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The Impact of Netflix on EFL Learners' Vocabulary Learning. Case study
Third Year Students' Perspectives. Department of English, Guelma University.

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DEDICATION 1

I dedicated this work to my Iron Lady and soul mate; my mother

Thank you for being my unwavering pillar of strength.

To my superhero; my father. Thank you for your guidance and unwavering belief in me.

To my little princess; my sister. Thank you for bringing joy and innocence into my life.

To all those who have battled depression; your strength inspires me. I am forever grateful for the love, support, and inspiration you all provide.

Benarfa Sami

DEDICATION 2

To my parents, who have always encouraged me to pursue my dreams and supported me in every way possible. Without their love and guidance, I would not have been able to achieve this accomplishment.

To my friends Souzi and Fifi, who stood by me.

To my sister Zahra, who never left my hand.

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Abstract

The past few years witnessed a drastic change concerning the use of technology in both educational and non-educational context. Netflix, which becomes one of the most popular streaming services, may not be a vehicle for entertainment only. However, this platform can extend to a learning tool. The current research aims at exploring students' perceptions with regard to the role that Netflix may play in their vocabulary learning. Hence, it is hypothesized that students may have a positive attitude towards the use of Netflix in enhancing their vocabulary learning. In order to reach this end, the study adopted a descriptive quantitative method in which a questionnaire was administered to 170 third year students at the department of English at Guelma University. Results obtained from the data gathered show the students' high tendency to use Netflix to foster their English level. More importantly, they have positive attitude towards the impact of Netflix on their vocabulary learning. Following that, some recommendations are provided to help incorporate Netflix into the teaching/learning process.

List of Abbreviations

EFL: English as a foreign language

SLA: Second Language Acquisition

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Arabic Summary

ملخص

French Summary

Résumé

Introduction

In recent years, digital platforms have revolutionized the way we consume content, and streaming services like Netflix have become an integral part of our daily lives. Netflix offers a unique and accessible avenue for language learners to immerse themselves in authentic English language content. And when it comes to vocabulary learning, incorporating platforms like Netflix can be a valuable tool.

1. Statement of the Problem

Considering the wide spread that English has witnessed recently, EFL students especially in Algeria, feel the urge to manifest an appropriate level of mastery when using the English language. Nevertheless, while doing so, most of them face difficulties of different types with regard to learning the different language skills and aspects. Among those difficulties, is finding an adequate and easy way to enrich vocabulary knowledge and understanding. Moreover, though technology plays a vital role in student's lives, the majority of them may use it only as a source of pleasure and entertainment. An example of this is the online streaming service Netflix that can be extended to a learning tool if used properly.

2.The Aim of the Study

The current research target is to reveal EFL students' perceptions towards the use of Netflix in enhancing their vocabulary. It attempts to explore the degree to which EFL learners are familiar with the use of the recent technology. More importantly, it tries to show students' attention towards the use of online resources not only for pleasure, but for learning purposes as well.

3.Research Questions

The current research addresses the following key questions:

- 1.Can EFL learners depend on less formal methods to develop their language performance?

2. What are EFL students' perceptions towards the use of Netflix as a vocabulary learning tool?

3. To what extent can Netflix platform improve EFL students' vocabulary learning

4. Research Hypothesis

EFL students may have a positive attitude towards the use of Netflix to enhance their vocabulary.

5. Research Methodology and Design

5.1. Research Method

The present study opted for a descriptive quantitative method to explore students' perceptions towards the use of Netflix in enhancing language learning quality, particularly, vocabulary learning. To reach this aim, a questionnaire was administered to third year students of English.

5.2. Population and Sampling

The current research population consists of third year students, at the Department of English, at the University of 8 Mai 1945, Guelma. In particular, a sample of (170) participants were selected randomly, to take part in the completion of the questionnaire due to their experience

5.3. Structure of the Dissertation

The current study is divided into three main chapters along with a general introduction and a general conclusion. The theoretical part of the study, which is concerned with the first two chapters, gives a literature review about the two variables: Netflix and Vocabulary learning. While the third chapter is devoted for the practical sphere of this research.

In the first chapter of the study, it delves into the world of Netflix. It begins with defining Netflix, understanding its significance in the realm of entertainment and education,

and exploring its origins and history founders. Additionally, the chapter deals with the role of subtitles in foreign language teaching and emphasizes its importance. The remaining titles include: the integration of Netflix into the English classroom, as well as some tips and benefits of incorporating it into language learning.

The second chapter is about EFL vocabulary learning. It provides definition of vocabulary, emphasizing its importance and role in language learning. It also uncovers a range of strategies and techniques for vocabulary learning and teaching.

The third and final chapter deals with the analysis of the results obtained from the questionnaire. This chapter aims to provide a comprehensive interpretation of the collected data it sheds light on the students' perspectives, experiences and attitudes towards the use of Netflix and its impact on their vocabulary learning. Finally, meaningful conclusions in addition to some recommendations and limitations of the study are provided.

Chapter One:

Netflix

Introduction

In the time of globalization where people are spending more time on their phones and with the use of internet, several changes started to take place. One notable change is the rise of online streaming platforms like Netflix that has evolved beyond being an entertainment platform, but also a language learning tool. The chapter is completely devoted to the term Netflix. It begins with its definition, tackling its history. It also introduces the role of subtitles in foreign language teaching. Furthermore, it introduces the use of Netflix inside the English classroom, and answering the questions of how to use Netflix series inside the foreign English classroom. Finally, the chapter deals with the tips of how to learn English while watching Netflix, and the benefits of using it while learning the English language.

1.1. Definition of Netflix

Recently, the world has witnessed a drastic change in different fields, where technology has affected every sector including the field of learning. As a result of the current digital world Netflix become one of the tools used by learners to learn a foreign language. Nevertheless, the creation of the movies/ series platform Netflix and its evolution has undergone major phases to become the most famous and used platform. According to Elitas (2023, p.12), Netflix is an American movie production platform situated in the area of Los Gatos, California and was established on August 29, 1997 by Reed Hastings and Marc Randolph in Scotts Valley, California, the service provides a wide range of the distribution of films and series.

Likewise, Shmidt (2020) stated that “Netflix is a streaming video service that has more than 125 million subscribers in more 190 countries. Netflix’s streaming video service has

over 1,500 television shows and 4,000 movies across a wide range of genres” (p.1204). Which means, Netflix contains an endless range of services as a streaming platform for watching movies and series. Netflix is further defined as a monthly subscribed online service that allows members to watch TV shows and movies and provides movies without any commercials or ads that may appear while the movie is displayed (Investopedia, 2021). In other words, Netflix is a subscription-based streaming service that allows users to watch a wide variety of movies, TV shows, documentaries, and other video content on different electronic devices that have access to the network, such as smart phones, tablets, and computers (Assiri, 2020, p. 23).

Similarly, Johnson (2021) saw Netflix as a major service in the streaming market. She highlighted Netflix’s creative approach of making and sharing original content, which has gained the attention of many users and clients. By using data and new ways of sharing content, Netflix has greatly altered the entertainment industry (p. 134). However, Doe (2020) portrayed Netflix as a game-changer in the entertainment industry. He focused more on Netflix’s subscription strategy, which includes recommendations that are based on the user interests. This method challenged traditional TV and broadcasters (p. 53).

1.2. Netflix Founders and History

Netflix as a platform has made a name of its own throughout the years, “Wilmot Reed Hastings, Jr., who is an American entrepreneur who was cofounder (1997) of Netflix, a media-streaming and video-rental company. He served as its CEO from (1998–2020) and co-CEO (2020–23) before becoming executive chairman (2023)” (Hosch, 2023). Netflix was found by several establishers among them is Hastings, Jr., He occupied a high position in the administration of Netflix. Sun (2022) divided Netflix history into three periods “freshly established as a movie rental business, domestic (United States) streaming services provider, and international streaming content creator and service provider” (p. 1). Back in the early

years of the movie renting business, Netflix has just first begun, the movie rental market was dominated by two large companies, Blockbuster Video and Cinema Gallery, and small stores. Before the coming of Netflix Blockbuster was the most used one. However, all this changed with the establishment of Netflix (sun, 2022, p. 1).

