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Department of English

The influence of Netflix movies on the acquisition of the English language among teenagers: case study Tlemcen speech community

Dissertation submitted to the Department of English as a partial fulfillment of the requirements for the degree of Master in Language Studies

PRESENTED By:

Miss Fatima Esma HASSANI

SUPERVISED BY:

Dr. Kamila NEGADI

BOARD OF EXAMINERS

Dr. Kamila NEGADI	Supervisor	University of Tlemcen
Dr. Fatma KHERBACHE	President	University of Tlemcen
Dr. Fatima ADDER	Examiner	University of Tlemcen

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Statement of Originality

I hereby declare that this dissertation is my own work and that, it contains no materials previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I would also mention that all sorts of external sources have been cited and referenced.

Miss: Fatima Esma HASSANI

Date: .../.../...

Signature:

Dedication

In the name of **Allah**, the most gracious, most merciful, all the praise is due to him
alone.

I dedicate this dissertation to my family. A profound sense of gratitude and love is
extended to my parents for their invaluable advice and unwavering desire to see me
succeed.

To my beloved grandmothers, whose unwavering support and encouragement have
been a guiding light in my life.

To my sister Rayhane and my brothers Rachid and Abdessamad who helped and
supported me in every step through this work.

Finally, to all those wonderful people who have stood by my side in my very hard
moments and never stopped supporting me.

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Abstract

This dissertation investigates the impact of Netflix movies on the acquisition of the English language among teenagers in Tlemcen speech community. The primary objective of this study is to determine whether the process of engaging with Netflix movies enhances language acquisition and proficiency in English among teenage learners. The research sample consists of 51 participants, aged between 13 and 20 years, randomly selected from Tlemcen speech community. In order to investigate this matter, two main research instruments were employed for data collection, namely questionnaires, and interviews. The questionnaire facilitated the collection of quantitative data, while the interviews provided valuable qualitative insights into participants' experiences with Netflix movies and their language-learning journey. After analyzing the data collected quantitatively and qualitatively, it was found that engaging with Netflix movies has a positive effect on language acquisition among teenagers. Furthermore, the results indicate that regular exposure to Netflix movies improves various aspects of language acquisition, including vocabulary, listening comprehension, pronunciation, and culture.

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Key to Acronyms

SLA: Second language acquisition

L2: second language

L1: First language

LL: Language learner

EFL: English as a foreign language

TV: Television

AVT: Audio-visual translation

CD: compact Disc

SVOD: Streaming Video on Demand

NBC: National Broadcasting Company

ABC: American Broadcasting company

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General introduction

The acquisition of a second language is a complex process, particularly among teenagers who often face challenges in developing their language skills. In recent years, the emergence of digital media platforms has provided new opportunities for language learners to engage with authentic language input outside the traditional classroom setting. One such platform that has gained immense popularity is Netflix, a streaming service offering a wide range of movies and TV shows in various languages, including English. Algeria is one such example. While Arabic is the official language of Algeria, French is widely spoken and is often used in schools and businesses. English, on the other hand, is not as widely spoken or taught, and many young people struggle with it. However, the popularity of Netflix among teenagers in Tlemcen is providing a new avenue for them to learn and practice English. One reason for this is the availability of English-language content on Netflix. The platform offers a vast array of movies and TV shows from around the world, many of which are in English. For teenagers in Tlemcen, watching these shows with English subtitles or dubbed into English can be a fun and engaging way to improve their language skills. By exposing themselves to the language in a natural and immersive way, they may be able to pick up new words and phrases more easily than they would in a traditional classroom setting.

Algeria presents a unique context for investigating the impact of Netflix movies on language acquisition. With a rich linguistic diversity, English serves as a widely studied foreign language among teenagers in Tlemcen. This research seeks to assess the extent to which the use of Netflix movies can enhance English language acquisition within this community.

This research study aims to explore the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community, shedding light on the potential benefits and factors affecting language learning outcomes.

For the purpose of this study, the following questions have been formulated:

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1. To what extent does the use of Netflix movies improve EFL learning among Algerian learners?
2. What are the specific aspects of language learning influenced by the use of Netflix movies?
3. What are the factors that influence the effectiveness of Netflix movies as a tool for EFL learning?

From these research questions, the following hypotheses have been formulated:

1. The regular use of Netflix movies significantly improves EFL learning.
2. The use of Netflix movies influences various aspects of language acquisition, including vocabulary, listening comprehension, pronunciation, and cultural understanding.
3. The effectiveness of Netflix movies as a tool for language learning is influenced by factors such as the learner's proficiency level, viewing habits (subtitles language settings), content selection, and supplemental learning strategies.

In this sense, the present work is purposefully divided into main chapters. The first one reviews the literature based on the key concepts of the issue under investigation. It seeks to draw insights into the effectiveness of Netflix movies as a language learning tool, examining the role of key concepts such as immersion, engagement, and authentic input. Furthermore, the literature review highlights theories and frameworks supporting the potential benefits of Netflix movies in enhancing vocabulary development, listening comprehension, grammar acquisition, and cultural understanding

The second chapter is concerned with the analysis and interpretation of data obtained from the aforementioned research tools. Besides, it seeks to answer the research questions by confirming or rejecting the research hypothesis. and then concludes with the obtained research results.

1 Chapter One: Literature Review

1.1 Introduction

The literature review in this chapter will encompass a wide range of studies, articles, and publications related to language acquisition, media-based language learning, and the use of Netflix specifically. Subsequently, it will delve into the emerging field of media-based language learning, highlighting the advantages and challenges associated with using audiovisual materials for language acquisition. Furthermore, the review will focus specifically on Netflix movies, investigating studies that have explored the impact of Netflix on language learning outcomes and identifying the linguistic skills and components that are most influenced by its use.

1.2 Definition of second language acquisition:

Second Language Acquisition refers to the process of learning a language that is not one's native tongue, whether in a formal classroom setting or outside of it (Ellis, 1997). More specifically, Second Language Acquisition (SLA) is an academic perspective that examines individuals' ability to learn languages other than their native language during adolescence, adulthood, or after mastering their first language.

The field of SLA emerged in the late 1960s and encompasses various areas such as linguistics, infant second language learning, and other related aspects (Ortega, 2014, pp.1-2). It is a scientific inquiry into how people acquire languages other than their mother tongue, exploring why some second-language learners do not achieve the same level of proficiency as in their native language, while others attain similar proficiency in multiple languages (Gass, 1993, p.102). One prominent and extensively researched model in second language learning is the Monitor Model, which consists of five hypotheses proposed by Krashen. These hypotheses collectively provide a framework for understanding different aspects of SLA, both in theory and practice (Shehadeh, 2020, 1).

1.3 Stephen Krashen's theory of second language acquisition:

Krashen established his concept in terms of five hypotheses in the early 1970s, at a period when there was rising discontent with behavior-based language education methods. According to Krashen's Input Hypothesis (1985), language acquisition is described as a process by which a learner acquires a strategy to access language input while focusing on comprehending content or knowledge instead of just constructing the meaning of the structure. For example, consider the formula $i + 1$, in which i denotes the existing level of language learners' competence and $i + 1$ denotes language resources that are somewhat more challenging than the learners' present state (Yiping, 2016, p.48). It has been stated that acquisition cannot occur without reinforcement, thus competence in language does not occur as a result of an intentional teaching process, but rather by giving pupils suitable opportunities to encounter and grasp the language in the actual context (Lichtman & VanPatten, 2021). Learning takes time and is most effective when messages are easily understood. Here, movies are comprehensible input as it is providing a substantial amount of L2 input through visual representation and realistic atmosphere. Because movies do have the capacity to be valuable examples of understandable input considering they generally include a consistent storyline, a cast of primary characters, as well as regular settings (Murphy & Hastings, 2017, p.25). Indeed, Film, as a multimodal tool, provides pupils with something more than listening, rather they can interpret both visual and audio signals. The graphics in a film add context that merely aural or verbal content never could. It has been suggested that the more contact learners have with such comprehensive inputs, the more and quicker they will acquire the language (Swaffar & Vlaten, 1997). Consequently, the 'affective filter' is a psychological obstacle that hinders learners from L2 acquisition even when suitable input is provided. When a learner is nervous, worried, or restless, he or she may block out input, rendering it inaccessible for acquisition (Lightbown & Spada, 2013).

As Krashen mentioned, according to the Affective Filter Hypothesis, our instructional aims should involve not just providing understandable material, but also establishing an environment that supports low filtering. Motivation, self-

confidence, and anxiety, according to Krashen, are emotional elements that impact language acquisition. Movies can create a relaxing environment that increases motivation, and confidence as well as lowers anxiety among the learners. Learners with strong drive, self-confidence, a positive self-image, and a lower chance of fear, according to Krashen, are adequately prepared for second language acquisition efficiency (Schütz, 2007). He also stated that movie is such a beneficial tool to lower the affective filter while learning a language because learners' motivation and confidence might be hampered by a dull and unpleasant setting.

1.4 Factors that Affect Second Language Acquisition:

Second Language Acquisition (SLA) refers to the process of acquiring a language after the development of a mother tongue. The second language (L2) pertains to a language commonly used in the learner's country of residence. The primary focus of studying SLA is to examine the various factors that influence language learning (LL). SLA is influenced by numerous internal and external factors, which can have both positive and negative effects. Significant internal factors include age, personality traits (such as extroversion and introversion), prior experiences, cognitive abilities (learning style), motivation (instrumental and integrative), native language (L1), and aptitudes. External factors encompass elements such as curriculum, classroom instruction and materials, cultural context, socioeconomic status, and access to communication with native speakers (Andrews, 2017). To put it differently, the interplay of social, affective, psychological, and cognitive factors impacts both competence and performance in SLA.

1.5 The Role of the Media in Language Acquisition:

In today's society, the media plays a significant role, and English has become a highly sought-after means of communication due to its prevalence in the media. As a result, it is reasonable to assume that both the average individual and English as a foreign language (EFL) learners are exposed to a substantial amount of English language through the media, whether intentionally or incidentally. This exposure,

whether conscious or subconscious, is expected to lead to the acquisition of certain aspects of the language.

The media provides learners with an authentic environment to perceive and learn the language in its genuine form. This observation has prompted scholars to investigate the impact of the media on language learners and to explore how these outcomes relate to theories of second language acquisition. According to Chomsky and Halliday (1975), language learning is often a subconscious process that occurs informally in functional language use settings.

Krashen (1982; 1985) also emphasizes the role of subconscious processes in acquiring competence in a second language. This suggests that EFL learners can acquire language skills through exposure to the media without consciously realizing it. Moreover, learning a second language can positively impact the acquisition and development of the first language under the right conditions.

Watching films and being exposed to various forms of media can provide learners with the correct language input and create a suitable environment for acquiring and developing their foreign language skills. In this context, the media serves as a valuable resource for language learners, facilitating their language acquisition process.

1.5.1 Using Movies as a tool for Second Language Acquisition:

Movies can be an extremely effective tool in language acquisition because they can increase learner motivation, interest, and understanding of the language used in the context. Thus, movies can give insight into the culture of the second language and provide natural language examples that can aid in language acquisition, especially if the learner has the tools, interests, and motivations for learning their second language.

1.5.1.1 Movies:

Nowadays, movies play a crucial role as they have a large audience and can inspire English as a Foreign Language (EFL) learners to learn a new language and engage in meaningful discussions. Movies serve as records of both distant and current everyday life, allowing individuals, particularly adults, to learn about and

connect with the world in positive ways. The media has a significant influence on adolescents, who, on average, spend around 6.5 hours per day consuming media (Rideout, Roberts, & Foehr, 2005-2010). It is important to examine how adolescents interpret the messages portrayed in media, as these messages are essential for their development into responsible adults. Various studies have demonstrated that media plays a critical role in the socialization process of adolescents, which involves understanding cultural norms and learning to navigate social interactions. For children, the media can shape their perception of the real world and its inhabitants.

Movies provide an excellent platform for discussing and contemplating life's significant issues, as they vividly depict human behavior and societal challenges in fictional narratives. Documentaries, in particular, offer fresh perspectives on people, places, and events, allowing us to understand different cultures, ethnicities, and living situations. Watching films as a class can stimulate student interest and foster a thirst for knowledge (NAE, 2001).

