

**NETFLIX'S FOREIGN SERIES AND BSED ENGLISH  
STUDENTS' VOCABULARY AND READING  
COMPREHENSION**

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Submitted in Partial Fulfillment of the Requirements in  
ENG17: Language Education Research  
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## APPROVAL SHEET

The thesis attached hereto, titled “**NETFLIX’S FOREIGN SERIES AND BSED ENGLISH STUDENTS’ VOCABULARY AND READING COMPREHENSION**”, prepared and submitted by **GRACEZEL S. ABANTO** and **LYKA P. OLORES**, in partial fulfillment of the requirements in ENG17: Language Education Research, is hereby accepted.

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## ABSTRACT

The use of media, which includes music, movies and other sorts of entertainment-related learning resources, has influenced learners to learn and acquire new languages, as well as to improve their abilities in writing, reading, and speaking in a foreign or native language. However, little has been done to understand the implications of Netflix's foreign series to vocabulary and reading comprehension of students. The study focused on vocabulary and reading comprehension among 38 BSEd English students of Partido State University to maximize their opportunities to learn while watching foreign series on Netflix. It aimed to assess the influences of Netflix's foreign series in language learning of students. An explanatory sequential mixed-method design was employed in this study with a two-phase data collection (quantitative and qualitative). The survey data were analyzed using weighted mean, frequency and percentage, as well as inferential analysis, while the results of the follow-up FGD were transcribed, coded, and thematically analyzed. Results revealed that students perceived Netflix's foreign series to be an effective and beneficial way of learning vocabulary and reading comprehension indicating to have positive response towards Netflix's foreign series as vocabulary and reading comprehension tool. In conclusion, Netflix's foreign series have subtitle feature which is utilized by the students in learning vocabulary and reading comprehension; students also strongly agreed that Netflix's foreign series is a multimedia learning tool in terms of its language accessibility, inclusion of both words and pictures, and presentation of related words and pictures near each other; and students have the attitudes of being

entertained, motivated, interested, and autonomous towards Netflix's foreign series as a vocabulary and reading comprehension learning tool.

It is recommended that; language learners may explore the influence of Netflix's foreign series to their vocabulary and reading comprehension and use it as a supplementary tool in learning English language; language teachers may use Netflix's foreign series as part of the teaching process along with the conventional classroom syllabus and lectures to engage in students' learning; and the curriculum developers may consider Netflix's foreign series in drafting and designing curriculum as one of the new learning tools in the language classroom.

*Keywords:* Netflix's foreign series, learning vocabulary, reading comprehension, language skills, language learning tool.

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## CHAPTER 1

### INTRODUCTION

This chapter includes the background of the study, statement of the problem, hypothesis, scope and delimitation, locale, and significance of the study.

#### **Background of the Study**

Several studies claim that media and technology play an essential role in language learning as it provides opportunities to language learners to improve their language skills, most particularly through the appropriation of existing vocabulary. As a product of media and technology itself, watching movies and series from multimedia platforms brought an influence to learners to learn and acquire new language and helped them to develop their skills, specifically in writing, reading, and speaking in either foreign or native language. Besides, learning a new language may be a difficult process that takes a lot of time and effort for language learners. So, many people believe that watching movies and films, whether with or without instructional content, is a good method to learn languages. According to some language teachers, television aids in the development of listening skills since the language is spoken with real-world accents. It can also aid in the acquisition of vocabulary and colloquial phrases by learners (Dynamic Language, 2022). In a TV series, the language used can be repetitive as its topic/theme and characters usually don't change much. Similarly, viewing films aids learners in recognizing and comprehending cultural idioms as well as commonly used terms and phrases. Words with pre-existing meanings have taken on new meanings in a new context,

spilling over into vocal communication. It is considered that knowing thousands of word families is required to understand general speech at the native-speaker level. As a result, studying vocabulary is an important part of gaining language ability. Language students now have access to a wealth of resources because of technological advancements. Learners have more access to audio-visual, meaning-focused information, such as DVDs and streaming video content, than ever before (Ashcroft et al., 2018).

Netflix as an alternative for traditional televisions services and movies is quite convenient considering that it has subtitles both in English and the original language of a particular movie or series. Mainstream media has picked up on the opportunities of this resource for language learning, as have many informal language learners who share their experiences on social media (Alm, 2020). By this, Netflix has been considered a Language Learning Tool that offers vocabulary help for learners in acquiring new or foreign languages such as English. The platform consists of hundreds of movies and series dubbed and subtitled in different languages that benefits learners to improve their vocabulary learning and listening comprehension. According to Uzzaman & Roy (2019), movies using English language help learners to increase vocabulary and it could have a long-term effect on the viewers and active listeners as it enhances the learners' speaking skill, correct grammar observation, and understand foreign accents of different regions.

However, watching foreign language programs like English movies and series should not be the only mode of language exposure. Hence, there's still a

need for teacher's supervision to help learners converse and practice appropriate and correct language use. Therefore, this study sought to assess the effects of watching Netflix's Foreign Series on vocabulary and reading comprehension learning of students, particularly BSEd English majors of Partido State University. The study opts to focus on vocabulary and reading comprehension to optimize the students' chances to acquire new knowledge and language, and enhance their language skills.

### **Statement of the Problem**

General Problem:

1. What are the influences of Netflix's foreign series to the language learning of BSEd English students?

Specific Problems:

2. What are the features in Netflix's Foreign Series that English students utilize in learning vocabulary and reading comprehension?
3. To what degree do BSEd English students agree or disagree that Netflix's Foreign Series can be a multimedia learning tool?
4. What are the attitudes of BSEd English students towards Netflix's Foreign Series as a vocabulary and reading comprehension tool?

## Research Hypothesis

This study, “Netflix’s Foreign Series and BSEd English Students’ Vocabulary and Reading Comprehension” hypothesized that:

*Ho:* Netflix Foreign Series have no influence in the language learning of BSEd English Students.

*H1:* Netflix Foreign Series have an influence in the language learning of BSEd English Students.

## Scope and Delimitation

This study was delimited only to the Bachelor of Secondary Education (BSEd) English major students of College of Education (COEd) at Partido State University (ParSU) for academic year 2021-2022, with year levels from first year, second year, third year, to fourth year. Students within these characteristics probably would have a more established and stronger basis to formulate an analysis regarding the language learning. Further, the overall scope of this study only focused on the Netflix’s Foreign Series and BSEd English students’ vocabulary and reading comprehension which made the transferability of results from participants that are directly involved in data gathering and analysis.

## Locale of the Study

The study was conducted at Partido State University-Main Campus in San Juan Bautista St., Goa, Camarines Sur, Philippines where the researchers gathered information from randomly selected BSEd English major students of the

College of Education in the A/Y 2021-2022 who are watching Netflix's foreign series.

### **Significance of the Study**

The study focuses on analyzing the Netflix's Foreign Series and BSEd English students' language learning which any result that generated may be beneficial to the following:

1. **Language Learners.** The students, particularly those who are majoring in English, may have a grasp of the relevance of a technological tool like Netflix's Multimedia and its influences in their language learning. This may also give them another learning strategy when dealing with lessons related to language learning.
2. **Language Instructors.** The result of the study may help the instructors provide another tool in discussing language learning related topics. This may give the teachers another teaching strategy or approach to teach students. Findings of this study may help them understand the significance of multimedia tools in the learning experience of their students.
3. **Curriculum Developers.** The findings of the study may give a suggestion to the curriculum developers to include Netflix as a reference tool, teaching aid, or learning source in some language related lessons.
4. **University.** The school may be benefited in this study because the results and findings will bring a cognizance on incorporating technological tool/s in

learning and teaching processes. The university could integrate this approach in their programs to further explain to the students the relevance of multimedia tools in their learning.

5. **Future Researchers.** The results of this research may serve as a reference material and a guide for future researchers who wish to conduct the same mixed-method research or any study related to multimedia tools and language learning.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter includes the related literature and studies presented in topical order, gap bridge of the study, theoretical framework, conceptual framework, and definition of terms.

Due to the COVID-19 pandemic, online learning has nearly totally supplanted traditional educational techniques and undoubtedly creates a huge impact to language learning. There are certain advantages of online teaching set-up, however, considering that most learners are more engaged and receive more instant feedback than in online classes, this takes students to longer absorb new knowledge, interpret it, ask questions, acquire answers, and achieve the intended outcome. The concept of boundaries has grown less significant with the broad diffusion of knowledge via current means such as television, radio, film, mass media, and now the internet and social networking sites (Akter, 2019). As new technology arises, this aid both teachers and students adapt to the new normal language teaching and learning.

Integrating technological tools in learning and teaching processes is significant and useful. Implementing this systematic action is necessary to be recognized by the academic field in order to create a wider range of acquiring information and knowledge. Dependency to the said tools was highlighted when there is a sudden shift of learning modality due to the pandemic. In addition, it hinders direct instruction of teachers to their learners which resulted in alternative

technological assistance. According to Islam (2020), the technological era has many aspects to offer centering in the classroom language setting, as Ashcroft and Garner (2020) determined that technological innovation has resulted in the increase of these resources available to language learners. Multimedia, as indicated by Ayu (2020), is one of these innovations that has a distinctive property in spreading courses such as second language situations. If the media is used in the teaching and learning process, students will be more engaged in studying English. Film or movie is one of the engaging media that can assist kids acquire language. It also gives details about an object and clarifies the classroom scenario (Sari & Aminatun, 2021). In addition, video on demand (VOD) is also a part of multimedia that based on the analysis of Dizon (2018) promotes second language learning added by Türkmen (2020) who recognized Netflix programs included in this video-film/category which can contribute to foreign language competence.

However, competencies are not the only product of the application of this multimedia because as listed by Dizon (2018) it also helps in the development of the vocabulary, motivation, and accessibility to practical knowledge in the second language. Damanik and Katemba (2020) also have the same view of Netflix movies and series as ways to learn second language skills that Uzzaman and Roy (2019) discovered to be listening and speaking skills. Aside from these two language skills, reading skill was also explained to be affected by Alm (2020) by the use of subtitles which can alter the focus of the students to attain learning level. Türkmen (2020) completed the language skills by including the writing and cultural awareness skills. Students with the use of this multimedia can boost their language

level and maintain their focus on the learning of a second language. Therefore, it can be implied that these audio-visual inputs like the movies and series in Netflix can be a supplementary tool for learning a second language (Ashcroft & Garner, 2020). The focus of the main paper is to investigate how the multimedia specifically in Netflix aids the learners in enhancing their language skills during online learning as it recommended by Abdulrahman et.al., (2020) to research into the changes in the management process in learning like the online mode of schooling in the adoption of multimedia.

