

NETFLIX'S POTENTIAL AS AN ADDED TOOL IN LEARNING ENGLISH SPEAKING SKILLS: A SURVEY STUDY OF ESL SPEAKERS IN SUNWAY UNIVERSITY, MALAYSIA

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Abstract: *The study aims to investigate Netflix's potential as an added tool in learning English speaking skills among non-native English speakers specifically international students at Sunway University, Subang Jaya, Malaysia. A qualitative research design with a survey study technique was utilised for this study. It is designed to examine (1) Netflix's contribution in improving English speaking abilities and fluency among non-native English speaking international students at Sunway University, Subang Jaya, Malaysia, (2) to investigate the impact of Netflix towards non-native English speaking international students from Sunway University, Subang Jaya, Malaysia to their motivation in learning English speaking skills, and (3) to find out a movie or show genres in Netflix that are effective in learning spoken English for non-native English speaking international students in Sunway University, Subang Jaya, Malaysia. The participants of this study consist of six participants who are non-native English speaking international students currently studying at Sunway University, Subang Jaya, Malaysia. The research was conducted with one instrument, which is an interview. The findings indicated that Netflix has the potential to be an added tool in learning English speaking skills for non-native English speakers. The study proved that Netflix can positively improve English speaking abilities and fluency, enhance the English learners' motivation in speaking the language, as well as the ability to provide some suitable genres of programs that can contribute towards improving English speaking abilities. This study would help English learners or non-native English speakers who specifically want to improve their English speaking skills to have an insight into Netflix's potential as a new language learning material.*

Keywords: *Netflix, Non-native English Speakers, Speaking Skill*

Introduction

Jaya and Pitaloka (2022) stated that language education involves four fundamental abilities: listening, speaking, writing, and reading. A comprehensive understanding of a language requires proficiency in all four skills. Speaking is frequently viewed as the most critical skill among these, an indication of success in language acquisition. Many students prioritise the development of their speaking abilities as their ultimate goal in language learning. However, Shen and Chiu (2019) identified that students often face challenges when it comes to speaking English. Psychological obstacles, such as anxiety, fear of errors, and low self-esteem, are included in these challenges. Speaking proficiency is hindered by linguistic barriers such as inadequate vocabulary, grammar, expressions and difficulty in organising sentences. Moreover, the students' challenges are exacerbated by environmental factors such as the lack of appropriate settings for conversing in English. According to Afshar and Asakereh's (2016) categorisation, students encounter problems in speaking English, which can be classified as affective-related, socially-related, or linguistically-related issues. When we talk about affective-related problems in language learning, we are referring to a range of issues that can impact progress. These include attitudes towards learning languages, self-confidence when using them, motivation levels to continue studying, how long one has been exposed to the language(s), classroom dynamics (e.g., size) or environmental factors like noise pollution, which might negatively influence performance. Challenges that are associated with social interactions include problems in using English beyond the classroom and understanding spoken language within the classroom environment. Problems related to language involve vocabulary, fluency, grammar and pronunciation. Communication issues occur when students come across unfamiliar words, have difficulty using specific terms, or struggle to convey their intended meaning, as discovered by Alyan (2013).

Governments and public health institutions all over the world have implemented social distancing and stay-at-home guidelines in order to survive the COVID-19 pandemic during its sudden outbreak (World Health Organization, 2020). The educational sector is one of the many sectors being affected by this social distancing action. To prevent the spread of CoronaVirus, our society was forced to study from home during the stay-at-home period. Therefore, our community began spending an increased amount of time online to connect with others virtually and watch entertainment online. Since the outbreak of CoronaVirus (Kazaz et al., 2022), it is an undeniable fact that the duration of digital media usage has increased. Watching streaming shows through over-the-top (OTT) media services became a popular pastime during social distancing (Gupta & Singharia, 2021). A popular video streaming platform is the OTT media streaming service, where petitioners pay a monthly fee to exchange their instant access to the library of streaming shows consisting of TV shows, movies, and other media content. Netflix is one of the well-known OTT media platforms and leader in the global video streaming market, with over 109 million members as of 2017). Due to social restrictions, Netflix has experienced a tremendous growth in viewership of TV series and foreign language movies. Netflix paid memberships globally increased by 15.8 million in the first quarter of 2020, which is higher than the estimated 22.8 percent year over year. Netflix's total number of members reached 183 million in 2020 (Netflix, 2023). English learners are believed to benefit from this video streaming service. According to Ismaili's (2012), movies in English provide learners with opportunities to observe the social dynamics of communication in real-life settings, similar to how native speakers do. Maharani (2021) stated that Netflix has numerous streaming movies and series without any conclusion. Netflix, as a provider of English movies, can also serve as a source for extensive listening and speaking practice in advanced level language learning. A pedagogical framework can be implemented using it. Beginners can improve their spelling

while watching by using subtitles, as mentioned by Maharani. Also, Maharani highlighted that watching movies can make it easier to understand spoken English. Hearing will make it easier to memorise the sound and learn how certain words are pronounced. English can be improved through reading, but it is equally important to hear how to speak the language. However, only a small number of studies have addressed the possibility of using Netflix as a video streaming platform for EFL learning.

This study will use a case study approach to examine the current usage patterns, attitudes, and perceptions of non-native English speakers among international students towards Netflix as a language learning resource. This study aims to provide insights on the effectiveness of Netflix as an educational tool, comprehend the possible advantages, restrictions and difficulties of integrating the application into English language learning by utilising surveys as an exploratory technique.

Statement of Problem

Ethnic diversity in Malaysia results in varying attitudes towards the English language within its population. A continuous discussion has surrounded the position and importance of the English language in Malaysia. English finds extensive usage among Malaysians in different spheres, such as business, technology, diplomacy and daily interactions, even though it is not their official language (Ahmed, 2015). When studying at a Malaysian university, international students hailing from nations such as Japan, Taiwan or Korea are required to learn how to communicate in English in order to navigate through an English-speaking environment. Most Malaysian universities' choice of using English as a medium of instruction causes this. English proficiency is crucial for students who are planning to pursue higher education opportunities abroad, particularly if they intend on studying within an English-speaking country like the United States of America (USA), United Kingdom (UK), Australia or Canada, as well as Malaysia. This includes being able to write effective reports and essays while also actively engaging in seminar discussions (Ahmed, 2015).

During their English language learning journey, numerous non-native English speakers or English learners among international students face challenges. The reason for their struggle could be limited opportunities to practice English, negative emotions towards language learning and a perceived slow progress in acquiring the required skill set of the language (Saad et al., 2014). University students in Malaysia have identified low levels of motivation as a significant barrier to academic progress, especially when learning English (Azar & Tanggaraju, 2020). Additionally, inadequate exposure to genuine English usage in practical settings contributes to adverse sentiments among those acquiring the language. Netflix's potential to enhance students' motivation in learning English is believed by us, considering these factors. Additional exposure to actual English language use can be provided to them as well. Engaging with English content on Netflix through language learning resources helps students improve their speaking skills in their daily lives. The platform presents a vast collection of English-language movies and shows that enable students to encounter genuine language use, varied dialects, and cultural backgrounds. International students in Malaysia can have a more immersive and enjoyable English language learning experience by utilising the potential of Netflix.