1.5.2 The Influence of Movies:

According to Keene (2006), films serve as an educational tool by incorporating paralinguistic elements. Students analyze the actors' actions, interruptions, gestures, and responses to interpret the essence of conversations. Ismaili (2013), Seferolu (2008), and Florence (2009) have demonstrated that films can be a powerful emotional motivator for language learning when used as an instructional method. Keene (2006) argues that films surpass CDs and audio cassettes in developing interpersonal skills and providing contextual knowledge. Eken (as cited in Keene, 2006) suggests that films offer extensive language information by combining drama, literacy, cinema, and linguistic features, thereby promoting critical thinking and other language abilities. Kusumarasdyati's study (2004) reveals that movies are designed to motivate learners and stimulate their imagination. Furthermore, Seferolu (2008), Florence (2009), and Mirvan (2013) found that films help learners build speaking confidence by teaching them specific vocabulary usage and correct pronunciation. Pascoe and Wiburg (2003) emphasize

that English movies expose students to natural expressions and the authentic flow of speech. When learners are in non-English-speaking environments, English films and TV programs naturally provide them with genuine language input. Consequently, English movies offer practical resources and a variety of language contexts to ensure language learning occurs in real-world settings. Watching television and videos exposes second language (L2) students to language used in authentic, context-based situations (Baltova, 1999). Through television and film, students can understand how a language is employed in real-life scenarios and gain crucial insights into the language's culture. Cultural films can enhance students' enthusiasm, desire for learning, and critical thinking abilities related to cultural topics by exposing them to natural language in authentic cultural situations (Allan, 1991; Avgerinou & Pettersson, 2011; Christine, 2005).

1.5.2.1 Motivation:

The primary focus of students' academic studies often revolves around the spoken language in English films. Watching English films is considered an efficient method to motivate students, particularly those who struggle with motivation in school. This approach allows them to naturally acquire English with greater ease and enjoyment, without feeling forced to do so. It also helps generate interest in various important areas they may encounter in their academic pursuits.

According to Kassin et al. (2020), student's participation in an activity driven by their personal interests, such as watching movies for entertainment, is motivated by internal factors. On the other hand, engagement in an activity as a means to an end, like studying for graduation, is influenced by external factors. Hence, it can be concluded that students who lack motivation in traditional learning settings would benefit from learning English more effectively through the enjoyment of watching films. Such individuals are more likely to engage in language practice when it aligns with their personal interests rather than studying solely for exams or graduation requirements (Noels et al., 1999)

1.5.2.2 Cultural Awareness:

According to Huber and Reynolds (2014), films offer more than just language acquisition benefits. They also have the potential to enhance students' intercultural competency. Through the experience of watching or reading films, students can develop a better understanding of different cultures. Additionally, films and texts can stimulate self-reflection and a willingness to explore new perspectives, including conflicts and tensions associated with cultural diversity. Films serve as a valuable medium for students to immerse themselves in a target culture, even without physically visiting the country where the language is spoken. This immersion helps students develop empathy towards the target culture by exposing them to various values and customs. Huber and Reynolds (2014) describe these values and customs as reference points that influence individuals' judgments, perceptions of the world, and behavior. Furthermore, films enable students to grasp the theological and historical implications embedded in a language, as well as how connotations may vary across cultures, transitioning between positive and negative meanings.

1.5.2.3 Attitude and Behavior:

Attitudes, as described by Allport (1954), refer to a mental and neurological state shaped by experience that influences an individual's responses to relevant issues and events. Zimbardo and Leippe (1991) define attitudes as learned predispositions that guide desired behavior. While some studies suggest biological determinism of attitudes (Eagly and Chaiken, 1993), others argue that attitudes are learned and subject to change (Simmons and Maushak, 2001). S. Zizek posits that films serve as a tool to convey state ideology and facilitate individual and societal transformation (T. Kashani). Consequently, films are believed to influence perceptions, shape ideas, and modify attitudes, particularly regarding contemporary social concerns. However, the effectiveness of movies in this regard remains a contentious topic in psychology. This question is crucial for mass communication research as it explores the extent to which media exposure can alter emotions, cognition, and behavior.

Films have the potential to significantly impact racial stereotypes, and attitudes toward specific groups, and foster new perspectives on various subjects. Several studies have identified the positive effects of films on students, including educating them about social interaction, enhancing self-concept, promoting ethnic tolerance, improving communication skills, and cultivating empathy and understanding toward others (Eagly and Chaiken, 1993).

1.5.3 Film Genres:

The word “genre” comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, and media theory. Film genres are various forms or identifiable types, categories, classifications or groups of films that are recurring and “have similar, familiar or instantly-recognizable patterns, syntax, filmic techniques or conventions.”(Driks, film site.org:2005)with each film having its own «conventions on the story”(McKee, 1997:86) There are more than 12 main film genres today; “Each genre has unique conventions, but in some these are relatively uncomplicated and pliable”(ibid), resulting in hybrids of genres and subgenres.

1.5.3.1 Action:

Action films usually include high energy, big-budget physical stunts and chases, with nonstop motion, spectacular rhythm and pacing, and adventurous, often good-guy heroes battling bad guys. Adventure films have exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre. The best examples of these genres are The Bond movies, Rambo and The Matrix, “The Pirates of the Caribbean” series, and “The Hunger Games”. On the other hand, crime movies revolve around the sinister actions of criminals or mobsters, particularly bank robbers, and underworld figures, who operate outside the law. The best examples of this genre are Martin Scorsese’s films: “Casino”, “Goodfellas” and “Raging Bull”.

1.5.3.2 Comedies/ Musical and Dramas:

According to Driks (2005), horror films are designed to frighten and invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and

entertaining us at the same time in a cathartic experience. The best examples are Alfred Hitchcock's movies. Sci-fi movies, on the other hand, are quasi-scientific, with visionary and imaginative plots, complete with heroes, aliens, and distant planets, along with great dark and shadowy villains, futuristic technology, and unknown and unknowable forces, and extraordinary monsters. The best examples are films like: "Gravity", "Star Wars" and "Startrek".

1.5.4 Selection of appropriate movies and genres:

When using Netflix movies as a language acquisition tool, the selection of appropriate movies and genres is crucial for maximizing effectiveness, particularly in the context of teenage learners. By choosing movies that align with learners' interests and language goals, educators can create a more engaging and meaningful language learning experience.

Selecting movies with clear dialogues is essential for facilitating comprehension. Movies that have dialogue that is spoken at a moderate pace and with distinct pronunciation enable learners to better grasp the spoken language. This enhances their ability to understand and interpret the language being used (Chun, 2001). Furthermore, movies with well-paced storytelling can maintain learners' attention and interest throughout the viewing experience, promoting sustained engagement with the language content (Murphey, 1998).

Cultural relevance is another important aspect to consider when selecting movies. Movies that depict cultural contexts, traditions, and social situations relevant to the learners' target language can provide valuable insights into the language and culture (Kramsch, 1993). By exposing teenagers to authentic cultural representations, movies can foster cultural awareness and understanding, making the language learning process more holistic and immersive.

Adapting the movie selection to the learners' proficiency level is also crucial. For beginners, movies with simple and straightforward dialogues can help them grasp basic vocabulary, sentence structures, and pronunciation. Incorporating subtitles in the target language can provide additional support for comprehension (Gonzalez-Bueno & Perez-Tornero, 1999). Intermediate learners can benefit from

movies with slightly more complex dialogues and storylines, helping them expand their vocabulary and develop a deeper understanding of grammar usage. Advanced learners can be exposed to more challenging content, such as movies with intricate plots, nuanced dialogues, and cultural nuances. This exposure allows them to refine their language skills and develop higher levels of linguistic proficiency (Erten & Tekin, 2008).

By selecting movies and genres that align with learners' interests, language goals, and proficiency levels, educators can create a more personalized and engaging language learning experience. This approach enhances learners' motivation, comprehension, and cultural awareness, facilitating a more effective acquisition of the target language.

1.5.5 Subtitled movies:

1.5.5.1 Definition of the subtitle:

The Oxford English Dictionary has defined subtitles as “the words at the bottom of the picture on television or at the cinema. The subtitles translate the words of a foreign film or program or show the words that are spoken, to help deaf people.” (p,749).

Subtitles are defined as the printed translation or the textual versions of the dialogue in films and television programs that you can read at the bottom of the screen when you are watching a foreign film (Canning & Wallace, 2000).

All subtitled programs are comprised of three elements which are the spoken word, the image, and the subtitles. These three elements interact along with the viewer's ability to read both the image and the written text which must be displayed on the screen long enough for the viewer so that s/he can read it.

1.5.5.2 Types of Subtitles:

Subtitling can be categorized into three main types: intralingual, interlingual, and dual.

1.5.5.2.1 Intralingual subtitling :

It is the production of subtitles in the same language i.e. without translation. It is also known as captions which are, in general, intended to deaf and hard-of-hearing people. There are four main types of intralingual Audio Visual translation (AVT).” Subtitling for the deaf and hard of hearing, audio description for the blind, live subtitling, and subtitling for the opera and theater” (Denton & Ciampi,2012, p.401). Those captions intended to deaf and hard-of-hearing people can include non—speech information such as the identity of speakers and their ways of speaking as well as music or sound effects such as phones, ringing, footsteps, etc.

In addition to that, captioning is meant for people learning a new language in order to better understand the dialogue. It is also designed for people living or working in a nosing environment. Many non-learning impaired television viewers need cations to ensure they know information that is difficult to pick up such as words of songs, dialogue spoken quietly, or in the case of the use of unfamiliar accents. This type of subtitling is related directly to the present study. (Denton & Ciampi, 2012.p 404).

1.5.5.2.2 Interlingual subtitling:

Interlingual subtitling refers to a change in language; going from one language into another and from spoken dialogue into a written one that appears on the screen. In this type of subtitle, the audio track is in the target language or the original language of the film or video, and the accompanying textual display is a translation into the viewer’s native language or to any other language.

Creating interlingual subtitles should be carried out with careful consideration as it is crucial to an accurate understanding. (Ivarsson Groll (1998) in his code of good subtitling practice, has proposed certain criteria that should be taken into account when creating subtitles, which are as follows:

- Accurate at a grammatical and lexical level.
- Considers the cultural and idiomatic differences of the original source.
- Use appropriate registers of language.
- Written in easily understandable grammatical text.

1.5.5.2.3 Dual subtitling:

Dual subtitles refer to the simultaneous appearance of both viewers' native language (11), or subtitles, and the target language, or the second language (12) subtitles on the screen.

In other words, it means the appearance of two languages on the screen, the original language of the movies and its translation to the viewer's native language this type of subtitle is rarely available in mainstream media production such as DVD which usually offers the option of adding just one subtitle mode on the screen.

1.5.5.3 Role of Subtitles:

The role of subtitles in using Netflix movies as a language acquisition tool is instrumental in supporting language learning and enhancing comprehension. Subtitles provide learners with valuable linguistic and contextual information, making the language input more accessible and comprehensible.

Watching movies with subtitles in the target language can be particularly beneficial for learners. Subtitles offer a written representation of the spoken dialogue, allowing learners to simultaneously read and listen to the language being used (Hidalgo, 2011). This dual input reinforces the connection between spoken and written words, aiding in vocabulary acquisition and improving reading and listening skills (Lavour & Bairstow, 2016). Subtitles provide learners with visual cues, facilitating the understanding of unfamiliar vocabulary, idiomatic expressions, and colloquialisms that may be challenging to comprehend solely through auditory input (Danan, 2004).

Additionally, subtitles help learners decode the phonetic aspects of the target language, enabling them to connect the sounds they hear with the corresponding written symbols (Govaris & Takai, 2008). This can contribute to the development of accurate pronunciation and intonation patterns (Wang & Brown, 2019). Subtitles also enhance learners' awareness of sentence structures and grammatical patterns, enabling them to better grasp the syntax and grammar of the target language (Lavour & Bairstow, 2016).

While subtitles initially serve as a support mechanism, gradually reducing reliance on subtitles is essential for learners to develop their listening skills and improve comprehension. As learners become more familiar with the language and gain confidence, they can challenge themselves by watching movies with subtitles in the target language but without relying on them entirely (Koolstra & Beentjes, 1999). This transition encourages learners to focus more on listening comprehension and visual context cues, fostering greater autonomy and strengthening their ability to understand spoken language in real-world contexts (Markham, Peter, & McCarthy, 2001).

It is important to note that the use of subtitles should be tailored to the learners' proficiency level. Beginner learners may initially rely heavily on subtitles, while advanced learners can benefit from watching movies without subtitles or with subtitles in the target language (Vanderplank, 1988). Adjusting the use of subtitles based on proficiency level ensures that learners are appropriately challenged and supported in their language learning journey.

In conclusion, subtitles play a significant role in using Netflix movies as a language acquisition tool. They provide learners with linguistic support, reinforce the connection between spoken and written language, and enhance comprehension. Gradually reducing reliance on subtitles allows learners to develop listening skills and improve overall language proficiency. By strategically using subtitles, educators can optimize the effectiveness of Netflix movies as a tool for language learning.

