



REVISTA KRONOS

Sitcoms as a Tool for EFL Learning: A Systematic Review of Language Skills Improvement

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ABSTRACT This study examines the use of sitcoms as instructional tools in English as a Foreign Language (EFL) contexts and their impact on language skills development. Due to their cultural, linguistic, and contextual value, sitcoms provide learners with exposure to authentic and everyday English. The methodology involved a systematic analysis of selected studies using predefined criteria to ensure rigor and relevance. Findings indicate that most research has focused on intermediate and advanced learners, primarily in Asia and Latin America, with high schools and universities serving as the most common educational settings. Although sitcoms are recognized as motivating and culturally rich tools for language acquisition, their implementation in English institutes and informal learning environments remains limited, possibly due to insufficient teacher training and curricular restrictions. From a methodological perspective, approaches such as Communicative Language Teaching (CLT), Conversation Analysis (CA), and Intercultural Competence align closely with sitcom-based learning because they emphasize authentic communication, real-life language use, and social interaction. Sitcoms expose learners to everyday situations, idiomatic expressions, and natural conversational patterns, reinforcing these pedagogical approaches while offering accessible opportunities for language practice. In addition, activities such as role-plays, guided discussions, and contextual analysis based on sitcom episodes contribute to the development of communicative and intercultural competencies. The reviewed studies also report improvements in speaking skills, vocabulary acquisition, cultural awareness, and critical thinking. Overall, the findings suggest that sitcoms are dynamic and engaging teaching resources that effectively support language learning and communicative competence in real-world contexts..

KEYWORDS Sitcoms, EFL instruction, language skills development, cultural awareness, Communicative Language Teaching.

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Las comedias de situación como herramienta para el aprendizaje del inglés como lengua extranjera: una revisión sistemática de la mejora de las habilidades lingüísticas

RESUMEN Este estudio analiza el uso de sitcoms como herramientas pedagógicas en contextos de inglés como Lengua Extranjera (EFL) y su impacto en el desarrollo de habilidades lingüísticas. Debido a su valor cultural, lingüístico y contextual, las sitcoms representan recursos útiles para exponer a los estudiantes al inglés auténtico y cotidiano. La metodología consistió en un análisis sistemático de estudios seleccionados bajo criterios previamente definidos para garantizar rigurosidad y relevancia. Los resultados muestran que la mayoría de las investigaciones se enfocan en estudiantes de nivel intermedio y avanzado, principalmente en Asia y América Latina, siendo las escuelas secundarias y universidades los contextos más frecuentes. Aunque las sitcoms se destacan como herramientas dinámicas y culturalmente enriquecedoras para el aprendizaje del idioma, su implementación en institutos de inglés y contextos no formales sigue siendo limitada, posiblemente debido a restricciones curriculares y falta de capacitación docente especializada. Desde una perspectiva metodológica, enfoques como la Enseñanza Comunicativa de Lenguas (CLT), el Análisis de la Conversación (CA) y la Competencia Intercultural se alinean con el uso de sitcoms al priorizar la comunicación auténtica y la interacción social. Actividades como juegos de roles, debates guiados y análisis contextual favorecen el desarrollo de la expresión oral, la adquisición de vocabulario, la conciencia cultural y el pensamiento crítico. En conclusión, las investigaciones revisadas evidencian que las sitcoms constituyen un recurso didáctico efectivo y motivador para fortalecer las habilidades lingüísticas y comunicativas en contextos reales de aprendizaje del inglés.

PALABRAS CLAVE Sitcoms, EFL, desarrollo de habilidades, conciencia cultural, enseñanza comunicativa.

INTRODUCTION

In the last decade, English language competency encompassing the four essential skills of listening, speaking, reading, and writing has become more important than ever for succeeding in today's global society's personal, academic, and professional areas. Achieving a high degree of communicative competence, defined as the capacity to use language effectively, appropriately, and fluently across many contexts, is crucial for English as a Foreign Language (EFL) learners. This allows students to articulate their thoughts effectively and engage meaningfully and confidently in both academic and real-world contexts.

Traditional activities typically involve drills, role-plays, fill-in-the-blanks, and conversation practice. However, these methods do not always captivate students or accurately represent the dynamic nature of real-world communication. Moreover, they frequently lack authentic context, which restricts students' opportunities to employ language in situations that resemble ordinary life. In these situations, spontaneous reactions, cultural nuances, and diverse input are essential for achieving genuine communicative competence.