In 1997 Hastings started Netflix by partnering with movie studios and using excessive marketing techniques to put the company name out there. He also offered customers the ability to stream movies and TV shows online, which was a huge step at that time. However, Hastings made a mistake when he announced that Netflix will increase its prices. This caused a lot of customers to switch to other services, as a result, Netflix started to fall. Despite what happened, Netflix was able to recover its place in the market through what was known as “Qwikster spin-off plan” (Hosch, 2023, p.1). This has marked the beginning of an entirely new chapter for Netflix in the international market. Last of all, Netflix has kept on growing despite of all the challenges, it has continued to demonstrate how to use its intelligence strength, to seize the chances to outsmart challenges and overcome weaknesses by highlighting its strength and flaws. Whereas, Dębińska (2020) viewed the real development of Netflix as a more of recent one. She believed that the real progress of Netflix and its emergence as the most used streaming Netflix, did not gain attention until the recent years. The company has witnessed a real success mainly due to the world recent condition that causes the whole world to be under lockdown. This has given a chance to Netflix to prosper as many people have sought the chance to stay home and watch movies (p. 1).

Consequently, Netflix was able to make a place of its own internationally step by step in the digital world. Netflix as an online platform has made its path towards success, one that is full of challenges and competitions to reach the top of the place that is taking today. Thus, according to Afilipoaie et al., (2021), there have been some obstacles in the process with the investment strategy has brought more subscribers to the service, despite the fact that the

entrances were not enough in comparison to the spending budgets. Although, the recent pandemic and global lockdown it had a negative impact on most industries, it came with benefits on Netflix as the number of subscribers kept rising (p. 309).

According to Cyriac (2023) one of the reasons that contributed to the evolution of Netflix as a movies/series platform is its original content, it spends a lot of money on original content and good quality movies. Moreover, in order for Netflix to reach the success it reached nowadays, it needed to use a lot of its reserves and dividends in order to keep its clients satisfied, and thus, its high rate that is entirely depended on the number of subscribers. Other strategies Netflix followed so that it ensures its client monthly subscription is to remove any type of inconveniences or disturbance to the viewer that is removing ads that might popup while the customer is watching movies or series. (p. 319). Therefore, Cyriac (2023) said if the client is satisfied, he is more likely to remain using the service. So, it is important for Netflix Company to highlight and eliminate factors that may affect the preferences and interests of its clients (p. 308).

1.3. The Role of Subtitles in Foreign Language Teaching

Over the past three decades, a continuous use of subtitles in foreign language class has continued to rise, thus, Assiri (2020, p.14) defined subtitles as the textual elements that appear on the screen during a video or film, providing a translation or transcription of the dialogue or narration in a different language or assisting viewers with hearing difficulties. They are typically positioned at the bottom of the screen and synchronize with the corresponding audio.

Subtitles have a major role in foreign language teaching particularly in devolving and enhancing the learning experience for language learners. For example, Vanderplank (2013) declared that subtitles can help learners understand a wide range of vocabulary, throughout the representation of audio-visual speech into a well written content. Also, subtitles help

learners to comprehend the meaning of new words or different accents by linking and portraying the audio verbal language into written words, therefore the learner will easily acquire vocabulary that eventually leads to the improvement in the overall language (p. 502). Furthermore, subtitles help learners to enhance their listening skills by a consistent exposure to the spoken language while implementing listening activities such as using dialogues to identify the link between audio/ visual and written content that will further leads to development of listening and speaking in terms of learning the accurate pronunciation of words (Romero-Fresco, 2018, p.1).

Another important role that subtitles have is the significance of cultural awareness which provides learners with a direct contact to the foreign culture that can be obtained from reading the translated subtitles which allows learners to understand, learn and acquire the key elements of understanding the target language with all its components like the acquisition of different idioms and expressions (Kruger, 2016, p. 249). Besides, subtitles allow learners to be more autonomous, interactive and more engaged in their learning process. In addition to that, Pan and Wang (2017) declared that subtitles allow learners to control their own learning speed. They can stop, pause, and rewind the displayed content as many times as they need, which makes learners more responsible and promotes students different learning styles (p.59) The use of audiovisual content, combined with subtitles, makes the learning experience more enjoyable and interactive. Thus, learners often find it easier to connect with the material and maintain their interest throughout the learning process (Szarkowska,2019, p.1). Surely, movies or series can be a very beneficial way and a successful key to master the English language which can be facilitated through the use of subtitles. Likewise, Abdeslam (2017) noted that English subtitled videos help students in the acquisition and the memorization process of vocabulary items, that the fastest way to learn a great number of vocabulary and in a very short period of time is through subtitles (p.46). Interestingly, subtitles have become

one of the most common ways of portraying foreign visual auditory content and one of the most accessible and common tools that help an individual to be in a direct relation to foreign language contact (Dizon & Thanyawatpokin, 2021, p. 53).

However, when introducing Netflix movies with subtitles into the English classroom the teacher must proceed with it cautiously, especially in terms of speed. Subtitles have a certain speed that they need to be displayed on. In that regard, Zarate (2021, p.42) has mentioned that displaying subtitles at too high speed can discourage learners from attaining the meaning and quickly lose interest. Further, movies with subtitles have proven to be beneficial when it comes to lexical acquisitions, yet there are some cultural situations and social conditions that might slow down the learning process. For instance, some conditions can hinder students from having an equal opportunity to subscribe monthly for Netflix. Some of these students belong to regions where watching foreign videos is not very important, and some do not even have access to network service and regardless of the fact Netflix is highly expensive and for some cannot afford. (Abdeslam,2017, p. 50).

1.4. Bringing Netflix into the English Classroom

Over the past ten years, online services like Netflix have been deeply rooted into our daily lives. Although the use of video in the classroom was widespread even before the creation of Netflix, these services have greatly increased access to foreign language TV shows and films for both language teachers and students. Therefore, integrating movie platforms like Netflix into the English classroom can be an effective way to engage students and enhance their language skills. According to McDonough (2003), the advancement of digital video has elevated the interest in Second Language Acquisition (SLA) and the use of DVDs for language learning. Video content, particularly from Netflix, has become a popular resource for teachers. However, teachers need to carefully select appropriate materials from Netflix for educational purposes. By promoting tools like Safeshare TV, teachers can create

appropriate video clips from Netflix shows or movies, ensuring a more meaningful and relevant learning experience. Furthermore, students can also be encouraged to use video production tools to create their own content, such as short films or podcasts, which can be shared in class or online (p. 82).

Moreover, Kasper (2000) specified three ways of how to introduce Netflix into the English classroom. First, through the selection of relevant content; choosing TV shows, movies, or documentaries that meet the curriculum objectives, topics that are relevant and engaging for the students. Second, the application of pre-viewing activities like, encouraging students to take notes, identify language patterns, or analyze the development of characters and identify the plot structure. Most importantly, Is the use of post-viewing tasks that foster class discussions in order to develop their critical thinking and interpretation of the content by introducing the students to activities such as film reviews, character analysis, in order to enhance their language production and analysis (p.419-420).

However, the way of choosing movies is another important step not all movies are considered applicable for random selection. In that matter, Dizon and Dokkyo (2016) stated “program selection, subtitles, and narrow viewing, i.e., selecting movies from the same genre, were key to maximizing the potential benefits of authentic video” (p. 71). In short, choosing movies based on similarity of the content has proven to be effective due to the originality of the content.

Streaming services like Netflix have been beneficial for the growth of EFL globally. In fact, both teenagers and adults spend at least two hours watching Netflix in their free time. However, Netflix can be used more than just for entertainment, it also could be implemented as a new creative teaching tool in the English classroom. Especially due to the fact that students tend to be always attracted to an exotic fun way of learning more than the traditional

ways of learning, Netflix can be the best way for students to both enjoy themselves as well as improve their vocabulary learning (Cifuentes et al., 2020, p 7).

1.5. Tips for Learning English while Watching Netflix

Even though the use of Netflix may be effective, however, there are some considerations and tips that need to be taken into account before or while using Netflix as a language learning tool. Most importantly, in terms of how to use subtitles appropriately, because there is a certain method when dealing with the process of subtitling. According to Zarate (2021) subtitles are a switch from oral to written content, as a result of such transcription there are certain elements that need to be edited. For example, when a person is orally repeating a certain word like “really” or sometimes the individual in the video make a pause and then speaks, this can be an indication of doubt and uncertainty. Or when an individual is expressing disbelief or gratitude, he or she will keep on repeating the word “Really” as a sign of disbelief. Whereas repeating the word “thank you” can be a sign of extremely gratitude. Sometimes removing the later like the non-verbal language from the subtitled content, this can lead to most of the cases not to a huge alteration of the original meaning, but only to a certain degree it loses its original intended meaning of the audio-visual content (p.41).