Overview of Netflix and its impacts on teenagers:

1.6 Teenagers:

The teenage phase is a turbulent period in human life characterized by significant transformations. Puberty brings about various physical, psychological, social, and emotional changes due to hormonal fluctuations, and these changes are influenced by the environment (Shikha, 2015). According to the World Health Organization, an adolescent is an individual aged between 10 and 19, falling within

the broader category of young people, which encompasses those aged 10 to 24 (Mihalyi, 2021). During this stage, teenagers experience cognitive development that impacts their social networks, and moral judgment, and prepares them to face the challenges of the learning environment ("Cognitive development," 2015). Adolescence, as defined by Bastable and Dart (2014), typically spans from 12 to 19 years and signifies the transition from childhood to adulthood. Young people undergo significant changes during their teenage years as they move away from their childhood and strive to navigate the complexities of the adult world (Maier, 2011).

Teenagers actively engage in socializing with others, establishing relationships, and interacting with their peers. This period is crucial for the development of critical thinking as teenagers gain a deeper understanding of life concepts and learn how to tackle challenges through social interactions. For the purpose of this study, the term "teenager" refers to individuals aged between 12 and 19 years who can speak English and have lived in Tlemcen.

1.7 Definition of Netflix:

Netflix, as stated on its official website, is a streaming platform that provides an extensive selection of acclaimed TV shows, movies, anime, documentaries, and more. It is accessible on numerous internet-connected devices, allowing viewers to enjoy unlimited and ad-free content for a monthly subscription fee. The website emphasizes the constant addition of new movies and TV shows on a weekly basis. While Netflix lacks a precise definition, according to Davis (2016), it is commonly associated with binge-watching, although this definition overlooks the varying episode lengths of different programs. As one of the world's largest providers of Streaming Video on Demand (SVOD) services, Netflix offers a customer service system (Lestari et al., 2020). Founded in 2007 as a collaborative effort between NBC, FOX, and ABC, Netflix initially operated as a free on-demand video website (Vielen, 2018, p. 9). Notably, Netflix garnered acclaim for its simultaneous release of entire seasons, which is one of four distinctive features setting it apart from other streaming companies and providing a unique viewing experience for its audience.

1.8 Netflix and its popularity among teenagers:

Netflix was originally founded in 1997 as a DVD rental service delivered by mail. However, in 2007, the company successfully introduced a groundbreaking service that allows users to stream TV shows and movies directly over the internet (Dean, B., 2021)¹. Undoubtedly, Netflix has gained immense popularity across various age groups, especially among teenagers. This can be attributed to its unique offerings, such as exclusive ad-free movies and shows like "Paranormal" in 2020, alongside a vast selection of series and shows that have previously aired on television. As a result, Netflix provides a wide range of categories catering to different people's preferences and tastes in movies. It is evident that Netflix effectively utilizes captivating visual and auditory elements in its movies and series, making it one of the most influential players in the entertainment industry. As of 2021, the number of Netflix subscribers surpassed 200 million (Alexander, J., 2021)².

Netflix has become a household name and a dominant force in the entertainment industry, particularly among teenagers. It is a streaming platform that offers a wide range of TV shows, movies, documentaries, and original content that can be accessed on various devices. With its user-friendly interface, personalized recommendations, and affordable subscription plans, Netflix has gained immense popularity among teenagers worldwide.

Teenagers are drawn to Netflix for several reasons. Firstly, it provides on-demand access to a vast library of content, allowing them to watch their favorite shows and movies at their convenience. Secondly, it offers a diverse selection of genres and content that cater to different interests and preferences, ranging from dramas and comedies to sci-fi and documentaries. This variety ensures that teenagers can find content that aligns with their individual tastes.

Teenagers' preferences span across different genres, including dramas, comedies, romantic comedies, science fiction, fantasy, and supernatural themes.

1.9 Netflix as a platform for English language content:

One notable aspect of Netflix is its extensive collection of English-language content. The platform offers a plethora of TV shows, movies, and documentaries in English, making it a valuable resource for language learners, including teenagers.

Netflix provides an opportunity for teenagers to immerse themselves in the English language and develop their listening and comprehension skills. By watching English language content, teenagers can expose themselves to authentic language use, idiomatic expressions, and different accents, which can enhance their overall language proficiency. Moreover, Netflix offers a range of content from different English-speaking countries, allowing learners to explore and appreciate diverse linguistic and cultural nuances.

1.9.1 Impact of Netflix Movies on English Language acquisition:

Netflix Movies allow language learners to see how native English speakers communicate in genuine circumstances, which is regarded as one of the vital sources with the finest input to help them develop their skills (Herron et al., 1995). Watching movies is not only pleasant for learners, but it also helps them improve their linguistic competence. Such as, speaking ability, pronunciation gets better, acquiring additional vocabulary, may build self-expression abilities, and listening skills certainly strengthen (Pamungkas, 2020, p.120). However, the evidence of improving writing and reading skills through watching movies is not that prominent.

Language acquisition can be influenced by various factors, including exposure to different types of media and entertainment. While Netflix movies themselves may not directly contribute to language acquisition, they can have specific aspects that indirectly influence language learning. Here are a few ways in which Netflix movies can impact language acquisition:

1.9.1.1 Listening Skills:

Listening skills play a crucial role in language acquisition as they allow learners to comprehend spoken language, improve pronunciation, and develop a

sense of natural language rhythm and intonation. Effective listening skills enable learners to understand context, vocabulary, grammar, and cultural nuances, enhancing overall language proficiency.

Netflix movies offer authentic audiovisual content that can improve learners' listening and comprehension skills. By engaging with native speakers' natural speech patterns, learners can develop their ability to understand spoken English. A study by Kang and Gollakota (2018) indicated that extensive exposure to subtitled movies, such as those available on Netflix, enhanced learners' listening comprehension abilities.

In the era of modern technologies, to enhance listening skills, employing movies to effectively carry the sophisticated language away from the conventional classroom standard has proven to be a great tool as it helps the learners to hear the language in a more natural situation (Hermansyah, 2020, p.33). Because English movies depict incredibly competent Native individuals conversing in English, they may be good actual developmental evaluations for listening skills. It provides learners with more access to the information when listening. The learners can both listen and watch what is going on (MarlinaSihombing, 2018, p.52). The visual feature of movies is extremely helpful to lessen the disorientation while listening to English native speakers and is beyond beneficial than aural tapes. According to research conducted by Safranji (2015), through watching movies, nearly all of the participants improved their listening skills and developed positive attitudes. They feel they learned more than language, acquired a better understanding of each word, and sentence, and felt calm and entertained while studying (p.172).

1.9.1.2 Reading and Writing Skills:

While watching movies with subtitles one can develop his reading skills as they tend to read the subtitles to guess the meaning, although audiences are unaware of the fact of improving the reading skill. (Hanif & Wiedarti, 2021, p.178). Weyers (1999) carried out a study the experiment was carried out over the course of eight weeks in two second-semester Spanish classrooms at the University of New Mexico. The experiment's results revealed that telenovelas are a beneficial source for improving students' reading comprehension abilities at the completion

of the study as they were looking at the English subtitles and while viewing the movie, they were also reading them simultaneously. However, there is rarely any evidence found which indicates that movies have any major or direct impact on developing writing and reading skills.

1.9.1.3 Vocabulary Acquisition

Vocabulary plays an essential role in second language learning/acquisition and academic achievement. Without sufficient vocabulary, learners will encounter many difficulties in using the four skills (speaking, writing, reading, and listening) as it is indicated in the commonly cited quote, “Without grammar little can be conveyed, without vocabulary, nothing can be conveyed” (Wilkins, 1972, p.11). Vocabulary is “at the heart of developing communicative language proficiency and building meaningful interactions” (Amir Yousefi, 2015, p.29)

According to Krashen's (1985) input hypothesis, learners are able to acquire a large amount of vocabulary easily and unconsciously through ample comprehensible input because movies help the learner to deepen comprehension and to enhance lexical and grammatical learning.

In movies, actual people are seen in a realistic context, which helps learners learn new vocabulary items more readily by linking them to scenarios inside the framework of the movie (Roslim et al., 2021). While watching a movie, one may experience both surface and profound sentiments and impulses, including enthusiasm, rage, laughing, pleasure, affection, imagination, or indeed monotony. These characteristics of movies enable Language 21 learners to help acquire new varieties of vocabulary to describe their thoughts and sentiments (Berk, 2009). Moreover, in movies, words are repeated and reused multiple times, which is very beneficial for enhancing the knowledge of vocabulary (Kalra, 2017). However, the learners may not master hundred percent of the vocabulary, but it will be plenty for them to utilize when necessary (Alluri, 2018, p.147).

1.9.1.4 Enhancing pronunciation

Enhancing pronunciation Learners can enhance their pronunciation by watching movies in the target language because it allows students to discreetly and

unconsciously self-train their skills while enjoying movies (Yaseen & Shakir, 2015). Most pupils struggle to speak English since they have a large vocabulary and thus do not know how to pronounce it properly. As a result, in the teaching-learning process, the majority of students would really like to communicate in English with the correct pronunciation. The impact of watching an actor talk, listening to their pronunciation, and connecting it to their system by practicing it reinforces knowledge, and challenges, and gives the impression to enhance one's pronunciation (Aufa, 2017).

Netflix movies can contribute to vocabulary acquisition by exposing learners to a wide range of words and phrases in context. Through repeated exposure to diverse vocabulary, learners can enhance their word recognition and understanding. Research by Webb and Rodgers (2021) found that learners who incorporated watching subtitled films, including those on Netflix, experienced significant gains in vocabulary knowledge.

Exposure to Netflix movies can aid in improving pronunciation and phonetic skills. By listening to the speech patterns and phonetic nuances of native English speakers, learners can enhance their own pronunciation accuracy. A study by Rosell-Aguilar (2018) demonstrated that using authentic audiovisual materials, including movies on streaming platforms like Netflix, positively impacted learners' pronunciation development.

Learners can enhance their pronunciation by watching movies in the target language because it allows students to discreetly and unconsciously self-train their skills while enjoying movies (Yaseen & Shakir, 2015). Most pupils struggle to speak English since they have a large vocabulary and thus do not know how to pronounce it properly. As a result, in the teaching-learning process, the majority of students would really like to communicate in English with the correct pronunciation. The impact of watching an actor talk, listening to their pronunciation, and connecting it to their system by practicing it reinforces knowledge, and challenges, and gives the impression of enhancing one's pronunciation (Aufa, 2017).

1.9.1.5 Grammar and Sentence Structure

Grammar and sentence structure provide the foundation for effective communication in a language. Understanding grammatical rules and sentence patterns allows learners to form coherent sentences, convey meaning accurately, and comprehend written and spoken language more effectively.

Netflix movies expose learners to authentic language use, showcasing a wide range of sentence structures, verb tenses, and grammatical forms. By observing and analyzing how native speakers construct sentences, learners can improve their grammar skills, sentence formation, and syntactic understanding.

1.10 Factors influencing the effectiveness of Netflix movies as a language

Learning tool:

1.10.1 Learner Characteristics:

1.10.1.1 Age

The age factor plays a significant role in the effectiveness of using Netflix movies as a language acquisition tool, particularly when it comes to teenagers. During the teenage years, individuals are in a unique stage of cognitive and linguistic development, which can influence their language learning abilities.

The age of the learners is an important factor in foreign language acquisition. Many scholars assume essential differences between the adult and the child because of biologically determined changes in the maturing organism and argue that the adult learner is unable to achieve a level of completeness in a second language equal to first language competency (Andersen, 1981; Hatch, 1983; Liceras, 1986; Pfaff, 1986; Ritchie, 1978; Scarcella & Krashen, 1980). Similarly, Lenneberg (1967) hypothesized that language could be acquired only within a critical period, extending from infancy until early puberty. More recently, Johnson and Newport (1989, 1991) obtained evidence in support of P. Winterhoff-Spurk et al. (eds.), *New Horizons in Media Psychology* © Springer Fachmedien Wiesbaden 1997 146 Gery d'Ydewalle & Ubolwanna Pavakanun the conclusion that the critical period for language acquisition extends its effects to second language acquisition.

Teenagers tend to be more open to new experiences and have a higher capacity for language learning compared to adults. Their brains are still malleable and adaptable, allowing them to absorb new languages more easily. Younger learners often have a natural ability to pick up languages through exposure to visual and auditory stimuli, which makes watching Netflix movies an engaging and effective method for language acquisition.

Furthermore, teenagers are typically more technologically adept and comfortable using digital platforms like Netflix. They are familiar with navigating through various genres, selecting movies, and utilizing subtitles or language options. This technological proficiency can enhance their engagement and motivation while using Netflix as a language-learning tool.

However, it is important to note that individual differences exist among teenagers regarding their language learning aptitude, motivation, and prior exposure to the target language. Factors such as personal interests, learning preferences, and access to additional language resources also play a role in determining the effectiveness of using Netflix movies for language acquisition.

To maximize the effectiveness of Netflix movies as a language acquisition tool for teenagers, it is crucial to select movies that align with their interests and language goals. Providing age-appropriate content with clear dialogues and relatable themes can enhance comprehension and engagement. Additionally, encouraging teenagers to actively participate in activities such as note-taking, summarizing, discussing the movie with peers, or even creating their own subtitles can facilitate language input and output opportunities.