Recent studies suggest that incorporating media into language acquisition can offer significant benefits. For instance, Othman and Hasni (2022) in their study about the use of corporate storytelling video as an English language competency course states that these types of videos such as sitcoms, can offer learners the opportunity to work with activities that assist them to use their creativity at the moment of presenting ideas or expressing opinions. Moreover, it was concluded that these videos catch students' attention and the most interesting part is that they enjoy this way of learning the language. Additionally, Barrientos et al. conclude, «the use of appropriate short films in class can allow students to learn language successfully and communicate with their classmates with real meaning» (Barrientos et al., 2017, p. 77). Therefore, this article aims to analyze various research on the impact of exposing students to sitcoms on their second language competences. By examining various research studies, this analysis seeks to determine the impact of sitcom videos on EFL learners through a systematic review of skills development, and sitcom-based activities that can be integrated in class.

METHODOLOGY

This study employed an SLR (systematic literature review) approach to analyze the impact of sitcom videos on EFL learners. Through a thematic analysis of 21 articles selected. The methodology aims to provide a comprehensive understanding of how integrating multimedia resources like sitcoms can address students' learning needs and complement the existing classroom teaching practices.

The systematic review conducted as part of the methodology followed the «Seven-Step Protocol» suggested by Petticrew and Roberts (2006), which ensures that the review of the selected articles, focusing on the use of sitcoms as tools for English language learning, is comprehensive, transparent, and reproducible. Moreover, this protocol provides a structured framework for conducting systematic reviews, emphasizing the importance of defining clear objectives, selecting high-quality evidence, and synthesizing findings effectively. Here's a breakdown of the seven steps followed:

RESEARCH DESIGN

1. Define the Review Question:

The first step involved formulating a clear and focused research question to guide the analysis. Therefore, three research questions were posed for this SLR. The questions were designed to find out how sitcoms are used in EFL classes, what skills they help develop, and what research ideas exist for EFL studies looking at the impact of using sitcoms in EFL education.

1. What are the sampling features in efl studies that incorporate sitcoms in efl contexts?
2. How are efl teachers incorporating sitcoms as instructional tools in diverse efl contexts?
3. What specific language skills and competencies are enhanced through sitcom-based activities in efl instruction?
4. What are the recommendations for future research on the integration of sitcoms in efl education?

2. Develop a Review Protocol: Define Inclusion and Exclusion Criteria

Specific criteria were established to determine which studies, articles, or resources would be included in the analysis. This timeframe between 2013 and 2024 was chosen for the article search. This period was selected because sitcoms have gained significant popularity among young people, particularly on social media. Specific scenes, lines, and moments from various sitcoms have gone viral, becoming key cultural touchpoints for the modern generation (Krsteva, 2024).

Following this protocol helps ensure that the systematic literature review is rigorous and provides a comprehensive summary of the existing evidence on the topic.

The following criteria was considered for the analysis:

- Articles were selected while considering the gap years identified in the research scope
Focus on skills development in any area of the EFL learning and acquisition process
- Use of sitcom videos as part of the teaching methodology.
- Studies that provided qualitative tools such as interviews, reflections and observations.
- Studies that provided quantitative analysis included pre-posttest.
- Published in English

3. Conduct a Comprehensive Literature Search:

In this step, articles are chosen according to the established criteria. Table 1 lists studies conducted in EFL contexts that emphasize the use of sitcoms in the classroom. The initial search yielded articles from 2013 to 2024. After removing duplicates and screening titles and abstracts based on the inclusion criteria, 35 articles were selected for full-text analysis. After a thorough review, 21 studies were included in the final synthesis.

Table 1. *Inclusion Criteria of Article Selection*

Description	Include	Reasons for selection
Year of publication	2013-2024	Provides up-to-date insights into the impact of sitcoms on speaking skills, vocabulary acquisition, and cultural awareness development
Nature of publication	Peer-reviewed Indexed and primary articles	Ensures credibility
Target Language	English	Focuses on improving English-speaking skills
Context of the Study	EFL	

Synthesize and Analyze Data

For the data analysis, the inclusion and exclusion criteria were applied, and Table 2 was created to list the selected articles along with the journals in which they were published. A thematic analysis was conducted to address the research questions, aligning with Step 5 of the Systematic Literature Review (SLR) process.