Research Objectives

There are three research objectives for this study:

1. To analyse Netflix's contribution in improving English speaking abilities and fluency among non-native English speaking international students in Sunway University, Subang Jaya, Malaysia.
2. To investigate the impact of Netflix towards non-native English speaking international students from Sunway University, Subang Jaya, Malaysia, on their motivation in learning English speaking skills.
3. To find out a movie or show genres on Netflix that are effective in learning spoken English for non-native English speaking students in Sunway University, Subang Jaya, Malaysia.

Research Questions

There are three research questions in this study:

1. How has Netflix contributed to improving English speaking abilities and fluency among non-native English speaking international students at Sunway University, Subang Jaya, Malaysia?
2. How did Netflix impact motivation in learning spoken English among non-native English speaking international students at Sunway University, Subang Jaya, Malaysia?
3. What genres of Netflix shows or movies are effective in learning spoken English for non-native English-speaking international students at Sunway University, Subang Jaya, Malaysia?

Definition of terms

Speaking skills

As stated by Leong and Ahmadi (2017), the perception of speaking is considered a highly complex component of language acquisition. Numerous linguistic students find it problematic to communicate their ideas while speaking in a language that is not their first language. Likewise, Shabani (2013) also concurred with the claim, indicating that the act of speaking is regarded as the most arduous aptitude while achieving fluency in a language owing to its unplanned attributes. Furthermore, the application of traditional instructional methods that prioritise memorising information and the students' limited engagement additionally add to the challenge. According to Bipin (2013), linguistic knowledge and proficiency in their usage are regarded as crucial components of effective communication.

English speaking proficiency

Speaking proficiency has been recognised as an indication highlighting the process of acquiring a language is accomplished (Glover, 2011). Nevertheless, achieving fluency in the English language is not simple, and learners and also ordinary individuals invest a substantial duration to obtain the desired competence. According to Islam and Stapa (2021), "Becoming proficient in spoken English is a demanding task." The act of speaking is a well-known, complex, and perplexing skill (Lazaraton, 2014). As stated by the Council of Europe (2023), the widely accepted Common European Framework of Benchmark for Languages (CEFR), commonly employed for determining language aptitude, categorises English oral proficiency into various tiers. As stated by the Common European Framework of Reference, these proficiency levels span starting from A1 (indicating beginner level) up to C2 (representing proficient speakers). A1 and A2, B1 or B2, C1/C2 represent the levels of proficiency from beginner to proficient. Language proficiency is underscored by the model.

Non-native English speakers

As stated by Li & Jin (2020), Huang (2017), Boario (2018), individuals who are not native English speakers comprise individuals who have acquired English as a second or third language. These individuals who are not fluent in English may have varied accents, language rules, and lexicons distinct from individuals born into an English-speaking environment. Nevertheless, non-native individuals who speak English are able to be speak with comparable fluency and proficiency in terms of English proficiency. People who are not native to the language might experience language mistakes. It is possible that they additionally utilise building methods that those who have spoken the language since childhood do not utilise. Furthermore, the selection in their language is frequently less than optimal and potentially has mistaken (Lev-Ari, 2015).

Literature Review

The Relationship between Media Consumption and Second Language (L2)

Language Proficiency

Engaging actively with English-language media can help individuals enhance their speaking skills in the language. Different variables dictate the emergence of these beneficial results. In the first place, media consumption, including movies, TV shows, podcasts and written materials, exposes language learners to the language more frequently. The findings of Husna's (2021) research indicate that those who immerse themselves regularly into the world of written and spoken forms of the English language, such as reading English articles, watching English movies or listening to English songs, have a higher tendency to have an advanced level of spoken English. The significance of language exposure in improving one's speaking skills is emphasized. Besides, practising English daily with native speakers is also suggested as it can strengthen the skills in acquiring the language by overcoming their weaknesses, enhancing fluency and improving overall proficiency through these practices. Besides, various studies show that consuming media in a second language (L2) may have a positive impact on language learners' pronunciation and intonation skills. Using films in the classroom has been shown by Simon et al. (2016) performed an investigation in which children did not undergo formal instruction on L2 English or came across native speakers of the language. The study revealed that exposure to English via media and pop culture allowed the participants to produce flawless vowels in L2, which are absent in their first language (L1). Individuals have increasingly consumed media through digital technology, especially after the Covid-19 pandemic. Luo et al. (2021) reported that there was a significant rise in the use of social media during the pandemic as opposed to pre-pandemic levels. With its extensive reach, social media has become a crucial element of education, especially with the pandemic's impact on teaching and learning methods. The use of social networking sites is the most popular mobile technology for improving English-speaking readiness (Zhen & Hashim, 2022). Moreover, YouTube has been extensively used as a mobile-supported platform for English language learners (ELLs) owing to its exclusive characteristics for tutors and students. (Alawadh et al., 2023). Four factors determine how ready learners in Mobile Assisted Language Learning (MALL) are to speak English: motivation, confidence, anxiety and control. Research suggests that MALL may elevate motivation levels, ultimately resulting in positive outcomes including greater confidence levels, reduced speaking anxiety and more robust control during speaking practices. (Zhen & Hashim, 2022).

The Impact of Audio-visual Content on Language Learning

English language learning benefits greatly from using audio visual content as it has a profound impact on language learning. For over half a century, language education has utilised video and audio-visual materials (Larrea-Espinar & Raigón-Rodríguez, 2019). Using movies as tools for English teaching and learning was positively perceived by learners in a qualitative research study (Albiladi et al., 2018). They suggested that watching movies can provide authentic language learning experiences and effectively improve various skills, particularly speaking. By utilising audio visual content, language acquisition can be greatly enhanced.

Movies and films are effective tools for enhancing motivation levels when learning a new language. Movies' interactive and enjoyable nature allows students to actively engage, have fun, and imitate the audio-visual content they encounter (Yudar et al., 2020). Participants in a study carried out by another researcher stressed that watching movies provides an authentic portrayal of the real world, unlike traditional language-learning resources like textbooks (Albiladi et al., (2018). The research shows that incorporating authenticity into learning situations, such as through the use of movies, can enhance motivation and make learning English more effective and beneficial. Audio visual materials have the ability to make language learning a pleasurable experience due to their entertainment value, engagement factor and visual appeal. As a result, learners are inherently motivated when using these resources. Using videos, TV shows, movies, and online platforms makes the process of language learning more dynamic and interactive (Caliskan, 2018). Learners are motivated and transformed from passive to active participants through modern media tools like movies and films that contain L2 content. Inspiring confidence and enthusiasm for learning English is one of their notable abilities, according to findings by Hasan et al. in 2020. By significantly influencing a learner's motivation, watching sitcoms reduces both FLA and test anxiety according to the results. Alerwi and Alzahra (2020) discovered that watching sitcoms helped participants develop their speech acts. Their skill in using compliments, apologies, requests and rejections was heightened. Albiladi et al. (2018) suggest that movies are considered important resources by students in order to understand various cultures, and hence they help enhance students' cultural awareness. The inclusion of English culture in linguistic education assists in rapid and effective acquisition of a foreign language according to Ghafor's (2020) research. This enables learners to engage more efficiently with individuals who speak it natively. This also promotes cultural acceptance.

