-16) enrolled in “More English” school in Karaganda. Inclusion criteria required confirmed A2-B1 proficiency on the Cambridge English Placement Test and regular attendance in the school’s English program. Exclusion criteria included prior extensive exposure to sitcom-based learning or attendance below 80%. Participants were recruited through teacher invitation and voluntary consent.

The formation of the language environment in the classroom is considered in the context of a communicative approach, in which speech situations that model real communication are of key importance. As emphasized by B.T. Kulbaeva and Yu.O. Kamesheva, it is the speech situation that serves as the basic unit of the educational process and provides conditions for the formation of stable communication skills [11, p. 82]. Sitcoms, as a genre of media text, have a high density of speech acts and an emotionally loaded dialog structure, which makes them effective material for constructing educational speech situations.

This study is also based on the principles of creating an authentic learning environment proposed by L. Nikitina, who argues that the learning environment becomes truly authentic only when students not only learn a language, but actively interact with its cultural and pragmatic structures [12, p. 43]. Thus, a sitcom in the classroom is considered not as an auxiliary resource, but as a communicative space modeling real sociolinguistic situations.

The material basis of the research was selected episodes from the sitcoms *Young Sheldon* and *iCarly*, aimed at a teenage audience. The selection of media texts was based on criteria proposed by Roark B et al., according to whom a sitcom used in school practice should have an accessible lexical and grammatical structure, thematic relevance, emotional expressiveness and the possibility of socio-cultural interpretation [13, p. 187].

Each scene lasted no more than 3-5 minutes, had a clearly outlined micro-plot, and could be used to teach elements of speech behavior in everyday and school contexts: request, refusal, apology, advice, expression of discontent, etc. Special attention was paid to scenes in which emotional intensity and non-verbal means (gesture, facial expressions, intonation) complemented the linguistic realization of intention.

Research process and methods. At the first stage, the content analysis of the media text was applied, aimed at identifying the most frequent speech acts, intonation patterns and stable expressions. In accordance with the provisions of V.A. Kozhemyakina et al., sociolinguistic analysis of sitcoms was based on the categories of situational speech norm, communicative relevance and register variability [14, p. 82]. At the same time, the emphasis was not on the volume of vocabulary, but on its functionality in real communication.

At the next stage, the method of pedagogical modeling was used, which made it possible to design training sessions with the inclusion of sitcoms as the main semantic and communicative support. The modeling included the following components:

- preliminary introduction of key vocabulary and cultural realities;
- double viewing of the scene (first for general understanding, then with an emphasis on speech strategies);
- dialogue analysis: highlighting the functions of cues, grammatical constructions, intonation;

- Productive part: role-playing games, reconstruction of scenes, composing a dialogue with a similar communicative task.

The use of sitcoms also corresponded to the interactive role-playing learning methodology described in the works of Manroom and Pollock, where the media text acts as a mechanism that initiates communicative activity and transfers the student from the observer's position to the speaker's position [15, p. 219].

Additionally, the method of monitoring students' speech activity was used, conducted as part of a series of lessons. The degree of linguistic initiative, the use of vocabulary and intonation models from the media text, participation in role-playing games, and emotional involvement were assessed. As noted by Yu.P. Pokholkov and L.N. Goryanova, the language environment is realized through an interconnected system of speech influences in which the student is both the object and the subject of speech activity [12, p. 124], and the observation revealed how the sitcom contributes to the formation of this system in the classroom.

Quantitative results (e.g., frequency of target speech acts, lexical variety) were summarized using descriptive statistics (means, percentages). Given the small sample size and the exploratory design, inferential statistical testing was limited to paired t-tests for pre-/post-lesson vocabulary gains.

The methodological arsenal was supplemented by an analysis of the students' educational products – their oral statements, written tasks for the transformation of dialogue, translations and subtitles. Special attention was paid to the reactions of students to cultural realities – it was recorded that with a preliminary explanation (for example, the context of the school's "punishment rooms" at Young Sheldon), the level of understanding and interest increased significantly.

