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**Кафедра філології**

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**Кваліфікаційна робота**  
**ВИКОРИСТАННЯ СЕРІАЛУ «ДРУЗІ» У ВИКЛАДАННІ**  
**АНГЛІЙСЬКОЇ МОВИ**

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**USE OF “FRIENDS” SERIES IN TEACHING ENGLISH**  
Bachelor’s Thesis

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## INTRODUCTION

Today, life in the modern world is practically impossible without minimal knowledge of foreign languages. An increasing number of people are striving to learn foreign languages on the one hand. On the other hand, there are high requirements to graduates of secondary schools today for mastering a foreign language. We live in a globalized world that creates preconditions for intercultural contacts, requires the formation of a developed, mobile personality, which is able to successfully carry out foreign interpersonal and intercultural communication. However, when learning English, many face difficulties in the absence of language practice and therefore English becomes something unattainable for them. As a result, the formation of English-language communicative competencies outside the country of the native language requires from the teacher to create imaginary communication situations in the English lessons so that the students can allegedly "get" into the English-speaking world and are acquainted with the history and culture of the country as well as the language that they study. It is for this purpose that the use of authentic videos – that play an important role in formation of all types of speech activity, in particular in dialogue speech, making the process of learning English-language material more lively, interesting, compelling and emotional and allow creating an English-speaking environment in English classes - is appropriate. Thus, learning foreign languages can be done with ease and interest. One of the ways is to watch movies and series.

The issue of authentic video use in foreign language classes in general, and for the development of dialogic speech in particular, was considered both by foreign and Ukrainian linguists. For example, Bihych, O. B., Borysko, N. F., Boretska, H. E., Yu. I. Verysokin, T.O. Yakhunova investigated the problem of video use in the learning process and determined that the use of educational videos promotes the formation and development of foreign language communicative competence, increases the motivation to study languages and is an unlimited source of educational material. Basic principles of teaching dialogic speech based on video clips was defined by O.I. Huzy, whereas a model of teaching monologue speech with the use of feature films was developed by V.S. Pashchuk.

The use of series is a unique tool for learning English at all stages of language acquiring. The undeniable value of series lies in its combination of image, sound and sometimes text (in the form of subtitles) together with the socio-cultural information about habits, traditions, culture (Talaván, 2007). By bringing audiovisual aids in language teaching situations and also by putting forward ways people communicate visually as well as verbally, we bring 'slices of language' into the classroom (Allan, 1985, p. 48). Series present colloquial English in real life contexts rather than artificial situations, and therefore students are exposed to a wide range of native speakers,

each with their own slang, reduced speech, stress, accents, and dialects (Mitterer & McQueen, 2009).

Learning a foreign language such as English can be considered as a continuously demanding process, which includes learning grammar rules, reading, listening, speaking, and writing. Lacking a clearly defined and stated purpose as well as appropriate teaching methods and materials that are tailored to boost the engagement in the classrooms is likely to result in failure and further demotivation (Taylor & Parsons, 2011). Therefore, focusing mostly on teaching ‘grammar’ rules by solely using textbooks might lose students’ attention after a while, which is likely to lead to a lack of engagement and motivation in the classrooms. This issue is especially important if we consider the fact that we are in the age of social media in which students’ attention spans have been shortened (Gerschler, 2012). In other words, learners get easily bored and distracted if the learning technique/material is not engaging enough which leads them to have a low motivation for language learning. According to Krashen (1982), learners with low anxiety and high motivation are more open to take a lot of input.

On the other hand, learners with low motivation and higher anxiety tend to have high filters which cause them to take little input. In other words, if the teacher’s style or learning environment is not engaging, comforting and motivating enough, the students’ affective filter will arise and prevent them from acquiring the language effectively.

Traditional teaching methods are mostly focused on teaching grammar. This type of teaching method leads to memorization of grammar rules and difficulty applying the rules in spoken or written language. In addition to that, students are not given the opportunity of being exposed to cultural awareness of the target language. Cultural awareness provides the learners with a sense of purpose towards language learning that is more convincing and permanent.

The implementation of series in the process of teaching a foreign language helps to solve the problem of motivation; it gives a huge stimulus to learn English and in addition, it gives the opportunity to apply and extend the knowledge of the language.

**The relevance** of the study of the problem of teaching English to students using TV series is due to the lack of a developed and scientifically based methodology for teaching English built on the use of authentic video material as an integrated part of the educational process, as well as social needs for a high professional level of knowledge in English. Recently, series have become a major part of people’s lives and now they are almost inseparable from a daily routine of a person, especially, a student. It means that series can be used in teaching to help the learners to acquire a language and to become familiar with culture and traditions of the English-speaking countries.

Moreover, series are a great source of a 'real-life' language and practically everyone likes to watch them.

Hence, **the purpose** of the present paper is to investigate the importance and efficiency of learning English through watching series, define the features of English-language video resources use in teaching English, substantiate their effectiveness in the classroom. It **aims** at making an analysis of the theoretical background use and determination of basic properties of potential authentic videos during the formation of competence in dialogic speech. Also, it is intended to prove that teaching English with series is possible and, what is more, easy way to practise the language. In addition, it aims to show that teaching English with the help of "Friends" sitcom is a great way to motivate students in learning the language, develop their listening and speaking abilities, develop different types of speech activities. Finally, the study intends to confirm the effectiveness of using series as a means to improve students' English language vocabulary and determine whether series influence students' motivation to learn English. Consequently, recommend TV series as an effective tool for learning English.

The **following research questions** have been addressed and tasks set to find answers to in the study:

1. What are the possibilities to integrate movies in the EFL classroom to improve the students' language skills?
2. Reveal some advantages and disadvantages of integration of movies into foreign language classes.
3. Provide reasons for using movies in EFL teaching.
4. Make an analysis of cultural as well as linguistic aspects of the sitcoms.
5. Suggest useful and interesting set of teaching materials which can be exploited in the English lessons at secondary schools.

**The object** of the present research is the process of teaching English to students.

**The subject** of the present study are the scenes from the Friends sitcom which may be used for teaching English.

**The research method** includes the qualitative research method, analysis in particular. Likewise, a corpora-based method is applied to select conversations from the episodes of the Friends series as a database of authentic situations.

**The hypothesis.** The use of series in the classroom enhances the creativity, motivation and attention of students and leads to direct results in learning. When it comes to getting students involved and participating in class activities, series will undoubtedly be a perfect tool. By watching series in the original English we improve the auditory perception of English speech.

**The theoretical value** of the paper lies in determining the most effective ways of utilizing films in a foreign language classroom.

The **practical value** of the investigation lies in the possibility of using the suggested materials for teaching students.

The present research is made up of an introduction, three parts, conclusions, resume in Ukrainian, references, and appendices. Part 1 provides a theoretical and conceptual framework for the study by reviewing literature on the use of authentic material in the EFL classroom. Part 2 discusses the benefits and possible drawbacks of using sitcoms for learning a foreign language. Part 3 provides a motivating set of teaching materials which can be exploited in the English lessons at secondary schools.

Since today's world is a visually oriented world, films may serve not only as a means of entertainment but they may be used for educational purposes. The benefits of utilising this powerful tool will be presented in this study.

## **PART 1**

### **TEACHING METHODS AND APPROACHES**

In teaching and learning activities, teaching methods, approaches, and tactics cannot be separated. There are numerous methods, approaches, and strategies to choose from. Essentially, everyone has a different approach and strategy for teaching English language and the choice is based on how confident is the teacher in using them.

It is impractical to discuss the process of teaching a foreign language using any one type of speech activity within the limits of a short message, because all types of speech activity are strongly connected and do not exist in isolation. As a result, it should be discussed as a whole. Besides, it is well understood that the approach is always aimed at a certain goal and must meet that objective's requirements.

The first definition of the method was given by E.M. Rhythm in 1930, who wrote: "Methods of teaching foreign languages are a practical application of comparative linguistics." A.V. Shcherba held a similar position. The emergence of the view of methodology as applied linguistics was due to the fact that the methodology of the 1930s still did not sufficiently define the specifics of a foreign language as a subject, and there was no developed system of research methods, without which there can be no real science.

The direction in defining methodology as a science originated in the late 40's. Methodology is recognized as a science, has its own laws and its own research methods. The most complete definition of the methodology says: "Teaching methods - a science that explores the goals and content, patterns, tools, techniques, methods and systems of teaching, as well as studying the processes of teaching and education on the basis of a foreign language." At the present stage of development of foreign language teaching when choosing a teaching method it should be based on the characteristics of the group in which it will be used, it is necessary to take into account the personal characteristics of students, their age, interests, level of training, training period and technical equipment institution.

#### **1.1 The use of traditional teaching methods**

Traditional learning is managed by a teacher who, depending on the specific situation, can guide the learning process in one way or another. Therefore, it is largely determined by the personality of the teacher: the ability to arouse interest in the topic being studied, the ability

to have a casual conversation with students. The teacher must have extensive knowledge in various fields, skillfully use them in teaching the discipline. In traditional learning there is a great variety of forms of classes: lectures, talks, group classes, seminars, independent work, practical classes, etc. With oral answers that play a significant role in traditional learning, students gain skills in literate formulation and presentation of their thoughts. There are different forms of control: oral examination, test, testing, oral or written test and finally the exam. The level of knowledge, skills, abilities is taken into account when assessing the work of students, but there is a significant share of subjectivity. The traditional method is usually group learning, and because students have different levels of perception and training, the teacher must know the level of each person in the group and select tasks of appropriate complexity.

Traditional teaching is closely linked to education. Based on the fact that education is a living process that often does not have ready-made solutions, a person can implement it only through direct communication. In traditional teaching, visual perception is used much less than listening to information. The organization of classes is entirely up to the teacher, who must ensure maximum concentration on the discipline being studied. Modern traditional education cannot take place without the use of non-traditional technologies due to the special intensity of world development, due to the tremendous pace and scope of scientific and technological progress. In order for traditional learning to be complete for most people, it is necessary to introduce new learning technologies into traditional education, taking into account the necessary requirements for educational technologies today (Колкер Я.М; 2000).

Currently, the main goal of all programs is the formation of foreign language competence, i.e. the development of a person capable of speaking a foreign language in written and oral language (Николаева Ж., 2004). The word method is defined as a way to achieve a goal. Basic techniques include:

- acquaintance (acquaintance with language material);
- training (in use);
- application (use in speech activity).

At first it is better to stop on methods of formation and development of phonetic, lexical and grammatical skills, and then - on development of speech skills.

Phonetics is basically an exercise: listening to patterns and imitations. The following organizational forms are used in the development of pronunciation skills: choral, individual and pair. Phonetic exercises (special training exercises) are used in each lesson. Materials can be: individual sounds, sound combinations, words, sentences. Phonetic charging can precede reading, and then it occurs on the material of the text to be read. This is in connection with the work on

new grammatical or vocabulary material (Леонтьева С., 2002). But work on pronunciation should not take much time (this does not apply to the initial period of training).

Teaching the grammatical side. Grammar is the material basis of speech. Lack of knowledge of basic grammatical constructions precludes adequate reproduction of any text, the correct construction of speech. There are various methods of introducing grammatical material. You can, for example, offer a dialogic text: 1 - immediately give a rule after quoting the text and students will look for specific material, 2 - based on text analysis and using prompts to introduce a rule (Щукін А., 2006).