In conclusion, the age of teenagers can positively influence the effectiveness of using Netflix movies as a language acquisition tool. Their cognitive abilities, openness to new experiences, and technological proficiency contribute to their language learning potential. By harnessing their interests and providing meaningful language input and output opportunities, Netflix movies can be an effective tool for teenagers to acquire language skills and foster cultural understanding.

1.10.1.2 Proficiency Level:

The proficiency level of teenagers in language learning is a crucial factor when using Netflix movies as a language acquisition tool. Beginner learners, who have limited exposure to the target language, may face challenges in comprehending movies without subtitles or with complex vocabulary. For these learners, selecting movies with subtitles in the target language can provide valuable support in understanding the dialogue and improving their listening skills. The presence of subtitles allows them to make connections between spoken and written words, enhancing their overall comprehension.

On the other hand, advanced learners have a higher level of language proficiency and can benefit from more challenging content. Netflix movies can provide them with an opportunity to engage with authentic and complex language use. Advanced learners can explore movies with less reliance on subtitles, as they can understand the dialogue without extensive support. By watching movies with advanced vocabulary and intricate storylines, these learners can further develop their language skills, such as vocabulary expansion, idiomatic expressions, and cultural understanding.

It is important to note that within the teenage population, there can be a wide range of proficiency levels. Some teenagers may have had prior exposure to the target language through formal education or personal experiences, while others may be starting from scratch. Therefore, it is essential to consider the individual proficiency levels of teenagers and select movies that match their specific language goals and abilities. By providing appropriate movie choices, teenagers can benefit from the language input provided by Netflix movies and gradually enhance their language skills in an engaging and immersive manner.

1.10.1.3 Motivation:

Motivation plays a crucial role in the effectiveness of using Netflix movies as a language acquisition tool for teenagers. When learners are motivated and genuinely interested in the movies they watch, they are more likely to engage actively and effectively in the language-learning process. Their intrinsic

motivation can drive them to actively seek out language input and create opportunities for practice, which can significantly enhance their language skills development.

According to the Self-Determination Theory (Deci & Ryan, 1985), intrinsic motivation, driven by personal interest and enjoyment, is essential for optimal learning outcomes. When teenagers have a genuine interest in the movies they watch on Netflix, they are more likely to be highly engaged and invested in the language learning experience. This heightened engagement leads to increased attention, focus, and effort, ultimately facilitating the acquisition and retention of language knowledge and skills (Dörnyei, 2009).

Furthermore, motivation can influence the extent to which learners engage in language-related activities beyond simply watching movies. Motivated teenagers may actively seek additional resources, such as language-learning apps, online forums, or conversation partners, to supplement their movie-watching experience and deepen their language-learning engagement. This proactive approach to language learning helps create a rich and varied language input environment, reinforcing vocabulary, grammar, and pronunciation skills (Ushioda, 2011).

It is important for educators and language instructors to foster and sustain learners' motivation when using Netflix movies as a language acquisition tool. By selecting movies that align with learners' interests, providing choices that cater to diverse preferences, and encouraging learners to reflect on their language learning goals and progress, instructors can nurture and maintain learners' motivation throughout the language learning journey (Deci & Ryan, 2000).

In conclusion, learners who are motivated and have a genuine interest in the movies they watch on Netflix are more likely to actively engage in language learning and seek out language input and practice opportunities. Motivation serves as a driving force for learners to immerse themselves in the language learning process, resulting in enhanced language skills development. By understanding and

harnessing learners' motivation, educators can optimize the use of Netflix movies as a powerful language acquisition tool for teenagers.

1.10.2 Language input and output opportunities:

Language input and output opportunities are crucial for maximizing the effectiveness of using Netflix movies as a language acquisition tool. By actively engaging in various activities, learners can reinforce their vocabulary, grammar, and pronunciation skills, and develop a deeper understanding of the language.

One way to enhance language input is through note-taking while watching Netflix movies. Taking notes helps learners focus on key vocabulary, phrases, and grammatical structures used in the movie. By jotting down important points, learners reinforce their understanding of the language and can later review and study their notes for further consolidation (Dunkel, 1991).

Summarizing the plot or main ideas of a movie is another effective language output activity. After watching a movie, learners can challenge themselves to summarize what they have watched in their own words. This exercise helps them practice their speaking and writing skills, as they must organize their thoughts and express them coherently. Additionally, summarizing allows learners to demonstrate their comprehension of the movie and reinforces their ability to extract relevant information (Hatch & Lazaraton, 1991).

Discussing the movie with peers is an interactive language output activity that promotes communication and collaboration. Engaging in conversations about the movie, sharing opinions, and exchanging ideas with others provide learners with valuable opportunities to practice their speaking and listening skills. Through these discussions, learners can expand their vocabulary, improve their fluency, and gain different perspectives on the movie's content and cultural aspects (Ur, 2012).

Shadowing the dialogues of the movie is a technique that helps learners improve their pronunciation and intonation. By mimicking the actors' speech patterns and rhythm, learners can develop a better understanding of the natural flow of the language. Shadowing exercises require learners to pay close attention to the movie's dialogues and imitate them in real time, allowing them to refine their

pronunciation skills and develop a more authentic accent (Thomson & Derwing, 2015).

Creating opportunities for language output is essential for learners to actively engage with the target language. Through activities like note-taking, summarizing, discussing, and shadowing, learners not only reinforce their language skills but also develop their confidence and fluency in using the language. These activities provide learners with a platform to practice their speaking and writing skills, experiment with vocabulary and grammar, and receive feedback from peers or instructors (Nation & Newton, 2009).

It is important to note that learners should actively seek out language input and output opportunities beyond the movie-watching experience. Supplementing Netflix movies with additional language resources such as language learning apps, online forums, or language exchange programs can further enhance language acquisition. The key is to create a well-rounded language learning environment that combines various input and output activities to foster continuous language development (Kormos & Csizér, 2008).

In conclusion, language input and output opportunities are vital for maximizing the effectiveness of Netflix movies as a language acquisition tool. Engaging in activities such as note-taking, summarizing, discussing, and shadowing enables learners to reinforce their language skills, deepen their understanding of the language, and build confidence in using it. By actively seeking out and creating opportunities for language input and output, learners can enhance their language acquisition journey and achieve greater proficiency in the target language.

1.10.3 Contextual learning and cultural awareness:

Contextual learning and cultural awareness are significant benefits of using Netflix movies as a language acquisition tool. Through movies, learners have the opportunity to immerse themselves in authentic language use, idiomatic expressions, cultural nuances, and social customs. This exposure to real-life

situations and cultural contexts enhances learners' understanding of the target language, making their language acquisition more comprehensive and meaningful.

Netflix movies provide learners with a wealth of authentic language input. Unlike traditional language learning materials, movies offer a natural and dynamic representation of how the language is used in real-world contexts. Learners can observe how native speakers interact, communicate, and express emotions in various situations, such as conversations, debates, or even dramatic scenes. This exposure to authentic language use helps learners develop their listening and comprehension skills, as well as their ability to understand colloquial expressions, intonation patterns, and cultural references (Chun, 2011).

Furthermore, movies offer a rich source of idiomatic expressions and colloquialisms that are commonly used by native speakers. By watching movies, learners can familiarize themselves with these language features and understand their cultural connotations. This exposure to idiomatic expressions not only enhances learners' vocabulary but also improves their ability to understand and use language in a more natural and contextually appropriate manner (Nakahama et al., 2002).

Cultural awareness is an integral part of language acquisition, as language is closely intertwined with culture. Netflix movies provide learners with a window into the cultural aspects of the target language. Learners can gain insights into the customs, traditions, values, and beliefs of native speakers through the portrayal of cultural practices and social interactions in movies. This exposure helps learners develop cultural sensitivity and adapt their language use to different cultural contexts (Byram, 1997).

Moreover, Netflix movies enable learners to expand their cultural knowledge beyond the language itself. Through movies from different countries or regions, learners can explore diverse cultural perspectives, lifestyles, and historical contexts. This exposure to cultural diversity fosters open-mindedness, tolerance, and intercultural competence (Kramsch, 1993). It also enhances

learners' ability to engage in cross-cultural communication and understand the nuances and subtleties of language use in different cultural settings.

To maximize the benefits of contextual learning and cultural awareness through Netflix movies, it is important for learners to engage in reflective activities. After watching a movie, learners can reflect on the cultural elements portrayed, compare them to their own culture, and analyze how language and culture intersect. This reflective practice deepens learners' understanding of the target language and culture and promotes critical thinking and intercultural competence (McKay, 2010).

It is worth noting that while Netflix movies offer valuable insights into language and culture, learners should also seek additional resources to complement their learning. Supplementing movie watching with cultural readings, language learning materials, or interacting with native speakers can provide a more comprehensive understanding of the target language and culture.

In conclusion, contextual learning and cultural awareness are significant benefits of using Netflix movies as a language acquisition tool. By watching movies, learners gain exposure to authentic language use, idiomatic expressions, cultural nuances, and social customs. This exposure enhances their comprehension and fluency, as well as their cultural sensitivity and intercultural competence. Reflective activities and supplementary resources further enrich the learning experience, fostering a more comprehensive understanding of the target language and culture.

1.11 Conclusion:

This chapter discussed an overview of the main concepts related to the impact of Netflix movies on English language acquisition. It highlighted the potential benefits of incorporating audiovisual media, such as Netflix movies, into language learning environments. The literature review revealed that Netflix movies can positively influence various aspects of language acquisition, including listening skills, vocabulary acquisition, and speaking proficiency. However, the effectiveness

of Netflix movies as a language learning tool depends on factors such as learner motivation, engagement, content selection, and supplementary activities.

The next chapter will describe the case study and the research instruments used for collecting data. Then, list the main results drawn from each tool, their analysis and discussion, and their interpretation in relation to the research questions and hypothesis mentioned before.

2 Chapter Two: Data Analysis and Interpretation

2.1 Introduction :

This chapter will provide a detailed explanation of the research methodology that guided the research design, as well as the selection of the sample and the data collection instruments employed, namely the questionnaire and interview. Furthermore, an analysis and interpretation of the gathered data will be presented. Finally, a set of recommendations will be outlined based on the findings.

2.2 Research methodology:

Research methodology refers to the approach taken to address a research problem in a systematic manner. Kothari (2004.8) defines research methodology as a means to effectively resolve research problems. In this particular study, the researchers have chosen the case study method as their research approach. This method involves in-depth investigation and analysis of a single unit or situation, providing a comprehensive understanding of the subject matter. By focusing on a specific case, researchers can gather detailed and valuable data, which aids in drawing generalizations about the larger sample. Common research instruments employed within the case study method include questionnaires and interviews.

In this work, the researchers opted for the case study method, in which they tackled the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community. The case study design was chosen because it allows for an in-depth exploration of the phenomenon within its real-life context and provides rich, detailed insights into the experiences and perspectives of the participants.

2.3 Description of the participants:

In the current study, the researchers used a small sampling which were randomly selected from a larger one. The participants are (51) teenagers from the Tlemcen speech community who are Netflix subscribers and engage in English language learning.

The main reason behind choosing this sample is to obtain a comprehensive understanding of the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community.

2.4 Research Method and Data Collection Tools

In order to achieve our aims, multiple research tools were used to accomplish the research's objectives. The tools used to collect the needed data are an interview and a questionnaire.

2.4.1 Questionnaire:

The questionnaire was given to participants from the Tlemcen speech community, aiming to examine the influence of Netflix movies on the acquisition of the English language among teenagers. It consists of eleven (11) questions, 10 close-ended questions, and one open-ended question. The main purpose of this questionnaire is to investigate the extent to which Netflix movies impact the acquisition of the English language among teenagers in the Tlemcen speech community, focusing on areas such as language proficiency, vocabulary acquisition, listening skills, grammar comprehension, pronunciation, cultural awareness, motivation, preferred genres, subtitles usage, and gathering recommendations for language learning resources.

The aims of questions:

Question (1) seeks to know the participants' age

Question (2) seeks to know the participants' gender

Question (3) was designed to determine the participants' exposure to Netflix content in English.

Question (4) was designed to assess the frequency of participants' engagement with Netflix movies in English.

Question (5) was designed to identify the preferences of participants regarding the genre or category of Netflix content they watch in English.

Question (6) attempt to explore participants' viewing preferences and their use of subtitles or dubbed versions.

Question (7) was designed to investigate participants' beliefs regarding the impact of watching Netflix movies on their English language proficiency.

Question (8) seeks to identify specific language skills or areas of improvement perceived by participants through watching Netflix movies.

Question (9) aims to determine the weekly time commitment of participants in consuming Netflix movies in English.