The role of the teacher and the organization of the environment

The teacher played a key role in the effective implementation of the strategy, acting not only as an organizer of activities, but also as a mediator between the culture of the original and the perception of students. In accordance with Radil, Goegan, and Daniel's position, a teacher in media pedagogy should create conditions for the transition from perception to action by activating internal motivation through authentic tasks [13, p. 153]. During the lessons, the teacher provided step-by-step support: he directed attention to intonation and speech features, suggested alternative formulations, moderated group discussions.

In addition, elements of project activity were tested – students were asked to create their own mini-scenes based on the studied material, to voice "quiet" fragments, to write alternative endings. These techniques ensured the transition from passive perception to active speech production, expanded the linguistic range of students and helped create conditions for a stable language environment in the classroom.

Although the selected sitcom episodes were carefully pre-screened for language level, classroom suitability, and the absence of overtly culture-specific slang, the analysis of cultural and sociolinguistic aspects remained necessarily limited. American sitcoms are situated within a cultural context that differs significantly from the everyday experiences of Kazakhstani secondary-school students. Elements such as family dynamics, school discipline practices, humor based on irony or sarcasm, and implicit politeness norms may not fully correspond with local communicative expectations. This cultural gap can influence how learners interpret pragmatic cues, perceive humor, and apply observed speech strategies in their own interactions. While brief pre-viewing explanations of key cultural references were provided, no systematic assessment of students' cultural understanding or its effect on learning outcomes was conducted. Future studies should incorporate targeted intercultural awareness activities and pre- and post-viewing surveys to better evaluate the impact of cultural distance on comprehension and pragmatic development.

To ensure the validity of the pedagogical strategies, lesson plans and tasks were reviewed by two independent TEFL experts. Reliability was enhanced by using standardized lesson sequences delivered by the same instructor. Pre- and post-lesson assessments were double-rated by two independent evaluators, with inter-rater agreement reaching 0.85 (Cohen's kappa).

It should be noted that, due to institutional constraints, no control group was implemented. The study therefore has an exploratory character, and its findings should be interpreted as descriptive rather than causal.

### **Results and discussion**

As part of the study, a survey and a series of observations were conducted, in which 76 students participated. The participants' language proficiency ranged from A2 to B1 on the CEFR scale. The study included two stages: (1) a preliminary survey on attitudes towards video content in English, and (2) monitoring students' reactions when using excerpts from the sitcoms *Young Sheldon* and *iCarly* in English lessons. The research conducted, involving 76 students who completed questionnaires, provided the following results based on descriptive analysis.

As shown in Figure 1, 42.1% of students reported that they understood the general idea of the sitcom scene after the first viewing, while 28.9% said they were able to recognize only some individual phrases. Meanwhile, 19.7% indicated that they understood nearly everything, and 9.3% experienced significant difficulty in comprehension. These results suggest that a majority of students were able to grasp the overall context of the scene, even without subtitles or prior vocabulary preparation. Notably, most of the report group of full understanding consisted of students with higher confidence of language or with previous acquaintance of English-language media. Evidence confirms that sitcoms even applied



without initial linguistic support can both be accessible and understandable in the linguistic input for A2-B1 learners.

Figure 2 shows a clear tendency among students to incorporate newly encountered expressions from sitcoms into their own speech. Just over half of the participants (53.9%) used at least one phrase from the episode during follow-up tasks, while another 25% went further, integrating multiple expressions without prompting. A smaller group (17.1%) relied mainly on familiar vocabulary, and only 3.9% found it difficult to respond in English at all. What stands out here is not only the relatively high rate of spontaneous uptake but also the fact that many students seemed eager to experiment with new language in a conversational context. Rather than simply recognizing expressions passively, they were actively trying them out – a promising sign for the development of real communicative competence.

Figure 3 highlights the range of skills that students perceived as improved through the sitcom-based activities. According to Figure 3, listening emerged as the most commonly enhanced skill, with 38.2% of participants identifying it as an area of growth. Speaking followed closely behind, reported by 32.9% of students. Vocabulary development was acknowledged by 14.5% of respondents, indicating moderate gains in lexical knowledge. Smaller proportions noted improvements in intonation and emotional expression (9.2%), and grammar (5.2%), reflecting perhaps the secondary focus these elements had within the classroom tasks.