Learning English while watching Netflix can be a very exciting, interacting and enjoyable way to develop language learning skills. However, there are some tips that need to be followed in order to enhance and enrich the students learning experience. First, the learners are preferably encouraged to select subtitles in their own language while watching Netflix, in order to understand and keep following with the dialogue. This helps the learners to connect spoken words with written text, which will further develop their vocabulary and comprehension skills (Smith, 2019, p.1).

Second, the learner is encouraged to keep the display of the subtitles on slow motion and to keep pausing and repeating the show or the movie at certain points in order to practice the dialogue. As well as to pay more attention to pronunciation, intonation, and stress patterns. This technique will significantly help increasing their level in both listening and speaking skills (Jones, 2020, p.8).

Third, it is also highly recommended for students to add another type of subtitles which is mostly used by the majority of the viewers; it is dual subtitles. It is considered to be very efficient especially for both intermediate or advanced learners and it is better to use dual subtitles with both English and the learner native language. Therefore, they would be able to understand the meaning of unfamiliar words or phrases more easily (Chen et al., 2021). On that regard, in order to avoid any ambiguity, subtitles should fulfill their aim and they should make an effort to portray even the verbal gestures anything that would alter the meaning if it is not present must be repeated, highlighted, emphasized and included. (Zárate, 2021, p.42).

Forth, it is important to put the learned content into practice so that it would be maintained and not forgotten after a certain period of time. For instance, through interacting with other and engaging in activities after watching an episode or movie, to try recalling the key vocabulary than they can try to discuss it with their classmates or simply write a summary in English to reinforce and attain what they have previously learned (Taylor, 2018, p.7).

Finally, students are out to be more selective when it comes to choosing content that is used for language learning such as, watching shows and movies which contain educational content, documentary series on Netflix that focus on language learning or cover topics that meet the learner interests. These shows often have a more deliberate pace and clear speech, making them more suitable for language learners (Brown & Lee, 2022). Overall, the use of subtitles has multiple conditions that would ensure the success of the learning process, but the use of subtitles alone remain insufficient. Smith and Johnson (2020) stated that “while Netflix

can be a valuable resource for language learning, it should be complemented with other activities such as reading, writing, and speaking practice to develop a well-rounded set of skills” (p.45). Hence, movies can be viewed as a good positive and effective tool to enhance and develop student’s language learning. As a result, Cifuentes (2020) further stated that films can be used as good tool inside the classroom to improve students’ language learning (p. 9).

1.6.The Benefits of Using Netflix for Vocabulary Learning

Bringing Netflix into the English classroom has a great role in enhancing each of the following language skills and cultural understanding. For example, choosing a film or a series related to the class curriculum or the topic under discussion than giving a homework for the students that calls for watching a specific film or episode and with the appropriate instructions from the teacher in order to foster students critical thinking they are required to make an analysis to every aspect of the film, from the themes, symbols... etc. Also, the application of comparative studies using Netflix advocated by Minzheong (2021) who stated that after reading a novel, the learners can watch corresponding film or series adaptation. Students can compare and contrast the two, examining how the story is portrayed differently in both the movie and film and exploring differences and similarities in telling the story (p.166).

Similarly, Lobato (2019) declared that the use of Netflix can help students enhance their language skills. For English language learners, enable English subtitles to aid comprehension. For advanced learners, encourage them to watch content in a foreign language with English subtitles or vice versa, promoting language acquisition and cultural exposure (p.22). Applying Netflix inside the academic contexts may results in several countless positive attitude from both students and teachers, besides watching foreign movies or series not only it will help the individual to acquire a wide range of vocabularies, enhance

their pronunciation and it will also help them to be familiar with the other cultures (Dizon & Dokkyo, 2016, p. 71).

This further reinforces Soh and Kaur's (2007) Assertion that movies can serve as a link between the outside world and the classroom setting, for some expressions and slangs can only be acquired through watching real original content like movies in their natural informal context (p.1). However, the type of content that should be used is the kind that was initially made for native speakers not for foreign language learners.

Original content and material are the kind that was not made for foreign language learners instead it was originally produced for native speakers and in this regard their content differs from the one presented to learners in foreign language content such as teachers' textbooks. There are several types of authentic materials that can be used such as, audiovisual material, such as films and computer games, can be a good source for authentic input (Maria & Aurstad, 2013, pp.18-19).

On the same scale, De Bot, et al., (1986) recommended to watch Netflix series and movies for they are very useful in the learning process because students are out to pay more attention to a video and learn more through movies than through traditional methods of teaching such as textbooks. The researcher claimed that watching movies or series can have a great positive effect on developing language skills such as reading, writing, listening and speaking (p. 14).

Movies are significant teaching aids because they represent a community's language, culture, customs, and traditions. According to Ataç, et al., (2018) consider films to be unrealistic content, that tend to portray the real cultural standards that are closely related to language which makes it easier for the learner to reach the level of awareness (p.526). Furthermore, one of the reasons that makes the use of Netflix as very positive and beneficial in the sense that films do provide authentic input in the target language, both in terms of

spoken language and contextual clues. In that regard Dizon and Thanyawatpokin (2021) viewed that learners can benefit from films in terms of comprehension of the target language as they are presented with all kinds of voices in all kinds of situations, with audiovisual content verbal, nonverbal, and auditory components can foster learning more effectively than videos without subtitles or written texts with accompanying visual cues. Significantly the author validated the use of subtitles even beginners are able to comprehend and understand the English language (p. 52).

Conclusion

In the light of what has been discussed in this chapter, one can deduce that with all the technological developments, new and innovative techniques have come into surface such as the movie platform Netflix it become one of the most used tools in the newer generations' lives. Anywhere one goes, Netflix has proven to be very beneficial when it combined with the foreign language learning class. That is why both learners and teachers should be aware of how movies can significantly contribute to students learning skills. Ultimately, the chapter is but a reflection on the relationship between Netflix, the use of subtitles, and Netflix shows and series in the Algerian linguistic context. The next chapter will be devoted to the study of vocabulary learning and how it is easily acquired throughout the incorporation of Netflix movies and TV shows.

Chapter Two T EFL Vocabulary Learning

Introduction

In EFL learning contexts, vocabulary plays a crucial role in constructing effective communication and comprehension, devoted to the term vocabulary. It begins with defining vocabulary, and determining its importance. Then, it tackles vocabulary learning and how they are implemented inside the classroom. As well as the chapter also deals with the techniques in teaching vocabulary. Finally, the concluding title points out to the difficulties and obstacles that can be faced among EFL learners, and gives some tips on how both learners and teachers react to overcome such obstacles.

2.1. Definition of Vocabulary

In defining vocabulary, Baskin, et al. (2017, p.126) stated that vocabulary are words that are part of spoken and written speech. Words are used as a means of communication in order to express our thoughts and emotions which are mainly composed of. It is “the body words used in particular language or in a particular sphere of activity” (Fazeli, 2012, p. 176). Simply, that vocabulary is equivalent to words that are used to express a certain need or an action. In addition, Negmatullojeva (2019) viewed words as a key to knowledge that allows readers to get access to different theories and concepts (p. 234).

Additionally, Yunhao (2011) further defined words as the fundamental elements of language usage, that show how a learner's vocabulary size determines his overall language skill (p. 1). On another scale Khazaie added what is known as multimedia changed the definition of the term vocabulary and the traditional perception that words are exclusively related only to books and dictionaries. In fact, the media gave access to a wider range than of internet learning platforms that made vocabulary acquisition possible (Khazaie, 2011, p. 174).

Most importantly, vocabulary Asyiah divided it into two types: passive vocabulary the one that learners can identify and comprehend when they are used in context, but they are unable to generate or utilize effectively in other settings. Active vocabulary is the one that the student can understand, and remember whenever he wants to.