Learning the lexical side of speaking and reading. The method of acquaintance with the word has a certain arsenal of means. These are context, synonyms, antonyms; translation into the native language. All of these tools can be accompanied by the use of visualization, and translation into the native language can be excluded. Large arrays of words can be introduced into dialogic texts in a foreign language with a parallel translation (Lewis, 2000; p. 126).

## **1.2 The use of untraditional teaching methods**

This type of lesson is an improvised educational lesson with a non-normative (non-specific) structure, content and forms, which primarily interests students, develops their creative potential, contributes to their optimal development and education. When it comes to forms, we mean unusual forms for organizing the educational process. The emergence of such forms is justified by the development and improvement of the form of the lesson. Variation of the form leads to a change in time and class frames and can relate only to the construction of the lesson, that is, non-traditional forms of organizing the educational process may correspond to standard time frames, which are conducted in the same class as a regular lesson. The uniqueness of such a lesson is manifested in the form and conduct of the lesson, which is based on the creative imagination of children and the imagination of the teacher. For many teachers, the scope of the traditional lesson is too narrow, and they are looking for ways to bypass it by improving the learning process. If the teacher seeks to make the lesson vivid and emotional, to transfer the didactic material to each student, relying on involuntary interest, and to activate the students themselves on the creative process, then, as a rule, non-traditional forms appear. Non-traditional forms of English lessons are carried out, as a rule, after studying one or several topics, performing the functions of controlling learning (Nichols, 1998; p. 272). These lessons are held in an unusual and unconventional environment. Such a change in the usual situation is appropriate, because it

creates a festive atmosphere in summarizing the work, eliminating the mental barrier that arises in traditional conditions for fear of making mistakes.

In addition, non-traditional forms of foreign language lessons are conducted with the obligatory participation of all group / class students, as well as with the obligatory use of audio-visual aids. In such lessons you can achieve various goals of a methodological, pedagogical and psychological nature, which can be summarized as follows:

- mastering the knowledge, skills and abilities of students in a particular subject;
- providing the work and working atmosphere, the students are serious about the lesson;
- provides minimal participation in the teacher's lesson.

High methodological effectiveness, the introduction of non-traditional forms of teaching, the development and education of students are: training courses. Lesson performance lesson holiday, lesson excursion, lesson interview and others (Moijs, 2005).

A lesson-excursion. Nowadays, when connections between different countries and people develop more and more, acquaintance with the national culture becomes a necessary component of the process of learning a foreign language. The student should be able to tour the city, tell foreign guests about the identity of their culture, etc. The principle of intercultural dialogue involves the use of cultural materials about the country of origin, which allows the development of a culture of representation. The mother country, as well as to form ideas about the culture of the countries of the sending language. Recognizing the motivating power of regional and cultural impulses, teachers seek to develop students' cognitive needs through non-traditional lessons (Ashman, 1997).

Performance lesson. The form of effective and productive learning is the performance lesson. The use of foreign literature in foreign language lessons improves students' pronunciation skills, provides communication and cognitive and aesthetic stimulation. Preparation for the play is a creative act that promotes the development of children's communication skills and the disclosure of their individual creative abilities. This type of work activates students' thinking and speaking activities, develops their interest in literature, works to better master the culture of the country from which the language is being studied, deepens knowledge of the language, as the process of memorizing vocabulary. Along with the formation of active vocabulary in schoolchildren, the so-called vocabulary of passive potentials is formed. It is important that students enjoy this type of work (Aitken, 1982; p. 32).

Holiday lesson. A holiday lesson is a very interesting and fruitful form of lessons. This form of the lesson expands students' knowledge of the traditions and customs that exist in English-



speaking countries, develops students' ability to communicate in a foreign language, allowing them to participate in a variety of intercultural communication situations.

Lesson interview. It is difficult to say that the most reliable evidence of language proficiency is the ability of students to conduct a conversation on a particular topic. In this case, it is advisable to conduct an interview lesson. An interview lesson is a type of dialogue to share information. In such a lesson, students usually master a certain number of repeated cliches and use them automatically. The optimal combination of structural repetition provides strength and purposeful learning. Depending on the objectives, the topic of the lesson may include individual subtopics. For example: "Free time", "Plan for the future", "Autobiography" and others (Димент А., 1988).

This form of the lesson requires careful preparation. Students work independently on the task recommended by their local literature teacher, preparing the questions to which they want answers. The preparation and conduct of a lesson of this type motivates students to continue studying a foreign language, contributes to the deepening of knowledge by working with various sources, as well as expands their horizons.

Writing lesson or essay. The modern approach to studying English involves not only obtaining a certain amount of knowledge on the topic, but also developing their own attitude, attitude to what is read: reflection, empathy, special inflection. and "I" the author. In English lessons, students analyze the chosen problem and defend their position. Students should be able to critically evaluate the books they read, express their ideas in writing according to the problem, learn to defend their point of view and make their decisions consciously. This form of the lesson develops students' mental functions, analytical-logical thinking, and, most importantly, the ability to think in a foreign language (Істоміна Н., 1996).

According to the innovative teacher I.P Volkov (1990), it should be noted that frequent resort to such forms of organization of the educational process is inappropriate, since unconventional can quickly become traditional, which will eventually lead to a decrease in the number of students motivated by the subject.

In conclusion, it can be said that the effectiveness of the educational process largely depends on the teacher's ability to organize the lesson correctly and choose the correct form of the lesson when teaching students a foreign language. As already mentioned, the purpose of teaching a foreign language at school is to develop intercultural competence in students, which is achieved in the ability to verbally communicate. The key to successful speaking activities for students, along with traditional activities, are non-traditional forms of English lessons, during which students get acquainted with the culture of the countries learning the language, as well as expand knowledge

about the cultural heritage of their language. Home, which allows students to take an active part in the dialogue of cultures. Non-traditional forms of lessons allow not only to increase students' interest in the topic under study, but also to develop their creative independence, learning to work with various sources of knowledge. Unconventional forms of classes "remove" the predictability of the lesson, activate the mind.

### **1.3 Creative methods of teaching English**

Nowadays, one of the main problems of modern school is to reduce students' interest in learning. The question arises as to what form of learning should be used so that the motivational potential is aimed at more effective mastering of the educational program by the students.

First of all, teachers need to take into account the age of psychophysical features, use a variety of forms of work, since students' interest in homework disappears after 10-15 minutes, so the method of teaching in secondary school involves frequent changes in class activities. All materials should focus on different types of perception: sounding, practical actions, written and visual support.

Teaching with a sense of humor. A sense of humor not only improves the cordial relationship between faculty and students, but also gives some comfort, and the professor gives students a challenging lecture on the most difficult topic. For teachers, learning is a problem for the current student, and for students, learning is a problem. Combining the two effectively in the classroom is a very big challenge. Using humor in teaching is a very effective tool for both the teacher and the student. Humor strengthens the student-teacher relationship, reduces stress, makes the course more interesting and, if relevant, can improve the memorization of the material. Humor has the ability to relax people and reduce stress and thus create an atmosphere conducive to learning and communication (Bryant, 1989; p. 49).

One of the greatest ways to work is the technique of using collage in an elementary school lesson. The use of collage technology as a method of learning radically expands the teacher's ability to choose materials and forms of educational activities, making lessons lively, exciting, informative and emotional. The undoubted advantage of such work is that each student, even the weakest and least psychoactive, has the opportunity to show his imagination, creativity, activity and independence. This technique allows students to become familiar with any subject matter and acts as the most effective form of learning. In addition, this type of work is of great pedagogical importance, as it is aimed at developing social competence in young students, that is, the ability to

act independently, to choose a strategy for their work to develop a sense of responsibility for the final result, the ability to speak out and present the final result (Uysal, 2005; p. 47).

The collage technique is designed so that the performance of the work is not only individual, but can also be paired, group or even frontal. Everything is in the hands of the teacher and the goals he sets for himself. The advantage of creating complexes in the traditional form, using paper and stationery, is that at the end of the work the teacher can decorate the classroom with student faculties, which instead of boring textbook tables can serve as a great guide and reminder of the rules learned in class (Карамадтинова, 2020).

In addition, a very interesting way of working is the creative rules. Children perceive and apply grammatical phenomena in writing only when they begin to read texts from the author's point of view. They explain the rules of punctuation based on their own texts, the content of which is determined and tested. Studying and breaking these texts creatively is a fruitful grammar education. Children of all ages love to compose, invent and fantasize, so composing fairy tales for many students is a favorite pastime. Composing fairy tales, essays and letters in English develops lexical and grammatical knowledge, skills and abilities for all kinds of speech activities, and reading fairy tales is useful at any age, because it cultivates kindness, friendship and love of local culture. It helps a person to learn better traditions of other countries. By completing written tasks, students find the correct spelling of words in the dictionary, memorize the spelling, translation and semantic meaning of words more meaningfully, which means that such activities promote the development of thinking, memory and attention in children (Ur., 1988).

Using class animations and playing games, singing songs in English, reading fairy tales in English are all great ways to learn creatively.

Therefore, one cannot help but notice such creative approaches to work as inspiring learning environment and drama for inspiration. Such a creative environment inspires not only children, but also teachers. In a comfortable environment, students can use the suggested literature and a variety of visual aids.

Learning poems with students and playing them in the lesson allows the teacher to solve two tasks at once: work on the students' pronunciation and create an atmosphere of lightness and relaxation in the lesson. Children are also interested in grammatical games that allow them to develop creative activity, create a natural condition for the use of new speech models that have certain grammatical difficulties. This type of play includes important grammatical material, namely, verbs: be, can, must, build, verb forms that are indefinite, continuous, complete, dependent, indirect speech (Brindley, 1980).

Especially loved by children who practice verbal exercises. With the help of such games, children learn to read poetry loudly and clearly, and they practice the pronunciation of English sounds (Avery, 1994). The role of the teacher is especially important in these games: their freedom of movement, their imagination and enthusiasm must strike the students and attract them with their own charm.

Another creative way of teaching is using the Internet. With a focus on language, communication and culture, English teachers are constantly looking for better ways to access authentic materials that will improve their students' knowledge and skills in their target areas. As Internet technology has changed communications around the world, it is only natural that a multimedia language lab plays an important role in developing English language skills.

With Internet access, the teacher has different options: you can play songs, watch videos, movies or even TV series. Speaking of TV series, there is research showing that sitcoms are an effective tool for use in the classroom. The study was conducted by Espinar and Rodriguez (2019). It has been argued that the use of textbooks cannot help students in developing the cultural competence of the target language. Therefore, the study suggested using sitcoms as an alternative tool in the classroom due to the short time (20-30 minutes), which is a very entertaining type and represents different cultural norms. The study presents a list of sitcoms to support this idea and argues that they are highly effective tools for educators who can use them in their classrooms to improve students' cultural and language skills in a more engaging and stimulating way (Espinar and Rodriguez, 2019).

To conclude, it is important to mention that the teacher has a great responsibility. This person should make it clear to the students that their goal is not to master the technology, but the language itself. It is the teacher who identifies students' weaknesses, gives them the right instructions, motivates them, cultivates their confidence, and makes the language learning experience a real pleasure. In the pedagogical process, a variety of games are widely used as a method and technique of learning. Each game is unique, contains different functions, and promotes the development of students' cognitive activity. Each type of game helps in the development of the learner. So, we can say that with the right choice of methods and techniques can plan and create effective conditions for the normal development and socialization of the students.