Studies on English Proficiency among Students

In the present interconnected world, speaking English fluently has become increasingly important as an international language where students worldwide aim to enhance their communication proficiency. The significance of language exposure on proficiency cannot be ignored. A study undertaken by Muñoz & Cadierno (2021) analysed the link between English exposure and proficiency. Besides language exposure, motivation is essential for achieving language proficiency. In a study conducted by Dos Santos (2021), learning English as a second language is motivated by three primary factors among Latin Americans; these include dual identities, career development prospects, and environmental or individual influences. Next, upon investigating how motivation affects second foreign language proficiency, Zhang et al. (2020) emphasised the value of incorporating elements from positive psychology into teaching languages. Their findings suggested that possessing integrative and instrumental motivations could have a favourable effect on the level of proficiency attained in a second foreign language. Kim et al. (2018) emphasised the significance of maintaining motivation for learning EFL (English as a Foreign Language) and avoiding demotivation. With this, learners can accomplish the level of proficiency they aim for. Their research has highlighted lack of confidence, negative

attitudes toward English-speaking groups, an unsupportive learning environment, other regulations and non-supporting teachers as major factors responsible for EFL learners' demotivation. English proficiency can be increased by preventing demotivation in EFL learning. Today's globalised world places a high value on proficiency in spoken English. Exposure to the language and motivation are crucial components that shape one's language proficiency. Closer linguistic distance and increased exposure to English help in achieving higher levels of proficiency. Successful language learning outcomes can only be achieved by recognising the significance of motivational factors like dual identities, career development and positive psychological aspects. Enhancing English proficiency involves establishing supportive learning environments, maintaining motivation, and avoiding demotivation. Improving their speaking skills and achieving the desired level of English proficiency is possible for learners if they understand and address these factors.

Previous Research on Netflix Usage and Language Learning

Recent studies have examined the use of Netflix for language learning purposes and produced valuable insights. The findings of Gómez et al. (2020) reveal that Netflix offers an unconventional approach in teaching foreign languages and improving communication skills. The availability of many series and movies on Netflix acted as a motivating resource, thus driving students to show interest and positive perceptions towards using it for learning purposes (Alm, 2019). Dizon & Thanyawatpokin (2021) examined how the use of dual subtitles affects vocabulary retention and listening comprehension. The effectiveness of L1 subtitles, L2 captions, and dual subtitles on EFL students' vocabulary acquisition and listening comprehension was compared. Their research depicted that the transition from conventional ways of watching videos towards streaming services like Netflix has facilitated language learners with convenient accessibility to real-life L2 videos. Examining how watching English movies on Netflix affects students' speaking skills in the new normal era was investigated by Munawwaroh (2022). The findings showed that viewing movies in English aided pupils in broadening their lexicon and enhancing their ability to communicate verbally. Watching movies with native speakers speaking different dialects helped students improve their comprehension and pronunciation skills for vocabulary. To learn new terms, vocabulary and language usage, as suggested by Türkmen (2020), it is advantageous to watch broadcasts on Netflix. The investigation focused on determining whether watching videos and films in foreign languages, particularly on Netflix, helps improve language learning and competence. Netflix isn't primarily used for language acquisition, according to a poll administered to 150 college attendees. The platform was still being utilised by students for language acquisition. The effect of language learning by providing German students with a list of German TV series available on Netflix and other streaming providers was studied by Alm (2021). The students had complete autonomy in choosing from different genres and subjects. The conclusion drawn from the research indicates that providing diverse choices of options along with regular engagement opportunities and language support helps in developing effective viewing skills among learners.

Related Theories

Computer-Assisted Language Learning (CALL) Theory

Due to its quick development over the last 25 years, the realm of Computer-Assisted Language Learning (CALL) has been classified as intricate and dynamic (Netflix 1). In 2009, Hubbard recommended constant updating of one's knowledge and skills in CALL due to the continuous evolution of technology. As language learning and teaching embrace more technological tools, the definition of CALL is expanding as well. In the beginning, according to Levy (1997), CALL

was defined as researching and examining language education software. Levy & Hubbard (2015) highlighted that the definition of CALL has changed as technology progresses and digital devices and resources are used more in language classrooms, both inside and outside. In recent times, endeavors have been made to furnish a broader perception of the domain. The author states that computers should include not just desktop and laptop devices but also the network platforms that can be connected to them. Including other gadgets like mobile phones and various digital tools is important from his perspective. The enhancement of both language acquisition and teacher productivity, along with the promotion of professional growth and material development, is claimed by Hubbard to be improved through contemporary CALL. It also boosts language assessment systems. Therefore, CALL prioritises utilising any computer technology during language learning sessions (Hubbard, 2009).

In 2009, Hubbard outlined six criteria for integrating technology into language learning, which are efficiency, effectiveness, accessibility, convenience and motivation and institutional efficiency:

- a) *Efficiency*: Efficiency in language learning can be improved by using technology such as interactive language learning apps or platforms like Netflix. These tools allow learners to acquire language knowledge and skills faster and with less effort.
- b) *Effectiveness*: Technology enhances learning effectiveness by promoting long-term retention and deeper associations with language knowledge. Interactive exercises, spaced repetition techniques, and adaptive learning features support comprehensive language acquisition.
- c) *Accessibility*: Technology provides greater accessibility to language learning materials and experiences. Online platforms like Netflix offer a wide range of authentic language resources and cultural contexts that may be otherwise difficult to access.
- d) *Convenience*: Convenience is enhanced as technology allows learners to study and practice language skills at their own convenience. Platforms like Netflix provide on-demand access to language content, enabling learners to incorporate language learning into their daily routines.
- e) *Motivation*: Technology fosters learner motivation through interactive and engaging language learning experiences. Multimedia platforms like Netflix with captivating storytelling and visual elements spark interest and enjoyment, leading to increased engagement.
- f) *Institutional efficiency*: Technology integration improves institutional efficiency by reducing the need for extensive teacher guidance and expensive resources. Language learning applications and online platforms offer automated feedback, personalised learning paths, and self-paced modules. Deutschmann and Vu's (2015) analysis builds on this paradigm shift to underscore the vital nature of social interaction and cultural discourse in language acquisition. The focus in the CALL landscape today goes beyond just using technology. In numerous ways, technology is integrated to support and transform language education.