2.2. The Importance of Learning Vocabulary

The word vocabulary has a significant meaning, knowing vocabulary allows individuals to communicate with different people speaking different languages. Asyiah (2017) pointed out to the significant role that vocabulary plays which goes beyond than just learning simple words or phrases, instead it includes everything that makes a language system or structure, such as grammar. While taking into consideration that learning vocabulary has a greater use and necessity when engaging in foreign communication (p.5). “The acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.” (Susanto, 2017, p. 183). Simply, without acquiring an adequate set of vocabulary the communication process is doomed to fail, therefore a learner should possess a rich vocabulary in order to achieve a successful foreign communication.

In a similar vein, Nation (2001) discussed the necessity of learning vocabulary especially in EFL classes and how central it is for English language teaching. As, without enough vocabulary, students will not be able to comprehend others or express their ideas (p.16). Although grammar is necessary for achieving a correct communication, however, without vocabulary there would be neither correct nor wrong communication, instead a total absence of communication will occur (p.6).

Likewise, Hlaing (2019) explained that without having a wide range of vocabulary students will face difficulties when attempting to make contact using a foreign language. Thus, learning words is a necessity for communication.

Furthermore, Fazeli (2012, p.175) believed that “vocabulary can be as a key factor for success, central to a language, and paramount to a language learner. In such situation, the lexicon may be the most important component for learners”. For sure, words are the base that a language is built on, therefore, they are responsible for any development that takes place at the level of language. In that same regard, Hlaing (2019, p.1854) claimed that vocabulary is highly important, thereby it should be the first thing to be taught before any other leaning skill (p.3).

More importantly, Hlaing validated how significant is the role of the teacher in helping students to acquire vocabulary and improve their English vocabulary knowledge and usage (p.3). Additionally, Viera (2017, p.89) emphasized once more on the benefits of not only acquiring vocabulary but being able to express our deepest thought and needs. After all, without a language one would not even be able to find the words to express any kind of emotions. It is for that reason; vocabulary development is emphasized in order to explain that purposeful learning involves understanding why they are learning vocabulary and to recognize its value.

Hence, Susanto (2017, p.182) further explained that new unfamiliar vocabularies is the reason why a learner wants to learn a new language. Without forgetting to mention the essential role vocabulary plays in devolving the communicative ability. This leads us to another important point to further be discussed in the following next section and to highlight both the needed strategies in learning vocabulary as well as the needed techniques in vocabulary teaching.

2.3. Strategies in Learning Vocabulary

First of all, before mentioning learning strategies, it is important to define what is meant by vocabulary learning as it can be stated by Azabdaftari and Mozaheb (2012) stated “vocabulary learning is an integral part of language teaching” (p. 48). That is to say, learning words is a part of the teaching process and a part of the learners. In addition to that, not all learners learn the same way, their learning process differs from one person to another due to the variation of leaning styles, not only one but several strategies are carried out. As a result, the classical learning gives little attention and focuss on students’ different skills in leaning and their attitudes as well as behaviors inside the classroom (p.24).

Vocabulary learning strategies are defined as "any kind of actions, tactics, plans, thoughts which language learners have maximized to help them to facilitate the comprehension, storage, retrieval, and also the use of information to their vocabulary learning process” (Susanto,2017, p. 189). This means that language strategies caninclude any activities, methods, plans, or ideas that language learners have used to aid in the understanding, applying the vocabulary in the acquisition process. Moreover, Baskin, et al. (2017, p.127) highlighted the necessity to raise learners’ awareness about the use of learning strategies in a way that will ensure their comprehension and adequate learning rather than inadequate learning and that every student learns differently depending on hispreferred learning style, therefore it is important that learner selects the most suitable strategy that unable a successful vocabulary acquisition.

According to Smith (2020) there are several strategies that can be used to enhance understanding and the retention of vocabulary (p. 24). The strategies are;

- *Contextual clues*: according to Jones (2018, p.13). One must pay attention to the words and sentences which can provide a certain clues and hints about the meaning of unfamiliar words. For example, the word “frigid” appears in a sentence describing a person wearing a heavy coat and shaking, it can therefore indicate that the word means “cold”. Therefore, the meaning of new words can easily induce.
- *Mnemonic devices*: according to Brown and Davis (2019), visualizing the new words in a form of images can help in remembering those words. For instance, to remember the word “superpowers,” one might imagine a superhero with an image of that word, representing their extraordinary ability (p. 34).
- *Word lists and flashcards*: Clark (2021, p.54) declared that organizing words into categories or using flashcards for practice can help learners in the process of memorization is by classifying words that are related together, which makes it a lot easier to retain and recall those words that further fosters vocabulary acquisition.
- *Reading extensively*: Garcia et al., (2017) explained that more the learner is exposed to different reading activities the more vocabulary he or she will acquire different texts, books, journals...etc. Therefore, reading helps learners become familiar with new strange words in their original contexts and improves the overall language comprehension (p. 64).
- *Using online resources*: Lee (2019) pointed out that websites and applications offer interactive exercises and games for vocabulary building, such as word puzzles and quizzes, which make learning enjoyable and reinforce retention. Additionally, online platforms often provide instant feedback, allowing learners to track their own progress (p.5).

Furthermore, when it comes to Vocabulary Strategy Vs Vocabulary technique in a teaching situation Johnson (2021) identified other additional strategies that can be employed such as;

- *Word associations*: the researcher mentioned that the idea of connecting new words with familiar words or concepts can be very successful in facilitating the understanding of difficult words. For example, linking the word “big” with “large” helps learners remember its meaning (Taylor & Wilson, 2019, p. 11).
- *Word families*: Chen (2020) declared that linking related words that share the same root or affixes can expand vocabulary knowledge. For instance, understanding that “comfortable” is derived from “comfort” and is related to the feelings of rest (p. 32).
- *Vocabulary games*: Sullivan (2018, p. 3) pointed out that engaging in interactive games, such as word puzzles or vocabulary quizzes, can make learning enjoyable and memorable. Games provide a fun and competitive environment where learners can actively participate in vocabulary practice
- *Collocations*: Thompson (2017) insisted on paying attention to word combinations or collocations which can help learners grasp how words are commonly used together. For instance, understanding unusual phrases like “make up your mind” that in return will enhance fluency and the way words are naturally used in a language (p. 10).
- *Authentic materials*: is another strategy that has been defined as the use of real-world materials like newspapers, magazines...etc. which exposes learners to authentic vocabulary in context. These materials reflect how words are used in everyday life by natives. Therefore it gives a clear understanding of the language within culture (Huang, 2022, p. 19).

Least but not last, Negmatullojevna1 (2019) explained four principles of vocabulary instruction, in which he confirmed that a single encounter is insufficient to gain a deep comprehension of the words. Acquisition is not an overnight process, but in a series of phases throughout time while each exposure is supposed to provide information about how the term is used in various situations. Thus, Students should be encouraged to connect what they learn to what they already know, because leaning is step by step process that can take place only through practice and persistent (p. 235). Based on the previous definitions, Smith and Johnson (2022) concluded that incorporating a variety of learning strategies is beneficial for EFL learners as well as (p. 34). Furthermore, strategies, like the one mentioned by Brown (2019) and Garcia and Lee (2020) such as the use of authentic language, enhance language acquisition and support a true understanding of the learning experiences. That researcher has pointed to the importance of employing diverse strategies, where EFL learners can develop their language skills more effectively and improve their overall proficiency in English (Chen et al., 2021, p. 32).

2.4. Vocabulary Teaching Techniques

According to Nation (2001), unlike vocabulary learning strategies that focus on the specific methods used by learners to acquire and enrich their vocabulary knowledge, vocabulary teaching techniques focus on the instructional methods employed by teachers to facilitate vocabulary learning (p. 55). So, vocabularies are taught to the students in an EFL classroom carried out under the control of instructors or teachers. Also, it is very important that vocabulary is taught following certain techniques in order to make teaching accessible and successful for all students who are willing to learn. In that regard, vocabulary teaching techniques according to Nation (2001), refer to “strategies, activities, and approaches employed by educators

to facilitate the acquisition, understanding, and retention of new words or vocabulary items by learners” (p. 15). These techniques encompass a range of instructional methods aimed at promoting vocabulary development and enhancing students’ vocabulary knowledge. Bear et al defined vocabulary teaching techniques as techniques that emphasized the importance of both intentional and non-intentional vocabulary instruction, including elements such as direct instruction, application activities, and regular evaluation in order to augment and support students’ vocabulary learning (p. 32). Also, Azabdaftari and Mozaheb (2012) further noted that foreigner language teachers are responsible for giving their students a good idea about the best vocabulary acquisition tactics and introducing them to new strategies to assist them acquire vocabularies (p. 48). In addition to that here are some key vocabulary teaching techniques:

Word walls: According to Haggard and Shively (2009), word walls involve creating a visual display of vocabulary words with their definitions on the classroom wall. For example, a word wall can include questions like analyze evaluate with brief explanations (p. 42).