#### **1.4 Using series to teach English**

The Internet's advancement and the possibilities that come with it are undeniable. However, due to the limited ability to communicate with native speakers and employ spoken language skills

outside of school, learning a foreign language remains challenging. As a result, the teacher has a critical responsibility of using numerous technologies to create real and fictitious communication scenarios in a foreign language class. Students must also be exposed to original cultural values. So, original assets, such as videos, series, and films, are extremely beneficial for these purposes (Барменкова О.,1999). Their use helps to meet one of the most significant objectives for communication methods: to depict language acquisition as an awareness of the culture of a living foreign language; to personalize learning while also stimulating students' language practice.

#### **1.4.1 The benefits of using series**

Today teachers have access to a wide range of digital educational materials. Among all of these options, using series is the most accessible and common, as it allows you to employ both hearing and video assistance. Furthermore, using series in class allows students to broaden their worldview, improve their language skills, and have a better understanding of the country whose language they are learning. In addition, according to various studies, when some visual materials such as videos, films and series are used to teach a language, students are tremendously motivated and interested. This could explain why series is such an effective instrument for presenting linguistic and cultural features in a more vivid and engaging manner.

It's important to remember that TV shows aren't just another source of information. Its use encourages children to develop numerous parts of their mental activity, including attention and memory. There is an atmosphere of collaborative cognitive engagement in the classroom while enjoying TV series. Even the most inattentive student becomes attentive in these situations because pupils must exert effort to comprehend the episode's substance. As a result, educational videos have a psychological influence that helps to intensify the teaching process and generates optimal conditions for students to develop communicative (linguistic and sociocultural) ability (Барменкова О., 1999).

Alongside, according to Andreasyan, series have a powerful emotional impact on students, influencing how they establish personal perspectives toward what they see. Series create the closest natural language environment, which is a collection of language and non-language situations that reflect native speakers' lives, histories, cultures, and traditions (2009).

The big advantage of TV series is that they are short as opposed to movies. There are series where one episode lasts about 25 minutes, which is beneficial for students' short-span attention. It is best to choose sitcoms that are less than 30 minutes so that it is possible to do some other exercises in class. A good example is the sitcom "Friends", where one episode takes 20 minutes.

Another advantage of using TV series is that while individual episodes are shorter, the total time that students can spend with the series is more, which means more knowledge of the language, better promotion of fluency and more mastery of the second language.

For “Friends”, the total viewing time is 86.5 hours. While the film is usually too short to depict the daily lives of the characters in detail, the length of the series allows ordinary situations and characters to respond to them, which adds credibility and authenticity to the experience students receive. as well as having time to focus on the details.

What’s more, with so many different episodes of the series, it touches on more topics that encourage discussion or other activities and show more daily problem-solving than any single film. However, despite the diversity, the series still provides a single continuous story arch through which the characters evolve and change. This creates an “addiction” to the series, which then serves as motivation for the students.

The last advantage of using the series is the amount of colloquial and slang language that can be heard there, despite idiomatic expressions, metaphors and ambiguities, including different accents of different guest stars. Also, jokes and puns are more common in the series, including jokes and repetitive expressions that help students remember them.

#### **1.4.2 Drawbacks of using series**

This is not a drawback, but a potential issue with the series' continual use: the ideas for classes (particularly lessons while watching) are running out and need to be repeated, which may lead to students being bored with the series.

It can be said that this is a minus if there is not a great variety of series, especially genres. While with the movies you can take once a romantic comedy and another time - action or horror, the series is more or less the same sieve as before. Even if the vast majority of students like the series, there is a chance that there will be someone, at least one person, who will not like the sitcom and will be dissatisfied with them in the lessons, which will harm his motivation to learn the language.

Additionally, the educational component of series may be a minor part of the entire show. Only a few scenes from the episode may be suitable for a classroom environment and give true educational value. In these situations, the episode should be displayed only if it adds value to the topic that is being presented.

Also, there is a widespread belief that viewing series is a poor teaching method. That is why, if series are included in a curriculum unit's resources, it is critical that they are carefully

chosen and that appropriate lessons are prepared to highlight the facts the students are learning with the help of watching episodes.

And finally, from the students' point of view, another drawback may be that if they have a series of lessons once a week, the teacher will probably not be too willing to spend extra time watching movies or similar activities during regular lessons that can strengthen attitudes towards that the series needs to be watched at home, as most students do it anyway, and it is fun, not at a school where students have to learn serious things.

To sum up, different kinds of teaching methods were discussed in the first part of this paper. These methods are based on a number of general methodological principles. It is important to say that all these methods have a common goal - to teach students to communicate in English, as well as to participate in the formation and development of students' personalities. All of these strategies are founded on the principle of active communication, which is based on a variety of scenarios. These situations are realized through group work (collective work), but all these principles are both personality-oriented, and are most effectively implemented in a positive psychological atmosphere, when everyone feels comfortable and in an atmosphere of mutual understanding and active interaction, sharing not only information but also emotions.

Another significant point of the described methods is the creation of additional motivation that provides increased interest of students in the learning process. It should also be mentioned that in modern methods an important role is played by independent cognitive activity of students. It is not welcome to give students ready-made material, they should be more independent, because it promotes memorization. The basic idea of these techniques is the same: the best way to learn is to communicate.

And yet, despite such a large number of similar features, each of the techniques has its own specific features. It is thanks to them that these techniques differ from each other and become separate, independent phenomena in the methodology. Specific features give each method its own look, and they determine the positive and negative qualities that are inherent in each of them. It should be noted that when choosing a teaching method should take into account not only their own preferences, but, above all, should focus on age, abilities, interests and psychological characteristics of students. Based on them, you can choose the most acceptable and effective method.

Today, there is no universal method, as the effectiveness of a method depends on many factors. At the present stage of methodology development there is an integration of methods. It can be stated that the formation of a comprehensive method has begun, which incorporates the best elements of different methods.

Besides the methods of teaching, this part of the study deals with the positive and negative aspects of using series in teaching and learning English language. In summary, there are a lot more beneficial aspects of using series than drawbacks. Series create atmosphere of collaborative cognitive engagement in the classroom while enjoying it together; they have a powerful emotional impact on students and also they show students a natural language used by English speakers. And finally, a great advantage of using series instead of films is that they are not so long, which is good considering the fact of how short students' attention span and in addition, series cover a lot more interesting and useful topics.



## **PART 2**

### **WHAT IS “FRIENDS” SERIES AND WHY IT SHOULD BE USED FOR TEACHING ENGLISH**

Language is an important means of communication without which development and existence of society are not possible. The main task of studying foreign language is the formation of communicative competence, i.e. the ability and willingness to carry out interpersonal and intercultural communication with native speakers. Mastering a language without being in the country of that language is a very difficult task, therefore the teacher must create such conditions when students are immersed as much as possible in the speech environment. One of the productive ways to improve knowledge in English is a viewing of authentic feature films and TV series. They are an effective means of developing various psychological processes, including attention and memory.

It has been scientifically proven that the degree of learning productivity depends on how much the senses are involved during the perception of information. Material is better assimilated when it is presented in various forms. Simple illustrations are not enough to master a foreign language, images and various associations are needed. Feature films can successfully solve this problem, as they provide an opportunity to study the language of a particular country in detail, based on memorized images of heroes, their dialogues, phrases, vivid quotes, winged expressions, etc. In addition, the study of language takes place in parallel with the study of culture, history and traditions of the country. This method is quite effective, because clarity is one of the leading methods and principles of learning that helps to improve interest and attention to mastering the language, increases the motivation of students.

Another reason is the authenticity of the language material: it is not simplified, the actors speak with an accent typical of a particular area, the language material is modern, common expressions and idioms are used. Visual information (body language, gestures) presented in videos helps to better understand language due to the fact that students can see more than when they simply perceive the language by ear. Thus the principle of immersion in socio-cultural is realized in the speech environment of the country whose language is being studied in the classroom; the illusion of involving students in the natural language environment is created, the communicative situation is modeled.

“Friends” is the first American sitcom to gain worldwide acclaim. It is one of the most beloved television series in history, and even now, 18 years after its ending, fans all over the world

continue to hope for the series to be renewed or, at the very least, a film adaptation to be released. This series is about six good friends who live together and spend almost all of their time with each other. They strive to find their place in New York City and in life in general. These people like to play tricks on each other, have fun, and make romantic and friendship connections; they deal with family and work issues just like everyone else. This is probably why this series is so relatable for many people.

## **2.1 The popularity of “Friends”**

Back in 2016 New York magazine asked one relevant question in appreciation of the show's continuous and consistent attraction to new generations of viewers. The question was next: “Is “Friends” Still the Most Popular Show on TV?”. The purpose was to investigate quote-unquote “Why so many 20-somethings want to stream a 20-year-old sitcom about a bunch of 20-somethings sitting around in a coffee shop” (Sternbergh, 2016).

Certainly, it can come across as strange that so many years has passed by, yet the sitcom still maintains its captivating charm. It can be said with confidence that “Friends” was still on the rise in 2016. The show had its weekly audience of 16 million people thanks to the multiple international airings. Even the co-creator of the sitcom, Marta Kauffman, says that she is very surprised by this popularity of “Friends”. She shares: “It blows my mind. Not only that people are still watching but that people still connect to it. I have a 17-year-old daughter, and recently someone at her school asked her, ‘Hey, have you seen this new show called Friends?’” (Sternbergh, 2016).

Additionally, in 2015 The Hollywood Reporter polled over 2,800 industry professionals to decide and name their most favourite show of all time. And it was not any other than “Friends” sitcom. This article even mentions a pop-singer Taylor Swift, who happens to be a big fan of the series. She performed the iconic song “Smelly Cat” together with Lisa Kudrow, who plays the role of Phoebe Buffay (Thr Staff, 2015).

Together with this article about “Friends” being the most favourite show among industry insiders, there is Shelley Cobb, an Associate Professor of Film at the University of Southampton, who conducted a research together with Neil Ewen and Hannah Hamad and in this study they reconsider “Friends”. They mention that the massive fan base of this sitcom is not only Anglo-American people but rather worldwide. According to polls in China, “Friends” is the most popular American sitcom there (Tan, 2011).

In conclusion, “Friends” series, despite airing in 1994, is popular and beloved to these days. It is known not only in United States but all around the world. Even India and China, which cultures are not similar to the one represented in “Friends”, consider the sitcom as their most favourite out of all the American shows. “Friends” is a unique sitcom, which achieved a success that no other TV show before was able to.

## 2.2 Characters

What can be said with confidence about the “Friends” sitcom is that the characters are unforgettable and timeless; they are still an iconic and everlasting aspect of the popular culture. The characters’ personalities are depicted in such details that it feels like you know them in real life. These six people are amusing, quirky and hilarious.

**Rachel Green.** This character can be described as easygoing, somewhat naïve and flexible. People are drawn to her because of her lively and cheerful personality. Rachel enjoys using her people talents and skills, which has helped her carve out a successful career in the fashion sector. Besides, she is someone who puts her relationships and friendships on the first place. Rachel is compassionate and loyal to those she cares about. In addition, she is obsessed with fashion and her image in the eyes of others, which causes her to be hyperaware everything and everyone that surrounds her. Finally, this character is all about growth: she started her career working as a waitress in a café and in the end she found her dream job in a fashion world and started working for Ralph Lauren.

**Joey Tribbiani.** He is the fun one in the group. Joey is very energetic and he possesses this enthusiasm which is very admirable by people. It's easy and relaxing to be around Joey since he knows how to appreciate everything around him. Moreover, he is an open and gracious person who has a lots of fun ideas to create a happy, almost carefree life. Being this confident and social character, makes Joey easy to approach. Due to the fact, that he is an actor, Joey constantly creates around himself different social situations and he feels comfortable with new people around. What is interesting about Joey is that he does not need a significant other and he is not looking some an individual who will fulfill his dreams and make him happy; Joey has the feeling of being complete on his own.