Question (10) was designed to evaluate participants' perceptions of the influence of watching Netflix movies in English on their understanding of English-speaking cultures.

Question (11) was designed to assess opinions on the effectiveness of Netflix movies vs. traditional language learning.

2.4.2 Interview:

The interview was given to participants from the Tlemcen speech community. The purpose of this interview is to gather insights and opinions on the impact of watching Netflix movies and series on learning English, including the level of fun and engagement, the influence on interest in learning English, the usefulness for improving language skills, specific movies or series that are beneficial, and an overall rating of the impact of Netflix movies. it consists of five (5) questions, two close-ended questions and three open-ended questions.

Question (1) was designed to assess the perceived impact of watching Netflix movies and series on making learning English more fun and engaging.

Question (2) seeks to explore how watching Netflix movies and series has sparked or increased interest in learning English.

Question (3) attempts to gather opinions on whether Netflix movies or series can serve as a useful tool for teenagers aiming to enhance their English language skills.

Question (4) was designed to identify specific Netflix movies or series that participants believe could contribute to improving their English language skills and to understand what aspects of these shows they found appealing.

Question (5) was designed to obtain a numerical rating on a scale of 1 to 10 to assess the overall impact of Netflix movies on language learning, according to the participants' perceptions.

2.5 Analysis of Data Tools

After data collection, the obtained results have been interpreted as the following.

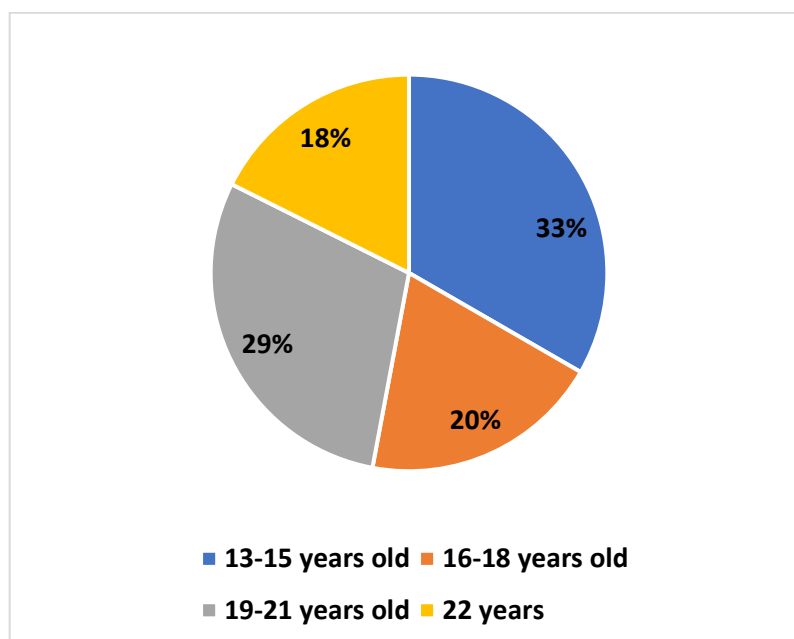
2.5.1 The analysis of the questionnaire:

The field questionnaire was composed of 11 questions that are related to the different aspects of research. The questionnaire was distributed to a sample of participants from the Tlemcen speech community who met the eligibility criteria for the study. It was administered to a predetermined number of participants, which in this case was 51 individuals.

The questionnaire was distributed online through Google Docs and posted in the Facebook and Messenger groups of EFL students from Tlemcen on; May 25th, 2023, to facilitate participant responses. After collecting the data from the participants, the researcher used software called Excel for data analysis and organization. Excel aids in creating tables and graphs. The final results were interpreted by the researcher.

Question 01: Age

Age range	Participants	Percentage
13-15	17	33%
16-18	10	20%
19-21	15	29%
22 years	9	18%
Total	51	100%

Table 2.1: Participants' Age**Figure 2.1:** Participants' Age

The first question is about the participants' age. It is classified into four categories. The first category is participants aged from 13 to 15 years old which represents 33%. The second category is participants aged from 19 to 21 years old which represents 29%. The third category is participants aged 16-18 years old which represents 20%. The last category is participant above 22 years which present 18%.

Question 2: *Would you please specify your gender?*

Gender	Participants	Percentage
Females	27	53%
Males	24	47%
Total	51	100%

Table 2.2: Participants' Gender

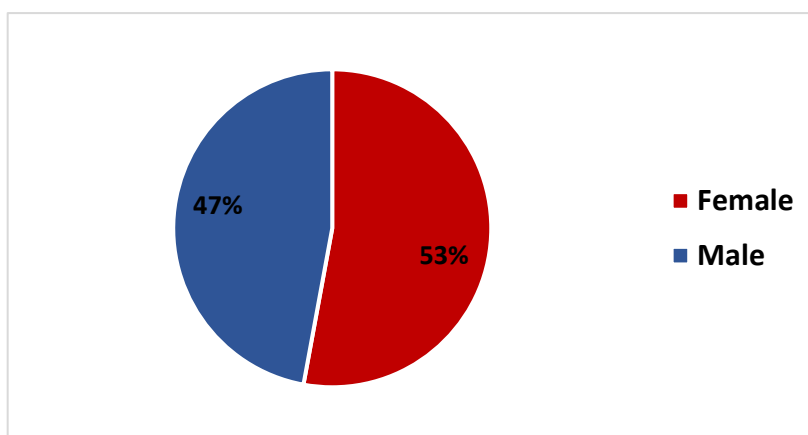


Figure 2.2: Participants' gender

This question represents the number of participants in terms of males and females who answered this questionnaire. It was found that the majority of them were female (27) 53%. Whereas males were (24) 47%. This indicates that females tend to be interested in watching Netflix movies and series as a means of learning English compared to males. The higher number of female participants in this study suggests a stronger inclination among females to engage with English-language content on Netflix.

Question 3: *Have you ever watched a Netflix movie or TV show in English?*

Option	Participants	Percentage
Yes	46	90%
No	5	10%

Table 2.3: Participants' preferences for watching movies on Netflix

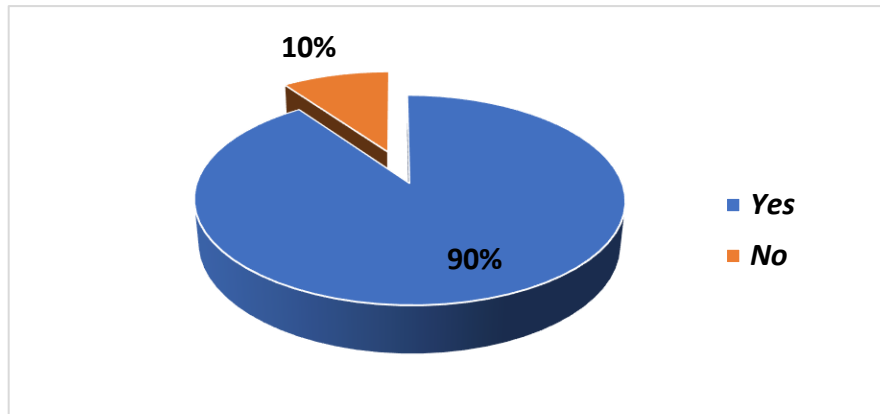


Figure 2.3: Participants' preferences for watching movies on Netflix

The pie chart shown above that the majority of the respondents 90% have watched Netflix movies. This suggests that Netflix is a popular platform for movie consumption among the surveyed individuals. While a smaller portion of respondents 10% have not watched Netflix movies. this indicates that there is a minority within the surveyed population who have not engaged with Netflix movies.

Question 4: *How often do you watch Netflix movies in English?*

Option	Participants	Percentage
Every day	8	16%
Several times a Week	17	33%
Occasionally	12	24%
Rarely	8	8%
Never	6	6%

Table 2.4: Frequency of watching English movies on Netflix

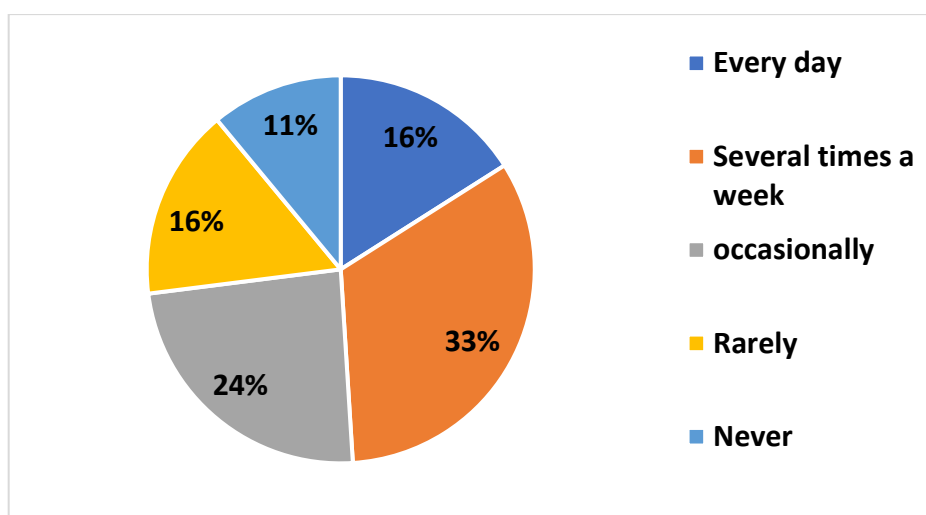


Figure 2.4: Frequency of watching English movies on Netflix

the figure demonstrates that 33% of the participant answered several times a week. 24% replied with occasionally. On the other hand, 16% rarely, similarly 16% answered every day, while only 11% choose the option never. The result reveals that most of the participants spend a respectful time watching Netflix movies this means that participants find watching movies on Netflix enjoyable and interesting which could motivate them in the process of acquiring English.

Question 5: What types of shows or movies do you typically watch on Netflix in English?

Option	Participants	Percentage
Action	26	51%
Drama	11	22%
Comedy	10	20%
Other	4	7%

Table 2.5: Participants' preferences on movies genres

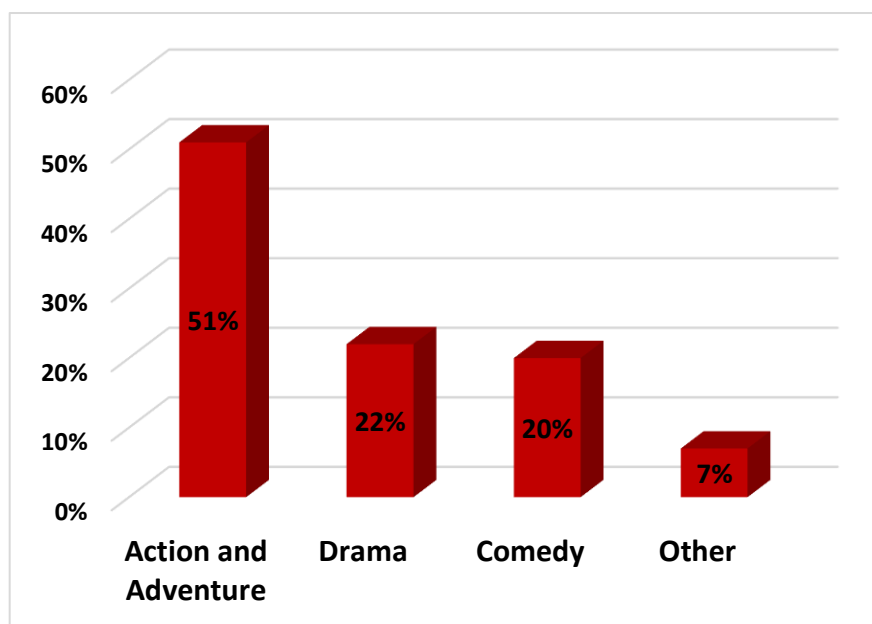


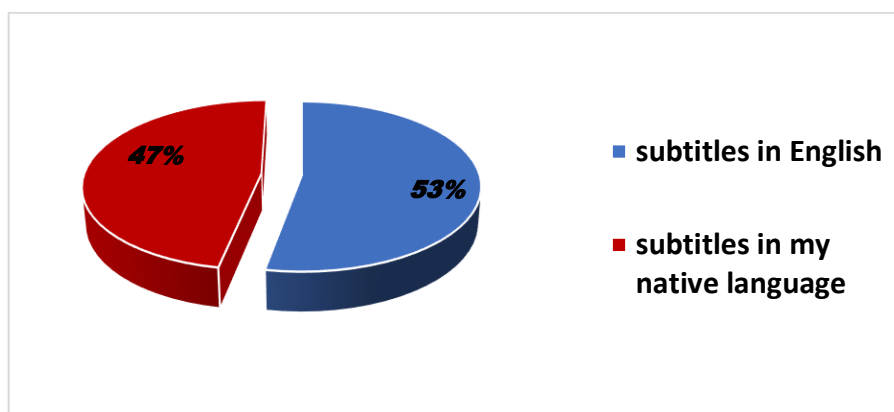
Figure 2.5: Participants' preferences on movies genres

The results obtained from this question show that more than half 51% prefer action and adventure genres to develop their skills, followed by 22% choosing a drama and 20% of the respondents stated that they prefer watching the comedy genre. However, 7% of the participant answered by choosing the other option.

