Netflix As A Digital Tool For Language Learning: A Semi Systematic Review

Bisma Siddiqui
(Corresponding Author)
MS Scholar, Center of English Language and Linguistics (CELL) Mehran University of Engineering & Technology Jamshoro, Sindh, Pakistan
siddiquibisma06@gmail.com

Sahib Khatoon
Assistant Professor Center of English Language and Linguistics (CELL) Mehran University of Engineering & Technology Jamshoro, Sindh, Pakistan
Sahib.khatoon@faculty.muet.edu.pk

Abida Siddiqui
Associate Professor, Department of Early Childhood and Elementary Education, University of Sindh, Pakistan
abida.siddiqui@usindh.edu.pk

Abstract

This paper is based on the past literature and findings from research which indicate that the evolving video viewing habits of consumers combined with advances in mobile technology have resulted in the growth of video-on-demand (VOD) services like Netflix. While these video streaming services potentially offer several benefits for L2 learners, little is known about them in the context of language learning. Thus, this paper attempts to explore the above vacuum. The results indicate four major aspects with respect to subtitling effect of Netflix on language learning: (1) increased L2 motivation, (2) better access to l2 knowledge (3) improved listening comprehension, and (4) contextualized vocabulary acquisition. These results illustrate that subscription VOD has results the potential to foster L2 learning and underscore the necessity for more research into their use for language learning.

Keywords: L2 video, L2 learning, English as a foreign language, Netflix.

Introduction

On-demand video streaming services like Netflix, Hulu, and Amazon Prime Video have dominated culture for the past ten years. Although the use of video in the classroom was widespread even before the invention of video streaming (Vanderplank, 2016), these services have greatly increased access to foreign language TV shows and films for both language teachers and students. These sites' video catalogs offer thousands of titles in numerous languages along with choices for subtitling so that users of all skill levels can enjoy foreign-language media. The screening of movies is now the popular method for EFL students to improve their language proficiency because movies are recognized as an incredibly useful instrument for learning English (Damanik & Katemba, 2021; Nguyen & Stracke, 2020; Robert & Marpaung, 2022; Sinyashina, 2016). Thus, the present study aims to review the studies on the impact of video streaming and the use of dual subtitles via Learning with Netflix, on L2 incidental vocabulary learning and listening comprehension. More than 80% of the students who

participated in Hergueta (2023) in his most recent study on 30 Spanish students who had second language proficiency below the minimum required by the Common European Framework of References for Languages (CEFR) confirmed that their vocabulary and listening skills had improved as a result of watching popular Netflix series. Nearly 90% of the participants said that their motivation had improved. The Mayer (1997, 2001) theory of multimodal learning serves as the foundation for this investigation. This theory holds that learning occurs best when there are two channels processing information: a verbal channel that reads written text and a visual channel that processes pictures and video.

When one of these channels is absent, such as in the case of L2 video without captions or subtitles, then learning is suboptimal. Instead, learning is facilitated through the simultaneous use of these two channels as an audiovisual presentation allows input to be processed by both the verbal and visual systems, which in turn, allows for more cognitive resources to be devoted to the processing of information compared to verbal or written information only (Brünken et al., 2002). Henceforth, the paper tends to review systematically reviews the aforementioned claims regarding Netflix and its usefulness in terms of language learning.

Methodology

The literature review was carried out using the semi-systematic or narrative review approach, designed for topics that have been conceptualized differently and studied by various groups of researchers within diverse disciplines and that hinder a full systematic review process (Wong et al., 2013). This method helps review research areas and track development over time.