Semantic Mapping: As suggested by Marzano (2011), semantic mapping helps learners to visualize the connection of words depending on their relationship. For instance, students can map words related to weather, such as the words; gloomy, sunny and rainy (p. 8).

Vocabulary Journals: Beck and McKeown (2007) propose the use of vocabulary journals, where students record new words, definitions, and example sentences. For instance, students are asked to write a sentence using the word patronize and its definition (p. 4).

Collaborative Learning: According to Slavin (2015), collaborative learning promotes group activities where students discuss and use new vocabulary in meaningful contexts. For example, students can work together to create a dialogue that contextualizes new learned vocabulary (p. 4).

Digital Resources : Guichon et al. (2018) recommend utilizing online tools, apps, or websites that provide interactive vocabulary activities and games. For example, students can use vocabulary development apps like Quizlet (p. 13).

Real-world Applications: Graves (2016) suggests connecting vocabulary to real-life situations in order to make learning meaningful and practical. For instance, students can learn vocabulary related to sports by following sports programs or watching sportsgames (p. 26).

Visual Aids: Marzano (2017) highlights the use of pictures, illustrations, or videos as visual aids to provide representations of new vocabulary words. For example, showing a picture of a volcano while teaching the word “eruption” can enhance comprehension (p. 106).

Multiple Exposures: Baumann and Kame’enui (2004) emphasized the importance of providing repeated encounters with new vocabulary words through various activities. For instance, students can encounter a new word in a reading passage, discuss its meaning within groups, and then they are asked to use that word in a writing activity (p. 21).

Authentic Reading: Krashen (2004) advocated for motivating students to read continuously in their target language in order to find new vocabulary in different contexts. For example, telling students to read anything they prefer and then come and discuss the unfamiliar words they have encountered through their personal readings (p. 84).

To conclude, Asyiah (2017) asserted that vocabulary instruction and students' mastery of vocabulary are affected by the utilization of teaching and learning strategies and that vocabulary teaching techniques have a crucial aim of enhancing students' vocabulary instruction and improving their mastery of vocabulary (p. 297). These techniques are of significant importance in facilitating effective vocabulary learning.

2.5. Difficulties Faced in Learning and Teaching Vocabulary.

Generally speaking, there are several difficulties that can be faced by both teachers and learners while teaching or learning vocabularies, new words or new items, however there are several ways to overcome those difficulties faced by both learners and teachers. In that aspect Hlaing (2019) stated, "learners feel frustrated when there have been some difficulties to communicate because of lack of words they want to express their ideas. Although learning words involves complex knowledge, how to use them can be interesting and satisfying" (p.1854). Which means, learners feel frustrated when there have been some difficulties to communicate because of lack of words they want to express their ideas. Although learning words involves complex knowledge, how to use them can be interesting and satisfying. There are several other challenges that can be faced in learning and teaching vocabulary in EFL classes, including the following:

Retention and retrieval: learners may struggle with keeping newly learned words in their long-term memory and recalling them when needed, because without a continuous practice and learning, the knowledge of the vocabulary items eventually will fade away (Gass & Selinker, 2008).

Depth of word knowledge: Schmitt (2010) clarified that vocabulary learning involves more than just knowing the superficial meaning of a word. It also includes

understanding its various meanings when used in different settings. Therefore, developing a deeper level of knowing the word requires extensive exposure and a strong focus on that language (p. 33).

Vocabulary size and coverage: Nation (2013, p.62) further mentioned that the English language has a wide range of vocabulary, that goes between tens of thousands to hundreds of thousands of words and covering such a vast knowledge of words is a great challenge for both learners and teachers, because it is impossible to teach all the words, therefore it is best that the teacher must decide depending on the priority of that word before it is taught.

Limited use of vocabulary in communication: most importantly Coxhead (2012) noticed that even if the learner acquires a wide range of vocabulary, he or she may still struggle with how to put those words into the spoken or written speech, as a result it is necessary to support and provide real and clear authentic materials that can help learners fill the gap between learning words and how to apply them in real life situations (p. 94).

Cultural and contextual factors: according to Wang (2013) learning involves more than just memorization; it also requires understanding cultural meaning behind the word along with its correct use depending on the context, which means the differences in culture and community can form a real obstacle and challenge for EFL learners, especially when dealing with idiomatic expressions or proverbs (p. 2).

After all, one of the main faced obstacles in addressing vocabulary learning according to Susanto (2017) is "what to teach, and how to teach" (p. 183). That is to say, some teachers are clueless when it comes to the content and the way of teaching and this can cause a real barrier for the learners. So, improving vocabulary

skill among English language learners is a challenge faced by many universities. As a result, Anjaneyulu (2015) provided the following recommendations and solutions;

- Teacher's resource books and textbooks should be provided in time to teachers and students respectively.
- Language laboratory should be set up to develop language skills in the students.
- The Course book should be made to develop language skills in the students.
- Teachers should be trained and encouraged to employ new methods and approaches to teach English language (p. 231).

Conclusion

In the light of what has been explained in the previous chapter, one can realize that vocabulary is highly necessary when wanting to master a foreign language. Words are considered to be very beneficial when taught in EFL classes. That is why both learners and teachers should be aware of how to teach and acquire vocabulary and how it contributes to students' vocabulary acquisition. Lastly, the chapter is a description to the relationship between vocabulary learning and teaching, the use of strategies, and techniques shows in the educational context and the difficulties faced by both the learner and the instructor as well as ways on how to overcome them. The next chapter will be dedicated to the experimental study done in the Algerian context in relation to the topic under investigation.

Chapter Three: Field Investigation

Introduction

This chapter deals with the practical side of the research. It aims at exploring the use of Netflix as an online streaming platform and its impact on EFL learners' vocabulary learning from third year students' perspectives. It begins with defining the methodological framework and the sample group. Then, it describes the questionnaire content and illustrates the process of administrating it as well. Furthermore, it provides an analysis and examination of the results, and sums up the findings of the current study. Finally, the chapter presents the research limitations and provides some pedagogical implications and recommendations.

3.1 The Research Method and Tool

The present study seeks to find out students' perceptions towards the use of Netflix as an online streaming service in developing EFL learners' vocabulary. The research was conducted through a descriptive quantitative method. That is, a questionnaire was distributed to third year students at the department of English at the University of 08 mai 1945-Guelma. In fact, « The choice of the questionnaire itself permits to generate numerical data that could be easily interpreted and analysed in order to reach a full understanding of the phenomenon » (Mujis,2004, p.1). Thus, the descriptive quantitative method is the most suitable method to meet the current research aims and orientations. However, some qualitative data were collected through open questions, where students were required to provide their opinions and perceptions.

3.2 Population and Sample of the Study

The population of the present study constitutes of EFL students who are exclusively from the department of English at Guelma University. With no prior specific conditions or requirements, 170 students of the research sample took part in

the completion of the questionnaire. The reason behind choosing third year students is due to the fact they are neither beginners nor advanced, they are in the process of attaining a certain level of experience. As a result, they may have already tried several ways in order to learn the language, especially, when they studied during the pandemic of covid 19. Accordingly, they are more likely to be familiar with Netflix the movie online platform, and they may use it as a tool to improve their language.