This denotes that participants prefer to watch a variety of Netflix movies genre, especially action and adventure movies this kind of movie genre is characterized by drawings and images along with easy language that might have attracted the youth.

Question 6: *Do you watch Netflix movies with subtitles or dubbed versions in your native language?*

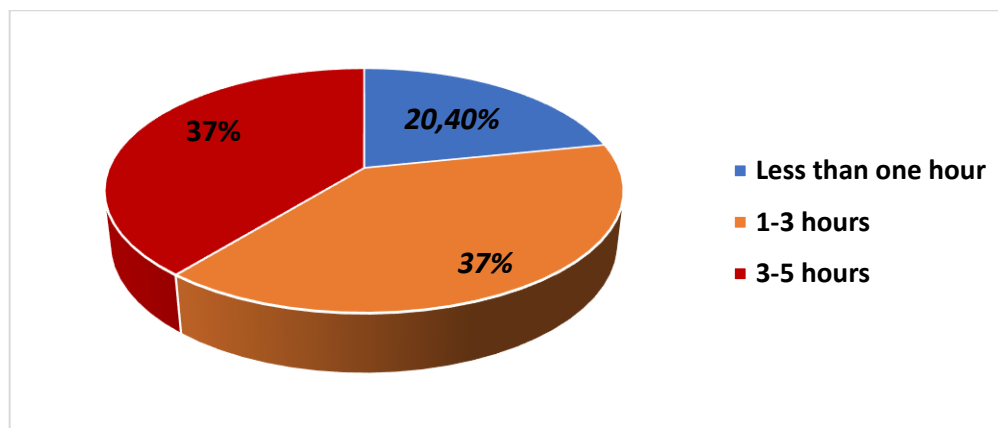
Option	Participants	Percentage
Subtitle in my native language	24	47%
Subtitle in English	27	53%

Table 2.6: Type of subtitle participants prefer**Figure 2.6:** Type of subtitle participants prefer

In this question, we notice from the above figure that more than half of the participants 53% prefer to watch Netflix movies with English subtitles. This suggests that they are actively engaging with the English language while watching movies, which can have a positive impact on their language acquisition. While 47% of participants choose to watch Netflix movies with subtitles in their native language. This preference may stem from a desire for better comprehension and understanding of the content. So, this approach may provide immediate understanding, it could potentially limit exposure to the English language and hinder the development of listening skills.

Question 7: How much time do you spend watching Netflix movies in English per week?

Option	Participants	Percentage
Less than one hour	12	23,4%
1-3 hours	20	39%
3-5 hours	19	37,6%

Table 2.7: The amount of time spent watching English movies on Netflix**Figure 2.7:** The amount of time spent watching English movies on Netflix

This question reveals that the majority of participants 37% spend 1-3 hours per week watching Netflix movies in English which indicates a significant portion of participants actively engaging with English-language movies on Netflix. This suggests a reasonable level of exposure and potential for language acquisition. followed by another 37% who spend 3-5 hours. demonstrates a greater time commitment, indicating a higher level of interest and potential for more substantial language learning and cultural understanding. While a smaller portion 20.4% spends less than one hour watching Netflix movies in English.

Question 8: What aspects of the English language do you think you have improved through watching Netflix movies?

Option	Participants	Percentage
Writing skills	3	5%
Reading skills	5	10%
Pronunciation	8	15%
Grammar	2	3%
Vocabulary	5	9%

Speaking skills	11	21%
Listening skills	19	37%

Table 2.8: Participants' perception of improved English language skills through watching Netflix movies in English.

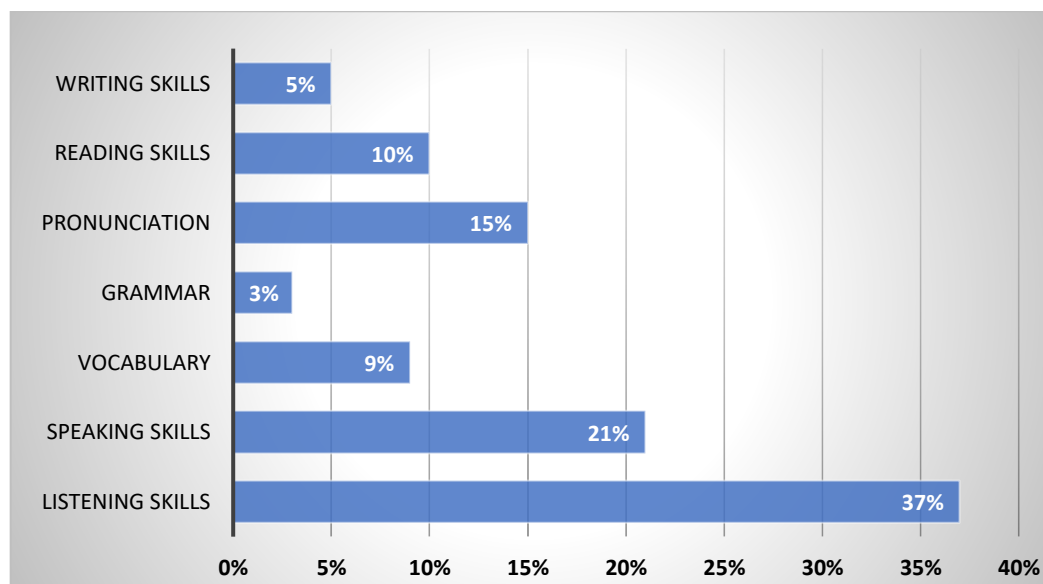


Figure 2.8: Participants' perception of improved English Language Skills through watching Netflix movies in English.

The chart describes that the majority of the participants 37% answered that watching Netflix movies has improved their listening skills. This suggests that exposure to spoken English through movies has helped them develop their ability to understand and comprehend the language in auditory form. Followed by 21% of participants who feel that their speaking skills have improved through watching Netflix movies. This could be attributed to exposure to native English speakers' dialogue and conversations, which may contribute to enhancing their oral proficiency and fluency. While Pronunciation is identified by 15% of participants as an aspect they have improved. Netflix movies can provide exposure to a range of accents and speech patterns, helping learners refine their pronunciation skills by imitating native speakers. Besides, Other skills that participants mentioned include reading 10%, vocabulary 9%, writing 5%, and grammar 3%. Although these percentages are relatively lower, they still indicate that some participants perceive

improvement in these areas. Watching Netflix movies may contribute to expanding vocabulary, enhancing reading comprehension, and indirectly influencing writing and grammar through exposure to well-constructed sentences and language usage.

Question 9: Do you believe that watching Netflix movies in English has improved your English language skills?

Option	Participants	Percentage
Yes, significantly	26	50%
Yes, to some extent	18	36%
No, not really	7	14%

Table 2.9: participants' perceived improvement in different aspects of the English language through watching movies on Netflix.

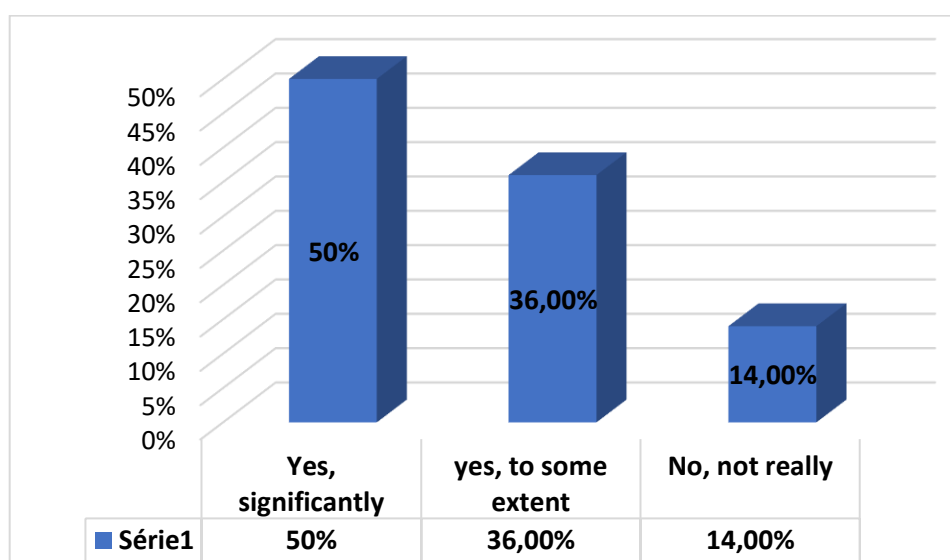


Figure 2.9: Participants' perceived improvement in different aspects of the English language through watching movies on Netflix.

This question aims to know whether watching Netflix movies in English has improved participants' English language skills. The results above show that half of the participants believe that watching Netflix movies in English has significantly improved their English language skills. Whereas, 36% of participants believe that it has improved their skills to some extent. And only

14% of participants do not believe that it has had a significant impact on their English language skills.

Question 10: Do you think watching Netflix in English has helped you understand English-speaking cultures better?

Option	Participants	Percentage
Yes, it has exposed me to different cultures	46	90%
No, it hasn't made much of a difference	5	10%

Table 2.10: Participants' perception of the influence of watching Netflix in English on understanding English-Speaking Cultures.

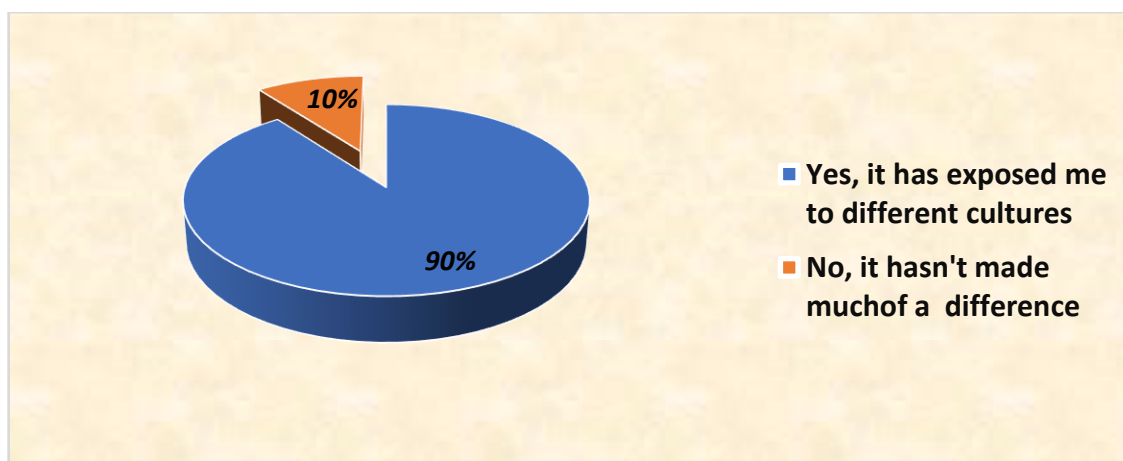


Figure 2.10: Participants' perception of the influence of watching Netflix in English on understanding English-Speaking Cultures.

This question was asked in order to discover whether watching Netflix in English has helped them understand English-speaking cultures better. the majority of participants 90% believe it has had a positive influence, and a few of them 10 % feel that it hasn't made much of a difference. So, the positive responses indicate that exposure to diverse content on Netflix has broadened participants' knowledge of different societal norms and ways of life. However, the negative responses may

suggest varying expectations or limited exposure to content that provides cultural insights.

Question 11: Do you believe that watching Netflix movies is a more effective way to learn English than traditional language learning methods? Why or why not?

Out of the 21 participants who responded to the question of whether watching Netflix movies is a more effective way to acquire English than traditional language learning methods, there is a range of opinions. Some participants believe that watching Netflix movies is a more effective approach, citing reasons such as it being a new and modest platform, helping with listening and reading skills, and providing exposure to native speakers' language and culture. On the other hand, some participants expressed that traditional language learning methods are more efficient and systematic, emphasizing the importance of practicing all four language skills and utilizing other platforms in addition to Netflix movies. There are also a few participants who simply responded with "yes" or "no" without providing further explanation. Overall, the responses reflect a variety of viewpoints, indicating that the effectiveness of Netflix movies for language acquisition is subjective and dependent on individual preferences and experience.

2.5.2 Data interpretation of participant's questionnaire :

This section is concerned with the interpretation of participants' answers. The main purpose of the questionnaire in this research is to gather data and insights on the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community. The questionnaire aims to assess participants' beliefs, experiences, and perceptions regarding the impact of watching Netflix movies on their English language skills. It helps to examine the effectiveness of using Netflix movies as a language learning tool and provides valuable information for analyzing the relationship between Netflix movie consumption and English language acquisition in the specific context of the Tlemcen speech community.