Based on the study conducted by Panda (2020), traditional teaching techniques have little influence on students; instead, technology has become a tool for making students more inventive and successful learners by using technology as a motivator. One of the most powerful motivators for learners to engage positively in language learning is English movies and series. This has been proven by Zulfahmi & Nikmah (2020) in their study in which participants discovered that viewing movies increases their vocabulary, indicating that movies are an excellent language learning tool. One of the survey participants stated that he believes he can enjoy the movie and comprehend the plot better because of the subtitles, which is more obvious to students who like viewing movies, particularly English movies. Regarding this, learners may move from their first language (L1) to their second language (L2) with the help of Netflix movies and dual subtitles, which gives them confidence and helps them to acquire new terminology (Alm, 2021).

Furthermore, while viewing English films, particularly those with English subtitles, it will improve your vocabulary and speaking ability (Pratiwi & Ayu, 2020). By viewing a movie with English subtitles, you may learn a lot about the English language. Because the film features subtitles and conversations, learners can readily understand and emulate the pronunciation. Students may learn intonation in the same way they can learn conversation. Students may benefit from English subtitles to help them grasp all of the terms and phrases they already know. Students frequently miss the context of what the speaker says throughout the learning process, necessitating the use of subtitles.

In another study of Dizon & Thankyawatpokin (2021), it was found out that dual subtitles were shown to be more effective than Japanese subtitles in promoting vocabulary learning. Dual subtitles, on the other hand, boosted listening comprehension better than the other two on-screen textual help situations that was also found in the study of Feng & Webb (2020) that provides further support for the use of L2 television programs for language learning. In their study, they used a pretest-posttest-delayed design at one-week intervals to determine the extent to which written, audio, and audiovisual L2 input contributed to incidental vocabulary learnings. Weyers, 1999, as cited in Katemba and Ning, 2018, disclosed that video technology, particularly subtitled films, may be an effective instructional tool for pupils learning and acquiring new language. Students' other abilities, like reading and listening comprehension, and even pronunciation, may be improved by watching subtitled movies several times. Hence, as part of refining technology, movies with English subtitles on Netflix can be used as a tool for language teaching

and learning. This interconnects to the research study by Andersson & Björnsson (2019), which investigates the topic of movies in education, and explores advantages and challenges when using movies as a tool for language development in the English classroom. It is found out that there are several advantages relating to the use of movies in language teaching, such as the benefits of multimodality, authentic language input, and knowledge construction. Thammineni (2016) looked at how movies affected just hearing and speaking abilities, whereas Alluri (2018) looked at how seeing an English film affected vocabulary and grammar. Researchers like Abeer et al. (2018), on the other hand, looked at the role of movies in improving pronunciation and other skills. In another recent study carried out by Liando et al. (2018,) the learners as respondents showed that after watching movies, their listening skills enhanced far better than the speaking skills.

In this sense, streaming services such as Netflix have shown some benefits to the development of English as a second language and as foreign language around the world (Cifuentes et al, 2020). Maharani (2021) found out that Netflix has a direct influence in comprehending English to students' listening and speaking skills; concluding that students have positive perception about Netflix as digital EFL learning aid. Thus, teachers may utilize a new strategy—Student Centric Learning using Netflix to language teaching and help students enhance their language skills, vocabulary, and reading comprehension learning. However, prior to making a decision on the movie to be played and utilized for language teaching, the teachers must investigate the movie and try to comprehend its relevance and

quality in terms of language learning. Teachers should choose subtitled films since it aids students in comprehending and remembering terms that they may not grasp in English (Murshidi, 2020).

Therefore, in this study, the researchers determine the features of Netflix's foreign series and the vocabulary and reading comprehension tool and to what degree do BSEd English students agree or disagree with the observations and benefits of these two variables. The BSEd English students of the College of Education at Partido State University give justifications on Netflix's foreign series and its connection to their learning of vocabulary and reading comprehension. This is too evident to justify the claim of past research and solve the problems of language skills development and limited language learning environment by means of the information and data that will be gathered in the study.

### **Synthesis of the State of Art**

The research findings of Katemba and Ning (2018) argues that students who are exposed to movies/series on Netflix contribute to vocabulary learning in a more exciting method as they remember new words from Netflix repeatedly while enjoying the series in their spare time to relax. This also has been supported by Goctu (2017) as cited from the same study of Katemba and Ning (2018), he claims that movies also boost motivation and create an enjoyable educational experience while benefiting students' learning of language because of the authentic linguistic sources found in the movies. Therefore, Netflix's foreign series offers flexible and

accessible learning to students, especially influencing and improving their vocabulary in-line with foreign languages.

The study of Sadiku (2018) revealed that the growing availability of various multimedia and technological resources, such as subtitled movies, provides learners with a wealth of chances to expand their vocabulary. In connection with this, subtitles as one of Netflix's foreign series features are recognized to be an effective and motivating factor for students to learn vocabulary and reading comprehension. In addition, language learning with Netflix makes it easier for learners to enhance reading comprehension for its features that are quite handy and convenient for them to adapt. This could also be useful for learning a foreign language (Dizon & Thankyawatpokin, 2021). In conclusion, Netflix's foreign series have positive benefits to students' language learning and aid to improve vocabulary and reading comprehension in an enjoyable and engaging manner considering that learners are much more interested and motivated to learn. This implies a positive attitude of students towards the use of Netflix's foreign series as a learning tool with the gist of entertainment, showing the influences of Netflix in general.

### **Gap Bridge of the Study**

This study aimed to assess the influences of Netflix's Foreign Series to the language learning of BSEd English Students which focuses on two language aspects: the vocabulary and reading comprehension.

On-demand video streaming services like Amazon Prime Video, Hulu, and Netflix have grown mainstream during the last decade. Even before the advent of video streaming, the use of video in the language classroom was commonplace (Dizon & Thanyawatpokin, 2021). In connection with this, most of the studies cited in this study merely focus on videos and movies that affect language learning of students but, only few of them tackle how streaming platforms like Netflix can be used as multimedia learning tools in the language classroom. Additionally, although there were previous researches that explored the effects of Netflix's programs to EFL learning, there are no studies that specifically focus on the implications of Netflix's foreign series to vocabulary and reading comprehension of students. Hence, this study is conducted to determine the features of Netflix's foreign series, and the observations and attitudes of students in regards with the use of Netflix's foreign series as a vocabulary and reading comprehension tool. Unlike other researched topics that also involved multimedia and language, this study extended to the benefits of using multimedia tools like Netflix's foreign series on language learning during online classes which is timely and relevant to build up students' knowledge and their foreign language expertise since they are starting to adapt to new normal language learning.

### **Theoretical Framework**

This section provides the learning theories related in this study which includes the Cognitive Theory of Multimedia Learning, Connectivism Learning Theory, and Dual-Coding Theory.



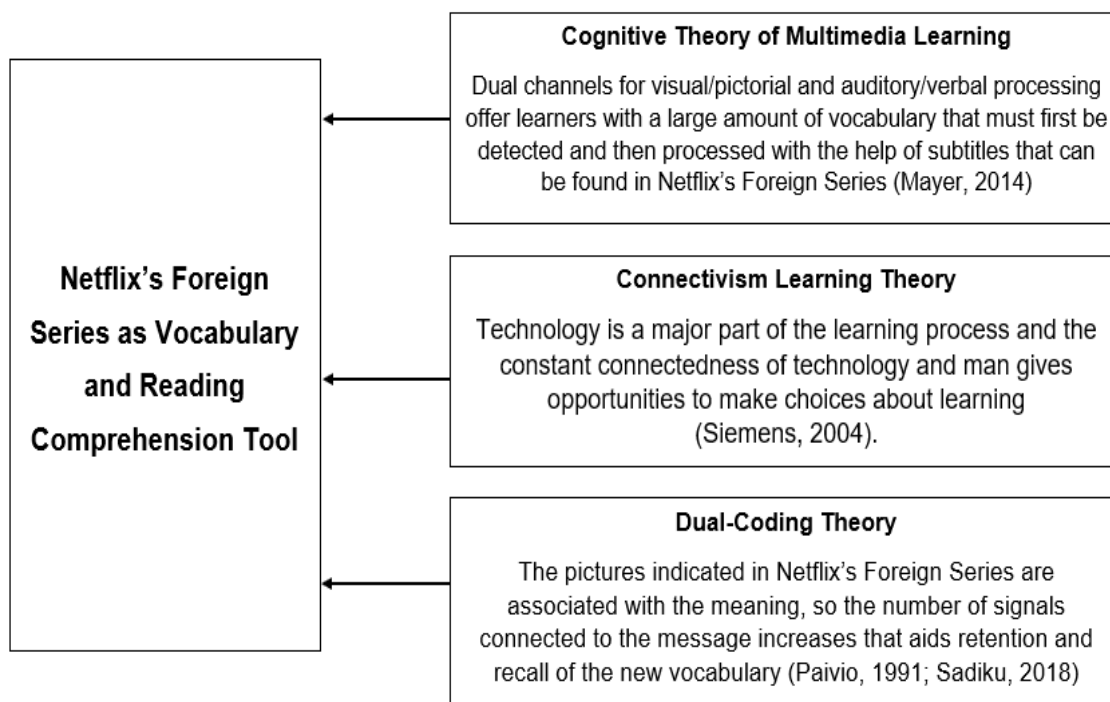


Figure 1. *Theoretical Paradigm of the Study*

According to Mayer (2014), the **Cognitive Theory of Multimedia Learning** is based on three cognitive science principles of learning: the human information processing system includes dual channels for visual/pictorial and auditory/verbal processing (i.e., dual-channel assumption), each channel has a limited capacity for processing (i.e., limited-capacity assumption), and active learning entails carrying out a coordinated set of cognitive processes during learning (i.e., active processing assumption). It specifies five cognitive processes in multimedia learning: (1) selecting relevant words from the presented text or narration; (2) selecting relevant images from the presented graphics; (3) organizing the selected words into a coherent verbal representation; (4) organizing selected images into a coherent pictorial representation; and (5) integrating the pictorial and verbal representations and prior knowledge.