Self- Determination Theory

In the context of Self-determination Theory (SDT), different forms of motivation are explained, each exhibiting clear traits and movements. According to Ryan and Deci (2017), "Motivation can be categorised into three types: inner drive, external drive, and lack of drive".

These types of motivation can be organised on a scale of personal autonomy, varying from the most self-directed (internal desire) to partly self-regulated (like introjection). In the end, it

causes a diminished sense of agency (absence of drive). Although some scholars doubt the significance in assessing various categories of motivational factors in relation to a one-dimensional method which concentrates on general autonomy (Chemolli and Gagné, 2014; Howard et al., 2017), the objective of SDT is to employ meta-analysis to ascertain the comparative significance of every motivation category in understanding student operation.

Internal motivation, which includes participating in activities for the innate joy, fulfilment, or exhilaration they bring, has been a fundamental framework in the field of SDT investigation. This is also notable within other theories, for example the interest theory by Krapp and Csikszentmihalyi's flow theory. (Krapp, 2002; Csikszentmihalyi et al., 2014). Moreover, internal motivation has been researched within the framework of educational motivation and individual maturation (Gottfried et al., 2009). External motivation, as opposed to internal motivation, happens when individuals are compelled by consequences apart from the inherent fulfilment of the conduct itself. As Ryan and Connell (1989) stated, "Extrinsic motivation is defined as engaging in an activity with the objective of acquiring a separate consequence". Recognised regulation requires participating in conduct guided by individual beliefs and significance, without considering inherent satisfaction. This is regarded as relatively autonomous in SDT and is connected to favourable learning attitudes and achievements. The individual value acts as a constructive driver for the academic progress of students as stated by Wigfield et al., (2017). Internalised control, a different kind of external incentive in SDT, is motivated by inner mechanisms associated with self-respect, for example, the act of avoiding guilt, shame, and striving for pride. Regulation from external sources happens when people look for rewards regulated by external sources or steer clear of punishments regulated by external sources. Even though SDT portrays external control as an inferior motivation which has the potential to weaken self-

determination, certain methodologies, like high-stakes testing policies, include external evaluations and incentives to foster learning and academic achievement. Lack of motivation refers to a condition where neither internal nor external variables activate behaviour. According to Schunk & DiBenedetto (2016), demotivated students display limited dedication or consistency in their involvement in school tasks. It is possible that they do not possess a link between the way they act and foreseen effects. Lack of motivation is linked to ideas of diminished anticipation and significance, reduced faith in one's competence, and developed hopelessness. This is in line with the study conducted by Wigfield et al. (2017).

Methodology

Research Design

The survey study technique was utilised for this study, which adopted a qualitative approach. Qualitative research consists of gathering and analysing written and spoken words as data, according to Clarke & Braun's (2013) definition. This research aims to explore the potential of Netflix as an additional resource for improving English speaking skills. Sunway University in Malaysia has a specific focus on investigating non-native English-speaking international students. This case study research investigates social phenomena by analysing them from the perspective of participants and offering detailed insights into individuals or a community. Comprehension of developmental factors in relation to the surrounding environment is given priority.

Research Instrument

The chosen instrument for this research was semi-structured interview (SSI). A flexible framework enforced by the interviewer is one of the characteristics of qualitative research interviews. These types of interviews also tend to include primarily open-ended questions focused on specific experiences and actions shared by interviewees (Kvale, 1983 cited in King, 2004). Interviews are widely used as a prominent qualitative research method (King, 2004). Rubin and Rubin (2012) explained that interviewing can be conducted using different approaches that vary in terms of their focus and extent. A realistic approach was utilised during the interviews in this study. By adopting a realist outlook, it was believed that the participants' accounts offered genuine depictions of their experiences beyond just what occurred during the interview. Realist interviews frequently enhance quantitative survey data, enabling the triangulation of findings. Realist interviews usually follow a more structured format than phenomenological or social constructionist interviews. The three research questions guiding this study were answered with the help of these tailored interview questions.

Population and Sampling

The purposive sampling method was adopted in the selection of the sample for this study. Employing purposive sampling was deemed suitable as the preferred technique for gathering relevant data for each research question in this study. As recommended by Mohd Ishak & Abu Bakar (2014), qualitative research often employs purposive or judgmental sampling. In order to represent non-native English speakers among international students in Sunway University, Subang Jaya, Malaysia, cases were chosen carefully in this study based on criteria. The samples chosen were specifically, non-native English speakers and international students in Sunway University, Subang Jaya, Malaysia. This study involved six interview participants that were chosen through purposive sampling. Six samples were sufficient in conducting this research since the suggested sample size of six to ten participants for an interview by Andrew & Henry (2015) enables a thorough analysis of themes. As highlighted, the participants are non-native English speakers since their first language differs and they are international students who came to study at Sunway University, Subang Jaya, Malaysia, from a different country.

Research Setting

This research was conducted online, through video conferencing software, Skype. Interviews were conducted on virtual platforms since there were time constraints during the short semester.

Data Collection Procedures

This research used interviews in the data collection procedure. Skype platform was used as a tool for conducting interviews. The sample size consisted of six individuals, whereby three participants were personally known to and familiar with the researcher. The remaining three were recruited via contacts recommended by people acquainted with the researcher. The researchers contacted all participants through email, sharing the research details, and later followed up with telephone communication for interview arrangements. All participants chose to have the interviews carried out in their homes on Skype platform, where they felt more at ease in their surroundings and thus allowed them to speak. The semi-structured interview consisted of nine questions with demographic questions related to their age, major in university, nationality and followed by their native language. All the interview sessions were recorded with tools available on Skype. The interview responses were carefully transcribed into a transcript.

Data Analysis Method

The researcher extracted valuable and desired data by using thematic analysis after obtaining the interview responses' transcriptions. Researchers of any level can use thematic analysis, a flexible and powerful qualitative analysis method, to conduct thorough and thoughtful analysis (Kiger & Varpio, 2020). Thematic analysis entails analysing the data, recognising patterns, and establishing themes through interpretation, as per Kiger and Varpio. The researcher's personal experience influences this active and reflective interpretation. The researcher employed ATLAS.ti, an AI software, to aid in this process.