Table 2. *List of journals and articles included*

Journal	Articles included
The Anthropologist	Ulusoy & Demirbilek (2013)
Teaching English with Technology	Saeedi & Biri (2016)
International Journal of Language Studies (ijls)	Waedaoh & Sinwongsuwat (2019)
Investigación en el Aula	Piñeres, Ramírez, & Castellanos (2023)
elt Research Journal	Özgen & Gündüz (2020)
elt Research Journal	
International Journal of Recent Technology and Engineering (ijrte)	Vijayakumar, Baisel, Subha & Kanagarajan (2020)
elia	Raigón & Larrea (2019)
Journal of Applied Linguistics and Language Research	Alerwi & Alzahrani (2020)
Memòria del Treball de Fi de Màster	Cañellas (2019)
International Journal of Applied Linguistics & English Literature	Mudawe (2020)
The Warwick Research Archive Portal (wrap)	Avalos & Castro (2015)
Advances in Language and Literary Studies	Valizadeh (2022)
Píxel-BIT Revista de Medios y Educación	Larrea & Raigón (2019)
Masaryk University Diploma Thesis	Hložková (2013)
Scientific Quarterly Journal of Language Horizons, Alzahra University	Mohammadian, Ramezanzadeh & Moradian (2024)
Tesis de maestría, Universidad de Cuenca, Facultad de Filosofía, Letras y Ciencias de la Educación, Departamento de Investigación y Posgrados	Espinoza (2014)
Doctoral dissertation, Indiana University of Pennsylvania	Beasley (2019)
Frontiers in Psychology	Lasekan (2021)
Universidad de Valladolid Repositorio Documental	das Neves Monsalvo (2021)
Faculty of Arts and Design University of Canberra, Australia	Nguyen (2014)

RESULTS ANALYSIS AND DISCUSSION

This research accompanies the results of the SLR with a discussion of each research question. This section follows the fifth and sixth steps of the «Seven Steps Protocol» proposed by Petticrew and Roberts (2006), in which research findings, methodologies, and participant demographics were extracted from the selected studies. Thus, this data extraction was organized into categories to facilitate thematic analysis.

Research question 1: What are the sampling features in EFL studies that incorporate sitcoms in EFL contexts?

This research focuses on the sampling characteristics of studies that use sitcoms in an English as a Foreign Language (EFL) context, as observed in Table 1. We analyze three factors: school context, English proficiency, and region. These elements reveal the variable and the different research areas that used sitcoms as a language-learning method.

The variable region involves four groups: Africa, Asia, Europe, and Latin America. The most significant finding is the lack of research in Africa, which is mainly deduced by the fact of how widely the English language is used worldwide and how sitcoms may be useful in improving EFL instruction. However, most of the research (28.5%) is from Asia, showing that this is the region with a strong interest in sitcoms as a language learning tool. This presence of studies may be explained by the fact that Asian nations frequently place a high value on learning English as a means of communication. For example, Waedaoh and Sinwongsuwat (2019) carried out a quasi-experimental case study with 42 high school students from 17 to 18 years old at Pattani province, Southern Thailand to find out if CA-informed sitcom lessons can improve Thai students' conversation ability. With 23.8%, Latin America comes in second place, which provides us with an idea of how important English is becoming in different educational systems in recent years. Countries like Colombia, Costa Rica, Ecuador, and Chile are the ones with the most studies in this topic. Europe has the lowest percentage (9.5%), indicating a lower prevalence of sitcom-based research in EFL contexts compared to other regions.

Table 3. *Sampling features*

Variable	Indicator	n	%
Region	Africa	0	0%
	Asia	6	28.5%
	Europe	2	9.5%
	Latin America	5	23.8%
English Proficiency	Advanced	8	38.0%
	Intermediate	7	33.3%
	Elementary	2	9.5%
	Mixed	0	0%
	Not reported	5	23.8%
Educational Setting	University	5	23.8%
	High School	5	23.8%
	Elementary/Middle School	5	23.8%
	English Institute	1	4.7%

According to this regional breakdown, comedy integration in the EFL curriculum is being investigated more extensively in Asia and Latin America. As Akbari (2020) states, EFL lessons and foreign language instruction benefit greatly from the use of humor. Since humor is an essential part of human existence, language instructors frequently use it to promote

social and psychological benefits. Therefore, future research could examine the popularity of sitcoms in these areas and determine if cultural or educational factors influence this trend.