Mayer's Cognitive Theory of Multimedia Learning as cited in Davey, 2015, assumes that "there are two different channels (auditory and visual) for processing information; there is minimal communication between them; and learning is an active process of filtering, selecting, organizing, and interpreting information". Movies, as one example of such audio-visual channels, offer learners with a large amount of vocabulary that must first be detected and then processed with the help of subtitles. In this case, subtitled films encourage learners to notice unfamiliar terminology, which is the first step in the learning process.

Moreover, since technology has had a significant impact on everyday living, communication, and education, George Siemens developed and labeled a new learning theory; **Connectivism**, which is heavily influenced by technology. Connectivism is a theoretical framework based on the idea that information is always being obtained and updated as a network (Siemens, 2004). In connectivism theory, one view of learning is knowing where to locate information may be as valuable as the information itself. Through a network, web, or internet, learners can (a) acquire new content that is continually updated, (b) identify credible resources, and (c) draw distinctions between opposing facts and figures. Hence, Connectivism learning theory implies in this study that technology is a major part of the learning process and the constant connectedness of technology and man gives opportunities to make choices about learning, especially in vocabulary and reading comprehension learning.

In addition, Allan Paivio's **Dual-Coding Theory** states that, "when pictures are associated with the meaning, the number of signals connected to the message

increases” as a result of which learners are more likely to keep the message in mind. As a result, when students watch subtitled movies, they are exposed to three different languages. The picture, sound, and text are all separate systems with a close relationship between them. Because the words are learnt in multiple modes, this information is categorized in more than one manner in the brain, yet it still aids retention and recall of the new vocabulary (Paivio, 1991; Sadiku, 2018).

Considering the huge importance of media and technology in language learning, the use of Netflix’s foreign series as a learning tool are supported by the mentioned theories which the researchers assume to aid BSEd English students’ vocabulary acquisition and reading comprehension.

### Conceptual Framework

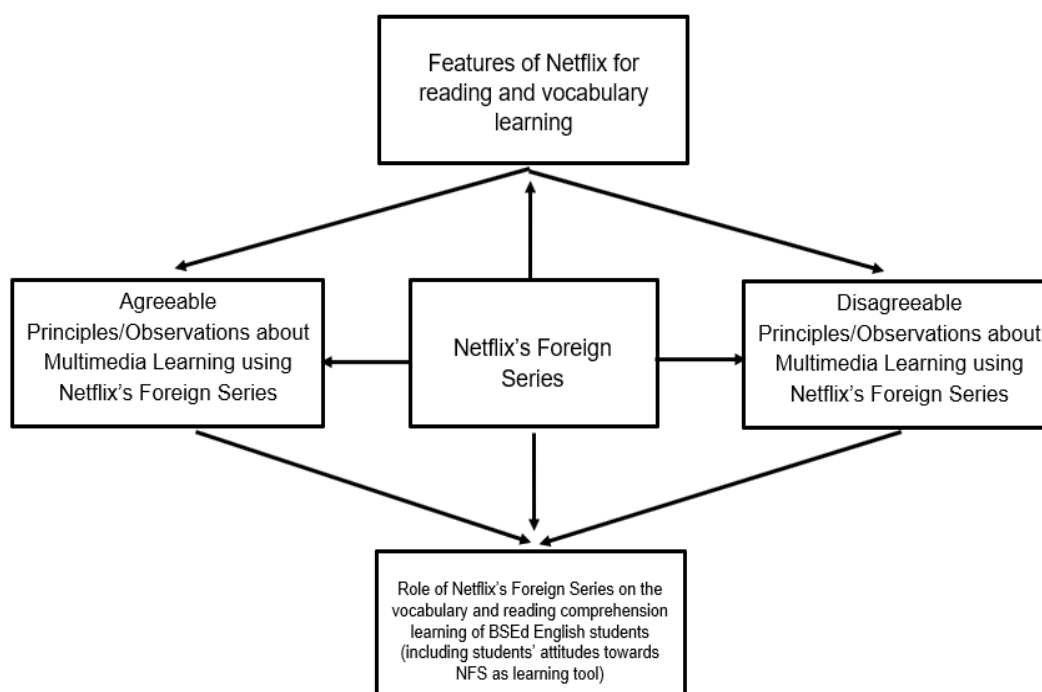


Figure 2. *Conceptual Paradigm of the Study*

The study aimed to describe Netflix's multimedia and its connection with the language learning of BSEd English students. According to Islam (2020), the technological era has many aspects to offer centering in the classroom language setting as what Ashcroft and Garner (2020) concluded that the expansion of these resources available to language learners is the effect of technological advancements. One of these advancements is multimedia like mentioned by Ayu (2020) that has a unique feature in disseminating lessons like second language contexts. Students will be more interested in studying English if media is used in the teaching and learning process like Netflix, a streaming service application and website.

Figure 2 of this study illustrates the conceptual framework which focuses on the Netflix Foreign Series. It focuses on the findings that Netflix can be a learning tool for acquiring language skills and learning a second or foreign language (Damanik & Katemba, 2020; Ashcroft & Garner, 2020; Cifuentes et.al, 2020). Further, Netflix's foreign series have features that relate to language skills learning. Ayu (2020) emphasized that multimedia has unique features in disseminating lessons like language contexts. This finding was also highlighted by Alm (2020) who concluded that the use of subtitles can affect the focus of the students to attain a learning level.

Moreover, these features of Netflix's foreign series will be further assessed through its relation to the extent of the students on how they agree or disagree with the observations regarding Netflix's foreign series as a multimedia learning tool.

These observations are the principles of using multimedia as a learning tool based on the Cognitive Theory of Multimedia Learning of Richard Mayer.

Further, students have a positive perception about Netflix as a digital EFL learning aid (Maharani, 2021). In this regard, the initial outputs of the features and observations about Netflix's foreign series will be supplemented through the attitudes of the students towards their usage of these features and seeing these observations regarding Netflix as a vocabulary and reading comprehension tool. With this information, the influences of Netflix's foreign series as a learning tool for vocabulary and reading comprehension will be assessed. The whole inputs such as Netflix's foreign series, its features, and the observable principles will give justifications to the students' attitudes towards the influences of Netflix's foreign series in acquiring language skills like vocabulary and reading comprehension.

This study therefore attempts to identify the features of Netflix's foreign series related to the vocabulary and reading comprehension. Then, determine to what extent do students observe Netflix's foreign series as a learning tool. Based on these quantifiable data, discuss the attitude of the students towards Netflix Foreign Series as a language learning tool. Lastly, to assess the influences of Netflix's foreign series to language learning of students.

## Definitions of Terms

The following terms used in this study were conceptually and operationally defined to facilitate understanding on how these words were used.

**Netflix** - a subscription-based streaming service that allows its members to watch TV shows, movies, movies, documentaries, series, and more without commercials on an internet-connected device (Netflix, 2022); a multimedia tool with variety of features that may aid language learning more conveniently.

**Multimedia** - is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan et al., 2018); a learning resources that help students master mental representations through the use of various media elements that aid in information processing and language learning.

**Language** - “Language is a code: a set of element forms composed of sounds, letters, their combinations...into words, sentences, etc...used for communication between individuals who share the same rules.” -Roger T. Bell; a generalized communication phenomena that instructors and students utilize to communicate in order to provide tasks, engage in learning processes, convey academic content, measure learning, exhibit knowledge and competence, and establish classroom life.

**Vocabulary** - is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards, 2002); a specific group of words in a language that learners are trying to acquire and learn.

**Reading Comprehension** - is the process of simultaneously constructing and extracting meaning through interaction and engagement with text being read (Snow, 2010); is noted to be a result of several linguistic and cognitive processes and considered as a skill and ability that learners must possess in order to succeed in personal and academic life.

**Learning Tool** - is an instrument designed to be used by learners to provide a structure for growing learning skills and behaviors and/or systematically collecting and thinking about key information (Nancarrow, n.d.); a tool or material that involve technology, such as computers and calculators, and pencil and paper tools that enable learners to develop effective self-directed language and other skills.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology used to undertake this study. This includes research design, respondents of the study, research instrument, statistical tool, data collection procedures, and data analysis.

#### **Research Design**

According to Kumar (2019), research design entails what and how the method and procedures are being applied during the research process. This study uses an explanatory sequential mixed methods design. This design helps the researchers to have qualitative data (what are the attitudes of BSEd English students towards Netflix's foreign series as a vocabulary and reading comprehension tool) and explain in more detail the initial quantitative results (features in Netflix's foreign series do BSEd English students utilize in learning vocabulary and reading comprehension and to what degree do BSEd English students agree or disagree that Netflix's Foreign Series is a multimedia learning tool.)

Thus, it is significant to connect the quantitative results to the qualitative data collection (Creswell & Creswell, 2018). The purpose of this design is to have a strong numerical result supported with comprehensive descriptive records.



## **Respondents of the Study**

The researchers coordinated with 38 BSEd English students of College of Education at Partido State University, Goa Camarines Sur, with year levels from first year, second year, third year, to fourth year. The total number of respondents are being garnered through the purposeful sampling with homogenous sampling as its strategy. According to Patton (2015), purposeful sampling involves selecting individuals who have information-rich cases of a certain interest. Additionally, to purposefully select respondents, a homogenous sample is being determined. Before the formal sampling procedure, researchers inquired first to the students who among them are currently using Netflix. In this study, BSEd English students who are using Netflix applications or websites are the respondents. The purpose of this sampling and strategy is to describe a particular group in depth.

Students within these year levels, secondary program, and English language as a specialization probably would have a more established and stronger basis to formulate an analysis regarding the language learning. Further, this ensures the reliability of the results for the respondents who have been undergoing a program majoring in language, specifically English language.

## Data Gathering Instruments and Procedure

The researchers have collected data from the respondents in two distinct phases: questionnaire for the quantitative results to be gathered and to be followed up by a focus group discussion for the qualitative phase. According to Creswell and Creswell (2018), the key idea of this data gathering instruments and procedures is that the qualitative data collection builds up directly the qualitative results.