3.3 Description of Students' Questionnaire

Being exclusively the only tool for investigation, the questionnaire either validates or rejects the research hypothesis. It is composed of three basic sections with a total number of nineteen questions. The questions are close-ended nature which vary from, scale, multiple choice and yes /no questions. In fact, those types of questions facilitate both the process of answering and analysing. However, there are two open-ended questions that require justifications to leave room for the respondents to voice their opinions. The first part of the questionnaire contains four questions that are classified under the students' general information. It aims at obtaining general information about students such as age, gender, their proficiency level in the English language, and their educational experience. The second part of the questionnaire starts from Q 5 to Q 12, it identifies to what extent students are familiar with Netflix, the way they use it, and the purpose behind using it. The third part comprises the questions from Q 13 to Q 19. The major aim of the last section is to investigate students' perception toward the impact of Netflix on their vocabulary learning, whether they are benefiting from its use, as well as if they are actively attaining and maintaining the new learned vocabulary.

3.4 The Administration of Students' Questionnaire

The questionnaire was only administered in its printed format, it was handed to third year students of English. In fact, it is seen to be more fruitful and productive if the questionnaire is a paper one instead of its E. version. The questionnaire was distributed to students in two days May 2th.2023 and May 3th.2023. The number of the answered questionnaire should reach the required quantity in order to ensure the research validity. Hence, a total number of 170 students were enough to answer the questionnaire.

3.5 Data Analysis and Interpretation

Section One: General Information

Q1: Student's Age

Table 3.1

Students' Age:

Age	Number of students	Percentage
20	128	75%
21	34	20%
22	5	3%
25	3	2%
Total	170	100%

The goal behind this question is to know the age range of the sample. The age range is between 20 and 25. The majority of the sample are in their twenties with a percentage of (75%). Whereas, only few students with a low percentage of (2%) are 25 years old. Additionally, the table states that 5 students which accounts for (3%) of the total are 22 years old. And in a close age to that of 22 years old the table indicates there are 34 students with considerable percentage of (20%) compared to the (3%) of

the 22 years old. Accordingly, the table shows large percentage of students (20 and 21) years old whose age is commensurate with their education level. While the remaining low percentage of students at the age of (22 and 25) may indicate some factors that may have prompted these students to be with the same educational level. It can be said that student's perception and their attitude towards the impact of Netflix may slightly differ in accordance to students' level of experience in the learning environment that coincides with their age differences.

Q2 : Gender

Table 3.2

Students' Gender :

Gender	number of students	percentage
Female	134	79%
Male	36	21%
Total	170	100%

Table 3.2 shows that a great number of the students are female with an exact percentage of (79%), while only (21%) of students are males. The aim behind exploring the gender of the research sample is to see whether there is a diversity in opinions with regard to the topic under investigation. Since there is a mixed sample. The research will not be taken only from only the female side but also from the male side.

Q3: How is your English proficiency?

Table 3.3

The Students' English Proficiency

Options	number of students	percentage
High	0	0%
Average	170	100%
Low	0	0%
Total	170	100%

Results in table 3.3 clearly show that all the sample has an average level in the English language. Therefore, since they have an acceptable level in English, they are more likely to be able to determine the impact that Netflix may have on their vocabulary learning.

Q4: How long have you been studying English?

Table 3.4

Years of Studying English

Years	Number of students	percentage
10	162	95%
11	5	3%
14	3	2%
Total	170	100%

The aim behind this question is to find out how long students have studied the English language, and compare their level of awareness with the years they have spent in studying English. Looking at the results displayed in table 3.4, the majority of students have 10 years of experience in studying English shaping the highest percentage of (95%). However, a small number of students seem to have more than ten years experience in studying English, with a percentage that ranges between (3%) and (2%). To sum up most of population have an adequate experience learning

English. This experience can enable them to understand, communicate, and write in English.

Section Two: The Use of Netflix

Q5: Are you familiar with the streaming platform Netflix?

Table 3.5

The Students' Familiarity with Netflix

Options	Number of students	percentage
Yes	170	100%
No	0	0%
Total	170	100%

This question attempts to identify students' familiarity about the streaming platform Netflix. From table 3.5, it is clear that all students are familiar with Netflix, registering a total percentage of (100%). This indicates that they may be knowledgeable enough about Netflix and its functions, which may further imply that sample students have an interest in using Netflix.

Q6: If yes, how often do you use Netflix?

Table 3.6

The Frequency of Netflix Usage

Options	Number of students	Percentage
Always	37	22%
Sometimes	113	66%
Rarely	20	12%
Total	170	100%

According to table 3.6, (22%) of students reported that they always use Netflix. This indicates that those students may view Netflix as a significant source of entertainment. However, a great number of students with a percentage of (66%) declared that they sometimes use Netflix. The lowest percentage of (12%) reported

that they use Netflix rarely. Overall, results validate that Netflix is very popular among sample students of English, with the majority of them reporting that they use it from time to time. This may further imply that they are in favor of that service.

Q7: How much time do you spend in watching Netflix?

Table 3.

The Time Spent in Watching Netflix

Options	Number of students	Percentage
Less than 1 h	59	35%
1-3 hours	54	32%
3-5 hours	36	21%
Total	170	100%

The aim behind this question is to know the amount of time that students spend while watching Netflix. The highest percentage registered is (35%) of those students who spend less than one hour in watching Netflix, which may be considered reasonable time. Whereas (32%) of students out of the total percentage who spend 3 hours watching Netflix. And the lowest percentage (12%) goes for those who spend more than five hours in watching Netflix. It can be said that the last category of students may use Netflix for reasons other than just entertainment such as learning.

Q8: How do you choose which content to watch on netflix?

Table 3.8

Students' Choices in Watching Netflix

Options	Number of students	Percentage
Based on personal Interests.	98	58%
Based on recommendation From others.	12	7%
Based on suggestions from Netflix.	60	35%
Total	170	100%

Based on results in table 3.8, it appears that the majority of students choose the content they watch on Netflix based on their personal interests with a percentage of (58%). This suggests that these students are autonomous while seeking out content that meets their own preferences. It is also important to note that a significant number of students with a percentage of (35%) depend on Netflix's suggestions for content. It can be deduced that the platform's recommendation method may achieve a certain success by meeting its clients' preferences.

Whereas, only a small percentage of students (7%) rely on recommendations from others, suggesting that other recommendations may be as a major factor in shaping the students' preferences. Overall, these findings suggest that third year students are relatively dependent on their own interests and the platform's suggestions, but mostly on their own personal interests. They may further imply that students can learn better and achieve success if the learning process is carried under their interests and preferences.

Q9: Do you prefer to watch Netflix content?

Table 3.9

Students' Preferences while Watching Netflix

Options	Number of students	Percentage
With subtitles	170	100%
Without subtitles	0	0%
Total	170	100%

Since the respondents avowed that they have an average level and are still in the process of learning, they may not comprehend every word they hear. Therefore, in accordance to results in table 3.9, (100%) that is the total number of students prefer watching Netflix content with subtitles. Hence, they find the need to use subtitles as a way to facilitate understanding while watching, because subtitles can improve students' understanding of the content. It helps them follow the dialogue more easily and catch any missed or unclear words. Subtitles allow them to read along while listening. Therefore, they can reinforce their vocabulary, grammar, and pronunciation, which can be particularly helpful for those who are visual or auditory learners.

Q10: Do you watch content on Netflix that is specifically designed for English language learning?

Table 3.10

Watching Netflix Content for English Learning

Options	Number of students	Percentage
Yes	101	59%
No	69	41%
Total	170	100%

The question seeks to find whether or not students watch Netflix content that is specifically designed for English language learning. According to the results

presented in table 3.10, (59%) of the students responded with Yes, while the remaining (41%) answered with No.

This suggests that the majority of students are interested in improving their English language level. Additionally, they may also find Netflix content useful with regard to learning languages. Moreover, it is possible that the students who said use Netflix only for pleasure and entertainment reasons.

Q11: Do you think that Netflix can be used as a tool to improve your level in English?

Table 3.11

Using Netflix as a Tool for Improving the English Language

Options	Number of students	Percentage
Yes	113	66%
No	0	0%
Not sure	57	34%
Total	170	100%

As displayed in table 3.11 a great number of students responded with Yes with percentage of (66%) which means, the majority of students believe that Netflix can help them improve their English level of proficiency. However, (34%) of students are not sure, which could indicate that they have not used Netflix as a language learning tool before, or they may not have seen big improvements in their language skills when using it. Furthermore, significantly no student answered with No, that is none of them believe that Netflix cannot be used as a tool to improve their English language level. To conclude, the overall findings show that the vast majority of students have a positive attitude towards the possibility of using Netflix as a tool for improving their English language for several reasons. For instance, it provides a wide range of content including movies, TV shows, documentaries, which allow learners to explore different accents, enrich their vocabulary repertoire and enhance their understanding

of the English language. Whereas, those who are not sure, they may use it just as an entertainment tool only.