The results from the questionnaire provide valuable insights into the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community.

Firstly, the data indicates that a significant portion of participants 90.2% have watched Netflix movies or TV shows in English. This high level of exposure to English language content through Netflix suggests that it is a popular platform for accessing English media among teenagers in this community. This indicates the potential of using Netflix as a resource for language learning due to its wide availability and accessibility.

Regarding the frequency of watching Netflix movies in English, the responses show that a considerable number of participants 33.3% watch them several times a week, indicating regular engagement with English language content. This frequency suggests a proactive approach to language learning and indicates that participants are actively incorporating Netflix movies into their language acquisition practices.

When asked about the aspects of the English language that they believe they have improved through watching Netflix movies, the majority of participants 77.1% highlighted the improvement in their listening skills. This suggests that Netflix movies serve as a valuable resource for developing listening comprehension and understanding natural spoken English. Additionally, a significant portion of participants also mentioned improvement in speaking skills 43.8% and pronunciation 31.3%. This indicates that watching Netflix movies contributes to the development of oral proficiency and the ability to emulate native English speakers in terms of pronunciation and speaking patterns.

In terms of subtitles, a slightly higher percentage of participants 52.9% reported using English subtitles compared to those who used subtitles in their native language 47.1%. This suggests that the majority of participants prefer to engage with the English language directly while watching Netflix movies, which can enhance their language immersion and understanding. However, the

significant proportion of participants using native language subtitles indicates the need to consider individual preferences and comfort levels when using subtitles as a language learning aid.

The overall perception of the influence of Netflix movies on English language skills is positive, with 50% of participants believing that it has significantly improved their language skills and an additional 36% stating that it has improved their skills to some extent. This suggests that Netflix movies have a meaningful impact on language acquisition among teenagers in the Tlemcen speech community. However, it is worth noting that a small percentage of participants 14% did not believe that their English language skills had significantly improved through watching Netflix movies. This may indicate that other factors or learning methods are more effective for this subgroup of participants.

In summary, the findings from the questionnaire highlight the potential of Netflix movies as a resource for English language acquisition among teenagers in the Tlemcen speech community. The regular engagement with Netflix movies, improvement in listening and speaking skills, and positive perceptions of the impact on language skills demonstrate the value of incorporating Netflix into language learning practices. However, it is important to consider individual preferences, the use of subtitles, and the potential limitations of relying solely on Netflix movies as a language-learning method.

2.5.3 The Analysis of Participants' Interview:

To give the research more reliability, the researchers used another method of data collection, which was the interview. The interview consisted of five questions aimed at qualitatively analyzing the levels at which participants perceived the influence of Netflix movies on their English language acquisition. In order to ensure consistency and facilitate comparison of the obtained results, a structured interview approach was undertaken.

The researcher opted for a structured interview which consist of five questions open-ended questions for more clarification and explanation.

The structured interviews with individuals who are learning English at an institute have given us important insights into how Netflix movies affect their ability to learn the language. These interviews were conducted with four participants who are Netflix users. Through these conversations, we have gained a better understanding of what these participants think and feel about how Netflix helps them with their English learning journey. This deeper insight has allowed us to uncover valuable findings that add to the overall understanding of our research study.

Question 1: Do you think watching Netflix movies and series makes learning English more fun and engaging?

- A. Yes, definitely! The captivating storylines and diverse genres of Netflix movies and series make learning English enjoyable and entertaining.
- B. Absolutely! Watching Netflix movies and series adds an element of excitement to language learning, making it more engaging and motivating.
- C. For sure! The immersive nature of Netflix content keeps me hooked and makes learning English feel like a fun activity rather than a chore.
- D. Definitely! The visual and auditory aspects of Netflix movies and series make it easier to grasp language nuances, making the learning process more enjoyable.
- E. Certainly! The availability of subtitles and the ability to rewind scenes in Netflix movies and series facilitate better comprehension, making it a fun and interactive language learning experience.

The responses indicate a strong consensus among participants that watching Netflix movies and series makes learning English more fun and engaging. The majority of respondents express a positive perception of the impact of Netflix content on their language learning experience.

Participants emphasize the captivating storylines, diverse genres, and immersive nature of Netflix movies and series as key factors that contribute to the enjoyment and engagement in language learning. The visual and auditory aspects

of the content, coupled with the availability of subtitles and the ability to rewind scenes, are seen as facilitators of language comprehension and overall language skill improvement.

These findings suggest that incorporating Netflix movies and series into language learning strategies can be an effective and enjoyable approach for teenagers in the Tlemcen speech community. The ability to combine entertainment with language acquisition enhances motivation and engagement, potentially leading to more effective language learning outcomes.

Moreover, the positive perception of Netflix as a language learning tool aligns with the aim of the research, which explores the influence of Netflix movies on the acquisition of the English language. The findings support the notion that Netflix can be a valuable resource for teenagers who want to improve their English language skills, offering an enjoyable and engaging alternative to traditional language learning methods.

Question 2: How did watching Netflix movies and series raise your interest in learning English?

- A. Watching Netflix movies and series exposed me to different cultures and perspectives, which sparked my curiosity to understand the English language used in those contexts.
- B. The intriguing plots and relatable characters in Netflix movies and series made me want to understand their conversations and dialogues in English.
- C. The availability of a wide range of content on Netflix introduced me to various accents and dialects, which piqued my interest in exploring the intricacies of the English language.
- D. Netflix movies and series provided me with a convenient and enjoyable way to immerse myself in the English language, leading to a natural curiosity and desire to improve my language skills.

E. The popularity and buzz surrounding certain Netflix movies and series motivated me to join conversations and discussions with others who shared similar interests, thus encouraging me to enhance my English language proficiency.

The responses indicate that watching Netflix movies and series has had a significant impact on arousing interest in learning English among the participants.

Participants mention several factors that contribute to their increased interest in learning English through Netflix content. Exposure to different cultures and perspectives through the movies and series sparks curiosity and a desire to understand the English language used in those contexts. The intriguing plots and relatable characters also play a role in motivating participants to comprehend the conversations and dialogues in English.

Additionally, the availability of a wide range of content on Netflix exposes participants to various accents and dialects, which further stimulates their interest in exploring the intricacies of the English language. The convenience and enjoyment of immersing oneself in the English language through Netflix movies and series create a natural curiosity and motivation to improve language skills.

Furthermore, the popularity and buzz surrounding certain Netflix movies and series create opportunities for participants to engage in conversations and discussions with others who share similar interests. This social aspect further encourages participants to enhance their English language proficiency.

Overall, the responses suggest that Netflix serves as a powerful catalyst for arousing interest in learning English. It exposes viewers to diverse cultural contexts, provides relatable and engaging content, and facilitates language immersion, all of which contribute to a heightened motivation to improve English language skills.

Question 3: Do you think Netflix movies or series can be a useful tool for teenagers who want to improve their English language skills?

A. Absolutely! Netflix movies and series expose teenagers to authentic English language usage, helping them develop their listening and comprehension skills.

B. Yes, definitely! The availability of a vast library of content on Netflix allows teenagers to choose shows that align with their interests, making language learning more enjoyable and personalized.

D. Definitely! Netflix movies and series offer a casual and relaxed way to learn English, enabling teenagers to enhance their language skills without feeling overwhelmed by traditional learning methods.

E. Certainly! The interactive nature of Netflix movies and series encourages active engagement, fostering language acquisition and helping teenagers become more confident in using English.

F. Without a doubt! The exposure to diverse accents, cultures, and language styles in Netflix content broadens teenagers' understanding of the English language, making it a valuable tool for language improvement.

The responses indicate that the majority of participants believe Netflix movies and series can be useful tool for teenagers who want to improve their English language skills.

Participants highlight several reasons why they perceive Netflix as a valuable resource for language learning. Firstly, Netflix provides access to authentic English language usage through a wide variety of movies and series. This exposure to real-life language helps teenagers develop their listening and comprehension skills by engaging with natural speech patterns, colloquial expressions, and different accents.

Secondly, the availability of a vast library of content on Netflix allows teenagers to choose shows that align with their interests. This personalization aspect makes language learning more enjoyable and engaging, as they can select the content that resonates with their preferences and passions.

Participants also appreciate the casual and relaxed nature of using Netflix for language learning. By incorporating English learning into their leisure time, teenagers can develop their language skills without feeling overwhelmed or burdened by traditional learning methods. The immersive and entertaining nature

of Netflix movies and series makes the language learning experience more enjoyable and less like a formal educational task.

Furthermore, the interactive nature of Netflix content encourages active engagement, which contributes to language acquisition. Viewers can actively participate in understanding the plot, following dialogues, and connecting with the characters, thereby enhancing their language skills and building confidence in using English.

Lastly, the exposure to diverse accents, cultures, and language styles in Netflix content broadens teenagers' understanding of the English language. This exposure helps them become more adaptable and flexible in their language use, expanding their linguistic repertoire.

Overall, the responses indicate that Netflix movies and series are considered valuable tools for teenagers who want to improve their English language skills. The authentic content, personalization, casual learning environment, and exposure to diverse language aspects contribute to the perceived usefulness of Netflix in language learning.

Question 4: What are specific Netflix movies or series that might help improve your English language skills, and what did you like about them?

A. "Friends" - I enjoyed this series because it features everyday conversational English among a group of friends, allowing me to learn informal language and idiomatic expressions.

B. "The Crown" - This historical drama helped me improve my listening skills by exposing me to refined English accents and formal language used in royal settings.

D. "Stranger Things" - This series captivated my interest with its thrilling storyline and introduced me to American English, helping me become familiar with colloquial language and slang.

E. "Black Mirror" - This thought-provoking show expanded my vocabulary by exploring futuristic concepts and using advanced English vocabulary in a compelling way.

F. "The Office" - I loved this sitcom as it showcased workplace interactions and humor, exposing me to business English and enhancing my understanding of comedic timing and delivery.

The responses indicate that participants have identified specific Netflix movies and series that they believe can help improve their English language skills.

"Friends" is mentioned as a popular choice, appreciated for its portrayal of everyday conversational English among a group of friends. Participants enjoy learning informal language and idiomatic expressions from this series, as it provides exposure to colloquial English used in casual settings.

"The Crown" is highlighted for its contribution to improving listening skills. The series features refined English accents and formal language used in royal settings, allowing participants to become more accustomed to sophisticated speech patterns and vocabulary.

"Stranger Things" is recognized for its captivating storyline and its role in introducing participants to American English. By immersing themselves in this series, participants have the opportunity to familiarize themselves with colloquial language, slang, and expressions commonly used in American contexts.

"Black Mirror" is valued for its thought-provoking nature and its impact on expanding participants' vocabulary. This show explores futuristic concepts and incorporates advanced English vocabulary, challenging participants to engage with complex ideas while improving their language skills.

"The Office" is appreciated for its workplace interactions and humor. Participants enjoy learning business English and gaining insights into comedic timing and delivery through this sitcom.

Overall, the responses demonstrate that participants recognize the value of specific Netflix movies and series in improving different aspects of their English language skills. The selected shows offer exposure to various language registers, vocabulary, accents, and cultural contexts, enabling participants to enhance their

listening comprehension, vocabulary acquisition, and familiarity with different English language styles.

Question 5: On a scale of 1 to 10, how would you rate the overall impact of Netflix movies?

The responses to the rating of the overall impact of Netflix movies range from 3 to 9, with an average rating of approximately 7. This indicates that the majority of participants perceive Netflix movies to have a positive impact on their English language learning journey. The ratings suggest that Netflix movies are generally considered effective in improving pronunciation, understanding, and vocabulary.

Some participants specifically mentioned the importance of watching movies in English for improving pronunciation and understanding of the language. They believe that exposure to authentic English accents and dialogue contributes significantly to their language skills development. However, a few respondents expressed that music played a more crucial role in improving pronunciation and accent.

It is worth noting that while the majority of participants found Netflix movies to be beneficial for language learning, there were a couple of respondents who rated the impact lower (5/10 and 3/10). This might indicate that individual experiences and preferences can vary regarding the effectiveness of Netflix movies as a language-learning tool.

Overall, the responses highlight the potential of Netflix movies to enhance English language skills, particularly in areas such as pronunciation, comprehension, and vocabulary acquisition. However, it is important to consider individual learning styles and preferences when using Netflix movies as a language-learning resource.

2.5.4 Data interpretation of participant's interview:

The aim of the questions in the interview was to explore the perception of participants regarding the influence of Netflix movies and series on learning English. It sought to gather insights on whether watching Netflix content made

language learning more enjoyable and engaging. Additionally, the questions aimed to understand how it sparked an interest in learning English and whether participants believed that Netflix movies could be a useful tool for teenagers seeking to improve their English language skills.