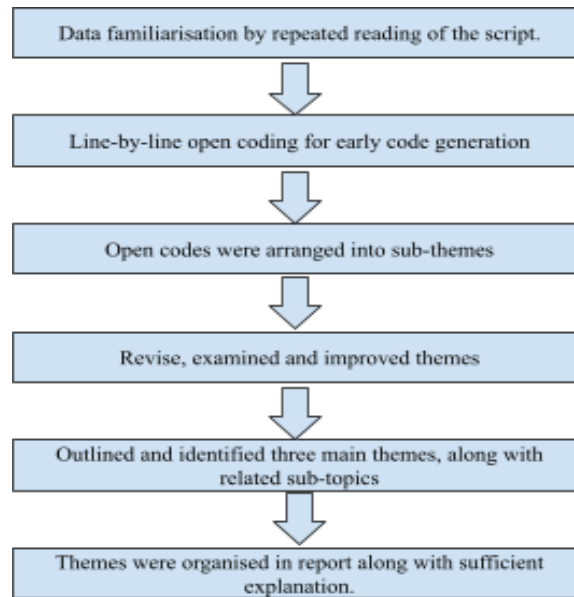


Figure 1: Thematic analysis flow

Findings And Results

Demographic Profile of Participants

Table 1: Demographic Profile of Participants

Age	Gender	Native Language
22	Male	Chinese
21	Male	Arabic
20	Female	Azerbaijani
21	Female	Hindi
23	Female	Japanese
22	Male	Korean

This study had a total of six participants, three male and three female, with an average age of 22 years old. All of the participants are college students at Sunway University, Subang Jaya, Malaysia. Moreover, participants spoke a wide variety of languages including Chinese, Arabic, Azerbaijani, Hindi, Japanese and Korean. Furthermore, participants were gathered through researcher acquaintances and researcher friends' acquaintances. Participants were interviewed online on Skype by the researcher. Hence, the interviews were semi-structured to allow for participants' open-ended responses.

Analysis of Data

Interviews were recorded and run through Atlas-Ti for thematic analysis. See the graph below for thematic analysis:

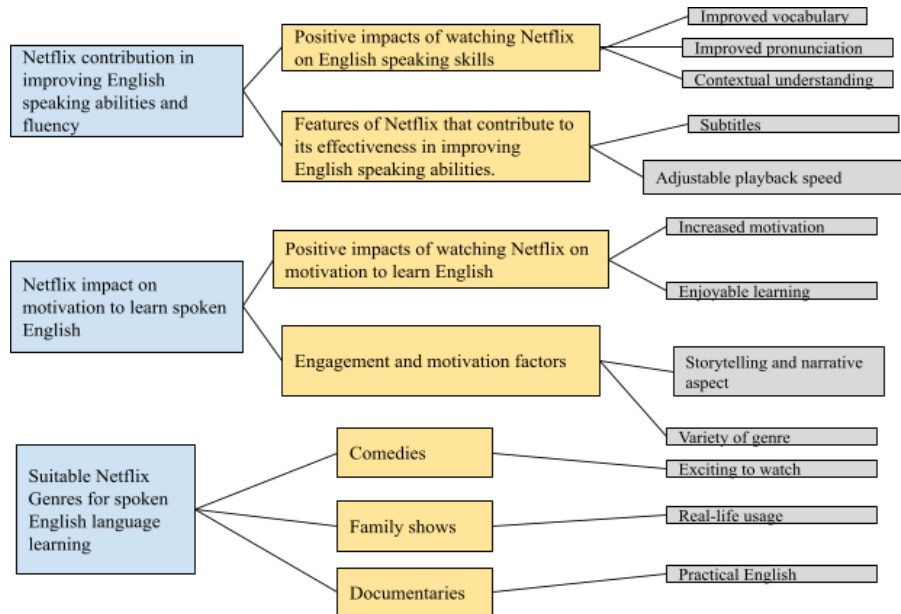


Figure 2: The above graph shows the thematic analysis of the interviews and generated by Atlas-Ti

Netflix's Contribution in Improving English Speaking Abilities and Fluency of Non-native English Speakers

Upon analysing the interview transcription, the researcher found out that there are two themes to enhance understanding of how Netflix has contributed to improving English speaking abilities and fluency among non-native English speakers.

The positive impact of watching Netflix on English speaking skills.

i. Improved Vocabulary

Four out of six participants (70%) in the study reported that Netflix has helped them improve their English vocabulary and speaking skills.

Participant 1 reported that their English has improved significantly, and their vocabulary has become richer since they started watching Netflix. Moreover, participant 3 stated that Netflix has been very helpful to their vocabulary, and they have added many new words to their repertoire through the streaming service. Additionally, participant 4 shared that Netflix has had a positive impact on their vocabulary, and it has helped them tremendously. Similarly, participant 6 believes that watching Netflix has helped them to improve their listening comprehension and their vocabulary.

For instance, the following are specific quotes from the participants that support the findings:

"I have personally experienced positive impacts of watching Netflix because since I watch a lot of shows on Netflix, my English has improved a lot, and my vocabulary in English became richer"
(Participant 1)

"So English is my third language. So of course, I discovered Netflix only when I came to Malaysia through my friend. And it actually really helped me with my vocabulary...And through Netflix, I've added so many words to my vocabulary"
(Participant 3)

"I've seen that it impacted me positively with my vocabulary. It's helped me tremendously"
(Participant 4)

"I think watching Netflix has helped me to improve my listening comprehension, my vocabulary"
(Participant 6)

Overall, the findings suggest that Netflix can be a helpful tool for improving vocabulary. The participants in this study reported that they were able to learn new words and phrases by watching Netflix shows and movies. They also said that Netflix helped them to improve their listening comprehension.

ii. Improved Pronunciation

Two out of six participants (30%) reported that Netflix has had an impact on boosting their pronunciation skills. Moreover, Participant 6 stated their opinion that watching movies on Netflix has not just enhanced their capacity to comprehend speech and expand their vocabulary. Participants highlighted that Netflix has also further enhanced the way they speak. In the meantime, according to Participant 3, Netflix has made possible improved communication with others by supporting them to achieve an authentic accent.

For instance, these specific quotes support the findings:

"I think watching Netflix has helped me to improve my listening comprehension, my vocabulary, and my pronunciation"
(Participant 6)

"Now, it's so much easier for me to communicate with other people too with the right native-like accent."
(Participant 3)

To summarise, the results of this research suggest that Netflix can function as an important resource for refining pronunciation. The individuals stated that through viewing shows and films on Netflix, they managed to enhance their pronunciation skills. They credited their achievement to their capability to pay attention to native English speakers on the platform, which resulted in them acquiring the right intonation of language and the right way of communicating in using English.

iii. Contextual Understanding

Two out of six participants (30%) confirmed that Netflix has been advantageous in improving their understanding of the English language in context. Participant 1 emphasised an aspect of Netflix which enables parallel watching of content on Netflix and auditory reception. This function assisted them to have a grasp on the particular context of English usage. As a result, they discovered it is simpler for them to talk using English in live situations. Likewise, Participant 5 shared their opinion that Netflix possesses a beneficial effect on English language learning due to the realness of the English language employed in movies and shows on Netflix.

For instance, the following are specific quotes from the participants that support the findings:

"The feature of Netflix where you can watch the situation and then listen at the same time makes you understand more context of English usage. It makes it easier for me to communicate in English in real-life situations."
(Participant 1)

"Yeah, I believe there must be a positive impact for learning English Because people can learn how to use the English word correctly because English words used in movies are real English."
(Participant 5)

To sum up, the results of this research suggest that Netflix can be used as a beneficial asset for improving the grasp of how English is used in real-life situations as well as familiarising them with certain accents. Participants stated that by viewing TV series and films on the streaming platform, they could boost their grasp of English in diverse scenarios. It was observed that the act of observing the way native speakers utilise words and phrases in practical situations allowed them to understand the accurate usage and implementation of English phrases.