Q12: If yes, which aspect of the language do you think Netflix can have an impact on?

Table 3.12

The Language Aspects Affected by Netflix

Options	Number of students	Percentage
Pronunciation	71	41%
Grammar	4	3%
Vocabulary	14	8%
Language use	83	49%
Total	170	100%

Based on the previous results in table 3.11, it appears that third year students believe that Netflix can be used as a tool to improve their English language. But the question is what aspect of the language in particular they believe Netflix can have an impact on? As shown in table 3.12, students believe that Netflix helps them more with language use occupying about (49%) of the total percentage. Followed by pronunciation with a percentage of (41%). In other words, it appears that watching Netflix can be an effective way to learn how to use English in context, such as learning new idioms. Only (8%) of respondents indicated that Netflix can be used to improve vocabulary. It is also crucial to note that only small percentage of respondents (3%) believe that Netflix could be used to improve grammar.

As results, when students watch Tv shows or movies on platforms like Netflix, it helps them develop a better understanding of how words pronounced, and how sentences are structured, also how language is used in real life situations. So, when students listen to native speakers and imitate them, this can improve their own

pronunciation skills. By hearing correct grammar usage with repetition, students would have a better understanding to those patterns and apply them correctly.

Section Three: Netflix Vocabulary Learning

Q13: Have you ever used Netflix as a tool for learning English vocabulary?

Table 3.13

The Use of Netflix to Learn Vocabulary

Options	Number of students	Percentage
Yes	125	74%
No	45	26%
Total	170	100%

Based on the results from table 3.13 most participants with a percentage (74%) do have experience in using Netflix as a tool for learning English vocabulary. However, (26%) is registered for the students who said that they never used Netflix as a tool to learn vocabulary. While watching Netflix, students can pick up new words and phrases within a meaningful context. This can enhance their comprehension and vocabulary learning. It encourages students to take notes of new vocabulary and try to practice it in conversations. Overall, Netflix is not only a streaming platform for entertainment. Instead, while using Netflix it is essential to strike a balance between educational content and learning new vocabulary and entertainment.

Q14: If yes, have you noticed an improvement in your English vocabulary since using Netflix as a tool for learning?

Table 3.14

Netflix Role in Improving Vocabulary Learning

Options	Number of students	Percentage
Yes	100	59%
No	11	6%
Not sure	59	35%
Total	170	100%

This question aims at discovering the effect of using Netflix on students' English vocabulary. The results show that more than half of the students (59%) noticed an improvement in their vocabulary, while (6%) of the respondents declared the opposite. However, (35%) are not sure about the impact of Netflix on their vocabulary. This implies that while some students found it beneficial, it may not be equally effective for the others.

A15: Does the vocabulary you learn from Netflix become;

Table 3.15

The Type of the Vocabulary Retained from Netflix

Options	Number of students	Percentage
Passive	49	29%
Active	121	71%
Total	170	100%

Table 3.15 shows that, (71%) of the participants indicated that the vocabulary they learned from Netflix becomes active, while (29%) mentioned that it remains passive. This means that the majority of the students perceived that the vocabulary they learned from Netflix is actively incorporated into their language usage. That is to say, they are able to actively recall and apply the words they encounter while

watching Netflix content. On the other hand, a small percentage of students consider learning vocabulary from Netflix passive. This could imply that they might struggle with actively using the new words into their spoken or written language.

Q16: When you come across a new word while watching Netflix content, what is the strategy that you use to retain it?

Table 3.16

The Retainment of New Learned Netflix Vocabulary

Options	Number of students	Percentage
I make flash cards or notes.	12	7%
I use vocabulary app.	59	35%
I practice using words In conversations.	99	58%
Total	170	100%

As it can be displayed in table 3.16 (58%) of the sample tend to practice the new learned words from Netflix through using them in conversations. Whereas, (7%) of the informants, which is the smallest percentage, use flash cards as a way to practice and retain new words. This means that the best way to learn vocabulary according to students is through an active and insistently carried speech and building dialogues or conversations.

Moreover, a number of students with percentage of (35%) use vocabulary applications. It is noticed that students are in support to learn through new innovative techniques such as applications and active dialogues such as « hello talk » that can be interesting for the learners. These strategies not only provide an engaging learning experience but also promote a deeper understanding and long-term retention of vocabulary.

Q17: How helpful do you find Netflix in learning vocabulary on a scale of 1-5 (1 being not helpful at all and 5 being extremely helpful)

Table 3.17

Assessing The Efficacy of Netflix in Vocabulary Learning

Options	Number of students	Percentage
1	75	44%
2	0	0%
3	7	4%
4	0	0%
5	88	52
Total	170	100%

Table 3.17 aims at determining the degree to which Netflix is helpful in vocabulary learning. The first group of students with (52%) found Netflix extremely helpful in learning new vocabulary. However, a close percentage to the first one (44%) found it unhelpful. While the third group of students of (4%) found it helpful three times out of scale of one to five. This means that students are almost equally divided between those who find Netflix very useful and those who find it unhelpful.

Q18: What is your perception on the use of Netflix to learn vocabulary?

Table 3.18

Students' Perceptions towards Netflix Usage with Regard to Vocabulary Learning

Options	Number of students	Percentage
Enjoyable	99	58%
Boring	1	1%
Helpful	70	41%
Waste of time	0	0%
Total	170	100%

In comparison to the results from table 3.17, table 3.18 registered a total contradictory result. Almost (50%) of the students said that Netflix is not helpful, but

in table 3.18 as it clearly indicated, a great number reported that Netflix is enjoyable with percentage of (58%) and helpful with a percentage of (41%). None of the sample responded that Netflix is a waste of time.

However, only one student (1%) found Netflix a very useful and assistant tool for their vocabulary development. Overall, the majority of students perceive using Netflix to learn vocabulary as enjoyable, which means they may find it entertaining. Additionally, students who considered it helpful, they believe that Netflix assists them improving their language skills. However, only one person answered that its boring. Lastly, no student responded with « waste of time », because the majority of students do not see that using Netflix for vocabulary learning as a waste of time.

Q19: Is there anything else you would like to add about your experience with using Netflix for learning English vocabulary?

Overall, all the comments were very positive indicating a high support to the use of Netflix as a language tool. This can be justified in one of the following participants' comments who said « I recommend everyone to watch series because it is very helpful » Another one commented by saying «My English pronunciation, vocabulary, grammar almost everything is better than before using Netflix and by the way i really likes your topic good luck ». One more student stated « It helps learning new accents be familiar with idoms ». This can give strong validation that students findNetflix helpful, not only in improving vocabulary, but in developing the aspects of the language.

3.6 Summary of Results and Findings from the Students' Questionnaire

Based on the data analyzed in the first section of students' questionnaire, the sample's age range between 20 and 25 years old, where the majority of the students are 20 years old. Hence, those students are old enough to voice their opinions and

answer the questions objectively. Moreover, the vast majority of respondents are female, and all of them declared having an average level in English.

Section two, which dealt with the use of Netflix, demonstrated that all third-year students of English have a significant familiarity with Netflix, where the majority of them watch it from time to time for a reasonable amount of time. Students generally tend to choose the content depending on their interests, but due to their intermediate level, they all prefer watching Netflix content with subtitles. Moreover, they also choose content that is designed for language learning. Additionally, they believe that Netflix has an impact on language use more than other aspects of the language.

Concerning the third section, findings indicated that the vast majority of students remarkably depend on Netflix to enhance their vocabulary. In addition, they have a positive view towards the impact that Netflix traces on their vocabulary learning. More specifically, they find Netflix both an enjoyable and helpful tool to boost their vocabulary.

Conclusion

Based on the results collected from the field investigation that is recorded in third chapter, it is proved that there is an impact of Netflix on EFL learners' vocabulary learning. Thus, watching Netflix content can be helpful in improving students' vocabulary, because while watching the different shows and movies it allows learners to explore different accents, and help them to enhance their understanding. Additionally, it encourages students to take notes of new vocabulary and use them in conversations, which increase their linguistic enrichment during communication. Consequently, Netflix need to be used in the classroom. Accordingly, the role of the teacher is very important in encouraging students to use Netflix which should be used thoughtfully, with appropriate content.