Questionnaires have three sections: personal/demographic information, checklist, and a Likert scale. The first section which is the demographics could find the first quantitative phase. Then, the checklist gathered the data about the features that could be seen in the Netflix application or website that they utilize in their vocabulary and reading comprehension. Checklists are used to promote or verify that a researcher is following or has followed a set of defined lines of inquiry, steps, or actions. Lastly, the 5-point Likert scale is used to determine and target to what extent the respondents (5) Strongly agree, (4) Agree, (3) Neutral/Neither agree nor disagree, (2) Disagree, and (1) Strongly disagree in the provided observations of the benefits of Netflix foreign series in the vocabulary and reading and comprehension skills. Likert scale is the tool used for the respondents to indicate the degree of agreement and disagreement with a variety of statements about their observations to the Netflix's foreign series and the learning of vocabulary and reading comprehension (Taheerdost, 2019).

After these quantitative data are gathered, a focus group discussion has followed to explore the results in more depth through a virtual interview (via Google

Meet) and were asked with open-ended follow-up questions. According to Kumar (2019), focus group discussion explored the opinions, observations, insights, and explanations of a group of people who have some shared things in common with regard to Netflix's multimedia and learning of vocabulary and reading comprehension. The features and extent results were utilized as a basis on how they see Netflix's foreign series as a tool for vocabulary and reading comprehension learning.

### **Data Analysis**

The data analysis of the study was based on the problems. For research problems 2 and 3, the data is analyzed through descriptive statistics, weighted mean, frequency and percentage (refer to table 1), and using descriptive analysis, in which the researchers simply give descriptions to the numerical data. While for research problems 1 or general problem and 3, the researchers used inferential analysis treatment to summarize the data from survey questionnaire and FGD. Therefore, the analysis from problems 2 and 3 were the basis for the analysis of problem 1 & 4. (See table 1)

Table 1.

The conceptualization of gathering and analyzing the data for objectives 1, 2, 3, and 4.

	QUESTIONNAIRE		Interview (Focus Group Discussion)
	● Checklist	● Likert Scale	
Frequency and Percentage	To identify features in Netflix that BSEd English students utilize in learning vocabulary and reading comprehension		
Weighted Mean		To determine to what degree do BSEd English students agree or disagree that Netflix's Foreign Series can be a multimedia learning tool	
Inferential Analysis, Transcribing, Coding and Thematic Analysis (Qualitative method)	To determine the attitudes of BSEd English students towards NFS as a vocabulary and reading comprehension tool and the influences of Netflix’s Foreign Series to the language learning of BSEd English students.		

## Statistical Tool

There is separate analysis for the quantitative data and qualitative data. Integration will happen through connecting the quantitative results to the qualitative data collection (Creswell & Creswell, 2018). As discussed in the data gathering procedure, quantitative results are then used to plan the qualitative follow-up. Analysis proceeds independently for the quantitative and qualitative phase; this is essential as this data analysis of one phase explains the data collection of another.

Frequency and percentage are the statistical tool used in order to determine the data gathered in the checklist in the questionnaire. In narrative, divide the frequency by the total number of results and multiply by 100. According to Salkind (2010), frequency and percentage or distribution shows and describes how many times a score occurs in the data set. This tool offers the possibility of viewing each data or score and its corresponding frequency in an organized manner within the full range of observed scores.

To interpret the Likert scale, weighted mean is used as a statistical tool. According to Carter (2010), weighted mean includes “multiplying each data point in a set by value which is determined by some characteristic of whatever contributed to the data point.” Using a weighted mean allows the final average number to reflect the relative importance of each number in data set.

## **CHAPTER IV**

### **NETFLIX'S FOREIGN SERIES AND BSED ENGLISH STUDENTS' VOCABULARY AND READING COMPREHENSION**

This chapter presents the results and findings of the conducted survey and focus group discussion (FGD) session that generally assessed the influences of Netflix's Foreign Series to the language learning of BSEd English Students specifically, its features utilized in learning vocabulary and reading comprehension, along with the observations and attitudes of BSEd English students towards Netflix's Foreign Series. The findings are shown below.

In the first phase, 38 out of 38 students responded in the survey-questionnaire while in the second phase, 28 students attended the FGD session.

#### **Features in Netflix's Foreign Series**

The features of Netflix's Foreign Series are believed to have influences to Netflix's Foreign Series in learning vocabulary and reading comprehension. The figures below present the features Netflix's Foreign Series in relation to vocabulary and reading comprehension in eight aspects (1) subtitles, (2) closed captions, (3) dubbed content, (4) audio descriptions, (5) replay button, (5) pop-up dictionary, (6) highlighter for rare words, and (8) pronunciation assistance.

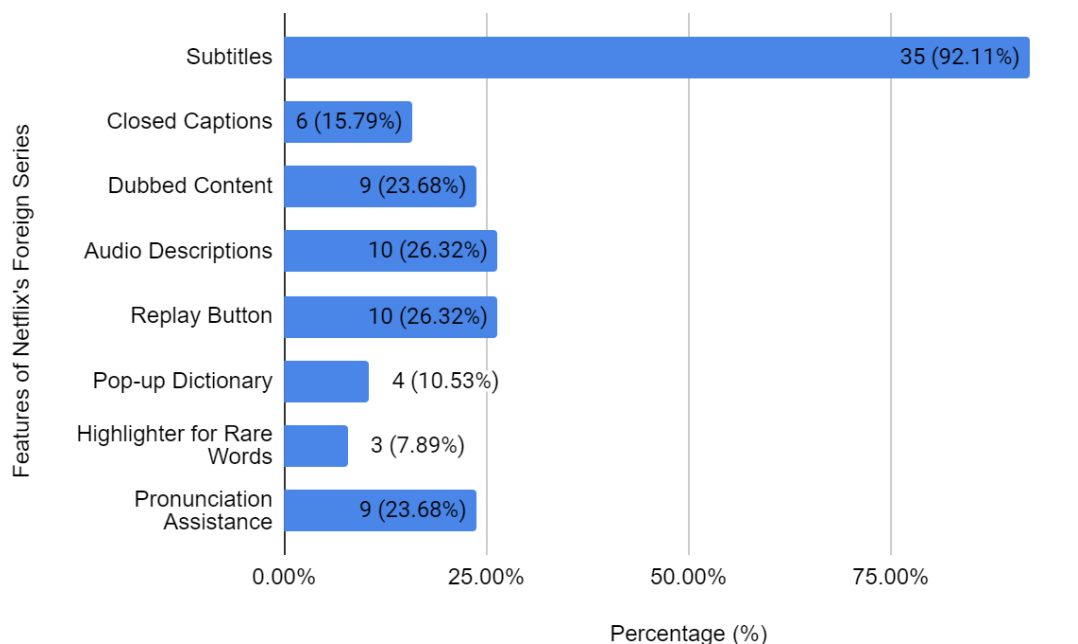


Figure 3. *Features in Netflix's Foreign Series in learning vocabulary*

From the figure above, 92.11% or 35 out of 38 students learn vocabulary with the use of subtitles; 26.32% or 10 students use audio descriptions and replay buttons and; 23.68% or 9 students use dubbed content and pronunciation assistance respectively. Also, 15.79% or 6 students use closed captions; 10.53% or 4 students use pop-up dictionary while 7.89% or 3 students use highlighter for rare words.

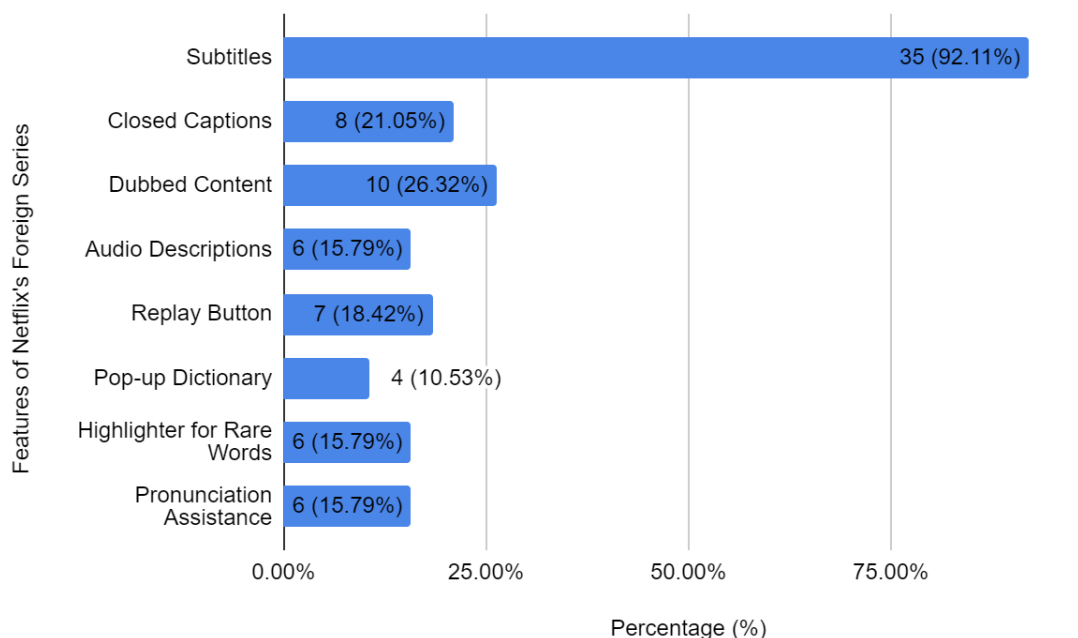


Figure 4. *Features in Netflix's Foreign Series in reading comprehension*

Figure 4 shows that in reading comprehension, 92.11% or 35 students out of 38 students utilize the subtitle feature; 26.32% or 10 students use dubbed content; 21.05% or 8 students use the closed captions and; 18.42% or 7 students utilize the feature of replay button. Moreover, 15,79 or 6 students use the audio descriptions, highlighter for rare words, and pronunciation assistance. Also, 10.53% or 4 students use the pop-up dictionary feature.

It shows that the majority of BSEd English students use the subtitles feature in Netflix's Foreign Series both in learning vocabulary and reading comprehension (Fig. 3 and Fig. 4).

This is verified during the focus group discussion when most of the respondents shared that subtitles aid to gain knowledge about language and



acquire new words in learning vocabulary. Also, the students stated that subtitles improved pronunciation, grammar, and helped viewers understand the language. Respondent A explained that subtitles as one of the features is a great help to understand the series considering that new vocabularies and expressions can be found and learned in foreign series.