Features of Netflix that have contributed ineffectiveness in improving English speaking abilities

i. Subtitles

Every single one of the six participants (100%) agreed that the subtitles on Netflix have greatly contributed to their English language learning journey. Participant 1 stressed that subtitles help to enhance their oral communication abilities by enabling them to hear and read at the same time. As a result, it enhanced clarity and knowledge of the English language. Likewise, Participant 2 emphasised the importance of captions that give them the ability to enhance their understanding. Each word is accessible through captions.

Participant 3 particularly commended that the subtitles provided by Netflix are really accurate, highlighting it is better than subtitles on another platform, YouTube. Participant 4 disclosed that they consistently maintain the captions enabled while watching Netflix. This greatly helps enhance their verbal proficiency.

Participant 5 shared their dependence on captions as sometimes they have trouble grasping vocabulary used in English films. Captions help not only for understanding and also enable acquiring everyday English usage through subtitle reading. Finally, Participant 6 admitted the substantial aid offered through captions in grasping the spoken interactions. This assists them to understand new terms.

For instance, the following are specific quotes from the participants that support the findings:

"I think subtitles on Netflix help me to improve my speaking skills as I can listen while reading the text so it's more clear and then you can understand better"
(Participant 1)

"Even though the show is in English, I would just watch it with subtitles in English as well. I can understand better and mimic them easier because I can catch every word."
(Participant 2)

"...because on YouTube even, sometimes the translation is not right on YouTube. It can be wrong. But on Netflix, usually they don't have any mistakes. And they provide like word-to-word subs, and even from different accents. Sometimes, I don't really

understand Australian or Scottish accents. So, the subs are really helping."
(Participant 3)

"I think mainly just always leaving the subtitles on and reading as you hear because that helps a lot with your speaking."
(Participant 4)

"I cannot catch the English word in movies So I always, every time I watch a movie, I put subtitles. So, at the same time, my English skills improved because I learned the usage of real-life English while reading the caption, although sometimes I can't listen to it well."
(Participant 5)

"I think the subtitles are a big help. They allow me to see the words that are being spoken, which helps me to understand the meaning of the dialogue. I also like that Netflix has a variety of different subtitle options, so I can choose the ones that are most helpful for me."
(Participant 6)

To sum up, the results of this research highly indicate that subtitles on Netflix function as a precious asset for improving English skills. Every participant noted considerable progress in their English listening skills, vocabulary acquisition, and pronunciation. Consequently, streaming Netflix series and films using subtitles boosted their communication proficiency in English.

i. Adjustable Playback Speed

Two out of six participants (30%) admitted the advantageous influence of adjustable playback speed on Netflix. Participant 1 stated that the capability to decelerate or adjust the shows or movie speed enables them to comprehend vocabulary in English at their preferred speed. Similarly, Participant 5 acknowledged the beneficial impact that the ability to change playback speed can bring to Netflix. From Netflix platform, users are able to boost their learning experiences by adjusting the tempo of the content they are watching.

For instance, the following are specific quotes from the participants that support the findings:

"Now we can change the speed, right? We can adjust the speed. Maybe that can have a good effect on Netflix as a learning platform..."
(Participant 5)

"They can put the show on a slower tempo, so English learners can learn English speaking terms at their own pace."
(Participant 1)

In general, the results clearly demonstrate that the customisable play rate functionality in the Netflix platform functions as an important resource for learning English. Based on the individuals of this research, the capacity to stream Netflix series and films at a reduced speed empowered them to substantially increase their grasp of spoken English. This feature for modifying the speed of playback offers students the freedom to comprehend and analyse oral English at a rate that matches their personal requirements.

Netflix's Impact on Non-native English Speakers' Motivation to Learn Spoken English

The researcher also explored how Netflix can have an impact on motivation for non-native English speakers to learn speaking skills. The analysis has determined two themes that the researcher must discover.

Positive impacts of watching Netflix on motivation to learn English

i. Increased Motivation

A large majority of the attendees, consisting of four participants (70%), stated that Netflix acted as a strong motivation factor in learning English. Participant 1 expressed that streaming shows and movies on Netflix inspired them to have a stronger motivation to actively engage in learning English. The statement given by Participant 4 emphasised Netflix's role in strengthening their motivation, notably given the inherent obstacles in language acquisition. Moreover, Participant 5 stated that despite occasionally feeling demotivated by the challenge of watching English movies, the existence of English-language content with simpler vocabulary on Netflix ignited their drive to learn the language. Participant 6 clearly stated the act of watching content in the English language on the streaming platform had unquestionably encouraged them to actively acquire English.

For instance, the following are specific quotes from the participants that support the findings:

"Watching shows and movies on Netflix makes me more motivated to learn English."
(Participant 1)

"I think it positively impacted my motivation to learn because learning a different language can sometimes be challenging."
(Participant 4)

"...sometimes I give up watching movies in English. It's too hard. But let's say movies with easy English. Maybe I will be motivated to watch movies and learn English."
(Participant 5)

"Watching English-language content on Netflix has definitely motivated me to learn English."
(Participant 6)

In general, the results clearly indicate that the Netflix platform is capable of being a beneficial instrument for nurturing motivation in English language acquisition. All the participants participating in this research consistently stated an increased desire with the goal of mastering English via the viewing of series and movies available on Netflix.

ii. Enjoyable Learning

Moreover, a similar significant majority of those involved, once again consisting of four participants (70%), stated that Netflix greatly improved the pleasure in learning English. Consequently, they discovered it more convenient to connect with the linguistic expression and boost their competencies. Participant 1 highlighted the enjoyable aspect connected to the freedom of choosing a series that matched their preferences. This enables them to enjoy the process of acquiring English while engaging in content they love. Participant 2 observed that Netflix helped them overcome language learning obstacles while they submerged themselves in the wide selection of obtainable episodes on the online service. Participant 3 commented that the enjoyable and engaging nature of Netflix improved the process of learning English and made it more interesting. Lastly, Participant 4 highlighted the interesting and fun aspects of acquiring English skills from Netflix if the content they are watching matches with their own likes.

For instance, the following are specific quotes from the participants that support the findings:

"...it's fun that you can choose a show that you want to watch so you can enjoy learning English while watching your favourite show" (Participant 1)

"...it doesn't even feel like learning. Sometimes you're just trying to enjoy your time and enjoying shows a lot in whatever language as you watch the Netflix shows." (Participant 2)

"So I feel like Netflix is more engaging and more interesting, but it also depends on what shows. They should be interested in watching particular shows or movies." (Participant 3)

"I think it is only because, like I mentioned, it's a lot more engaging and fun to learn English when you're interested in what you're watching, and yeah, so I think it does help." (Participant 4)

To summarise, the results clearly show that Netflix is an important resource for facilitating the acquisition of more entertaining English. According to the individuals' findings in this research, they obtained increased satisfaction by means of the approach of mastering English through viewing programs and films on Netflix. Nevertheless, certain individuals also discovered it beneficial to enhance their learning compared to traditional learning tools such as textbooks and English classes.