3.7 Concluding Remarks

The current study aimed to high determine EFL learners' perception towards the impact that Netflix has on their vocabulary learning. The research was conducted at the department of English at Guelma university. It attempted to examine the topic both theoretically and practically, in order to provide answers to the research questions.

Each of the two theoretical chapters focused the attention on one of the research variables and provides description of concepts and notions in relation to the topic under investigation. The last chapter. However, was more practical and analytical. It dealt with the research data gathering description and analysis. The results show a new revealed students views and perceptions towards the impact that Netflix has on EFL learning in general and on vocabulary learning in particular. Hence, the research questions have been answered that the students' view Netflix as a

useful learning tool, they believe it unables them to master language aspects among which is vocabulary.

Most of all, Netflix is seen as an interesting and an enjoyable tool for learning, therefore it has a certain benefit on students' learning experience and achievement. In fact, vocabulary from Netflix content can be practiced on a daily basis through dialogues and conversations between friends or in the university. Accordingly, Netflix can serve students in the the sense that it makes it easier for them to learn a wide range of vocabulary that could be in a short period of time. And can help teachers as well, as they may use it as a tool to facilitate vocabulary teaching process.

3.8 Pedagogical Implication and Recommendations

It is highly essential for EFL students to determine the role Netflix online streaming services play in developing students' level of vocabulary learning. Thus, students should have a clear perception towards the role of using Netflix in enhancing their vocabulary learning.

Netflix is very beneficial if it is used as language learning tool. Thus, teachers should consider using this streaming platform by showing students how to use it as learning tool to enhance their vocabulary knowlegment, hox to maintain the learning process through practice in the classroom, and to watch it in a way that will build rather than destruct their process.

The Ministry of Education can consider adding Netflix content that is solely directed for the purpose of language learning to be exposed by teachers to their students. Hence, it needs to be included in the syllabus with consistent practice; so that students would be able to improve not only their vocabulary, but other aspects of the language as well and master them in a very short period of time. By doing this,

learners will be more involved and interested in the learning process and highly active and motivated.

3.9 Limitations of the Study

Like any other study carried out, this research has its own share of obstacles. The following are the most remarkable limitations faced on notice while conducting the research.

Unfortunately, the only tool used to explore students' perception towards the importance of Netflix as a movie streaming service in developing EFL learners' vocabulary was via using a questionnaire. As a result, the use of other tools and checking other opinions like teachers' views, may have a significant value, it may help drawing a clearer image about the topic in question and for further future similar interests. The two variables were examined theoretically and conclusions were drawn mainly from students' responses. However, the use of an interview as an additional data collection tool as well as conducting an experiment, may open new approaches and reveal further credible information about the impact of Netflix as a language learning tool on the development process of vocabulary learning.

Even though the participants were ensured anonymity and confidentiality, bias may still take place; students may have answered recklessly or unfaithfully. In other words, one cannot tell for sure whether answers were genuinely truthful and hundred percent accurate or if they were only answered as in favor of research hypothesis and orientations.

Owing to the fact that there is contradiction in the analysis process noticed mainly in the results obtained from table 3.17 and 3.18, it highly proves one point but at the same time questions another point, which is the validity of the study results that the generalization of the results could not be done.

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Appendix

Students' Questionnaire

Dear students

You are kindly invited to answer the following questionnaire which is part of master dissertation research. The questionnaire aims at determining EFL learner's views about the impact of Netflix on vocabulary learning. Hence, your answer will greatly help us to collect data for the current investigation. We would appreciate your collaboration by ticking the corresponding box(es) or making full statements when necessary. Your responses are going to be treated with great confidentiality and care.

Thank you in advance for your cooperation.

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Section one: general information

1- Age years.

2- Gender:

Female	
Male	

3- How is your English proficiency?

High	
Average	
Low	

4- How long have you been studying English years.

Section two: Netflix

5- Are you familiar with the streaming platform Netflix?

Yes	
No	

6- If yes, howw often do you use Netflix?

Always	
Sometimes	
Rarely	

7- How much time do you spend in watching Netflix?

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

8- How do you choose which contentto watch on Netflix ?

Based on personal interests	
Based on recommendations from others	
Based on suggestions from Netflix	
Other (please specify)	

.....
.....

9- Do you prefer to watch Netflix content:

With subtitles	
Without titles	

10- Do you watch shows or movies on Netflix that are specifically designed for English language learning?

Yes	
No	

11- Do you think that Netflix can be used as a tool to improve your level in English?

Yes	
No	
Not sure	

12- If yes, which aspect of the the language do you think netflix can have an impact on?

Prononciation	
Grammar	
Vocabulary learning	
Language use	
Other (please specify)	

.....
.....

Section three: Vocabulary learning & Netflix

13- Have you ever used netflix as a tool for learning English vocabulary?

Yes	
No	

14- If yes, have you noticed an improvement in your English vocabulary learning since using Netflix as a tool for learning?

Yes	
No	
Not sure	

15- Does the vocabulary you learn from Netflix become:

Passive (encourages active listening and paying attention to details)	
Active (encourages conversation and debate)	

.....

What ever your answer, please specify

16- When you come across a new word in Netflix, what is the strategy that you use to retain it?

I make flashcards or notes	
I use vocabulary app	
I practice using the words in conversation	

17- How helpful do you find Netflix in learning vocabulary on a scale of 1-5.(being not helpful at all and 5 being extremely helpful?)

1	
2	
3	
4	

18- What is your perception on the use of Netflix to learn vocabulary?

Enjoyable	
Boring	
Helpful	
Waste of time	

19- Is there anything else you would like to add about your experience with using Netflix for learning English vocabulary?

.....
.....

Thank you

الملخص

شهدت السنوات القليلة الماضية تغييرًا جذريًا في استخدام التكنولوجيا في السياق التعليمي وغير التعليمي على حد سواء. نتفليكس، الذي أصبح واحدًا من أكثر خدمات البث الشعبية، قد لا يكون مجرد وسيلة للترفيه فقط، بل يمكن لهذه المنصة أن تتحول إلى أداة تعليمية. البحث الحالي يهدف إلى استكشاف ادراك الطلاب حول الدور الذي قد تلعبه نتفليكس في تعلم المفردات. وبالتالي، يفترض أن الطلاب قد تكون لديهم نظرة إيجابية تجاه استخدام نتفليكس في تعزيز تعلم المفردات. ومن أجل تحقيق هذا الهدف، اعتمدت الدراسة المنهج الكمي الوصفي، حيث تم توزيع استبيان على طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة قالمة. تظهر النتائج المستخلصة من البيانات المجمعّة أن الطلاب يميلون بشدة إلى استخدام أساليب أقل رسمية مثل نتفليكس لتعزيز مستواهم في اللغة الإنجليزية. والأهم من ذلك، لديهم نظرة إيجابية تجاه تأثير نتفليكس على تعلم المفردات لديهم و بناءً على ذلك، تم تقديم بعض التوصيات لدمج نتفليكس في عملية التدريس/التعليم

Résumé

Les dernières années ont connu un changement radical dans l'utilisation de la technologie tant dans le contexte éducatif que non éducatif. Netflix, qui est devenu l'un des services de streaming les plus populaires, peut ne pas être simplement un moyen de divertissement, mais peut également se transformer en un outil pédagogique. La présente étude vise à explorer la perception des étudiants quant au rôle que Netflix peut jouer dans l'apprentissage du vocabulaire. Par conséquent, il est supposé que les étudiants peuvent avoir une vision positive de l'utilisation de Netflix pour améliorer leur apprentissage du vocabulaire. Afin de réaliser cet objectif, l'étude a adopté une approche descriptive quantitative, où un questionnaire a été distribué aux étudiants de troisième année du département d'anglais de l'université de Guelma. Les résultats tirés des données recueillies montrent que les étudiants sont fortement enclins à utiliser des méthodes moins formelles comme Netflix pour améliorer leur niveau en anglais. Plus important encore, ils ont une perception positive de l'impact de Netflix sur leur apprentissage du vocabulaire. Sur cette base, certaines recommandations ont été proposées pour intégrer Netflix dans le processus d'enseignement.