The second variable, which is the participants' levels of English proficiency, is divided into five groups: advanced, intermediate, elementary, mixed, and not reported. Most research focuses on students at the intermediate (33.3%) and advanced (38%) performance levels.

Therefore, sitcoms seem to be more appealing to students at the elementary level due to the informal language, comedy, and cultural references they present. The absence of mixed proficiency groups in the data is evident, indicating that most studies do not include students with various degrees of proficiency.

Additionally, with only 9.5%, this table shows that at the elementary level, sitcoms may be less popular. It might be due to the language complexity and the context sitcoms use. Sitcoms could be too complicated for learners at lower levels, impeding understanding and enjoyment. Finally, there is a gap in the reporting of this crucial characteristic, as evidenced by the large percentage of studies (23.8%) that did not report any level of proficiency.

Regarding the educational settings where studies were conducted, amazingly, all of them were equally represented in this distribution, which is nicely balanced at 23.8%. This suggests that a wide range of educational levels utilize sitcoms. High schools and universities might concentrate on more proficient EFL students who can interact with sitcoms to learn the language more deeply and in context, while elementary or intermediate learners might be using simplified, shorter, or less complex versions of the comedies for analyzing cultural aspects.

Research question 2: How are EFL teachers incorporating sitcoms as instructional tools in diverse EFL contexts?

This research question aimed to analyze how EFL teachers are incorporating sitcoms into their teaching approaches. Therefore, the categories classified are teaching approaches and the corresponding sitcoms and types of activities teachers use to develop different skills in the English language learning process, as illustrated in table 4.

Table 4. *Sitcoms and Teaching approaches*

Teaching Approaches	Sitcoms	Type of activities
Communicative Language Teaching	The Monk Looney Tunes Wanda Vision	Speaking/interactive activities Non-specified
Conversation Analysis (CA)	Friends	Role plays
Contextualized Learning and Authentic Language use	The Big Bang Theory Friends Everybody Hates Chris Seinfeld Two and a Half Men. The Benadryl Brownie Rick and Morty Sherlock Aircrash Investigation The Originals Suits Game of Thrones Narcos The Flash Supernatural Death Note How I Met Your Mother	Interactive speaking activities Worksheets Guessing vocabulary activities Transcription focus Summarize episodes

Teaching Approaches	Sitcoms	Type of activities
Intercultural competence	The Office Friends The Simsomps Modern Family Master of None Seinfeld, Big Bang Theory 30 Rock	Cultural Analysis exercises Pre, while and post watching activities Pre-viewing activities As warm-ups Debates

The Communicative Language Teaching (CLT) approach emphasizes the importance of using authentic communication and interaction to teach language. Ulusoy and Demirbilek (2013) state that the use of authentic TV programs plays a significant role in the language production of foreign language learners. The sitcoms chosen under this approach—*The Monk*, *Looney Tunes*, and *WandaVision*—are known for their rich use of humor and dialogue used in everyday conversation. The use of speaking/interactive activities aligns with CLT's emphasis on real-world communication. The most common activities include role-plays, pair work, and small group discussions allow students to practice speaking in situations depicted in the sitcoms. Additionally, these sitcoms provide a variety of informal and humorous dialogues that can engage students in interactive language practice, motivating students to practice the language authentically.

The use of non-specified activities refers to the type of activities that teachers may be employing in the classes, which are not detailed but still focus on the communicative approach. of

Conversation Analysis (CA) is a method that focuses on the detailed study of how conversations occur in natural settings, paying attention to the structure of speech, turn-taking, and the dynamics of interaction. Hutchby (2019) mentions that a unique characteristic of CA methodology is that it uses video- or audio-recording technology to collect data on naturally occurring interactions as they occur in real time. For example, *Friends* is a sitcom that provides rich material for analyzing the flow of conversation, the use of pauses, and other conversational features. Furthermore, with role plays, students can mimic the conversational patterns observed in *Friends*, practicing turn-taking, intonation, and timing in their conversations, among others. By imitating the interactions in the sitcom, students can enhance their conversational skills in a context that echoes real-life communication.