### **Observations in Netflix's Foreign Series**

As to the observations in Netflix's Foreign Series, Netflix's Foreign Series as a multimedia learning tool depends on the degree of the students' agreement to the following principles. Refer to Table 2 for the results of the survey with their weighted mean percentage.

Table 2.

Observations in Netflix's Foreign Series as a multimedia learning tool.

<b>Observations</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1. Netflix's Foreign Series are learning materials with contents that are simple, on-point, and with limited extraneous materials.	<b>4.00</b>	<b>AGREE</b>
2. Netflix's Foreign Series emphasize important content by highlighting, arrows, call-outs, and other signaling visual representations.	<b>4.08</b>	<b>AGREE</b>
3. Netflix's Foreign Series have graphics and narrations. These series focus more into images and audible narration than a lot of on-screen text.	<b>4.11</b>	<b>AGREE</b>
4. Netflix's Foreign Series present words and pictures near to each other rather than far from each other. In simpler context, series group-related words and pictures.	<b>4.24</b>	<b>STRONGLY AGREE</b>
5. Netflix's Foreign Series present words and pictures simultaneously but not successively or the related words and pictures are on the same slide.	<b>3.89</b>	<b>AGREE</b>
6. Netflix's Foreign Series are presented in user-paced segments. They are divided into parts with shorter durations and avoid continuous and long units.	<b>4.13</b>	<b>AGREE</b>
7. Netflix's Foreign Series illustrate the names and characteristics of the main concepts. These series build upon existing knowledge rather than new ones.	<b>4.13</b>	<b>AGREE</b>
8. Netflix's Foreign Series use images/graphics, and audible narration not animation and on-screen text only.	<b>4.16</b>	<b>AGREE</b>
9. Netflix's Foreign Series include both words and pictures rather than words alone.	<b>4.32</b>	<b>STRONGLY AGREE</b>
10. Netflix's Foreign Series provides various languages for access. Words are in conversational style not in a formal style.	<b>4.34</b>	<b>STRONGLY AGREE</b>
11. Netflix's Foreign Series are narrated by a friendly human voice and do not include machine voice.	<b>4.13</b>	<b>AGREE</b>
12. Netflix's Foreign Series focus more into the graphics/images of the content rather than the image of the speaker.	<b>3.79</b>	<b>AGREE</b>

From Table 2, the results show the majority of the respondents strongly agree with the observation of Netflix's Foreign Series indicator 10 (Netflix's Foreign Series provides various languages for access. Words are in conversational style not in a formal style) with the highest weighted mean of 4.34 followed by indicator 9 (Netflix's Foreign Series include both words and pictures rather than words alone) of 4.32 and indicator 4 (Netflix's Foreign Series present words and pictures near to each other rather than far from each other. In simpler context, series group-related words and pictures) with 4.24 weighted mean.

On the other hand, although the indicators do not have an interpretation of disagreement, indicators 12, 5, and 1 (Netflix's Foreign Series focus more into the graphics/images of the content rather than the image of the speaker; Netflix's Foreign Series present words and pictures simultaneously but not successively or the related words and pictures are on the same slide and; Netflix's Foreign Series are learning materials with contents that are simple, on-point, and with limited extraneous materials) got the lowest weighted mean of 3.79, 3.89, and 4.00 respectively.

The data above implies that the majority of the BSEd English students strongly agree that Netflix's Foreign Series can be a multimedia learning tool because of its principle in language accessibility where words are in conversational style not in a formal style. This is verified during the FGD session when Respondent E agreed that Netflix's foreign series used conversational tone which makes it easier for learners to adapt the language; another factor that makes

learners more attentive and interested to learn vocabulary and language acquisition.

Furthermore, there is no degree of disagreement about Netflix's Foreign Series as a multimedia learning tool based on the principles presented but the closest to the said degree is that Netflix's Foreign Series focus more into the graphics/images of the content rather than the image of the speaker. According to Respondent C during the FGD session, the images and graphics found in Netflix's Foreign Series help learners to be motivated in acquiring new vocabularies and practicing reading comprehension.

### **Attitudes of Students in Netflix's Foreign Series**

The survey results were verified and confirmed through the Focus Group Discussion (FGD) with five corresponding questions which are analyzed from a general perspective of the respondents. These are the following:

1. What do you think about the features of Netflix's foreign series? Do you think Netflix is sufficient to be used as a language learning tool in the classroom?
2. Do you find watching Netflix's foreign series entertaining, boring, or beneficial to language learning?
3. Based on your thoughts and experiences, in what ways do watching foreign series on Netflix be considered more motivating for the students to learn new vocabulary than other language teaching approaches (i.e., book review, reaction/reflection activities)?

4. In what way do Netflix's foreign series provide you an interesting approach in learning vocabulary, enhancing reading comprehension, and language acquisition in general?
5. How do you use Netflix's foreign series in learning foreign languages and improve your vocabulary and reading comprehension?

Out of 38 selected respondents, only 28 participants attended the focus group discussion. Based from the responses, majority of the participants agree that Netflix's foreign series alone is not sufficient to be used as a language learning tool in the classroom since the platform itself is lack of more-student friendly features and students have different ways of learning, but majority of the participants also agree that the constant use of deviated language on Netflix's foreign series is beneficial for its viewers to be familiarized with the language that the characters are using in the show.

Moreover, all of the respondents confirmed that Netflix's foreign series is both entertaining and beneficial to language learning as it helps to avoid boredom and benefits cognition to improve vocabulary since they are being exposed to other words and languages that they are not familiar with. In addition, Respondent A considered that Netflix's foreign series is a stress reliever after a tiring academic week at the same time, another opportunity to learn vocabularies. In connection with the entertainment and benefits to language learning that Netflix's foreign series provides to students, Respondent T said that Netflix-binge watching is more effective for learners since most of the students today would prefer digital learning instead of traditional learning practices. Respondent J also added that words are

somehow meaningless or boring, so Netflix's foreign series could be more motivating to students to learn new vocabulary since there are graphics, animations, and images that assist them to make it easier to grasp new learning. Aside from that, most of the students also enjoy watching series on Netflix rather than reading stories that require a wide-ranging imagination. Hence, the enjoyment that students got from watching Netflix's foreign series makes it more motivating and engaging for students to learn compared to other language teaching approaches.

As to the interesting approach that Netflix's foreign series had, most of the responses reveal that Netflix's foreign series provides not just meanings to unfamiliar words but also contains images that help learners to acquire new vocabulary and learn language. Respondents from 2<sup>nd</sup> year level agree that Netflix's foreign series provide them with an interesting approach in learning vocabulary, enhancing reading comprehension, and language acquisition in terms of developing proficiency and fluency in speaking English. Additionally, continuous exposure to foreign language through watching Netflix's series aid students to learn new vocabulary, as well as improve pronunciation and reading comprehension. Respondent E also added that Netflix's foreign series used conversational tone which makes it easier for learners to adapt the language; another factor that makes learners more attentive and interested to learn vocabulary and language acquisition.

Further, by asking the respondents on how they used Netflix's foreign series in learning foreign languages and improving their vocabulary and reading

comprehension, majority of the respondents specified that they used it as an assisting tool. Respondent C said that the foreshadows and setting of the series helps him in using inferences and make his own conclusions to a certain event; by means of understanding the conversation, the terms used, and through the dialogue of the characters from the series helps him learn about foreign language even a little. Respondent M also agrees that Netflix's foreign series serves as an assisting tool as it supplements the language learning of the student by continuous and repetitive adaptation of the language that are being used on the series. This has been also supported by Respondent K saying that she only used Netflix's foreign series as an assisting tool for learning because there are series that are not suitable for all. Students might be entertained by what they are watching but, there are only particular foreign series with educational content that can be considered beneficial to language learning.

To sum it up, Netflix's foreign series can be an alternative teaching and learning tool since teachers should be flexible on delivering instructions, however, although results from the gathered data shows that Netflix's foreign series is quite beneficial in learning vocabulary and reading comprehension, there are only specific related area and objectives of study where it can be used. Thus, based on the responses, Netflix's foreign series is entertaining, motivating, and interesting, but still not sufficient alone to be used in language classrooms.

The study also found common themes from the answers of the respondents regarding the attitudes of BSEd English students towards Netflix's Foreign Series

as a vocabulary and reading comprehension learning tool as shown in the table below.

Table 3.

Attitudes of BSEd English students towards Netflix's Foreign Series

Themes	Codes
Entertaining	Watching to avoid boredom Stress reliever
Motivating	Interested to learn new vocabulary Enjoying the series
Interesting	Wide-range information caught students' interest Engagement to pronunciation of words
Self-learning/Autonomy	Learn language by myself Recall or understand new words

### Entertaining

All of the respondents agree that one way to relieve stress and avoid boredom after a long and tiring academic week is through watching foreign series on Netflix. Respondent Z said that the culture patterned to the series and its theme or concept makes it entertaining for students to watch regardless of the genre.



Considering Netflix's foreign series as a stress reliever, students are more comfortable and inspired since it gives free vocabulary, new words to remember, proper registers, and context clues on actual conversation all stacked in entertaining the audience.

### **Motivating**

Previous research on the use of English movies and series indicated that series is one of the most powerful motivators for learners to engage positively in language learning. Similarly, students who participated in this study believed that one motivating factor that learners could get from watching foreign series on Netflix is the desire to be entertained, which in result caught their interest to learn new vocabulary from what they have watched. Responses from the survey and interview revealed that when students enjoy the series, they are more likely to be motivated to learn since they can directly relate to what's happening in the series compared to reading which lacks vivid pictures. Netflix's foreign series provide not just meanings to unfamiliar words but also contain images that help learners to acquire new vocabulary and learn new language. The respondents were more apt to connect between watching foreign series on Netflix and acquiring more vocabulary with the aid of audio and visual representations as evidenced by one participant who mentioned, "Words are somehow meaningless or boring, so Netflix's foreign series could be enjoyable at the same time it caught learners' attention to learn new vocabulary through its images, audio, etc., which visual and auditory learners are being benefited the most." This resonates with Sari & Aminatun's (2021) research which indicates that film or movie is one of the

engaging media that can assist students acquire language. It also describes an object in detail and clarifies the classroom context. The graphics, animations, and images assist students to learn new vocabulary so it is easier to grasp new learning.