Figure 4 reveals that the majority (57.9%) of respondents expressed high levels of enjoyment rating their experience as a 5 and another 27.6% giving a rating of 4. Only a small minority of students (9.2 %) who rated their enjoyment as 3 and 5.3% of giving the

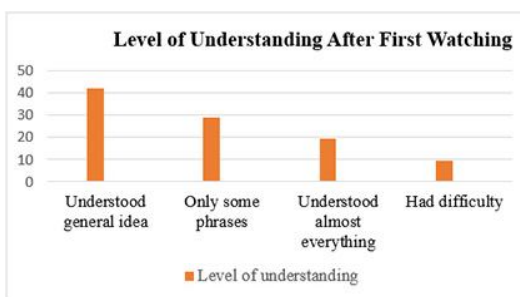


Figure 1 – Level of Understanding After First Viewing

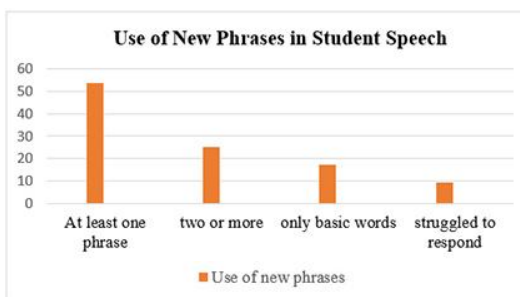


Figure 2 – Use of new phrases in student speech



Figure 3 – Skills developed through sitcom activities

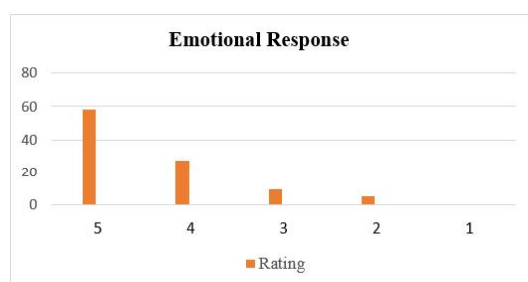


Figure 4 – Emotional response to using sitcoms  
Students rated their enjoyment of working with sitcoms (1–5 scale)



Figure 5 – Spoken participation before and after sitcom use

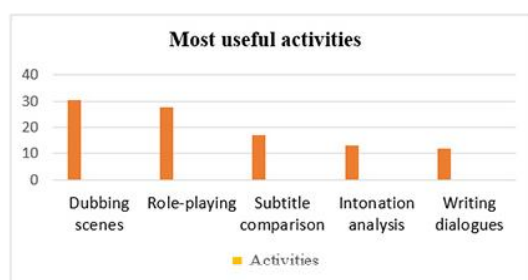


Figure 6 – Which tasks helped me the most

score 2 reported lower satisfaction, suggesting that sitcom-based activities are generally well-received and positively impact student motivation.

Figure 5 compares student participation in oral tasks before and after several lessons incorporating sitcoms. Participation nearly doubled, rising from 32.9% before the sitcom-based activities to 60.5% afterward. This notable increase suggests that using sitcoms in the classroom can effectively encourage more active spoken engagement among learners.

As Figure 6 presents, dubbing scenes was identified as the most effective activity having 30.3% of votes, followed closely by role-playing (27.6%). Subtitle comparison (17.1%) and intonation analysis (13.2%) were also valued, while writing dialogues was seen as least helpful (11.8%). These results suggest that interactive and performance-based tasks are particularly appreciated by learners.

Figure 7 shows students' responses to the statement: "I understand English speech better after these lessons." It indicates that a majority either strongly agreed (44.7%) or agreed (35.5%), suggesting a generally positive perception of listening improvement. Meanwhile, 11.8% remained neutral, and only a small percentage disagreed (6.6%) or strongly disagreed (1.3%). These results indicate that most learners felt their listening

skills had improved through the use of sitcoms.

As shown in Figure 8, the most favorably viewed activity was watching followed by discussion, chosen by 36.8% of students. Nearly as popular was dubbing characters, selected by 28.9%. Fewer respondents opted for subtitle work (14.5%) and improvisation (11.8%), while grammar-focused tasks attracted the least interest (7.9%). The distribution indicates a marked preference for dynamic, speech-oriented tasks over more conventional language exercises.