The approach of contextualized learning and authentic language use focuses on exposing learners to real-world language in context. Sitcoms, as authentic materials, provide language that is not only real but also embedded within specific social, cultural, and situational contexts. For instance, a participant from the study *Using Sitcoms to Improve Pragmatic Competence in ELT Students* mentioned, «I could see what they do, how they speak, and how they behave» (Piñeres, 2015, p. 22). Sitcoms like *The Big Bang Theory*, *Seinfeld*, *Game of Thrones*, *Narcos*, and others show various social settings, character types, and speech registers in authentic conversations.

The Intercultural Competence approach aims to develop skills to identify and learn about different cultural norms and communicate effectively across cultures. Illie (2019) mentions that to acquire knowledge but also to develop intercultural competence, the key abilities are observing, listening, analyzing, evaluating, interpreting, relating, and self-reflecting. The sitcoms selected for this approach—such as *The Office*, *Friends*, *Modern Family*, and *Master of None*—are known for addressing a variety of cultural themes, social issues and character dynamics that reflect different values and behaviors. For example, *The Office* and *Modern Family* explore the workplace and family dynamics. *Friends* and *The Big Bang Theory* focus on interpersonal relationships, cultural diversity, and social interactions in a variety of contexts. In a modern urban setting, *Master of None* explores identity, cultural

assimilation, and the experience of immigrants. The study of these sitcoms in the language learning process enables students to recognize and understand cultural aspects, social norms, humor, and values from different cultural perspectives. Llara (2019) states that «using sitcoms in the classroom gives us the advantage of focusing not only on culture-specific aspects ('Big C' and 'small c'), but also on culture-general features contributing to the actual development of knowledge, strategies, and attitudes» (p. 14). Therefore, by promoting intercultural competence in class, teachers encourage students to not only learn language but also develop empathy for cultural differences.

Overall, the integration of sitcoms into EFL teaching is useful and brings it into line with different pedagogical approaches that aim to develop various language skills and competencies, making the learning experience more engaging and meaningful for students.

Research question 3: What specific language skills and competencies are enhanced through sitcom-based activities in EFL instruction?

This research question examines the specific language skills and competencies enhanced through sitcom-based activities in English as a Foreign Language (EFL) instruction. The collected data provides an overview of the different skills, competencies, and activities associated with the integration of sitcoms in the language learning process, and the elements are grouped in the next categories: communicative/interactive skills, vocabulary, cultural awareness, and varied activities, as illustrated in table 5.

Table 5. *Competences and activities, and Sitcom's implementation*

Competency	Activities	n	%
Communicative/Interactive	Speaking	2	9.5%
	Role-plays	1	4.7%
	Discussions	1	4.7%
Vocabulary	Worksheets	1	4.7%
	Subtitles	2	9.5%
	Guessing	1	4.7%
Cultural awareness	Use of Idiomatic expressions	2	9.5%
	Critical thinking		
	Debates	1	4.7%
	Contextual analysis	1	4.7%
		2	9.5%
Varied	Pre-watching-While- watching and After-watching	2	9.5%
	Warm- up		
	Non-specified	1	4.7%
		4	19%

Speaking activities are the main focus of the communicative/interactive skills category. Teachers around the world probably employ role-plays as their most popular technique, accounting for the highest percentage (9.5%). Different educators use it to motivate students to actively interact with the language. This is confirmed by Ishak (2022), who mentions some of the advantages of using role plays in class, such as collaboration, creativity, leadership, risk-taking, imagination development, motivation and confidence increasing, and oral proficiency enhancement through a secure and supportive environment. According to Nursyuhada et al. (2019), the use of role plays allows learners to practice speaking

skills authentically, make decisions, and think out of the box. Therefore, using role-playing exercises inspired by sitcoms, students can practice conversational English in a more realistic sense.

Additionally, discussions (4.7%) are crucial in this category. After using sitcoms, teachers can lead class discussions where students share their ideas, opinions, and thoughts on the language, themes, and characters. These types of activities allow students to improve their fluency and understanding while enabling learners to participate in the class more authentically. That was confirmed by Ulusoy and Demirbilek (2013), who discovered that after applying comedy videos in class, students could understand better, form sentences correctly, get involved, and participate actively in the lesson. Likewise, teachers can employ a range of activities and strategies to instruct in a foreign language, as evidenced by the 4.7% of students engaged in non-specific communication activities.