Through these questions, the researcher intended to gather qualitative data that would complement the quantitative data collected through the questionnaire. The responses provide valuable insights into the subjective experiences and perspectives of participants regarding the impact of Netflix movies on their English language learning journey. These insights contribute to a deeper understanding of the influence of Netflix movies on language acquisition among teenagers in the Tlemcen speech community.

2.6 Discussion of the main findings:

The primary focus of this discussion centers on the interpretation of the participants' responses from the questionnaire and interviews, and how they relate to the research questions and hypotheses.

The findings revealed that a significant majority of participants had watched Netflix movies or TV shows in English, corroborating the popularity of Netflix as a preferred platform for accessing English media among Algerian teenagers in the Tlemcen speech community. This aligns with the first Hypothesis, confirming the wide availability and accessibility of Netflix as a valuable resource for language learning. Furthermore, both questionnaire and interview responses indicated regular engagement with English-language content on Netflix. Participants reported watching Netflix movies in English several times a week, demonstrating a proactive approach to language learning, which corresponds with the idea that consistent exposure to a language is conducive to learning. This further supports the first Hypothesis. In addition to this, Participants, in both the questionnaire and interviews, reported improvements in various aspects of the English language, including listening skills, speaking skills, and pronunciation. These findings align with the second Hypothesis, highlighting the role of Netflix movies in developing listening comprehension, oral proficiency, and native-like speaking patterns. Also,

both data sources indicated varying subtitle preferences among participants. While some preferred English subtitles for direct engagement with the English language, others used subtitles in their native language. This diversity in preferences supports Hypothesis 3, which posits that factors like subtitle preferences influence the effectiveness of Netflix as a language learning tool. The overall perception of Netflix movies on English language skills was overwhelmingly positive, with participants from both the questionnaire and interviews expressing that it significantly improved their language skills or improved them to some extent. This collective sentiment underscores the meaningful impact of Netflix movies on language acquisition among teenagers in the Tlemcen speech community, thereby validating the first Hypothesis.

Finally, the confirmation of these hypotheses provides strong evidence of the positive influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community. The results highlight the potential of incorporating authentic audiovisual content into language learning practices and emphasize the importance of considering learner characteristics and strategies for optimizing the use of Netflix movies as a language learning tool.

2.7 Limitation of the study:

Within every research, there will always be some limitations to the researcher, as far as the current work is concerned, not all participants were comfortable being interviewed and recorded, and not all questionnaires were returned to the researchers, which may have limited the number of the respondent and affected the generalizability of the results.

Another limitation of this research is the potential for selection bias, the study focused on teenagers in the Tlemcen speech community who had access to and used Netflix, which may not be representative of all teenagers in the community or in other communities.

In addition, only 51 participants were selected for the research study, in fact, the small number of the target population does not allow us to draw true generalizations about all adolescents in Tlemcen.

The results of the study are therefore limited to context and should be interpreted as such. However, because the sample was so small, the research study took less time to complete. Based on these limitations, it is recommended that a researcher seeking to replicate this study select a larger research cohort. It can affect more than one group

Participants also commented positively on the reliability of the results.

During the investigation, we discovered that a number of participants had left several questions unanswered.

This study focuses on the influence of Netflix movies on the acquisition of the English language among teenagers. However, from the questionnaire, there were some queries that several participants did not understand and started answering randomly to complete the questionnaire as quickly as possible, which affected obtaining the required data.

2.8 Suggestions and recommendations for further:

Based on the findings and limitations of the current research on the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community, several recommendations and suggestions for further research can be proposed. These recommendations aim to address the limitations encountered and provide avenues for future exploration. By considering these suggestions, researchers can enhance the understanding of the topic and contribute to the existing knowledge. The following are some recommendations for further research:

Firstly, to gain deeper insights into the long-term effects of Netflix movies on language acquisition, it would be beneficial to conduct a longitudinal study. This study would involve tracking the language proficiency and development of teenagers over an extended period, such as one or two years while considering their exposure to Netflix movies. Longitudinal data would provide a more comprehensive understanding of the impact and sustainability of Netflix's influence on language acquisition.

Secondly, the researcher should Conduct a comparative study to analyze the differences in language acquisition between teenagers who primarily watch Netflix movies in English and those who do not. This study could involve comparing language proficiency, vocabulary acquisition, and language usage between the two groups. By doing this, the researcher can gain insights into the specific influence of Netflix movies on language acquisition compared to other factors.

Some suggestions for further research:

To address the limitations of participant comfort and questionnaire response rate, it would be beneficial to incorporate multiple data collection methods. In addition to interviews and questionnaires, consider using alternative methods such as focus groups, and observation, to gather a more comprehensive set of data. This approach may encourage greater participation and provide a more diverse range of perspectives.

To reduce the chance of unfair results, it would be helpful to have a comparison group in future research. This group would include teenagers from the Tlemcen speech community who do not watch Netflix regularly. By comparing the language learning of both groups, we can better understand how much Netflix movies really help.

Given the limitation of a small sample size, it is recommended to expand the research cohort in future studies. A larger sample size would improve the generalizability of the findings and allow for a more robust statistical analysis. Consider recruiting participants from a wider range of schools or communities within the Tlemcen region to enhance the diversity of the sample.

To address the issue of participants leaving questions unanswered or providing random responses, it is important to refine the questionnaire design. Ensure that the questions are clear, concise, and easy to understand. Pilot testing the questionnaire with a small group of participants beforehand can help identify any potential ambiguities or areas of confusion.

2.9 Conclusion:

This chapter attempted to clarify the data collection methods and procedures used in this study. Also, it explained the instruments and the sample conducted in this case study. Then it highlighted the data and the findings the researcher reached. From the analysis of the instrument of this research, the researcher concluded that Netflix movies have a positive influence on EFL learning among teenagers. To close this research, work the researcher encouraged further studies to be taken giving some suggestions and recommendations.

General conclusion:

this study set out to investigate the influence of Netflix movies on the acquisition of the English language among teenagers, with a specific focus on the Tlemcen speech community. The study aimed to address the research questions and hypotheses formulated, examining the extent to which the use of Netflix movies improves language learning, the specific aspects of language learning influenced by Netflix movies, and the factors that impact the effectiveness of using Netflix movies as a language learning tool.

The study was divided into two main chapters. The first chapter provided a thorough literature review, which explored previous research and scholarly works related to the topic. It highlighted the importance of incorporating authentic audiovisual content, like Netflix movies, in language learning settings and identified the potential benefits they offer for vocabulary expansion, listening comprehension, pronunciation practice, and cultural understanding. The literature review also discussed the factors that influence the effectiveness of using Netflix movies for language acquisition, laying the foundation for the subsequent analysis.

The second chapter focused on the analysis and interpretation of the data collected from the research instruments, namely the questionnaire, and interviews. The findings of the study confirmed the formulated hypotheses. The regular use of Netflix movies was found to significantly improve EFL learning among teenagers in the Tlemcen speech community. Furthermore, the use of Netflix movies was found to influence various aspects of language learning, including vocabulary, listening comprehension, pronunciation, and cultural understanding. The effectiveness of Netflix movies as a language learning tool was influenced by factors such as learners' proficiency levels, viewing habits, content selection, and supplemental learning strategies.

However, it is important to acknowledge the limitations of this study. Not all participants were comfortable being interviewed and recorded, and some

questionnaires were not returned, which may have impacted the generalizability of the results. The study's focus on a specific community and the relatively small sample size also limits the broader applicability of the findings.

Despite these limitations, this study contributes to the existing knowledge by providing valuable insights into the influence of Netflix movies on language acquisition among teenagers. It offers practical implications for language educators and policymakers, highlighting the potential benefits of incorporating authentic audiovisual content in language learning curricula.

To further advance this field, future research should consider addressing the limitations by expanding the sample size, ensuring higher response rates, and exploring the impact of Netflix movies on language acquisition in different communities and contexts. By building upon this study, researchers can continue to enhance our understanding of the role of Netflix movies as a tool for language acquisition and inform more effective language learning strategies.

In summary, this study sheds light on the influence of Netflix movies on the acquisition of the English language among teenagers in the Tlemcen speech community. It provides valuable findings, contributes to the existing knowledge, and offers practical implications. While considering the limitations, further research can build upon these findings to deepen our understanding and improve language learning practices in the future.

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APPENDICES

Appendix A

Questionnaire

Dear participant, thank you for taking the time to participate in this questionnaire. The purpose of this questionnaire is to gather information about how Netflix movies may influence the acquisition of the English language among teenagers. Your responses will be anonymous and will be used for research purposes only. Please answer the following questions to the best of your ability.

1. Age:

2. Gender: Male Female

3. Have you ever watched a Netflix movie or TV show in English?

Yes No

4. How often do you watch Netflix movies in English?

- Every day
- Several times a week
- Occasionally
- Rarely
- Never

5. What types of shows or movies do you typically watch on Netflix in English?

- Action/Adventure
- Drama
- Comedy
- Other

6. Do you watch Netflix movies with subtitles or dubbed versions in your native language?

- Subtitles in English

- Subtitles in my native language

7. Do you believe that watching Netflix movies in English has improved your English language skills?

- Yes, significantly
- Yes, to some extent
- No, not really

8. What aspects of the English language do you think you have improved through watching Netflix movies?

- Listening skills
- Speaking skills
- Vocabulary
- Grammar
- Pronunciation
- Reading skills
- Writing skills

8. How much time do you spend watching Netflix movies in English per week?

- Less than 1 hour
- 1-3 hours
- 3-5 hours

9. Do you think watching Netflix in English has helped you understand English-speaking cultures better?

- Yes, it has exposed me to different cultures
- No, it hasn't made much of a difference

10. Do you believe that watching Netflix movies is a more effective way to learn English than traditional language learning methods? Why or why not?

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Appendix B

Interview Questions

This interview is a part of a research work on investigating “**the influence of Netflix movies on the acquisition of the English language among teenagers**”. I would appreciate much your collaboration by answering the following questions:

- 1) Do you think watching Netflix movies and series makes learning English more fun and engaging?
- 2) How did watching Netflix movies and series raise your interest in learning English?
- 3) Do you think Netflix movies or series can be a useful tool for teenagers who want to improve their English language skills?
- 4) What are specific Netflix movies or series that might help improve your English language skills, and what did you like about them?
- 5) On a scale of 1 to 10, how would you rate the overall impact of Netflix movies?

Summary:

The present research work deals with the influence of Netflix movies on the acquisition of the English language among teenagers. The study aims to understand the impact of watching these movies on enhancing English language skills among teenagers. A sample of teenagers from the Tlemcen speech community was selected for data collection and analysis. Research tools such as questionnaires and interviews were used to gather quantitative and qualitative data. The study found that watching Netflix movies has a positive effect on the acquisition of the English language among teenagers. This research emphasizes the importance of using Netflix movies as an effective means to develop English language skills in teenagers.

Keywords: Influence, Netflix, movies, Acquisition, English language, Teenagers.

Résumé :

Le présent travail de recherche aborde l'influence des films Netflix sur l'acquisition de la langue anglaise chez les adolescents. Cette étude vise à comprendre l'impact de regarder ces films sur l'amélioration des compétences en langue anglaise chez les adolescents. Un échantillon d'adolescents de la communauté de la parole de Tlemcen a été sélectionné pour la collecte et l'analyse des données. Des outils de recherche tels que des questionnaires et des entretiens ont été utilisés pour recueillir des données quantitatives et qualitatives. Les résultats de l'étude indiquent que regarder des films Netflix a un effet positif sur l'acquisition de la langue anglaise chez les adolescents. Cette recherche met en évidence l'importance d'utiliser les films Netflix comme moyen efficace pour développer les compétences en langue anglaise chez les adolescents.

Mots clés : Influence, Netflix, films, Acquisition, langue anglaise, Adolescents.

ملخص

تتناول هذه الدراسة تأثير أفلام نيتفليكس على اكتساب اللغة الإنجليزية بين المراهقين. تهدف الدراسة إلى فهم مدى تأثير مشاهدة هذه الأفلام على تحسين مهارات اللغة الإنجليزية لدى المراهقين. تم اختيار عينة من المراهقين في مجتمع كلام تلمسان لجمع البيانات وتحليلها. استخدمت الدراسة أدوات بحثية مثل الاستبيانات والمقابلات للحصول على بيانات كمية ونوعية. وجدت الدراسة أن مشاهدة أفلام نيتفليكس لها تأثير إيجابي على اكتساب اللغة الإنجليزية بين المراهقين. تعزز هذه الدراسة أهمية استخدام أفلام نيت فليكس كوسيلة فعالة لتطوير مهارات اللغة الإنجليزية لدى المراهقين.

كلمات المفتاحية: تأثير، نيت فليكس، أفلام، اكتساب، اللغة الإنجليزية، المراهقين.