**Monica Geller.** Her character is extremely organized, clean and she likes when her apartment is tidy. She can also be described as a very social person, who enjoys spending time with people. It makes her a good and caring friend. However, sometimes Monica can be terribly

obsessive and nervous: she has a tendency of obsessing over small details and it is something that cannot be changed, so her friends became used to it. On the other hand, her ability to organize something is absolutely unmatched. And, considering everything listed before, it can be added that Monica is very competitive; she just has this constant need to be a winner no matter what.

**Chandler Bing.** He is the most sarcastic, yet open and encouraging friend in the group. His unique trait is that he effortlessly generates fresh ideas by relying on his intuition; along with this, Chandler likes to be free and do not follow any strict rules and plans. Of course, Rachel and Joey can be called spontaneous, however, Chandler is the most spontaneous character, considering the fact that he gets easily bored and needs some new feelings and experiences. The sad trait of his personality is how emotionally unstable and immature he is because of his traumatic childhood experiences. Chandler uses his humour and jokes to hide how he truly feels, so that there is no need to deal with those emotions. Despite this, he is an extremely generous and kind friend, who will always make everything possible to be there for his loved one and to support them.

**Phoebe Buffay.** This character is fascinating and unconventional in all meanings. She is naturally artistic and shows it in her clothes, songs and interior of her apartment. Phoebe has a lot of unexpected skills and talents, for example, she is fluent in French, she can sing and play on guitar, she is interested in animal rights and environmental issues, Phoebe is also a highly spiritual person. However, her life was not easy. Her character lost her mother and was abandoned by her father, the relationship Phoebe has with her sister is not close; in addition, she was forced to live on the streets for a long time. Because of this hardships, Phoebe became a very empathetic and genuine person, who is very grateful for having such wonderful friends in her life.

**Ross Geller.** It can be said right away that Ross is known for his three divorces, which he mentions throughout the whole series. Ross' character takes a great pride in being an intellectual person, who also happens to be a scientist and professor. This is why he likes precision and accuracy at all times. Alongside, Ross highly values loyal people, although sometimes he is unable to see his own mistakes and dishonesty. Nevertheless, he is a person who makes decisions with his heart and because of this he experiences a lot of emotional pain together with constant rollercoasters in his love life. And yet, Ross is still trying to be happy and true to himself (BTP, 2021).

### **2.3 The impact on culture**

1994 was the year when life in America was calm. However, it was a period of peace before a crisis. The times were slowly but surely changing and that is when "Friends" – an American

television sitcom – aired on September 22, 1994. “Friends”, perched on the edge of twenty-first-century entertainment, embraced both the old and the modern. This sitcom as something entirely new for the whole generation due to the fact that “Friends” was the first sitcom to popularize the classic hangout humor. As it is known, almost every sitcom produced to date may be divided into three categories: workplace comedy, family comedy, or friends comedy. “Friends”, of course, falls into the last group, however it also included something more distinctive, a generational element (Picone, 2014).

“Friends” was different from any other sitcom in that time (“Cheers”, “The Golden Girls”) for the reason that the audience was able to simply enjoy watching six attractive people spending time together, just hanging out in the Central Perk or at their apartments. “Friends” made people feel included in all the sarcastic jokes, family troubles, buying new couches and moving ins and outs. This idea was fresh and outstanding, therefore people welcomed the new show with happiness (Picone, 2014).

Not only that but “Friends” had the balance between being cheesy and dark at the same time. Many American sitcoms can't help themselves from throwing in a "learning" moment at the conclusion. It is normal for the main characters to forgive each other in the last minutes of the episode after having some conflicts. Usually they reconcile with some corny monologue or even a voiceover but “Friends” is not the case. The sitcom managed to avoid using those kind of techniques, instead, in the scenes with making up after an argument, humor was used and it was balanced with characters’ emotions and feelings. Moreover, “Friends” is full of meaningful topics which are not that easy to talk about, for example death of family members, cheating, divorce, parental abandonment, infertility, suicide or unplanned pregnancy. The manner of introducing these problems in the sitcom, showed the audience ways of coping with all the struggling without only focusing on the dark sides of those issues (Lavender, 2020).

“Friends” and selling products.

After seeing how successful “Friends” series became, American advertisers decided to use this popularity in order to make huge profits by creating products with “Friends” logo and characters. Back in the 90’s the advertising companies made it possible for the adults to demonstrate their admiration for the show: a huge amount of T-Shirts, mugs, socks, blankets and even LEGOs were created and people were happy to give their money for all these goods. Moreover, in 2019 in order to honor the 25<sup>th</sup> sitcom’s anniversary, a “Friends” line was released, including the iconic fountain which can be seen in the intro and even the apothecary table which was shown in one of the episodes (Lavender, 2020).

To come to the point, “Friends” did, in fact, impacted American culture in the means of, firstly, changing the whole TV-Show industry: it has introduced the audience to a new kind of humor and perception of the lives of twenty-something years old individuals. Secondly, “Friends” has spoken about topics which were not socially acceptable back in the time and it certainly impacted people’s world view. In addition, it has had an immense impact on the selling industry because of how popular the sitcom has become.

## **2.5 The impact on language**

Friends has become a major cultural phenomenon since the very first season in 1994. (Kim 1995, p. 108). The first two catchphrases which come to mind when someone mentions “Friends” are most likely “How you doin’?” and “We were on a break!”. They became quickly recognizable among the audience. Over the course of the show's ten-year run, a number of screenwriters contributed to the dialogue. Nevertheless, what the actors eventually say in the broadcasted versions of the episodes is the result of many different rewrites. In these rewrites participates not only the main writer to whom the initial draft belongs but all of the other writers and, what is interesting, the actors too (Tagliamonte; Roberts, 2005, p. 281). Yes, “Friends” actors do, in fact, play a key role in the development of their characters' dialogue (The One That Goes behind the Scenes, 1999).

### **2.5.1 Famous catchphrases and idioms**

“Friends” series has a number of frequently used expressions which are great for learners who want a deeper understanding of day-to-day conversations between native speakers.

Certainly, English is not the most complicated language to learn, however there are some expressions that can only be taught through informal and conversational circumstances and not by learning it at school. These phrases and idioms cannot be interpreted literary but rather they need to be grasped with continued linguistic practice. Friends is a great source to learn basic English idioms because it is a fun and pleasant show about life.

Below are listed some of the most commonly used English terms in the series, along with their definitions and examples of how they might be utilized in everyday situations.

1. “How you doin’?”

This is an iconic and well-known phrase used by Joey Tribbiani. Despite this, the meaning can be confused with a question that asks about how a person gets done something and which method is used. The true meaning is that it is a question about someone's mood, feelings and well-being.

In the series this catchphrase is very often said by Joey when he wants to start a conversation with a girl he likes. Usually, he pronounces this question with mannerism of a cavalier.

A good example would be the 13<sup>th</sup> episode of season 4 where Rachel Green seeks advice on how to approach a guy she fancies:

*Joey: Oh-oh-oh-oh, how I do it is, I look a woman up and down and say, "Hey, how you doin'?"* ("Friends", 1998).

Despite the fact that it is a phrase for dating, it still can be used when speaking with your friends or close people. For instance, if you haven't seen your friend from high school in a long time and suddenly you meet on the street you can say:

*Hey! It is so good to see you, how you doin'?*

## 2. "Fall for someone"

This phrase is not as obvious as it seems. People can easily confuse it with the meaning of dropping from somewhere high if another person asks for it. But in reality, a person falls for someone when they feel love and affection towards another human. It means to be in love.

Season 2, episode 14 shows how this expression can be used in a conversation:

*Rachel: No, listen to me. I fell for you and I get clobbered. You then fall for me and I again, somehow, get clobbered. I'm tired of being clobbered, ya know, it's, it's just not worth it*

("Friends", 1996).

In real life it is very easy to use. If you want to say someone that you have romantic feelings for them say, for example:

*I would really like to confess something. I fell for you a long time ago.*

## 3. "I'm sick of it!"

When a person sick it usually means that they are physically or mentally ill, they have problems with their health. However, in this case, it is used as an expression to show how tired and done you are from something (a difficult relationship, behavior etc.).

This great phrase is used by Rachel to express her disappointment with men, she says:

**Rachel:** *I am so sick of guys. I don't want to look at another guy, I don't want to think about another guy, I don't even want to be near another guy* (“Friends”, 1995).

If you are, for instance, very tired of constantly being criticized by your boss, then you can say:

*I am sick of my boss always criticizing me!*

#### 4. “Hitting on her/him”

It is possible to make a mistake when using this phrase because “hitting” means physically abusing someone with a hand or some sort of tool. Yet this expression has a positive meaning of someone flirting with you.

The phrase was used when friends were talking about Ross’ new girlfriend, whom he met at the wedding:

**Monica:** *So Ross, are you gonna bring Mona?*

**Ross:** *Yeah, I think I will.*

**Joey:** *That hot girl from their wedding?*

**Ross:** *Yeah.*

**Phoebe:** *Wasn't Joey hitting on her at the wedding too?*

**Ross:** *That's right! He was hitting on her, and I got her. I guess the better man won.*

(“Friends”, 2001).

This phrase is easy to use in a casual conversation too if you want to flirt with someone, let's say, at a party just say:

*I think this girl is just beautiful. I will definitely hit on her when I'm not so nervous.*

#### 5. “I can't stand her”

It may be confused with not being able to physically stand up, however its meaning is that it is impossible to tolerate someone on grounds of being angry with this person or just generally feeling a deep dislike towards them.

The expression was used in season 3, episode 1 when Joey did not like Chandler’s new love interest. Despite this, Joey tried to make himself to like the girl and even spend the whole day with her, but the result was this conversation:

**Chandler:** *You still can't stand her, can you?*

**Joey:** *I'm sorry, man. I tried, I really did.*

**Chandler:** *Well, you know, I appreciate you giving it a shot* (“Friends”, 1996).



In real life you can use it not only for another person but practically everything. For example:

*I literally can't stand her facial expressions; they are so unnatural.*

## **2.6 How can “Friends” series assist in learning English?**

Reading language books, listening to lesson recordings, and attending class with a language coach are all common ways to learn a language. Practice, on the other hand, is an important, if not crucial, factor in learning new words and phrases. That is why series and sitcoms play a big part in acquiring the language. Watching a TV show allows a person to improve their listening and comprehension skills. It has even a greater benefit if a learner watches the series with subtitles because it helps to develop their English reading skills as well. According to a research that took place in 2016 and was published in the scientific journal PLOS One, there were 60 students whose native language was Spanish and their task was to watch an episode of “Downton Abbey” with and without English subtitles. The results showed that those who watched the episode with subtitles acquired more English language (J. Birulés-Muntané, S. Soto-Faraco, 2016).