Regarding the vocabulary category, it is observed that different activities are implemented in classes to develop vocabulary skills. The most common are worksheets, subtitles, and guessing.

The use of subtitles (9.5%) is the most prominent activity for vocabulary development. This suggests that teachers are incorporating subtitles as a tool to help students connect spoken language with written text, which is confirmed by Alolaywi (2023), who examined different studies about the use of movies to learn English, coming to the conclusion that students who watch movies with subtitles learn and remember new words. Additionally, the use of subtitles during sitcoms can improve listening comprehension and introduce students to idiomatic expressions and slang in their context.

Using worksheets and guessing exercises comes in second (4.7%), confirming that these types of resources can help students learn vocabulary. The British Council Webpage Teaching English (2024) offers activities that enable students to use sitcoms, where students have to listen to a clip and try to guess information. In fact, there is a great variety of activities like matching exercises, fill-in-the-blank activities, or vocabulary quizzes, that reinforce learning after watching a sitcom episode. Similarly, instructors can use activities where students are asked to guess the meaning of certain words or phrases based on context. These activities promote active engagement and cognitive processing of new vocabulary in real-life situations.

Cultural Awareness category explores the different activities related to understanding cultural contexts, expressions, and critical thinking. As Chang states (2015) sitcoms serve as an effective medium for language learners to immerse themselves in the culture and lifestyle of the target community.

The use of idiomatic expressions and contextual analysis is the activity that appears most frequently. It is known that through the use of idiomatic expressions (9.5%), students are often exposed to informal and colloquial language. Also, this exposure helps students to understand how these phrases are used in different contexts and situations.

Similarly, contextual analysis (9.5%) also plays a significant role in cultural awareness since students can analyze the context of dialogues or episodes, developing a deeper understanding of the social, cultural, and situational factors influencing language use in sitcoms.

Furthermore, critical thinking (4.7%) and debates (4.7%) are more advanced activities since they challenge students to think analytically about the topics, characters, and messages in sitcoms; therefore, the level of complexity to complete this activity successfully can be higher.

The last category includes diverse instructional strategies that do not fit precisely into the previous classifications. Pre-watching, while-watching, and after-watching activities (9.5%) involve a multi-stage approach to helping students to be ready before watching a sitcom and are likely effective since they can improve the level of comprehension and the

long-term retention of new language skills. Likewise, warm-up activities (4.7%) are very common activities usually used at the beginning of a class or before watching a sitcom, whose goal is to activate and keep students engaged while they are watching and reinforce what they learned.

The non-specified category (19%) represents a significant portion of activities that were not clearly categorized. This suggests that future research is key to clarifying and categorizing the different activities implemented together with sitcoms.

Research question 4. What are the recommendations for future research on the integration of sitcoms in EFL education?

The analyzed research studies provided significant recommendations to guide future research, focusing on the importance of larger participant groups, long-term studies, diverse materials, and contextual applicability.

One key recommendation is the need for larger and more diverse participant groups to enhance the generalizability of findings. According to Espinoza (2014), ensuring participant groups have similar English proficiency, particularly in vocabulary, is essential. However, groups should include larger samples in order to reduce the impact of anomalies, allowing a more thorough evaluation of language proficiency and learning vocabulary patterns. Alerwi and Alzahrani (2020) support this, emphasizing the inclusion of both genders to provide a comprehensive understanding of sitcoms' effectiveness in EFL learning.

Expanding the scope of study duration has also been highlighted as crucial. Waedaoh and Sinwongsuwat (2019) argued that long-term studies are necessary to evaluate the sustained impact of sitcom-based instruction on language acquisition outcomes. Similarly, Piñeres et. al. (2023) recommended exploring the long-term effects of captioned materials across diverse educational settings and populations. Espinoza (2014) further suggested the use of delayed post-tests to assess these long-term effects, which time constraints often prevent.