### **Interesting**

Data and information gathered from this study shows that respondents are interested in learning vocabulary and reading comprehension through watching foreign series on Netflix. Based on the responses, Netflix's foreign series provides broad ideas and knowledge about other cultures and languages which makes it significantly interesting. According to Respondent E, it also exposes students to wide-range of vocabulary and unfamiliar words that challenges them to learn and acquire language. Respondent K also added she is interested in Netflix's foreign series because of its features that makes learning more interesting and less pressure. Besides having fun, respondents are usually watching foreign series to improve their pronunciation. The participants were also interested in watching foreign series on Netflix because it helps them increase their vocabulary, which is an important aspect of language learning. This resonates with the study of Pratiwi & Ayu (2020) which specifies that because of film features such as subtitles and conversational tone, students can readily understand and emulate the pronunciation, learn intonation in the same way they can learn conversation, and help them grasp all the terms and phrases they already know.

Another participant felt strongly that Netflix's foreign series are the most important source of interesting approach in learning vocabulary and reading comprehension:

*Whenever there is information that is interesting for me after/during the show, I instantly pause the show and surf the net for an overview of that certain reference. I also found a really beneficial and interesting way to practice my speaking and more importantly my pronunciation skills. I listen to actors and actresses pronouncing words and then I immediately say the words aloud twice or three times. My pronunciation has improved significantly because of this method.*

### **Self-learning/Autonomy**

Another emerging theme that explains the attitudes of BSEd English students towards Netflix's Foreign Series as a vocabulary and reading comprehension learning tool is the idea of self-learning. To put it another way, watching foreign series allows a learner to personalize their language learning, making it more engaging. Participants mentioned that watching movies allows them to rely on their own understanding and connections, which is a key feature of language learning. As one respondent stated, "Whenever I encounter unfamiliar words, I jot it down and search its meaning in the dictionary so I can understand how it is being used in the context. Through that, it makes me learn new vocabulary words that enhance my language learning."

Moreover, some participants saw a connection between watching movies and their abilities to recall or understand new words. Respondent B shared, “Sometimes, when my teacher gives us a new vocabulary to study. I found myself knowing the word because of a series that I watched, especially if the word is related to science because I like to watch Sci-Fi series a lot.” Ultimately, this is a good indicator that the respondents believed that watching foreign series on Netflix boosted their autonomy and helped them to learn vocabulary and reading comprehension in a more self-directed manner.

## **FINDINGS**

The findings of this study generally assessed the influences of Netflix’s Foreign Series to the language learning of BSEd English Students specifically, its features utilized in vocabulary and reading comprehension, along with the observations and attitudes of BSEd English students towards Netflix’s Foreign Series. These are shown below.

Research problem 1: *What are the influences of Netflix’s foreign series to the language learning of BSEd English students?*

The influences of Netflix’s foreign series to the language learning of BSEd English students are the following:

1. Netflix’s foreign series have a subtitle feature which can be utilized in learning vocabulary and reading comprehension.

2. Netflix's foreign series are strongly agreed to be a multimedia learning tool based on its principle in language accessibility, inclusion of both words and pictures, and presentation of related words and pictures near each other.
3. Students found Netflix's foreign series entertaining, motivating, interesting, and a self-learning tool in relation to learning vocabulary and reading comprehension.

Overall, these are the influences of Netflix's foreign series which should be discussed at the end of this study.

Research Problem 2: *What are the features in Netflix's Foreign Series that English students utilize in learning vocabulary and reading comprehension?*

Subtitle is the top feature in Netflix's Foreign Series that BSEd English Students utilize in learning both vocabulary and reading comprehension.

This is supported by the study of Zulfahmi & Nikmah (2020) which discovered that when watching movies or series, students can enjoy and comprehend better because of the subtitles. Subtitles, according to them, is a feature that makes the movies an excellent learning tool. It was the same result found by Pratiwi & Ayu (2020) which highlighted that subtitle improve vocabulary. Students frequently miss the context of what the speaker says throughout the learning process, necessitating the use of subtitles. Students may benefit from English subtitles to help them grasp all of the terms and phrases they already

know. Moreover, according to Murshidi (2020) subtitles aid students in comprehending and remembering terms that they may not grasp.

Research Problem 3: *To what degree do BSEd English students agree or disagree that Netflix's Foreign can be a multimedia learning tool?*

With the feature in Netflix's Foreign Series related to learning vocabulary and reading comprehension, it still needs to be aligned or agreed to the principles of being a multimedia learning tool.

Based on the results, BSEd English students strongly agreed that Netflix's Foreign Series is a multimedia learning tool based on its principle in language accessibility where words are formatted in conversational style rather than formal. This connects to the study of Pratiwi & Ayu (2020) that films, movies, and series feature conversations that learners can understand and emulate. Exposing in a conversational style can help the students learn different purposes in communication.

Other observations in Netflix's Foreign Series linked in multimedia learning tools which are strongly agreed by the students are Netflix's Foreign Series include both words and pictures rather than words alone and Netflix's Foreign Series present words and pictures near to each other rather than far from each other. In simpler context, series group-related words and pictures. These findings are supported by Ashcroft & Garner (2020) that movies and series in Netflix can be a supplementary tool for language learning and honing language skills with the use of visual inputs.

Overall, the students agreed that Netflix's Foreign Series can be a multimedia learning tool and strongly agreed on the principles of multimedia learning tool in terms of language accessibility, inclusion of both words and pictures, and presentation of related words and pictures near to each other. Additionally, although there are some observations which have a low weighted mean, they still interpret under a degree of agreement thus, Netflix's Foreign Series is a multimedia learning tool. This is in line with what Dizon (2018) stated that video on demand (VOD) like Netflix is also a part of multimedia that promotes second language learning and added by Türkmen (2020) who recognized Netflix programs included in this video-film/category which can contribute to foreign language competence.

Research Problem 4: *What are the attitudes of BSEd English students towards Netflix's Foreign Series as a vocabulary and reading comprehension learning tool?*

According to the results, BSEd English students have the attitudes of being Entertained, Motivated, Interested, and Autonomous towards Netflix's Foreign Series as a vocabulary and reading comprehension learning tool.

Most of the respondents tend to have positive attitudes about Netflix's foreign series because it is fun and entertaining. Foreign series when combined with motivation of the students to learn language can result in a more improved vocabulary and reading comprehension. As far as students' motivation and interest are concerned, entertaining series are evidently enjoyable and relevant to language learning. Further, Netflix's foreign series are accompanied by a fun factor

and provide a source of entertainment along with learning, that's why BSEd English students are entertained and interested to learn about other countries' cultures, history, and language.

In addition, students exhibit interest and pay attention to everything when watching foreign series on Netflix since they enjoy them, which on the other hand, cannot be accomplished just through traditional instructional methods. This resonates with the study conducted by Maharani (2021) concluding that students have positive perception about Netflix as a digital learning aid as it has a direct influence in comprehending language.

Interestingly, one respondent described learning vocabulary through Netflix's foreign series as "watching without psychological pressure". Which means Netflix's foreign series allowed a more convenient and motivating way of learning as it brought a more authentic, reliable, and flexible way of learning language which confirms the study of Andersson & Björnsson (2019). Moreover, the findings revealed that the respondents become autonomous while acquiring new vocabulary and improving their reading comprehension. Students have become responsible for their own learning through watching foreign series on Netflix resulting in more inventive and successful learners by using technology as a motivator (Panda, 2020).

Furthermore, results say that learning through autonomous situations increases students' engagement and makes watching foreign series on Netflix more effective and beneficial with regards to language learning as proven by Alm



(2021) that learners could effectively learn language with the help of Netflix movies which gives them confidence to acquire new vocabulary. Thus, these findings confirm that BSEd English students understand the pedagogical importance of watching Netflix's foreign series for being entertained, motivated, interested, and autonomous.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions, and recommendations of the study based on the data analyzed from the previous chapter. These are shown below.

#### Conclusions

- The subtitle feature in Netflix's foreign series is being utilized by the students in learning vocabulary and reading comprehension.
- BSEd English students strongly agreed that Netflix's foreign series is a multimedia learning tool in terms of its language accessibility, inclusion of both words and pictures, and presentation of related words and pictures near each other.
- The attitudes of BSEd English students are being entertained, motivated, interested, and autonomous towards Netflix's Foreign Series as a vocabulary and reading comprehension learning tool.

In conclusion, Netflix's Foreign Series can be used as an authentic language input. The results revealed that BSEd English students perceived Netflix's foreign series to be an effective and beneficial way of learning vocabulary and reading comprehension. As a multimedia language material, this study has shown Netflix's Foreign Series as a powerful tool in assisting language learning.

There has been a lot of extensive research that has addressed the potential of movie subtitles in enhancing students' vocabulary acquisition just like how Damanik and Katemba (2020) have viewed Netflix movies and series as ways to

learn second language skills. However, this study expanded the previous research by assessing different factors that may have an impact on vocabulary learning and reading comprehension of BSEd English students through watching foreign series on Netflix. Because of its features like subtitles, its conformity with the principle of multimedia learning, and the attitude of the students when utilizing it as a language learning tool, this study concluded that Netflix's foreign series can be considered as an assisting tool.

Significantly, the use of Netflix's foreign series to learn and teach language is always welcomed as they have a positive impact on students' language acquisition. Foreign series on Netflix are entertaining and engaging, and these are likewise some of the important characteristics of effective language learning. Furthermore, because language learners have a favorable response toward Netflix's foreign series, language teachers are urged to devote more effort to incorporate media into their classrooms. When used correctly, Netflix's foreign series can help language learners engage in self-learning and increase the authenticity of the class, making the learning process more enjoyable and motivating.

On the other hand, the respondents seemed to be aware of the fact that Netflix's foreign series cannot always be reliable and sufficient. Despite watching foreign series on Netflix is undeniably beneficial to language learning, still the language contexts and registers of dialogue/monologues from the shows does not compliment the proper adhering of language learning because they mostly use informal and slang language for certain events.

Overall, utilizing Netflix's foreign series as an assisting tool and its subtitle feature, along with the observations and attitudes of students towards learning vocabulary and reading comprehension, are concluded as the influences of Netflix's foreign series itself to language learning of BSEd English students as is.