Figure 9 reveals that students were more interested in sitcom episodes that were connected with topics related to school and education (34.2%) and friendship and communication (31.6%). Family life was also a notable area of interest (18.4%), while humor and misunderstandings (10.5%) and peer relationships (5.3%) were selected less frequently.

General Interpretation of the Results:

**1. Accessibility and Comprehension of the Material.** Figures 1 and 7 demonstrate that the majority of students were able to grasp the general meaning of the sitcoms and reported improvement in their listening comprehension skills. Although the level of understanding varied (from complete to partial), a considerable number of learners noted increased confidence in perceiving foreign-language speech. This confirms that authentic materials such as sitcoms are accessible even for A2–B1 learners and foster the development of inferencing and contextual analysis skills.

**2. Active Use of Newly Acquired Expressions.** As Figure 2 illustrates, there was a high degree of spontaneous uptake of vocabulary: more than half of the students reproduced at least one phrase, while one quarter incorporated several. This suggests that learners did not limit themselves to passive recognition but actively attempted to use new linguistic material, thereby strengthening the development of communicative competence.

**3. Development of Language Skills.** According to Figure 3, the primary skills improved were listening (38.2%) and speaking (32.9%), confirming the strong impact of sitcoms on oral communication development. Additional gains were noted in vocabulary expansion (14.5%) and expressive intonation (9.2%). This indicates that sitcoms contribute more effectively to “live” aspects of interaction rather than grammatical accuracy.

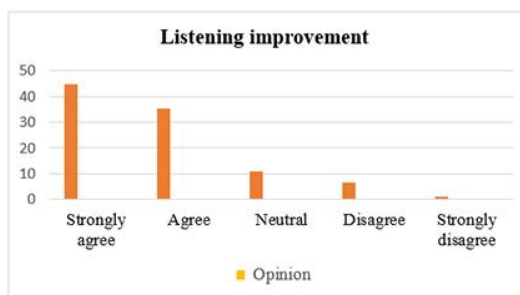


Figure 7 – I understand English speech better after these lessons

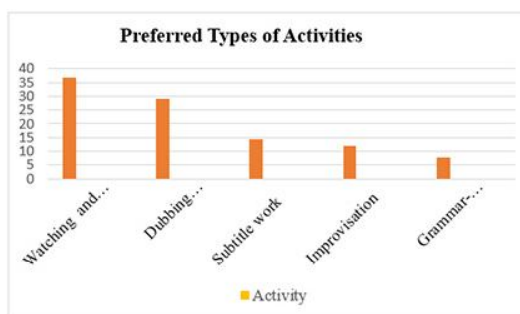


Figure 8 – Activities I liked most

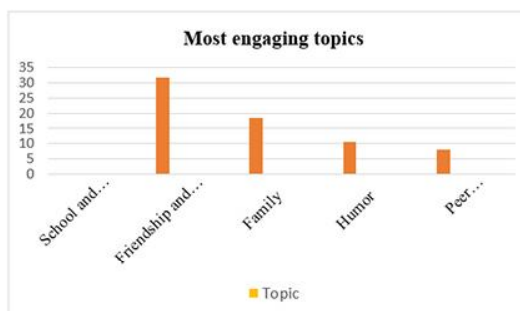


Figure 9 – Which sitcom themes I liked most

**4. Motivation and Emotional Perception.** Figures 4 and 8 reveal that the vast majority of students enjoyed the activities: over 85% rated their experience positively. The most appealing activities included dynamic formats such as watching and discussing, dubbing, and role-playing. This shows that emotional engagement plays a key role in enhancing student motivation.

**5. Participation in Oral Tasks.** Figure 5 indicates that student participation in oral exercises nearly doubled (from 32.9% to 60.5%). This highlights the capacity of sitcom-based instruction to reduce language barriers and encourage greater communicative activity.

**6. Effectiveness of Learning Tasks.** Figures 6 and 8 underscore that interactive tasks (dubbing scenes, role-playing, discussions) proved to be the most effective. More traditional exercises, such as grammar-focused or written tasks, were perceived as less beneficial.