The diversity of materials is another area for investigation. Vijayakumar et al. (2020) emphasized the need to examine different genres of video materials, as this could provide more comprehensive insights into effective teaching techniques. Beasley (2019) extended this recommendation, advocating for research into the cultural uses and attitudes toward various humor types, which could further expand existing theories of comprehension. It was observed that several studies do not provide details on the activities applied in their studies. Further clarification of these unspecified activities could help better understand the specific techniques used in lessons.

Qualitative analysis has also been identified as a valuable addition to future research. Incorporating methods such as interviews or open-ended questionnaires can reveal more about students' attitudes and experiences with sitcom-based learning (Alerwi & Alzahrani, 2020). These methods could complement quantitative approaches, offering a more holistic understanding of the learning process.

Finally, integrating sitcoms into the regular EFL curriculum warrants further exploration. Alerwi and Alzahrani (2020) proposed that future studies investigate whether incorporating sitcoms into standard teaching practices enhances both linguistic and pragmatic competencies over time.

To sum up, future research on sitcom-based instruction in EFL settings should prioritize larger and more diverse participant groups, long-term studies, and the exploration of various materials. Incorporating qualitative methods and investigating the integration of sitcoms into formal curricula can further enrich our understanding of their effectiveness. By addressing these areas, researchers can provide more comprehensive insights into the role of This article discusses sitcoms and their potential to support skills development in

diverse educational contexts, as well as their meanings and practical language use in an EFL classroom.

CONCLUSIONS

This article provided a comprehensive analysis of various studies on the use of sitcoms as instructional tools in English as a Foreign Language context. The goal was to analyze the impact on language skills development. Through a systematic review, the four research questions were addressed: the sampling features in EFL studies incorporating sitcoms, the teaching approaches used by EFL teachers, the specific language skills enhanced by sitcom-based activities, and recommendations for future research studies.

The findings revealed that research about the use of sitcoms in EFL contexts is particularly prevalent in regions like Asia and Latin America, with most studies focusing on intermediate and advanced English learners. This indicates a clear interest in paying attention to cultural and linguistic elements found in sitcoms to enhance language learning. Additionally, the most common educational settings are high schools and universities; however, there are a few research studies conducted in English institutes, which could be an area for further exploration. The use of sitcoms in these settings shows the potential benefits and approaches addressed during instruction like encouraging motivation, and contextually rich tools for enhancing language acquisition.

In terms of teaching approaches, sitcoms are employed within several pedagogical frameworks, mainly Communicative Language Teaching (CLT), Conversation Analysis (CA), Contextualized Learning, and Intercultural Competence. These frameworks emphasize authentic communication, social interaction, and exposure to real-world language use. In addition, teachers commonly use role-plays, discussions, and contextual analysis to improve communicative and cultural competencies.

The analysis of skills development demonstrated that sitcom-based activities primarily enhance speaking skills, vocabulary acquisition, and cultural awareness. Role-plays and discussions foster interaction and fluency, while the use of subtitles, worksheets, and idiomatic expressions enriches students' vocabulary and cultural understanding. Additionally, critical thinking exercises encourage deeper engagement with the content, developing both linguistic and analytical skills.

In conclusion, the integration of sitcoms into EFL education proves to be a dynamic and effective method for improving a range of language skills. Moving forward, future research should focus on investigating the long-term effects of sitcom-based instruction, particularly in diverse educational settings. Additionally, exploring the use of different video genres, as well as more precise activity categorization, will enhance our understanding of how sitcoms can be applied most effectively in EFL contexts. Finally, this study highlights the importance of sitcoms as a tool for not only enhancing linguistic competencies but also fostering a deeper understanding of culture, communication, and real-world language use.

CONTRIBUTOR ROLES:

Maria Karina Arcentales Abad:

Conceptualization: Development of the introduction and overall study direction.

Data Curation: Gathering data and contributing to the systematic review process.

Writing – Original Draft: Writing the introduction, discussion, conclusions, and summary.

Writing – Review & Editing: Revising and refining the final manuscript.

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Data Curation: Gathering data and contributing to the systematic review process.

Methodology: Designing and organizing methodological procedures.

Formal Analysis: Conducting and interpreting the results analysis.

Writing – Review & Editing: Editing and refining the abstract.

ETHICAL IMPLICATIONS:

The authors state that there are no ethical implications.

CONFLICTS OF INTEREST

The authors that there are no financial and non-financial conflicts of interest that could have influenced work presented.

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