Berkeley Systemic Reviews Group

1-Get started

2- Comprehensive search and inclusion of studies

3- Quality assessment of studies and data extraction

4- Synthesis of study results

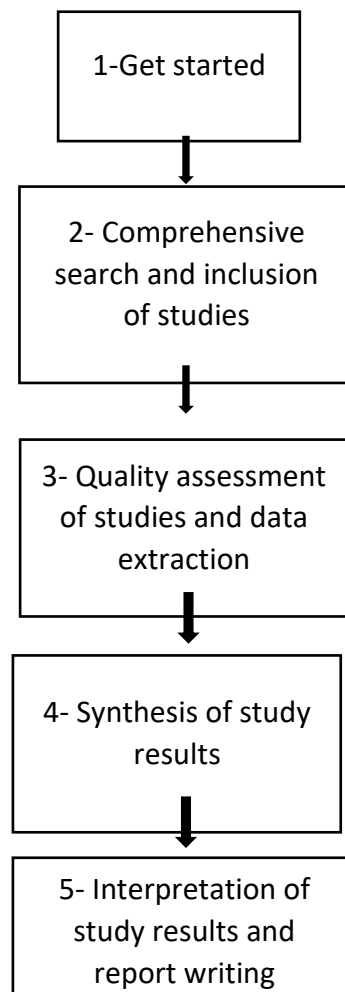5- Interpretation of study results and report writing

Figure 1 Flow Diagram of Semi Systematic Review Process

In this regard, the relevant articles were searched using keywords such as Netflix and language learning, Netflix as a digital tool in language classrooms, and Computer Assisted language learning. This literature particularly included research published in the conventional journals and books, research published in online journals, and research published on Web sites comprising of 43 relevant research studies set between the years 2007 and 2023. The type of data examined was primarily secondary data, i.e., findings from literature, mainly research-based. The literature that was analyzed embodied various aspects of English language learning via Netflix's subtitling effect such as listening comprehension, reading comprehension, vocabulary acquisition, and increased l2 motivation. The quantitative and qualitative data were summarized and narrated in terms of their general conclusions and significance of overall findings.

Findings

The analysis yielded four aspects of Netflix with respect to language learning that benefited language learners: (1) increased L2 motivation, (2) better access to l2 knowledge (3) improved listening comprehension, and (4) contextualized vocabulary acquisition. The qualitative data were also utilized and made more meaningful by including and citing the actual responses and reactions of the participants, with the sole aim of strengthening the cases and arguments put forward.

Table 1. Major themes extracted   **Example (*=Findings/**=Conclusions)**

Increased L2 motivation	*I think with Netflix I can learn English in a fun way because Netflix has many interesting movies and dramas. It's so useful so I can learn English positively. We can choose our favorite movies or TV shows and because we are interested in these movies or dramas we can keep watching. And most of them have many episodes so I think it is a good way to help us learn English.*
Better access to l2 knowledge	*I could know how to use English phrases in particular situation. With my friends, there are some situations [where I can use English] but usually, I talk in English with teachers only in class. So, these are formal situations for me since teachers are higher than me so I wanted to know more informal situations. So, I mostly watched the drama Pretty Little Liars. It's a school situation so I could know their conversations with family or friends.*
Contextualized vocabulary acquisition	*I can watch movies and if I don't know the meanings of words in English I can check the Japanese. I watch the movie in English with English subtitles and after I finish it I watch it again with Japanese subtitles to understand the meaning. I can learn the English spelling of words and slang.*
Improved listening comprehension	*I can use both Japanese and English and then, in fact, I can see the meaning on the screen. I listen to English and the subtitles are Japanese. By listening to English I can learn the pronunciation and at the same time, I can know the meaning of the words. I want to know the meanings quickly and simply so I use subtitles in Japanese.*

Increased L2 Motivation

A number of studies have shown that audio-visual material may enhance learners' motivation and attention. For instance, Türkmen (2020) suggested due to the interesting range of content, Netflix has managed to gain the interest of everyone, especially young and adult audiences. Pujadas and Muñoz

(2017) interviewed a group of adolescent and young adult learners who had been watching an L2 TV series in the classroom. They reported that watching audio-visual materials was more 'natural', 'enjoyable', and 'motivating' than other classroom activities. This, in turn, led them to be more attentive, helped lessen anxiety, and encouraged a stronger feeling of learning. Young (2021) opined that watching videos that are not specifically intended for educational purposes can contribute to a student's growth and progress concerning their language skills. Likewise, as a result of Implementation of Video Caption as the Alternative Media to Teach Listening in a study by Mustofa & Sari (2020), it was found that students were more motivated in learning English, especially listening skills. It was observed that the students really