Considering this, the role of the “Friends” series in teaching English can be analyzed. “Friends” takes place in present-day New York. As a result, the film's language is extremely useful. The dialogues in the film are frequently delivered in simple but natural language, as a consequence of this the learner has the opportunity to get the exposure to the language used every day by native speakers. Taking into consideration the above-mentioned information, such positives of using “Friends” series in teaching English language can be mentioned:

"Friends" depicts every facet of human life, beginning with parent-child relationships and concluding with marriage and childbirth. Neil Ewen, a senior lecturer at Winchester University's School of Media and Film, states that there are always some complicated parental issues in the background of Friends, which shows that this is, in fact, a coming-of-age series. In addition, he explains that it is a universal theme: as you grow older and become an adult, you have some problems with your parents, so you turn to your close friends for help and support. (Ewen, Neil, 2018). Twenty-somethings were stuck in a perpetual state of adolescence, too old to live with their own families yet too young to start their own. In real life and on TV, it was friends who filled the void. Friends' six characters were there for each other through disastrous relationships, one night stands, shady career moves, weddings, divorces, babies, and parental fallouts, even as some partnerships shifted from platonic to romantic – and back again (Clare Thorp, 2019). Because of these various life happenings, a large amount of terminology can be brought into ordinary

situations without a second thought. This, of course, excludes dialect. It's no secret that pronunciation in English, as in other languages, varies depending on where you reside (Kortmann Bernd and Schneider, Edgar W, 2004). In view of the fact that English people have different accents and ways of pronouncing words, the second positive feature of learning English with the help of "Friends" series can be specified.

There is a huge potential for a learner to train their ear to understand different people's pronunciations while watching the series. As a matter of fact, it can be mentioned that there are some timbre differences in each character's speech, which certainly affects the learner's understanding of the language, according to Zachary Wallmark (2018). In addition, there are other characters who briefly appear in certain episodes, such as a lisping guy, a woman from London with a strong British accent, and even an old "friend" of Monica and Phoebe who eventually acquired a "fake British accent." All of these language peculiarities make the speech more complex, that is why the representation is crucial for a person who learns English. Besides, if speaking about the impact of the characters on language, Bednarek affirms that they are one of the most essential aspects of language in a television series because the plot revolves around them (Bednarek, 2011, pg. 185-186).

"Friends" series is also known for helping to learn the basics of American culture. Kim-Sook-han is 45-year-old South Korean YouTube content-creator, who is learning English language. She was interviewed by Chang W. Lee for New York Times newspaper (2021, p.1), where she was able to share her experience of learning not only the language but also the cultural nuances of the American people such as which Holidays are celebrated in the United States along with how the natives deal with break ups, conflicts between parents and friends, finding a new job and other difficulties.

Furthermore, controversial in the 90s and more acceptable in our time, the topic of lesbian relationship was introduced in "Friends" series. There is a groundbreaking episode about Carol's and Susan's wedding (The One With the Lesbian Wedding), which happened in 1996 and in that time it was certainly unusual and surprising for the majority (Rothman, 2018). Besides, there is representation of gay community, too. The audience is introduced to Chandler's father, who came out as gay when Chandler was younger. This story is illustrated in more negative connotation taking into account the embarrassment that Chandler felt in his teenager years because of his father's orientation (Riedel, 2018). All in all, "Friends" series is great for getting a deep understanding of the cultural as well as social peculiarities of the American people.

Another reason for choosing “Friends” to teach and learn English language is, obviously, humor. According to Norrick (1993; 2003), both the forms and functions of humorous communication are exceedingly complex. “Humor is presented as socially and psychologically beneficial to learners, helping to relax them, to raise student interest, and simply to make learning more enjoyable” (Nancy Bell, 2009, p. 241). That being the case, “Friends” sitcom is the perfect choice for learning the language, due to the fact that all 10 seasons of the series are considered to be hilarious. “Monica's neurosis, Rachel's passion for fashion, Joey's charming stupidity, Chandler's sarcastic jokes, Ross's bad luck stricken love life, Phoebe's timeless songs such as Smelly Cat” are the characteristics which make people laugh (Alexandre Marain, 2021).

To summarise everything that has been mentioned in Part 2, it can be said that “Friends” series is one of the most successful series not only in the United States but in the whole world too. More than 16 million people per week watch “Friends” to this day, despite the fact that it was aired in 1994. So based on this data, the popularity of the show is obvious and undeniable. In addition, different researches show how loved and enjoyed is the series in various cultures. What makes “Friends” unique is the balance of humour and representation of serious topics such as death members, cheating, divorce, abandonment suicide or and other sensitive topics. However, it never made the show dark or pessimistic, due to the constant jokes of characters and their support of each other.

Most likely, this is why the audience likes “Friends” so much. It is shown not only through obsessive buying of the series’ merchandise like mugs, T-Shirts, posters, socks, blankets and different kinds of other goods, but through changes in language, too. Indeed, “Friends” changed the way people speak. If in the past, when the series did not exist, the intensifier “so” was not common, then nowadays it figures everywhere: “This is so not true!” likes to say Monica. Also, the word “be” and the way Chandler uses it must be mentioned: “Could she BE any more annoying?”. Finally, the catchphrases of “Friends” are very common in speech and most people will understand the reference right away.

Alongside, Part 2 deals with the question of how the series can help in teaching English language. First of all, “Friends” deliver the dialogues in a simple yet natural way. This is why the learner has an excellent opportunity to hear how the native speakers communicate, which expressions are commonly used and also they hear the corrects pronunciation. Not only that, but dialects are reflected in the characters’ speech too. This way a student can grasp the whole spectrum of the English language. Secondly, it is very easy and even enjoyable to learn about the American culture and tradition watching “Friends”. The reason for this is that the series shows all

of the holidays, which are celebrated in the United States, as well as how American people usually deal with their struggles and how they manage to balance their work lives with relationships.

Finally, the “Friends” series is a great source of jokes and humour, which are crucial for a learner to be able to acquire the language with ease and interest. The show is full of funny situations and misunderstandings, amusing songs and sarcastic comebacks. These features make the learning process more enjoyable and pleasant.

## PART 3

### TEACHING SCENES

The scenes from “Friends” series is a great tool not only for teaching students the vocabulary or grammar but also for showing the ordinary life of American people: how do friends communicate with each other, how do they spend their free time, what do they like to eat etc. There are covered some general topics which are essential for a learner to be able to discuss; these are shopping and clothes, food and cooking, ordering in a restaurant and also the relationship theme. These particular scenes were chosen on the basis of how many useful expressions are mentioned in the dialogues, words that are important to acquire for a learner to be able to fluently speak and, finally, how much the learner would be interested in watching the episode.

#### 3.1 Shopping & Clothes

Learning English language with scenes about shopping is extremely beneficial for occasions when a person visits the shopping mall or generally when someone is shopping or buying something. There are numerous expressions with the word “shopping”, “clothes”, “money” that can be learnt through “Friends” episodes; a learner can study and remember useful questions for shopping, as well as words to describe low and high prices. There are a few episodes related to buying couches, dresses and even engagement rings listed below and each of them is analyzed in terms of useful words, phrases and questions.

##### Season 2, Episode 19 The One Where Eddie Won't Go

This episode is not focused on shopping in the first place but there is a short scene with one prominent phrase that is often used when speaking about purchasing something.

**Ross:** How much to save the bird?

**Movers:** Twelve hundred.

**Ross:** Dollars? You spent 1200 dollars on a plastic bird?

**Joey:** Ugh, it was an **impulse buy**. Near the register. (“Friends”, 1996).

##### Analysis

In this short scene Ross is distressed by Joey’s purchase of a plastic bird which is very expensive. Because of this Joey tries to justify this item by saying that it was a “impulsive buy”. The meaning of this phrase is something you purchase without thinking about it and without planning ahead of time, for instance:

*I hadn't planned on buying another pair of trousers – it was an impulsive buy.*

### **Season 5, episode 16 The One with the Cop**

The One with the Cop is an episode about Ross buying a new couch for his apartment and then proceeding to struggle with getting it home. Here a learner can see how to communicate with the seller in a store and even notice the cultural aspect of shopping in America – a client who wants to buy some sort of furniture or other expensive item has to sign a document about the purchase (Appendix 1).

**Ross:** I'm sorry, I just **wanna make sure** I bought the right couch

**Salesman:** You picked a great couch.

**Ross:** Yeah?

**The Salesman:** Yeah. Could you just **sign right here please?**

**Ross:** Oh, sure. Whoa-whoa, what's this? The **delivery charge** is almost as much as the couch!

**Rachel:** Wait! No, that's ridiculous. Come on, he lives three blocks away!

**Ross:** Yeah, y'know what? I'll take it myself, thank you!

**The Salesman:** You two are really gonna enjoy that couch ("Friends", 1999).

### **Analysis**

**To make sure means** to take extra precautions when doing anything.

Ross is very careful with the decision of buying this couch for his apartment so he *makes sure* that it is exactly the couch he will enjoy in the future.

**To sign something** (in this particular case: a document about purchasing a couch) means to put a signature on to show acceptance, agreement, or responsibility (Merriam-Webster, Inc. Dictionary). When a client calls and claims, "I don't recall buying that," signatures are retrieved to show that this purchase was, in fact, made (David Kestenbaum, 2014).

**Delivery charge** is the price of transporting or delivering different kind of goods.

Ross did not agree to pay the delivery charge in view of the fact that it was almost the same price as the couch.

### **Season 10, episode 9 The One with the Birth Mother**

In the 9<sup>th</sup> episode of season 10 there is a scene in the clothing store where Ross, Rachel and Phoebe are looking for an outfit for Ross' date with a salesgirl. There are some useful words about cloth items and sales; in addition, there can be found adjectives connected to looks. (Appendix 2).

**Phoebe:** This place is awesome!

**Ross:** You know, we should just go, I'm not gonna find anything here! This **stuff** is ridiculous!

**Rachel:** Ah, this place is great!

**Phoebe:** Wow!

**Ross:** Rach, come on, I'm not gonna wear any of this! Nothing silver. Ok? Nothing with hair! And nothing with padlocks on it!

**Rachel:** Ross, look, I know that some of this **stuff is out there**, but I mean, come on, look at this, look at this sweater!

**Ross:** Wow, this is really soft. Three hundred and fifty dollars?

**Rachel:** Yeah, **down from seven hundred**, you are saving like two hundred bucks!  
(“Friends”, 2004).

### **Analysis**

**Stuff** is things that a person says or does when they are referring to them in a broad sense without specifying what they are, for example:

*There was a lot of stuff going on in her life*

**Out there** – it is a phrase used to describe something very extreme or unusual. When Rachel says that some of the stuff is out there it means that she is aware that some clothing items could be strange for Ross and other ordinary people who are not close to fashion world.

**Down from seven hundred** has the meaning of being cheaper than it was before or being on sale.

*My cardigan is only one hundred dollars, down from thirty!*

### **Season 7 Episode 17: The One with the Cheap Wedding Dress**

This episode speaks for itself: Monica is looking for a dress that will be affordable for her budget, so she takes Rachel and Phoebe to a cheaper store to find for herself a wedding dress. There are numerous expressions about behaving in a store and also phrases to use when speaking with other shoppers in there. (Appendix 3)

#### **First scene**

**Monica:** All right, listen up. There is usually only one dress in each size so when they open those doors, **fan out**. Now, this is what you're **looking for**! Memorize it! When you

**locate** the dress, blow on these. All right? Three short blasts, when you hear it. Come running.

**Rachel:** Okay.

**Phoebe:** Got it.

**Monica:** All right.

### **Second scene**

**Monica:** No. No. Not it. Not it. Not it. **Don't crowd me!** This is it! This is the dress! Oh my God, it's perfect! I'm sorry, **this one's taken.**

### **Third scene**

**Phoebe:** Did you find the dress?

**Rachel:** No! You gotta get me out of here Phoebe! These **bargain shoppers** are crazy! ("Friends", 2001).

### **Analysis:**

**Fan out** – people use this expression in the meaning of to spread apart or to cause (something) to spread apart. In this context Monica asks Rachel and Phoebe to separate in order to find the dress faster.