Engagement and Motivation Factors

i. Storytelling and Narrative Aspect

Three participants out of six (50%) emphasised the importance of the story and narrative element of the streaming service in improving participation in their English learning experience. Participant 4 shared their appreciation towards the story of the TV show Brooklyn Nine-Nine. It was highlighted that the storyline holds their focus and enables the learning of new words and idioms. Participant 5 expressed their enthusiasm and inquisitiveness regarding what would happen in the following episode. This efficiently maintained their involvement during the English learning journey. Likewise, Participant 6 stressed that the amount of focus and involvement improved significantly while being absorbed in shows that captivated their attention.

For instance, the following are specific quotes from the participants that support the findings:

"The reason why I love Brooklyn nine-nine is because of their narrative which makes me stay engaged. I learned a lot of new terms and phrases from the show." (Participant 4)

"I will be wondering and excited about what is coming next on the show." (Participant 5)

"I find that I'm more likely to pay attention and stay engaged when I'm watching a story that I'm interested in." (Participant 6)

In general, the results clearly indicate that storytelling and storytelling features on Netflix act as an important resource in encouraging enhanced participation in the acquisition of English speaking skills. The participants of this investigation indicated increased involvement and

concentration while engaging in the process of learning a language. They viewed Netflix programs and films that had interesting stories. The capacity of these stories to engage their curiosity and maintain their focus had a significant influence on their learning experience.

ii. Variety of genre

Throughout the interview, the researcher also noted that all of the participants enjoyed the variety and vast selection of shows and movies to choose from.

For instance,

*"I learn the most English from watching Friends, which is my favourite genre."
(Participant 2)*

Suitable Netflix Genres for Spoken English Language Learning for Non-native English speakers

The participants have expressed their viewpoints about suitable genres for acquiring language skills. Participant 1 mentioned that family sitcoms are a suitable genre in English learning, particularly in speaking. They noted that sitcoms illustrate the manner in which English is employed by individuals who are native in typical everyday situations, including situations in the household. Learners would be exposed to English language use that is suitable for practical situations. Another participant suggests that sitcoms, such as "Friends" and "The Office," are the optimal options for language acquisition because of their simple and fundamental dialogues. Nevertheless, it should be emphasised that different genres, such as documentaries, can also give helpful language-learning prospects. The humour portrayed in sitcoms has the ability to make the acquisition of knowledge increasingly enjoyable.

Moreover, Participant 4 highlights the significance of personal liking when picking TV series for studying languages. People think that when somebody likes sitcoms, it is recommended to watch programs similar to "Friends" that match their likes. Participant 5 suggested documentaries, stating that they supply functional English. Non-fiction films usually focus on real themes. Such exposure assists students in developing familiarity with industry terminology and sector-specific terminology. One of the participants expressed the belief when it comes to TV shows and movies that are situated in real environments are preferable for language acquisition. Nevertheless, they also think that it is crucial to introduce learners to a range of material, including television programs and films that are situated in fictional realms, as this can cultivate creativity and imagination. Through observing such programs, students possess the chance to listen to the use of English in real-life situations.

For instance, the following are specific quotes from the participants that support the findings:

*"I think family shows are suitable for language learning because you can see how English is used by native speakers in settings. Such is at home, so you can use that when you're speaking English in real life."
(Participant 1)*

*"Comedy genre is the best watch because it has the easiest conversations, basic conversations from the TV shows like Friends, and The Office."
(Participant 2)*

*"I think it's personal. So if I like sitcoms, I think I would watch something like, for example, Brooklyn Nine-Nine. I think it can work in any way. I just think the viewer has to enjoy what they're watching to be interested in."
(Participant 4)*

"Documentaries. Because it's more practical English."

(Participant 5)

"I think TV shows and movies that are set in real-world locations and that feature realistic dialogue are more suitable for language learning. This is because these shows and movies will give you a chance to hear English being used in a natural way."

(Participant 6)

In general, individuals emphasise various factors to bear in mind while choosing television programs for learning a language. In the end, it is determined by personal learning preferences and aspirations.

Discussion and Conclusion

Netflix's Contribution in Improving English Speaking Abilities and Fluency of Non-native English Speakers

All participants reported using Netflix regularly, almost every day, during their free time. Additionally, 70% agreed that Netflix impacted their English speaking proficiency positively. Overall, study participants mentioned favourable outcomes on their fluency in English from their engagement with Netflix. The participants' responses emphasised that they personally experienced positive impacts on their English speaking skills, noting improvements in vocabulary and language fluency as a result of regularly watching English language shows on Netflix. The findings of this study are also in line with the findings of research conducted by Puspitaningrum (2017). The results of this study showed that English movies can help students learn the correct pronunciation of vocabulary through the dialects presented in the Netflix shows and movies by the characters directly. Another key aspect identified was the contextual understanding and communication facilitated by Netflix. All participants mentioned that the feature of watching situations and listening at the same time on Netflix helped them grasp the context of English usage, making it easier to communicate in real-life English situations. This immersive experience played a significant role in enhancing their language abilities. One relevant study by Olimzada (2022) investigated the use of audio-visual materials, including streaming platforms like Netflix, for language learning purposes. The study found that incorporating audio visual materials in language instruction enhanced learners' motivation, listening comprehension, vocabulary acquisition, and overall language proficiency. This study supports the theme of positive impacts on English speaking skills identified in the current analysis. Moreover, in line with research conducted by Kukulka-Hulme (2018) that emphasises the importance of contextualised language learning, the study highlights those authentic audio-visual materials, such as those found on Netflix, provide learners with exposure to real-life language use, cultural contexts, and communicative strategies. This exposure fosters learners' ability to understand and participate in meaningful interactions in the target language. The participants' feedback emphasises the positive effects of viewing Netflix content on their ability to speak English. They mentioned significant improvement in vocabulary, confidence in speaking English, and knowledge of diverse pronunciation and informal language. Many participants stressed the improvement in vocabulary knowledge from Netflix,

Another individual underscored the value of learning colloquial English from motion pictures since formal education frequently prioritises grammar and writing abilities. Overall, streaming Netflix has had an advantageous influence on their process of acquiring English language skills, boosting their linguistic skills and verbal communication capabilities. Participants also provided strategies and techniques for utilising Netflix as a language-learning tool. The study

found that subtitles help learners improve their listening comprehension, vocabulary acquisition, and speaking skills by providing visual support and aiding in the understanding of spoken language. Another study by Peters (2019) on 124 Dutch-speaking participants learning English viewed a brief documentary, the study found that the group with subtitles has the most language acquisition. The participants' belief that subtitles on Netflix improve their speaking skills aligns with these findings.