**7. Thematic Preferences.** As Figure 9 shows, students were most engaged with episodes dealing with school life (34.2%) and friendship (31.6%). This underscores the importance of thematic relevance: when sitcom content reflects learners' personal experiences, it is processed more easily and generates greater interest.

Taken together, the diagrams indicate that the use of sitcoms in the learning process: enhances listening comprehension and stimulates the active use of new expressions, develops key communicative skills, particularly listening and speaking, encourages broader student participation in oral tasks, increases motivation and emotional involvement, proves most effective when accompanied by interactive, performance-based activities, and achieves maximum impact when the topics resonate with learners' personal experiences.

Thus, sitcoms may be regarded not only as an effective tool for language practice but also as a catalyst for sustained learning motivation and the development of communicative initiative.

### **Conclusion**

This study highlights the considerable potential of sitcoms as a multifunctional tool for creating a linguistic environment in an English classroom, especially in the context of formal education. The results confirm the hypothesis that the targeted and systematic use of sitcoms contributes not only to improving speech perception and expanding vocabulary, but also to developing the pragmatic skills of learners. The study updates the subject and proposes specific methodological solutions to fill the existing gaps in the teaching of English by bringing the language back to its natural environment – dialogue, context and culture.

One of the main conclusions was the realization that sitcoms do not function simply as a medium, but as a tool that deliberately shapes the linguistic environment. This is especially important in modern approaches to teaching foreign languages, focused on the

development of communicative, pragmatic and socio-cultural skills that are impossible without the practice of the language in conditions close to reality. The systemic integration of sitcoms makes it possible to model real communication situations, which form the basis for the formation of sustainable language skills. Thanks to the contextualization and the narrative structure, the sitcoms give access to authentic linguistic models, enriching the vocabulary, grammar and communication skills of the students.

An important aspect of the study was the methodological techniques and strategies aimed at shaping the linguistic environment through sitcoms. The step-by-step approach – preliminary introduction of key vocabulary and cultural realities, repeated visualization of scenes, analysis of dialogues and productive tasks, including role-playing games-corresponds to an interactive learning model where the multimedia text becomes the starting point of a communication activity, making the student move from the role of Observer to the role of speaker. The results showed that the students actively used the new expressions of the sitcoms, a promising sign of the development of real communication skills.

Practical recommendations on the integration of sitcoms into the educational process confirmed their effectiveness. The teacher plays a key role in the organization and mediation between the original culture and the perception of the students. Progressive support, with an emphasis on intonation and speech, suggestions for alternative spellings and moderation of discussions are prerequisites for the successful integration of sitcoms into learning. Creative tasks, such as creating mini-scenes or voicing fragments, contribute to the transition from passive perception to active vocal product and the formation of a sustainable language environment.

A study involving students revealed significant progress in their language skills, especially in listening and speaking. The emotional commitment of the students was also found to be high, which suggests the positive impact of sitcoms on motivation. This is particularly important, because the integration of video content into language learning is an effective way to reconcile learning and pleasure. Unlike traditional approaches, sitcoms create a dynamic environment rich in motivation and interaction.

The present study therefore makes a significant contribution to modern linguistics by considering sitcoms as a tool specially designed to shape a linguistic environment integrating listening, the analysis of speech strategies, the cultural context and creative tasks. The practical importance of the results is manifested in their application to the teaching of English in schools, colleges and universities, as well as in the development of methodological programs and textbooks.

Future research prospects include the creation of digital educational platforms based on sitcoms, comparative analysis of the impact of different genres of multimedia text on the formation of the linguistic environment and the study of students' reactions

to sitcoms as a means of interacting with the culture of the learned language. In the end, the methodical work with the media texts opens the way to a lively, motivating and socio-cultural learning, beyond the textbook and bringing the language back to its natural environment-dialogue, context and culture.