### **Recommendations**

With the findings of this study that despite BSEd English students have found Netflix's foreign series beneficial to language learning, still this study met some disadvantages and overwhelming limitations. Hence, to tailor some limitations of the students toward the use of Netflix's foreign series as vocabulary and reading comprehension learning tool, this study recommends the following:

Language Learners:

- Language learners may perceive the effectiveness of watching Netflix's foreign series to enhance and develop their language proficiencies.
- If students have the option to watch foreign series on Netflix as part of their learning process, they may recognize the pedagogical value of Netflix's foreign series and should not just use them as a source of amusement.
- The students may constantly explore the influence of Netflix's foreign series to their vocabulary and reading comprehension and use it as a supplementary tool in learning English language.

### Language Teachers:

- Language teachers may try to be mindful on delivering instructions using multimedia learning tools like Netflix's foreign series since there are only specific and related areas of course where it can be used.
- Language teachers may use Netflix's foreign series as part of the teaching process along with the conventional classroom syllabus and lectures to engage in students' learning.
- Before deciding on which foreign series to show, teachers may review the series and determine its relevance and quality in terms of language learning.

### The Curriculum Developers:

- Curriculum developers may consider Netflix's foreign series in drafting and designing curriculum as one of the new learning tools in the language classroom.

### The University:

- The university may explore the benefits as well as the challenges that are usually associated with relying on foreign series as a second language learning tool to inform educators and foreign language teachers whether Netflix's foreign series can and should be used to learn English.
- The university could investigate how to raise the academic level of language literacy by incorporating Netflix's foreign series to curricula.

#### Future Researchers:

- Conduct additional research that explores types of programs in Netflix that language learners can rely on to develop their language skills.
- Have an in-depth study on how Netflix's series and other multimedia material can be implemented as educational tools in language classrooms.
- Examine the relationship of learners' positive perceptions toward using Netflix's foreign series and actual learning outcomes.

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## APPENDIXES

### Appendix A: Letter Asking Permission to Conduct a Study

April 18, 2022

**DR. MARITA S. MAGAT**

Dean, College of Education  
Partido State University  
Goa, Camarines Sur

Dear Madam:

Greetings!

We are Bachelor of Secondary Education (BSED) 3A-English students of Partido State University, enrolled in ENG17: Language Education Research under the supervision of Dr. Josefina A. Borromeo. One of the requirements of the said course is to conduct a study.

In this regard, we are requesting permission to conduct a survey and interview with BSED English major students as part of our study titled, “**Netflix’s Foreign Series and BSED English Students’ Vocabulary and Reading Comprehension**”.

Rest assured that all data and information that will be gathered from the students will be treated with utmost confidentiality and will be used for research purposes only.

We look forward to your positive response.

Thank you very much!

Respectfully Yours,



**GRACEZEL S. ABANTO**



**LYKA P. OLORES**

Researchers

Noted:



**JOSEFINA A. BORROMELO, PhD**

Research Adviser



**MARITA S. MAGAT, PhD**

College of Education Dean

## Appendix B

### Validation Sheet

Name of Evaluator: \_\_\_\_\_  
 Degree: MaEd-ENG  
 Position: Assistant Professor I  
 Name of Years in Teaching: 25

To the evaluator: Please check appropriate box using the following rating skills as shown below.

#### *Points of Equivalent*

5- Excellent

4-Very Good

3-Good

2- Fair

1-Poor

NO.	ITEMS	5	4	3	2	1
1.	<b>Clarity and Directions of Items</b>	✓				
	- the vocabulary levels	✓				
	- language structure and conceptual level of the questions	✓				
	- suit the level of respondents	✓				
	- the test and items are written in a clear understandable manner	✓				
2.	<b>Presentation/Organization of Items</b>					
	- the items are presented and organized in a logical manner	✓				
	<b>Suitability of Items</b>					
	- the items appropriately represent the substance of the research	✓				

	<ul style="list-style-type: none"> <li>- the questions are designed to determine the conditions, knowledge, perceptions, and attitudes that are supposed to measure</li> </ul>	✓				
3.	<b>Adequateness of Items per Category of Indicator</b> <ul style="list-style-type: none"> <li>- the item represents the coverage of the research adequately</li> </ul>	✓				
4.	<b>Attainment of the Purpose</b> <ul style="list-style-type: none"> <li>- the instrument as a whole fulfills the objectives needed for the research</li> </ul>	✓				
5.	<b>Objective</b> <ul style="list-style-type: none"> <li>- each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past researcher.</li> </ul>	✓				

**Remarks:**

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Name of Evaluator: \_\_\_\_\_

Degree: MaEd-ENG with units in EdD

Position: Assistant Professor III

Name of Years in Teaching: 10

To the evaluator: Please check appropriate box using the following rating skills as shown below.

*Points of Equivalent*

5- Excellent

4-Very Good

3-Good

2- Fair

1-Poor

NO.	ITEMS	5	4	3	2	1
1.	<b>Clarity and Directions of Items</b> <ul style="list-style-type: none"> <li>- the vocabulary levels</li> <li>- language structure and conceptual level of the questions</li> <li>- suit the level of respondents</li> <li>- the test and items are written in a clear understandable manner</li> </ul>	✓				
		✓				
		✓				
		✓				
2.	<b>Presentation/Organization of Items</b> <ul style="list-style-type: none"> <li>- the items are presented and organized in a logical manner</li> </ul>	✓				
	<b>Suitability of Items</b> <ul style="list-style-type: none"> <li>- the items appropriately represent the substance of the research</li> <li>- the questions are designed to determine the conditions, knowledge, perceptions, and attitudes that are supposed to measure</li> </ul>	✓				
		✓				
3.	<b>Adequateness of Items per Category of Indicator</b>					

	- the item represents the coverage of the research adequately	✓				
4.	<b>Attainment of the Purpose</b> - the instrument as a whole fulfills the objectives needed for the research	✓				
5.	<b>Objective</b> - each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past researcher.	✓				

**Remarks:**

Questions stated in the questionnaire were aligned to the researchers' statement of the problem. This is essential to answer the research questions and achieve the best result.

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## Appendix C

### Validated and Pilot Tested Survey-Questionnaire

#### INFORMED CONSENT

Dear respondent,

Good day!

We are Gracezel S. Abanto and Lyka P. Olores, Bachelor of Secondary Education (BSEd) 3A English major students of College of Education at Partido State University enrolled in ENG17: Language Education Research. One of the requirements of the said course is to conduct a study.

In this connection, may we request you to be one of our respondents in our study titled, “**NETFLIX’S FOREIGN SERIES AND BSED ENGLISH STUDENTS VOCABULARY AND READING COMPREHENSION**” and answer this survey-questionnaire. If you still have time, we are also requesting your participation in our Focus Group Discussion (FGD) interview as a follow-up session.

Rest assured that your responses will be treated with utmost confidentiality and the data gathered for this study will be used for academic research purposes only.

As you further go on, please read the instructions and questions carefully.

Thank you very much for participating in this study!

Very truly yours,

**GRACEZEL S. ABANTO**

**LYKA P. OLORES**

Researchers



- Part I: Student Profile
- Part II: Features in Netflix's Foreign Series
- Part III: Observations on Netflix's Foreign Series as a Learning tool

### Part I: **STUDENT PROFILE**

Instruction: Please complete the following with the needed information.

#### **Demographic Profile**

Name (Optional): \_\_\_\_\_

Year Level :

( ) 4<sup>th</sup> year

( ) 3<sup>rd</sup> year

( ) 2<sup>nd</sup> year

( ) 1<sup>st</sup> year

### Part II: **FEATURES IN NETFLIX'S FOREIGN SERIES**

Instruction: Please read carefully the item below and check (/) the box that corresponds to your choice. Answer the following questions as honestly as possible.

1. What is/are the feature/s in the Netflix application or Netflix's Foreign Series you utilize in learning vocabulary?

- ☐ Subtitles
- ☐ Closed captions
- ☐ Dubbed content
- ☐ Audio descriptions
- ☐ Replay button

Chrome extensions:

- ☐ Pop-up dictionary
- ☐ Highlighter for rare words
- ☐ Pronunciation assistance

2. What is/are the feature/s in the Netflix application or Netflix's Foreign Series you utilize in reading comprehension?

- ☐ Subtitles
- ☐ Closed captions
- ☐ Dubbed content
- ☐ Audio descriptions
- ☐ Replay button

Chrome extensions:

- ☐ Pop-up dictionary
- ☐ Highlighter for rare words
- ☐ Pronunciation assistance

### **PART III. OBSERVATIONS ON NETFLIX'S FOREIGN SERIES AS A LEARNING TOOL**

Instruction: Please read carefully the item below and check the number that best describes your observations on Netflix's Foreign Series as a Learning Tool.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral

(2) Disagree

(1) Strongly Disagree

### Netflix's Foreign Series as a Multimedia Learning Tool

Observations	5	4	3	2	1
1. Netflix's Foreign Series are learning materials with contents that are simple, on-point, and with limited extraneous materials.					
2. Netflix's Foreign Series emphasize important content by highlighting, arrows, call-outs, and other signaling visual representations.					
3. Netflix's Foreign Series have graphics and narrations. These series focus more into images and audible narration than a lot of on-screen text.					
4. Netflix's Foreign Series present words and pictures near to each other rather than far from each other. In simpler context, series group-related words and pictures.					
5. Netflix's Foreign Series present words and pictures simultaneously but not successively or the related words and pictures are on the same slide					
6. Netflix's Foreign Series are presented in user-paced segments. They are divided into parts with shorter durations and avoid continuous and long units.					

7. Netflix's Foreign Series illustrate the names and characteristics of the main concepts. These series build upon existing knowledge rather than new ones.					
8. Netflix's Foreign Series use images/graphics, and audible narration not animation and on-screen text only.					
9. Netflix's Foreign Series include both words and pictures rather than words alone.					
10. Netflix's Foreign Series provides various language for access. Words are in conversational style not in a formal style.					
11. Netflix's Foreign Series are narrated by a friendly human voice and do not include machine voice.					
12. Netflix's Foreign Series focus more into the graphics/images of the content rather than the image of the speaker.					

Good job! You finished answering the questionnaire.

Thank you very much for your participation and being part of our research journey.

God Bless!