**Look for** – when a person is looking for something it implies that they are trying to find something or someone. Here the girls are looking for a wedding dress that Monica desires.

**Locate** means to discover the exact place or position of something or someone.

**To crowd someone** is to make a person feel unpleasant by staying extremely close to them or constantly monitoring them. Monica is angry because a woman was standing very close to her.

*Stop crowding me and step away!*

**This one is taken** – this phrase is used to show other people that the item they want is actually belongs to someone else and cannot be taken or purchased.

Monica uses this phrase to tell another woman that the dress she holds belongs to her.

### **Season 6, Episode 23 The One with The Ring**

This episode of Friends series is prominent because of a great representation of the conversation between Chandler and Jeweler. Chandler wants to buy an engagement ring for Monica and comes to a jewelry store. There are a lot of useful expressions that can be used when buying different goods while shopping (Appendix 4).



**Chandler:** Pheebs, can you help me **pick out** an engagement ring for Monica? I can't figure this out! It's so hard! Should I get her a Tiffany cut or a Princess cut or a—ah-ah! Paper cut!

**Chandler:** Nothing! This is the nine millionth ring store we've been too and I can't find the perfect ring. Ugly ring! Ugly ring! Ugly ring! It's a **beautiful selection**.

**Chandler:** Oh, this one's nice! **I like this one!** Sir? Uh, kind sir? **Can I see this one?**

**Phoebe:** Wait a minute, no, this is, this is the reason you brought me. Okay? I know how to **haggle**. So let me **handle this** from here on out.

**Male Jeweler:** Can I help you?

**Chandler:** Uh-uh, yes. **I would like to see that ring please.**

**Phoebe:** Or not, whatever.

**Male Jeweler:** This ring is from the 1920s, it's a one and a half carat diamond with sapphires on either side.

**Chandler:** Oh my God that's it, that's the ring! **How much is it?**

**Phoebe:** Chandler, I-I will handle this! How much is it?

**Male Jeweler:** 8,600.

**Phoebe:** We will give you \$10.

**Male Jeweler:** Are you interested in this ring?!

**Chandler:** Yes! Yes, but I can only pay \$8,000.

**Male Jeweler:** Okay, I **can let it go at eight**.

**Phoebe:** **We stand firm at \$10.**

**Male Jeweler:** How would you like to pay?

**Chandler:** Uh, credit card ("Friends", 2000).

**Analysis:**

**Pick out** means to select someone or something from a variety of options. Chandler struggles to pick out an engagement ring for Monica.

**To haggle** is to continually argue or bargain, especially over the price of something. Here Phoebe is trying to prove that she is able to haggle over the price of the ring and buy it cheaper.

**To let it go at** has the meaning of selling something at an arranged price.

*I can let this ring go at eight hundred dollars.*

**To stand firm** is a refusal to change the decision, position etc; being stubborn.

*I stand firm in my decisions.*

There are a lot of polite expressions that are used in this episode during the conversation in the store such as:

1. Sir?
2. Can I see this one?
3. I would like to see that ring please.
4. How much is it?

Summarizing, it is possible to say that the topic of shopping is very complex and includes such specifics as politeness, money related things (sales, haggles etc.), different kind of goods and even its own rules. Watching “Friends” episodes about shopping will help to dive into all the peculiarities of American language and culture, considering the fact that all of the above listed details can be seen in the series.

### **3.2 Food & Cooking**

Learning the topic of food and cooking in general is essential. Eating is an important part of our lives which allows to keep the body and mind together. People are used to make extreme efforts to create a wonderful nourishing meal for themselves and their family with friends. We get excited when we go to a favourite restaurant. Therefore, conversations about food are not rare and happen all the time, this is why it is important to know the vocabulary and useful expressions related to cooking and eating. Luckily, one of the characters in “Friends” series, Monica, is a chef and she is keen on making food. Not only that, but Rachel is cooking in one of the episodes, too. As a direct result, it is very convenient to study the topic of food by watching “Friends” series.

#### **Season 6, Episode 9 The One Where Ross Got High**

It is a Thanksgiving day episode in “Friends” series and it is some sort of unusual because this year not Monica but Rachel makes the dessert. Of course, everything goes not as planned, that is why there is a great chance to learn some excellent words and expressions linked to the topic of food. (Appendix 5).

##### **Scene 1**

**Rachel:** Hey! Hey, Pheebs, check it out. Yeah, for my desert, **I have chosen to make a traditional English truffle!**

**Phoebe:** Wow, that sounds great! And what are you making Monica, in case Rachel’s dessert is... so good that I eat all of it. There’s **none left for anybody else!**

**Monica:** Nothing.

**Rachel:** Nothing?

**Monica:** No, sweetie, I-I trust you.

**Rachel:** So, if-if I **mess this up**, there's nothing else for dessert?

**Monica:** You're not gonna mess it up.

**Rachel:** Wow, Monica, I love that, you really have faith in me. Thank you. Technical question, how do you know when uh, **the butter's done**?

**Monica:** Well, it's done about two minutes before it looks like that ("Friends", 1999).

## Scene 2

**Joey:** Rach, you're killin' us here, will ya **serve the dessert** already? Those drunken dancers are waiting!

**Rachel:** Look at it, isn't it beautiful?

**Ross:** Yeah, yeah, what is it?

**Rachel:** It's a **truffle**. It's got all of these **layers**. First there's a **layer of ladyfingers**, then a **layer of jam**, then **custard**, which I **made from scratch**, then **raspberries**, **more ladyfingers**, then **beef sauteed with peas and onions**, then a little more custard, and then bananas, and then I just put some **whipped cream on top**!

**Ross:** W-What was the one right before bananas?

**Rachel:** The beef? Yeah, that was weird to me, too. But then, y'know, I thought "well, there's **mincemeat pie**," I mean that's an English dessert, these people just put very strange things in their food, y'know. Oh! by the way, can I **borrow some Rum** from your place?

**Joey:** Y-sure!

**Rachel:** And while I'm gone don't you boys **sneak a taste** ("Friends", 1999).

## Scene 3

**Rachel:** Alright, Monica, I want you to have the first taste.

**Monica:** Really?

**Rachel:** Oh oh oh, wait! You only got **whipped cream** in there! Ya gotta **take a bite** with all the layers! ("Friends", 1999).

## Analysis:

**To mess something up** means to make a mistake or do something wrong. In this scene Rachel is afraid of ruining the dessert for Thanksgiving.

*I don't want to mess up your new carpet with my dirty shoes.*

**To serve the dessert** – to present, to put on a table a sweet course or dish. Rachel served her mixed dessert when it was ready but, unfortunately, the guests did not like it. Except for Joey.

*I will serve the dessert in a minute.*

**To sneak a taste** means to eat something secretly, especially something that you are not allowed to.

*Don't even think about sneaking a taste while I'm not here!*

**To take a bite** – to eat a small piece of something (dessert).

*I will take a bite of this dessert because I'm not hungry.*

Alongside with these expressions, there are multiple words which are named by Rachel when she explains the ingredients she has used to make her unique dessert. For example, layers, ladyfingers, jam, custard, raspberries, beef sautéed, whipped cream, eggplant.

### **Season 7, Episode 3 The One with Phoebe's Cookies**

The third episode of season 7 is all about cookies. Monica asks Phoebe for her grandmother's cookie recipe but Phoebe does not have it so Monica, Phoebe and Ross try to recreate its taste from one existing cookie that was found by Phoebe. (Appendix 6).

**Monica:** I want to have your grandmother's cookie recipe.

**Phoebe:** You mean the **chocolate chip cookie recipe**?

**Monica:** Uh-huh, yeah.

**Phoebe:** You mean the one that my grandmother made me swear on her deathbed that I would never let out of our family?

**Chandler:** Dying people say the craziest things ("Friends", 2000).

...

**Monica:** Okay, here's **batch 22**. Ohh, maybe these'll taste a little like your grandmother's. This has a **little bit of orange peel**, but no **nutmeg**.

**Ross:** Let's **give it a shot**.

**Monica:** Okay. Man, I have not made this many cookies since I was in the ninth grade.

**Phoebe:** Oh, what was that for? Like a **bake sale**?

**Monica:** No, just a Friday night ("Friends", 2000).

### **Analysis:**

**Batch** is a term used to describe things produced in the same group (in this case cookies).

*Batch 17 was very good!*

**To give a shot** – when you give something a shot it means that you try to do it. Here Ross speaks about trying the new kind of cookies.

**Bake sale** is a sale of home-baked goods held to collect funds for the charity or a particular occasion.

Along with these expressions there are some more words in the episode which are connected to food, for example beer, chips, orange peel, nutmeg, crumb, duck confit, broccoli raab.

### **Season 7, Episode 11 The One with All the Cheesecakes**

This episode of “Friends” is filled with words about the taste of food, cheesecake in particular. Rachel and Chandler are eating during almost every scene and because of this there are numerous conversation about food filled with useful expressions.

#### **Scene 1**

**Chandler:** Hey, you have got to **try this cheesecake**.

**Rachel:** Oh, y'know I'm not that much of a **sweet tooth**. I... Wow. My God, so **creamy**. Oh my God, this is the **best cheesecake I have ever had**. Where did you get this?

**Chandler:** It was at the front door. When I got home. Somebody sent it to us (“Friends”, 2001).

#### **Scene 2**

**Rachel:** Are you serious?! Chandler, we ate an entire cheesecake two days ago and you want more?

**Chandler:** Well I've forgotten what it tastes like okay?!

**Rachel:** It was cheesecake. It was fine. It had a **buttery, crumbly, graham cracker crust**, with a **very rich yet light, cream cheese filling**... Wow! My whole mouth just filled with saliva!

**Chandler:** Y'know what? Forget it! We are just **hungry!** We have not had **lunch!** We are just **light-headed!** So let us go out and have lunch and forget about the cheesecake (“Friends”, 2001).

#### **Scene 3**

**Rachel:** Oh my God! That is so good!

**Chandler:** I'm **full**, and yet I know if I stop eating this, I'll regret it.

**Joey:** Hey!

**Rachel:** Hey!

**Joey:** What do you got there?

**Rachel:** Oh it's umm, it's **tofu cake**. **Do you want some?** (“Friends”, 2001).

### **Analysis:**

**Sweet tooth** – it is a person who enjoys eating sweet-tasting food. It is an idiomatic expression which is great to learn for a beginner.

*I was a sweet tooth when I was younger but now I don't enjoy any desserts and candies.*

**To be hungry** – it is a feeling when a person wants to eat.

*I was very hungry that day, so I ate more than I should.*

**Lunch** is a meal eaten in the middle of the day that is often lighter or less formal than a dinner.

*I will go and get lunch for us.*

**To be full** – you are full when you do not want to eat more because you have had enough.

*I ate a whole plate of lasagna and now I am full.*

The great part of the dialogue between Rachel and Chandler occurs when Rachel starts to describe the taste peculiarities of the cheesecake. She says that it is “buttery, crumbly, graham cracker crust, with a very rich yet light, cream cheese filling” which is a perfect example of how we should describe food and in which order these delicious qualities should be used.

To conclude, it can be said that learning about food, cooking and eating with “Friends” episodes is easy due to the great amount of words, phrases and idiomatic expressions used.

### **3.3 In restaurant**

For any beginner English learner, learning how to order from a menu in a restaurant is essential. A restaurant is a place where cultural behavior and manners need to be taken into account. This also applies to the correct use of expressions and special words. This is why it is important to know what are the peculiarities of American restaurants and how a person needs to behave in there.