Netflix's Impact on Non-native English Speakers' Motivation to Learn Spoken English

Compared to traditional language learning methods, Netflix was perceived as a more enjoyable and entertaining approach to learning English. Participants mentioned that learning English through movies or shows they liked was more fun compared to traditional classroom lessons, providing a level of engagement that contributed to their language learning journey. Distance learning has become more of a norm in the aftermath of Covid-19. A lot of classes are online, and students are getting used to learning through video. The ease of Netflix means that it is readily accessible to language learners. Furthermore, Netflix was found to have a positive impact on motivation and engagement in learning English. Participants expressed that the storytelling and narrative aspects of Netflix series and movies helped them stay engaged and motivated to learn English. The desire to know the ending or follow the plot of a show increased their focus, making learning English through Netflix an enjoyable experience. Deci and Ryan's Self-Determination Theory (1985) offers a theoretical framework that aligns with the findings of the current analysis. According to this theory, intrinsic motivation, which arises from the individual's inherent interest and enjoyment, plays a crucial role in sustaining engagement and enhancing learning outcomes. The participants' enjoyment of watching shows and movies on Netflix, as mentioned in the transcript, aligns with the theory's emphasis on intrinsic motivation as a key driver in language learning.

Computer-assisted Language Learning (CALL) theory by Hubbard (2009), backs up what the participants said and past research on motivation (Deci & Ryan, 1985). The Participants highlighted how Netflix increased their motivation to learn English speaking and how accessible. Netflix is, which makes it more efficient in learning language for non-native English speakers. Based on the theory, they highlighted how a computer- assisted platform, which in this case, Netflix, has a positive impact on learners' motivation, effectiveness and efficiency. Moreover, according to Anjomshoa & Sadighi (2015), one of the key elements of learning a second language is motivation. A form of desire for learning is motivation. If the learners lack motivation to learn a language, it is exceedingly challenging to acquire a language. From that perspective, it becomes more important to be able to engage the learners with learning content and make them want to participate in the learning process.

Suitable Netflix Genres for Spoken English Language Learning for Non-native English speakers

The participants suggested comedy shows, notably sitcoms including Friends, Modern Family, The Office, and Brooklyn Nine-Nine. These programs were seen as suitable genres for the purpose of language learning, especially for improving speaking skills. The benefit of comedies and sitcoms is overacting, exaggerating responses and emotions that allow it more convenient for the audience to comprehend what the performers are communicating. This corresponds to a research carried out by Waedaoh & Sinwongsuwat (2018), which discovered incorporating dialogues using genuine resources, including humorous TV programs, improves the abilities of English language students' speaking capabilities. This research, which included forty-two

students from a high school located in Southern Thailand, showed notable enhancements in grammatical accuracy and appropriateness subsequent to the addition of sitcoms as part of the language learning journey. A different study conducted by Valizadeh (2022) emphasised how sitcoms have the potential to reduce linguistic anxiety and enhance motivation during the process of language acquisition. The results suggested that utilising sitcoms as a method for acquiring language greatly reduced exam anxiety and boosted students' motivation to learn the language. Thus, integrating sitcoms within language learning programs can be extremely advantageous.

Apart from sitcoms, participants discovered documentaries to be extremely useful in learning a language. In addition, they discovered that documentary films enhanced their oral skills. Films offer genuine linguistic input and provide access to proper grammar, novel practical vocabulary, and the appropriate application of English idioms. Moreover, it is possible for them to be a precious tool to understand various cultures and obtain information on diverse subjects. Moreover, participants highlighted the appropriateness of programs such as family shows for acquiring language skills. These programs illustrate how the English language is utilised by individuals who are native in common daily scenarios, including within a domestic setting. Individuals have the opportunity to see and understand through actual language applications. Through watching sitcoms, the participants reported being better equipped for utilising English when engaging in face-to-face conversation. The mix of comedies, factual films, and content suitable for the whole family presents an extensive array of materials that address different learning needs and aspirations. The range of genres on Netflix guarantees that there are choices for every individual to relish and derive benefit from. Students have the option to choose a material based on their preferences and interact with the material, which not only enhances their English verbal skills. In general, the participants' recommendations coincide based on scientific studies which emphasise the positive aspects of employing sitcoms and non-fiction films for the goal of language acquisition. Nevertheless, it is crucial to consider that individual choices and learning preferences may change. These types present real communication input. It reduces anxiety about language, boosts motivation, and offers valuable exposure to everyday language usage. Integrating different styles in the process of learning a language can improve language learners' English speaking proficiency.

Recommendation for Future Research

The ongoing investigation into how Netflix affects English speaking skills in non-native Englishspeakers, specifically international students at Sunway University, brings to light numerous possibilities for further research. These future research directions seek to advance and enrich our understanding of the subject. At first, performing a quantitative study can generate statistical evidence concerning the influence of Netflix on English speaking skills. A possible strategy would involve utilising standardised language proficiency tests to assess the speaking skills of participants who include Netflix in their language learning routine and subsequently comparing their test scores with those individuals who do not incorporate Netflix. Undertaking such a study would generate more objective data, allowing researchers to establish a more distinct correlation between Netflix usage and proficiency in English speaking.

Moreover, it would be valuable to initiate a comparative study that explores the efficiency of Netflix as a language-learning tool when contrasted with other techniques. This research could involve dividing participants into different groups, where one group utilises Netflix, another group follows traditional classroom instruction, and a third group employs a different language

learning app or platform. Examining the results and encounters of these groups would offer valuable insights into the distinctive strengths and weaknesses of Netflix in fostering English speaking proficiency. By conducting a longitudinal study that spans over a considerable time frame, researchers can gain an in-depth understanding of how incorporating Netflix into language learning influences individuals in the long run. The investigation may involve assessing participants' proficiency in spoken English at multiple instances during their academic trajectory and monitoring any alterations and improvements over a period of time. Understanding the sustainability and persistence of the benefits derived from Netflix usage would be valuable for educators and policymakers in designing effective language learning interventions.

Undertaking cross-cultural research that investigates the effects of Netflix on the acquisition of English speaking abilities for non-native English speakers across diverse cultural contexts would present a wider viewpoint. To study how watching Netflix impacts the English speaking abilities of international students, it could be beneficial to establish partnerships with universities or institutions abroad. Analysing the experiences and outcomes across different cultural backgrounds may reveal specific cultural nuances and variations in how effectively Netflix functions as a language learning tool. Furthermore, studying the assimilation of Netflix into formal language learning curricula might offer an absorbing pathway for future investigation. The research might focus on creating and enacting structured language learning initiatives that include Netflix as a supplementary tool. Analysing the effectiveness of these programs in fostering English speaking proficiency and identifying the most successful approaches to incorporating Netflix into instructional practices would provide valuable insights for language instructors.

In closing, there are numerous paths for future inquiry based on the discoveries made in this study. This includes the implementation of quantitative research methods, differences comparisons, long-term study, culture comparison study, and education integration study. Delving into these topics would further our understanding of how Netflix impacts English speaking skills and provide important findings for language educators, researchers, and policymakers.

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