*Contribution of the authors:*

*A.K. Saratova – conducted the main research work, determined the purpose and objectives of the study, selected and analyzed domestic and foreign sources on the topic, systematized theoretical material. She developed the structure of the article, formulated the main provisions, and drew conclusions based on the research results. She also designed the article in accordance with the requirements of the scientific style and participated in the preparation of the text for publication.*

*G.K. Tleuzhanova – provided consulting support at all stages of the work, assisted in the selection and evaluation of relevant literature, including foreign sources. She discussed key theoretical approaches with the author, proposed clarifications and additions to the methodological part of the study. She also participated in clarifying terminology and editing the text for scientific accuracy.*

*Both authors jointly participated in the discussion of the research results, the formation of conclusions and the preparation of the article for publication.*

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#### **Ситкомдар арқылы сыныптағы тілдік органы қалыптастыру: педагогикалық тәсілдер**

**Аннотация.** Бұл мақала ағылшын тілі сабақтарында ситкомдардың тілдік органы байытып, оқыту процесінде маңызды рөл атқаратынын көрсетпекші. Атап айтқанда, ситкомдарды пайдалану арқылы тиімді тілдік орта қалыптастырудың мүмкіндіктері зерттеледі. Зерттеу шеңберінде ситкомдардың тіл үйренушілердің тыңдау және сөйлеу дағдыларын дамытудағы, сөздік қорын кеңейтудегі және прагматикалық құзыреттілікті қалыптастырудағы маңызы қарастырылады.

Ситкомдар өздерінің динамикалық құрылымы мен шынайы диалогтары арқылы, студенттерге тілдік материалды нақты контексте меңгеруге мүмкіндік береді. Мақалада ситкомдарды оқу процесіне кезең-кезеңімен кіріктіру жолдарына назар аударылады: алдын ала қажетті лексиканы енгізу, екі мәрте бейнематериал көру, көріністерді талдау, рөлдік ойындар ұйымдастыру және шығармашылық тапсырмаларды орындау. Бұл әдістер студенттерді сабақта белсенді етуге, оларды тек бақылаушы емес, тілді қолданушы ретінде қалыптастыруға бағытталған. Зерттеу барысында студенттердің мотивациясы мен тілдік белсенділігі артқаны байқалды. Студенттердің ситкомдардағы диалогтар мен сөз тіркестерін өз сөзінде қолдана бастауы олардың коммуникативтік қабілетінің дамып жатқанын көрсетті.

Мұғалімнің жетекшілігі мен дұрыс әдістемелік қолдауы ситкомдарды тиімді пайдаланудың басты шарттарының бірі болып саналады. Мақалада алынған нәтижелер ағылшын тілін

оқытуда жаңа әдістерді енгізу үшін пайдалы болуы мүмкін, бұл білім беру тәжірибесін жетілдіруге ықпал етеді.

**Кілтті сөздер:** ситкомдар, тілдік орта, коммуникативтік дағдылар, әдістемелік стратегиялар, студенттерді ынталандыру, әлеуметтік-мәдени құзыреттілік, тындау, сөйлеу, прагматикалық құзыреттілік.

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**Создание языковой среды в классе с использованием  
ситкомов: педагогические стратегии**

**Аннотация.** Данная статья посвящена исследованию эффективности ситкомов как инструмента создания полноценной языковой среды на уроках английского языка, в частности в условиях формального образования. В работе рассматриваются методические подходы к интеграции ситкомов в образовательный процесс, направленные на развитие у студентов навыков аудирования, говорения, а также расширения словарного запаса и формирования прагматических компетенций. Анализируется потенциал ситкомов как источника аутентичного лингвистического и социокультурного материала, способствующего формированию коммуникативных навыков в условиях, приближенных к реальному общению. В исследовании представлены результаты анализа применения ситкомов, которые свидетельствуют о значительном повышении мотивации студентов и их активном участии в процессе изучения языка. Особое внимание уделяется анализу предпочтений студентов относительно тематики ситкомов и типов заданий, что позволяет оптимизировать подбор учебных материалов. Для педагогов были даны практические рекомендации по эффективному использованию ситкомов, включая пошаговую поддержку и использование интерактивных форм работы. В статье подчеркивается важность тщательного отбора медиатекстов и их интеграции с образовательными целями, несмотря на возможные сложности. Результаты исследования имеют практическое значение для разработки учебных программ и учебно-методических пособий, а также открывают перспективы для будущих исследований в области лингводидактики.

**Ключевые слова:** ситкомы, языковая среда, коммуникативные навыки, методические стратегии, мотивация студентов, социокультурная компетенция, аудирование, говорение, прагматическая компетенция.

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