## Season 2, Episode 5 The One with Five Steaks and an Eggplant

In this episode all six friends came to a restaurant for a dinner. There is a very good scene where each one of the characters' orders food, so it gives an opportunity to learn what expressions can be used in a restaurant and when speaking to a waiter or waitress. (Appendix 7).

**Waiter:** Are we ready to order?

**Rachel:** Oh, you know what, we haven't even looked yet.

**Waiter:** Well, when you do, just let me know. I'll be right over there on the edge of my seat ("Friends", 1995).

...

**Waiter:** Do I dare ask?

**Monica:** Yes, **I will start with the carpaccio**, and **then I'll have** the grilled prawns.

**Ross:** That sounds great. **Same for me.**

**Waiter:** And for the gentleman?

**Joey:** Yeah, **I'll have** the Thai chicken pizza. But, hey, look, if I get it without the nuts and leeks and stuff, **is it cheaper?**

**Waiter:** You'd think, wouldn't you? Miss?

**Rachel:** Ok, **I will have** the uh, side salad.

**Waiter:** And what will that be on the side of?

**Rachel:** Uh, I don't know. Why don't you put it right here next to my water?

**Waiter:** And for you?

**Phoebe:** Um, **I'm gonna have** a cup of the cucumber soup, and, um, take care.

**Chandler:** **I will have** the uh, Cajun catfish ("Friends", 1995).

### Analysis:

Excellent expressions for ordering food in a restaurant can be seen in this episode. First of all, Monica says "I will start with" and then she proceeds to order carpaccio. So, she decides on the first meal she would like to eat and considering the fact that Monica is the first one to order, she uses the expression with the word "start". After, she says "then I'll have". This phrase can be heard from other friends too, due to the fact that this construction is easy and understandable. The other way to say it, is to carefully listen to Phoebe because she uses the similar construction "I'm gonna have" or "I am going to have". Along with these lines, the phrase "Same for me", that was said by Ross, is a great way to explain what would you like to order but without repeating the order one more time.

Besides ordering the food, it is interesting to hear how the waiters take your order. As an example, the question “Are we ready to order?” can be used. It shows politeness and patience. It is peculiar that the waiter does not say “Are YOU ready to order?” which would have sounded more straightforward. In addition, the waiter uses the words such as “gentleman” and “miss” and these are also words of politeness.

### **Season 9, Episode 5 The One with Phoebe's Birthday Dinner**

This episode shows not only the language but the cultural aspects, too. Phoebe and Joey came to a fancy restaurant to celebrate Phoebe’s birthday and they were waiting for others to join. In these scenes we can see how a waiter politely asks the two of them to move to a smaller table and how Phoebe and Joey refuse to do it. In the end of the third scene there are some phrases with detailed requests that can be useful for ordering. (Appendix 8).

#### **Scene 1**

**Waiter:** (with British accent) Soo, **are we expecting the rest of our party shortly?**

**Phoebe:** Yes, they are **expected presently**. Yeah, yeah um, **their arrival is in the offing**.

**Waiter:** Right. **We do have a table for two available**, perhaps you would be more comfortable.

**Joey:** No, they're comin', we're waitin' right here.

**Phoebe:** Joseph! Thou needn't worry, they shan't be long.

**Waiter:** It's just that we do have some large parties waiting (“Friends”, 2002).

#### **Scene 2**

**Waiter:** Hello.

**Phoebe & Joey:** Hey.

**Waiter:** It's been an hour. **Are you may be willing to reconsider switching to a smaller table?**

**Joey:** Maybe we should just eat now.

**Waiter:** You can't order until your entire party has arrived. **Restaurant policy** (“Friends”, 2002).

#### **Scene 3**

**Phoebe:** Well, I guess they're not coming. **You wanna just order?**

**Joey:** Thank you. Waiter! 'alright, this is gonna be fast, so **try to keep up**.

**Phoebe:** Risotto with the shaped truffles and the roasted rip steak with the golden Chanderelles and a Bordelaise sauce and any of that stuff I just said means snails?

**Waiter:** Er--does not.



**Phoebe:** Tomato tart and **which of the pastas would you recommend?**

**Waiter:** Oh, they're both exclus...

**Phoebe:** **Both it is, thank you.**

**Joey:** Oh, uh, again. **Can I make a special request:** Can you bring everything as soon as it's ready? **Appetizers, entrees,** we don't care (“Friends”, 2002).

### **Analysis:**

Starting with the cultural aspect, it can be concluded that if a table in a restaurant is reserved for a company of six people and only two arrives, then those two people are not allowed to order until everyone comes. The waiter says it is “Restaurant policy” and **policy** is a set of ideas or a plan for action followed by a business, in this case a restaurant. The phrase used by the waiter to ask Phoebe and Joey to move to another table is “Are you may be willing to reconsider switching to a smaller table?” which is polite, yet uncompromising.

The third scene is filled with commonly used expressions in a restaurant such as:

- You wanna just order?
- Which of the pastas would you recommend?
- Can I make a special request?

In addition, there are mentioned two words which are used very often in a restaurant setting: **appetizers** and **entrees**.

**An appetizer** is a small dish of food or a drink taken before a meal or the main course of a meal to stimulate one's appetite.

**An entrée** is often used to mean the main dish part of a meal, such as a roast chicken with vegetables.

To sum everything up, restaurant dining is a formal occasion in which politeness is essential. It is very important to know how to act in a restaurant and, most importantly, how to communicate with waiters so that they deliver you an excellent service. “Friends” episodes in which the characters are shown having dinner together is a good example of how to order your food in a right way, how to be polite and which phrases are the best to use in a particular situation happening in the restaurant.

## Relationships

### Season 7, Episode 5 The One with The Engagement Picture (1)

In this scene Phoebe, Ross and Rachel speak about the “Cute Coffeehouse Guy” who has asked Phoebe out on a date. However, it turns out that he is getting a divorce. From this short conversation a learner can understand the American point of view on divorces and, in addition, broaden the vocabulary connected to relationships.

**Rachel:** Hey look-look, Phoebe's talking to uh, “Cute Coffeehouse Guy.”

**Ross:** Oh, you guys call him “Cute Coffeehouse Guy”? We call him “Hums While He Pees.”

**Chandler:** Yes, and we call Ross “Lingers in the Bathroom.”

**Phoebe:** Hey you guys, “Hums While He Pees” just **asked me out!**

**Rachel:** Hey, I thought that guy was **married**.

**Phoebe:** He is! But he's **getting divorced** -- Ross! Maybe you know him.

**Ross:** It's not a club.

**Rachel:** Phoebe, if this **guy's going through a divorce**, is it such a good idea to start going out with him?

**Ross:** Hey, divorced men are not bad men! (“Friends”, 2000).

### Analysis:

**To ask someone out** – when a person asks you out it means that they want to invite you on a date. You can also say “to ask someone out on a date” to be more precise”. In this scene Phoebe got asked out by a guy she was previously speaking about with her friends. However, Rachel says that he was married.

**To be married** means to have a legal relationship with someone who you love, a wife or a husband.

**To get a divorce** – divorce is a legal annulment of a marriage by a court. When someone gets a divorce then it has the meaning of getting legitimate split with another person. **To go through divorce** has the same meaning but additionally, it shows that someone is in the process of annulling the marriage.

### Season 7, Episode 5 The One with The Engagement Picture (2)

It is a scene in the Central Perk where Phoebe and Ross have an argument about being emotionally unavailable. In addition, they discuss what can be in the way of a healthy relationship and what a healthy communication style is.

**Phoebe:** Hi.

**Ross:** Hi.

**Phoebe:** So, **how are things going** with crazy? Has she cooked your rabbit yet?

**Ross:** Listen, you are hearing one side of the story, okay -- and **F.Y.I** she must've shown Kyle over 30 paint samples before she painted that room! And his response to each one was, "I don't give a tiny rat's ass."

**Phoebe:** Yeah well, maybe she should've spent a little less time decorating and a little more time in the bedroom.

**Ross:** Well, I don't think we are gonna have that problem, but maybe that's just because I am not **emotionally unavailable!**

**Phoebe:** You think he's emotionally unavailable?

**Ross:** I think he can be.

**Phoebe:** Well, maybe he wouldn't be if she didn't **bring the office home** with her every night!

**Ross:** Well, excuse her for knowing what she wants to do with her life!

**Phoebe:** Yeah well, she certainly knew what she was doing New Year's Eve 1997.

**Ross:** I knew you were gonna **throw that in my face!!** That was three years ago! **She apologized** and she apologized! What more do you want?!! (“Friends”, 2000).

### **Analysis:**

**How are things going with...** – this question can be often asked from someone who is interested in what is going on in your life, especially in a romantic way. Here Phoebe wants to know what is happening between Ross and a girl he is seeing at the moment. This is a very common question that can be used while having a polite conversation.

**Emotionally unavailable** – for a person who is emotionally unavailable it is extremely challenging to create and hold a healthy relationship with somebody. These people find it difficult to express their feelings and to be vulnerable. Here this expression is used by Ross, when he says that he is not this kind of person, unlike Kyle.

**Bring the office home** is an interesting phrase which means to deal with work problems even when you return home. The problem is that this kind of behavior can prevent a person from a healthy communication with loved ones, due to the constant focusing on the job rather than on

a relationship. In the dialogue Phoebe says it to justify Kyle for being emotionally unavailable, in the meaning that probably if his girlfriend did not focus so much on work while she is at home, then he would have been more interested in being more vulnerable with her.

**Throw something in someone's face** – it is a very rude and ungrateful behavior, when someone rejects something you have said or done and it makes you feel unpleasant. Here Phoebe made an ironic note about Ross and he said that he knew, she was going to throw that in his face.

In conclusion, the topic of relationships is represented in the “Friends” series as good as possible. The show speaks about overcoming hardships in different kinds of relations such as relationships with parents, friends and lovers. So, considering the fact that it is essential to be able to discuss the topic of relationships in real life, “Friends” is a great source to learn from.

This part includes four various topics, which can be used for teaching students English language. These topics were chosen based on how important they are in communication and how often words and expressions related to these topics occur in conversation. The first topic is shopping and clothes. The words and expressions connected to it are vital not only because they create the basis of any vocabulary, but also because they can be heard anywhere, considering the fact that buying goods in a grocery store or shopping mall is the most usual thing ever. Then comes the topic of food which is followed by a similar topic of ordering in a restaurant. These are essential themes to be familiar with due to the fact that eating plays a huge role in our lives. Therefore, having a large vocabulary about cooking and consuming food is crucial for a speaker. Finally, the topic of relationship is analyzed. There are a number of idiomatic expressions that are related to marriages and dating. This theme is always relevant no matter where you live or how old are you. So, considering the amount of useful words, idioms and expressions, the way of introducing them into the dialogue and scenes in general; in addition, characters' usage of those phrases, teaching and learning English language with series is possible and effective.

Watching English-language series is gaining popularity today among young people who want to learn a foreign language, to improve their knowledge. Videos give a bright emotional color to the learning process, their subject matter meets the interests and needs of students. Original films feature modern colloquial speech. Students witness real life in English-speaking countries, so S. Stempleski, evaluate the video as the best means of language presentation of real life situations in the audience.