**-The Researchers-**

## **Appendix D**

### FGD Interview Guide

#### **FOCUS GROUP DISCUSSION (FGD)**

The qualitative data gathered will support the quantitative data from survey-questionnaire. The following questions will be answered by the respondents during Focus Group Discussion (FGD) interview via Google Meet:

1. What do you think about the features of Netflix's foreign series? Do you think Netflix is sufficient to be used as a language learning tool in the classroom?
2. Do you find watching Netflix's foreign series entertaining, boring, or beneficial to language learning?
3. Based on your thoughts and experiences, in what ways do watching foreign series on Netflix be considered more motivating for the students to learn new vocabulary than other language teaching approaches (i.e., book review, reaction/reflection activities)?
4. In what way do Netflix's foreign series provide you an interesting approach in learning vocabulary, enhancing reading comprehension, and language acquisition in general?
5. How do you use Netflix's foreign series in learning foreign languages and improve your vocabulary and reading comprehension?

Thank you very much for attending our interview session. God Bless!

**-The Researchers**

## Appendix E

### Sample Accomplished Survey-Questionnaire

4/16/22, 2:31 PM

LANGUAGE EDUCATION RESEARCH: QUESTIONNAIRE

#### LANGUAGE EDUCATION RESEARCH: QUESTIONNAIRE

##### INFORMED CONSENT

Dear respondent,

Good day!

We are Gracezel S. Abanto and Lyka P. Olores, Bachelor of Secondary Education (BSEd) 3A English major students of College of Education at Partido State University enrolled in ENG17:Language Education Research. One of the requirements of the said course is to conduct a study.

In this connection, may we request you to be one of our respondents in our study titled, "NETFLIX'S FOREIGN SERIES AND BSED ENGLISH STUDENTS VOCABULARY AND READING COMPREHENSION LEARNING" and answer this survey-questionnaire. If you still have time, we are also requesting your participation in our Focus Group Discussion (FGD) interview as a follow-up session.

Rest assured that your responses will be treated with utmost confidentiality and the data gathered for this study will be used for academic research purposes only.

As you further go on, please read the instructions and questions carefully.

Thank you very much for participating in this study!

Very truly yours,

GRACEZEL S. ABANTO  
LYKA P. OLORES  
Researchers

Email \*

.....@gmail.com

#### Sections

Part I: Student profile

Part II: Features in Netflix's Foreign Series

Part III: Observations on Netflix's Foreign Series as a Learning tool

NAME (Optional):

YEAR LEVEL: \*

☐ 4th year

☒ 3rd year

☐ 2nd year

☐ 1st year

## Part II: FEATURES IN NETFLIX'S FOREIGN SERIES

Instruction: Please read carefully the item below and check (/) the box that corresponds to your choice. Answer the following questions as honestly as possible.

1. What is/are the feature/s in the Netflix application or Netflix's Foreign Series you utilize in learning vocabulary? \*

☒ Subtitles

☐ Closed Captions

☐ Dubbed Content

☐ Audio descriptions

☐ Replay button

☐ Chrome extension: Pop-up dictionary

☐ Chrome extension: Highlighter for rare words

☐ Chrome extension: Pronunciation assistance

2. What is/are the feature/s in the Netflix application or Netflix's Foreign Series you utilize in reading comprehension? \*

- ☒ Subtitles
- ☐ Closed Captions
- ☐ Dubbed Content
- ☐ Audio descriptions
- ☐ Replay button
- ☐ Chrome extension: Pop-up dictionary
- ☐ Chrome extension: Highlighter for rare words
- ☐ Chrome extension: Pronunciation assistance

### Part III: OBSERVATIONS ON NETFLIX'S FOREIGN SERIES AS A LEARNING TOOL

Instruction: Please read carefully the item below and check the number that best describes your observations on Netflix's Foreign Series as a Learning Tool.

1. What is/are the feature/s in the Netflix application or Netflix's Foreign Series you utilize in learning vocabulary? \*

- ☒ Subtitles
- ☐ Closed Captions
- ☐ Dubbed Content
- ☐ Audio descriptions
- ☐ Replay button
- ☐ Chrome extension: Pop-up dictionary
- ☐ Chrome extension: Highlighter for rare words
- ☐ Chrome extension: Pronunciation assistance



2. What is/are the feature/s in the Netflix application or Netflix's Foreign Series you utilize in reading comprehension? \*

- ☒ Subtitles
- ☐ Closed Captions
- ☐ Dubbed Content
- ☐ Audio descriptions
- ☐ Replay button
- ☐ Chrome extension: Pop-up dictionary
- ☐ Chrome extension: Highlighter for rare words
- ☐ Chrome extension: Pronunciation assistance

### Part III: OBSERVATIONS ON NETFLIX'S FOREIGN SERIES AS A LEARNING TOOL

Instruction: Please read carefully the item below and check the number that best describes your observations on Netflix's Foreign Series as a Learning Tool.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree
- (1) Strongly Disagree

Netflix's Foreign Series as a Learning Tool \*

	5	4	3	2	1
Netflix's Foreign Series are learning materials with contents that are simple, on-point, and with limited extraneous materials.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix's Foreign Series emphasize important content by highlighting, arrows, call-outs, and other signaling visual representations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Netflix's Foreign Series have graphics and narrations. These series focus more into images and audible narration than a lot of on-screen text.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix's Foreign Series present words and pictures near to each other rather than far from each other. In simpler context, series group-related words and pictures.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix's Foreign Series present words and pictures simultaneously but not successively or the related words and pictures are on the same slide	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix's Foreign Series are presented in user-paced segments. They are divided into parts with shorter durations and avoid continuous and long units.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix's Foreign Series illustrate the names and characteristics of the main concepts. These series build upon existing knowledge rather than new ones.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Netflix's Foreign Series use images/graphics, and audible narration not animation and on-screen text only.

☐ ☒ ☐ ☐ ☐

Netflix's Foreign Series include both words and pictures rather than words alone.

☐ ☐ ☒ ☐ ☐

Netflix's Foreign Series provides various language

☐ ☐ ☒ ☐ ☐

for access. Words are in conversational style not in a formal style.

Netflix's Foreign Series are narrated by a friendly human voice and do not include machine voice.

☐ ☐ ☒ ☐ ☐

Netflix's Foreign Series focus more into the graphics/images of the content rather than the image of the speaker.

☐ ☐ ☒ ☐ ☐

Good job! You finished answering the questionnaire.

This form was created inside of Partido State University.

Google Forms

## APPENDIX F

### Computation of Numerical Data

#### Computation for Frequency and Percentage of Features in NFS related to Vocabulary

Features	Vocabulary									
	1st year		2nd year		3rd year		4th year		Overall	
	R= 9		R=17		R=6		R=6		R=38	
	F	P	F	P	F	P	F	P	F	P
Subtitles	7	77.78 %	17	100%	5	83.33%	6	100%	35	92.11%
Closed Captions	0	0	3	17.65%	2	33.33%	1	16.67%	6	15.79%
Dubbed Content	2	22.22%	3	17.65%	3	50%	1	16.67%	9	23.68%
Audio Description	3	33.33%	1	5.88%	4	66.67%	2	33.33%	10	26.32%
Replay Button	1	11.11%	4	23.53%	4	66.67%	1	16.67%	10	26.32%
Pop-up Dictionary	1	11.11%	1	5.88%	2	33.33%	0	0	4	10.53%
Highlighter for Rare words	1	11.11%	1	5.88%	1	16.67%	0	0	3	7.89%
Pronunciation Assistance	2	22.22%	2	11.76%	2	33.33%	3	50%	9	23.68%

### Computation for Frequency and Percentage of Features in NFS related to Reading Comprehension

Features	Reading Comprehension									
	1st year		2nd year		3rd year		4th year		Overall	
	R= 9		R=17		R=6		R=6		R=38	
	F	P	F	P	F	P	F	P	F	P
Subtitles	8	88.89%	16	94.12%	6	100%	5	83.33%	35	92.11%
Closed Captions	2	22.22%	2	11.76%	3	50%	1	16.67%	8	21.05%
Dubbed Content	3	33.33%	5	29.41%	1	16.67%	1	16.67%	10	26.32%
Audio Description	1	11.11%	4	23.53%	1	16.67%	0	0	6	15.79%
Replay Button	0	0	3	17.65%	3	50%	1	16.67%	7	18.42%
Pop-up Dictionary	0	0	0	0	2	33.33%	2	33.33%	4	10.53%
Highlighter for Rare words	2	22.22%	0	0	3	50%	1	16.67%	6	15.79%
Pronunciation Assistance	1	11.11%	3	17.65%	2	33.33%	0	0	6	15.79%

Legend:

R=Respondent

F= Frequency

P= Percentage

### Computation for the Weighted mean of NFS as a Multimedia Learning Tool

Observations in Netflix's Foreign Series	Indicators (No. of Responses)					Total	Weighted mean	Interpretation
	5	4	3	2	1			
Netflix's Foreign Series are learning materials with contents that are simple, on-point, and with limited extraneous materials.	45	80	18	2	0	152	4.00	Agree
Netflix's Foreign Series emphasize important content by highlighting, arrows, call-outs, and other signaling visual representations.	55	80	18	2	0	155	4.08	Agree
Netflix's Foreign Series have graphics and narrations. These series focus more into images and audible narration than a lot of on-screen text.	70	72	9	4	1	156	4.11	Agree
Netflix's Foreign Series present words and pictures near to each other rather than far from each other. In simpler context, series group-related words and pictures.	65	84	12	0	0	161	4.24	Strongly Agree
Netflix's Foreign Series present words and pictures simultaneously but not successively or the related words and pictures are on the same slide.	35	80	33	0	0	148	3.89	Agree

Netflix's Foreign Series are presented in user-paced segments. They are divided into parts with shorter durations and avoid continuous and long units.	60	76	21	0	0	157	4.13	Agree
Netflix's Foreign Series illustrate the names and characteristics of the main concepts. These series build upon existing knowledge rather than new ones.	70	72	12	2	1	157	4.13	Agree
Netflix's Foreign Series use images/graphics, and audible narration not animation and on-screen text only.	75	56	27	0	0	158	4.16	Agree
Netflix's Foreign Series include both words and pictures rather than words alone.	90	60	12	2	0	164	4.32	Strongly Agree
Netflix's Foreign Series provides various language for access. Words are in conversational style not in a formal style.	95	60	9	0	1	165	4.34	Strongly Agree
Netflix's Foreign Series are narrated by a friendly human voice and do not include machine voice.	70	72	12	2	1	157	4.13	Agree
Netflix's Foreign Series focus more into the graphics/images of the content rather than the image of the speaker.	60	60	21	2	1	155	3.79	Agree