According to experts, authentic TV series have certain advantages. First, watching TV series allows you to hear live language with all the features of pronunciation. Second, series consist of a series of full-fledged short series in contrast to feature films. On average, a film lasts up to

two hours, which requires a lot of time and effort for those who are just learning the language. In the series, each series lasts from 30 to 50 minutes, and this greatly simplifies the viewing process. Third, an intriguing plot allows you to make watching the series regular, and hence - regular classes in a foreign language. Fourth, the plot of a feature film is often overloaded with rapidly changing events, and the series has a smooth plot. In the series, as a rule, household situations are considered that can be met in everyday life and will definitely be useful to those who view them.

## CONCLUSION

There are numerous approaches of teaching English language. When it comes to modern teaching methods, however, the most popular one is watching films and series. Series have a unique value of giving learners a natural exposure to a wide range of English speech styles. In addition, unlike studying grammar, they do not exhaust students because watching TV series is a fun activity. Students are interested in using series for learning English language because of the visual effects, as well as the reflection of the real life. The frequent resemblance of this real life implies that the characters speak in real language and utilize real syntax. Series also have a motivational aspect to them, taking into consideration the fact that if students are interested in learning the language with a certain method, then they feel motivated.

This study is relevant because of the problem of teaching English to students using TV series is due to the lack of a developed and scientifically based methodology for teaching English built on the use of authentic video material as an integrated part of the educational process, as well as social needs for a high professional level of knowledge in English.

The focus of this research was to look into the value and effectiveness of learning English through watching series. That being the case, this study has proven that series are a great and important source to use while learning and teaching the language. Series also are an integral part of practicing English due to the hearing the language and reading the subtitles at the same time. Finally, using series is an effective means of improving students' vocabulary, listening and even reading skills.

The first part of this study deals with various methods of teaching English language, as well as what creative forms of teaching can be used in order to make students interested and engaged in the classroom. Additionally, this part describes the benefits and drawbacks of using series for teaching English language. In the second part "Friends" series is introduced. The question of popularity of the series is discussed, along with descriptions of the characters, the impact on culture and language, famous phrases and idiomatic expressions and finally how the series can assist in learning English. The third part is the qualitative method research, which aims to analyze certain episodes from the "Friends" series.

Additionally, this study has shown that learning English is, in fact, a never-ending process that encompasses grammar rules, reading, listening, speaking, and writing. This is why there is so many ways for learning and students can decide on the method which is the most convenient for them. For instance, series are perfect for those, who enjoy studying and having fun at the same time. The sitcom "Friends" is an excellent choice for using in an English classroom.

First of all, many of the scenes in the series may be related to our everyday problems. This is why “Friends” are very relatable for young and adult people. They help to see the issues from a more positive point of view and it makes a person feel better. This leads to being interested in the episodes that someone finds relatable and forces them to pay attention to the used words and expressions.

Secondly, “Friends” gives an opportunity to listen to native speakers, who use modern, up-to-date phrases. It is a crucial part of acquiring the proper language and pronunciation. It is great for a learner to hear the actual English language that reflects the everyday life, culture, traditions and history. Moreover, students can enjoy “Friends” because of the American English, which is featured in the series, due to the fact that the episodes take place in New York. There are a huge amount of colloquial language and slang is a big part of the characters’ conversations.

Taking into account everything that has been stated, it is possible to conclude that teaching English with the help of “Friends” series is enjoyable, easy and practical way of acquiring and practicing the language. Moreover, in the chosen teaching scenes there are a huge amount of various useful expressions, which shows how helpful the series could be if they were used for teaching English language. This study illustrates the value of using series for enhancing students’ language skills and it also shows whether it is possible for series to make learners practice English with more pleasure.

The analysis of the benefits of authentic videos allows to draw a conclusion about the great methodological potential of using the latter in the process of forming English-language competence in dialogic speech and summarize the main properties of this methodological potential.

As the study reveals, in the process of learning foreign languages videos may act in different functional purposes. They are examples of real language, provide real view of culture, give students indirect practice of communication in foreign language environment, motivate them.

In addition to the content of communication, the video contains visual information about the scene, appearance and nonverbal behavior of participants in a particular situation, often due to specifics of age, sex, and psychological characteristics. Visual series allows you to better understand and consolidate both factual information and language / speech features in a specific context.

This paper will be valuable to individuals who wish to learn more about how series, namely "Friends," may make learning a language simple, intriguing, and enjoyable process. We see the further perspective of the research in the generalization principles of selection and implementation of the selection procedure of such types of authentic videos like feature and

animated films for formation of English-language competence of students of 10-11 grades of secondary school in dialogic speech.



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## РЕЗЮМЕ

Існує безліч підходів до викладання англійської мови. Що ж стосується сучасних методів навчання, то найпопулярнішим є перегляд фільмів та серіалів. Серіали мають унікальну цінність: дають учням природне ознайомлення з широким спектром стилів англійської мови. До того ж, на відміну від вивчення граматики, вони не виснажують учнів, тому що перегляд серіалів – це веселе заняття. Учням цікаво використовувати серіали для вивчення англійської мови через візуальні ефекти, а також відображення реального життя. Часта подібність цього реального життя означає, що герої говорять справжньою мовою та використовують реальний синтаксис. Серії також мають для них мотиваційний аспект, враховуючи той факт, що якщо студентам цікаво вивчати мову певним методом, то вони відчують мотивацію.

Питання використання автентичних відео на уроках іноземної мови загалом, і для розвитку діалогічного мовлення зокрема, розглядали як зарубіжні, так і українські мовознавці. Наприклад, Бігич О. Б., Бориско Н. Ф., Борецька Г. Є., Ю. Б. І. Верисокіна, Т.О. Яхунова досліджували проблему використання відео в навчальному процесі та визначили, що використання навчальних відео сприяє формуванню та розвитку іншомовної комунікативної компетенції, підвищує мотивацію до вивчення мов і є необмеженим джерелом навчального матеріалу. Основні принципи навчання діалогічного мовлення за відеороликами визначила О.І. Гузі, тоді як модель навчання монологічного мовлення з використанням художніх фільмів розроблена В.С. Пащук.

Актуальність дослідження проблеми навчання англійської мови студентів з використанням телесеріалів зумовлена відсутністю розробленої та науково обґрунтованої методики навчання англійської мови, побудованої на використанні автентичного відеоматеріалу як невід'ємної частини навчального процесу, а також як соціальної потреби у високому професійному рівні знання англійської мови.

Останнім часом серіали стали невід'ємною частиною життя людей, і тепер вони майже невіддільні від повсякденності людини, особливо студентів. Це означає, що серії можна використовувати в навчанні, щоб допомогти учням опанувати мову та ознайомитися з культурою та традиціями англійських країн. Більше того, серіали — чудове джерело мови «реального життя», і практично всі люблять їх дивитися.

Звідси, метою даної роботи було дослідити важливість та ефективність вивчення англійської мови через перегляд серіалів, визначити особливості використання

англомовних відеоресурсів у навчанні англійської мови, обґрунтувати їх ефективність на уроці. Це дослідження було досягнуте з допомогою аналізу використання теоретичної основи та визначення основних властивостей потенційних автентичних відеоматеріалів під час формування компетенції діалогічного мовлення. Також ця робота довела, що викладання англійської мови за допомогою серіалів є можливим і, тим більше, легким способом практикувати мову.

Нарешті, дослідження підтвердило ефективність використання серіалів як засобу для покращення словникового запасу англійської мови студентів та визначило, як серіали впливають на мотивацію студентів вивчати англійську мову. Тому рекомендуємо серіали як ефективний інструмент для вивчення англійської мови.

У першій частині цього дослідження розглядаються різні методи навчання англійської мови, а також які творчі форми навчання можна використовувати для того, щоб зацікавити учнів. Крім того, ця частина описує переваги та можливі недоліки використання серій для навчання англійської мови. У другій частині представлено серіал «Друзі». Обговорюється питання популярності серіалу, описи героїв, вплив на культуру та мову, відомі фрази та ідіоматичні вирази та, нарешті, як серіал може допомогти у вивченні англійської мови. Третя частина – дослідження якісного методу, метою якого є аналіз окремих епізодів із серії «Друзі».

Перш за все, багато сцен у серіалі можуть бути пов'язані з нашими повсякденними проблемами. Тому «Друзі» дуже близькі для молоді та дорослих людей. Вони допомагають побачити проблеми з більш позитивної точки зору, і від цього людина почувається краще. Це викликає інтерес до епізодів, які хтось вважає схожими на своє життя, і змушує звернути увагу на вживані слова та вирази.

По-друге, «Друзі» дають можливість послухати носіїв мови, які використовують сучасні фрази. Це важлива частина набуття правильної мови та вимови. Для учня чудово почути власне англійську мову, яка відображає повсякденне життя, культуру, традиції та історію. Крім того, студенти можуть насолоджуватися «Друзями» через американську англійську, яка представлена в серіалі, так як епізоди відбуваються в Нью-Йорку. Існує величезна кількість розмовної мови, і сленг займає велику частину розмов персонажів.

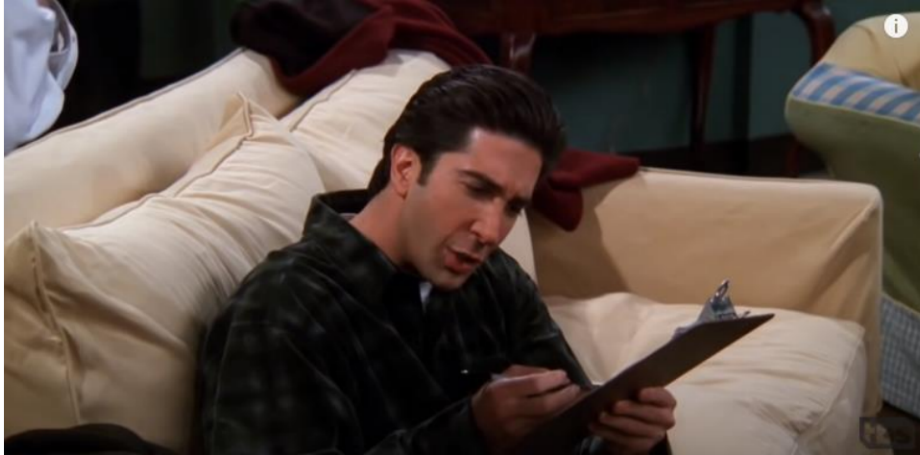
Враховуючи все сказане, можна зробити висновок, що вивчення англійської мови за допомогою серіалу «Друзі» – це приємний, легкий і практичний спосіб оволодіти мовою та практикувати її. Більше того, у вибраних навчальних сценах є величезна кількість

різноманітних виразів, що показує, наскільки корисними могли б бути серіали, якби їх використовували для навчання англійської мови. Це дослідження ілюструє цінність використання серіалів для покращення мовних навичок учнів, а також показує, чи може серіал змусити учнів практикувати англійську з більшим задоволенням.

Ця робота буде цінною для тих, хто хоче дізнатися більше про те, як серіали, а саме «Друзі», можуть зробити вивчення мови простим, інтригуючим і приємним процесом.

## APPENDICEIS

### 1. Season 5, episode 16 The One with the Cop



### 2. Season 10, episode 9 The One with the Birth Mother



### 3. Season 7 Episode 17: The One with the Cheap Wedding Dress



**4. Season 6, Episode 23 The One with The Ring**



**5. Season 6, Episode 9 The One Where Ross Got High**



**6. Season 7, Episode 3 The One with Phoebe's Cookies**





**7. Season 2, Episode 5 The One with Five Steaks and an Eggplant**



**8. Season 9, Episode 5 The One with Phoebe's Birthday Dinner**



## NYILATKOZAT

Alulírott, Szabó Dóra angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

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Szabó Dóra