enjoyed the listening class and followed the lesson enthusiastically. Yet in another pilot study of Netflix, Alm (2019) examined how the interdependent nature of formal and informal learning—a term she refers to as intra-formal learning— impacted the learning of L2 German. Based on data she collected from reflective reports, Alm concluded that the video streaming service supported the participants' engagement in out-of-class listening activities and promoted their metacognitive awareness. Although these studies were narrow in scope and involved small sample sizes (N ≤20), they point to the usefulness of video streaming services for foreign language learning. It has also been showed that the presence of subtitles can lower learners' affective filter: students may feel 'safer' when they know they can rely on written texts that appear in real-time together with oral messages conveyed by a video (Gilmore, 2007). Dizon (2018) has explored the behavior of informal viewers through a survey study. Provided with access to a Netflix account and a basic training session, students were given no direction on how to watch TV programs or movies through the video streaming service.

Dizon found that students appreciated the access to L2 knowledge, specifically pragmatics knowledge and language input. Dizon (2018) also conducted a study on video streaming but in the context of a paid streaming service, specifically Netflix. According to the interview data, participants in the study thought the streaming service was motivating and useful for L2 English learning. Watching Netflix in their L2 increased their motivation to study the L2, and participants reported enhanced learning effectiveness through the use of subtitles. While informal learning is embedded in the personal context of a learner, always self-initiated, and often the result or by-product of an interest-driven activity (Sockett, 2014), extensive learning attempts to support learners to extend their learning experiences beyond the classroom, preparing them for independent language use. The informal L2 viewing has shown that the principles established for extensive learning apply similarly to self-directed learning in a formal context. Hence, findings from research support the notion that one of the most common benefits of Netflix's subtitling effect is enabling learner-viewers to make choices that resonated with their personal interests, creating interest and leading to the development of routines that resulted in frequent viewings. The availability of language tools, such as subtitles, encouraged learners to explore learning features that suited their language level and learning focus.

Better Access To L2 Knowledge

Authenticity means that through consuming content from Netflix, viewers are exposed to cultural knowledge gain and are more likely to understand how the English language is used in a much more "authentic" way as most series or movies always lean towards the use of informal and casual English. This can be supported by the findings agreed with Koyfman (2021), whereby watching shows on Netflix also provides the students learning English with real cultural education that simultaneously improves their language skills. In this regard, a recent study by Shahril and Abdullah (2022) provides a certain realization that the method of language learning is not restricted only to the traditional and professional classroom setting, but can also be achieved by watching authentic videos on a streaming service like Netflix and with the help of subtitles. Moreover, Smith (2021) stated that the existence of Netflix is something that presents a high potential when it comes to learning about language as the contents go beyond the traditional film and visual media. Siyanova-Chanturia (2014) stated that

Internet television gives learners opportunities to listen to and observe authentic English while also enabling them to contextualize vocabulary acquisition that the students are exposed to pragmatic knowledge in the L2, that is, the understanding of how to use language in particular contexts and situations. According to Kasper (1997), video streaming services may be able to fill this gap in learners' L2 knowledge and provide them with exposure to authentic input in a variety of situations. Moreover, Netflix produces programming and offers subtitles in multiple languages; thus, offering non-English L2 students access to meaningful input in their language of study. Although there is an abundance of resources on the Internet available to English learners, obtaining quality input outside of the classroom is often a challenge for L2 students of less-studied languages (Lanvers, 2014). These results echo previous findings on authentic video (Chapple & Curtis, 2000; King, 2002; Lin & Siyanova-Chanturia, 2014; Qiang et al., 2007) and reinforce its potential to foster L2 development through exposure to meaningful and understandable input. Similarly, Lin and

In other words, L2 students may have better access to authentic input in a variety of languages through the video streaming service. looked at the use of L1/L2 subtitles in movies with regionally accented English. The learners viewed either an episode of the Australian sitcom Kath & Kim or a 25-minute portion of the movie Trainspotting, which was set in Scotland. Students who watched with L2 subtitles were able to adapt and reproduce regional accents more accurately than those who viewed with L1 subtitles or no subtitles. In fact, the no subtitle group outperformed the L1 subtitle group when it came to new items or words which did not appear in either Kath & Kim or Trainspotting, which suggests that L1 subtitles may hinder L2 lexical adaption. In summary, authentic video in the form of TV programs, films, and online videos offer students numerous benefits including exposure to authentic input, improved speaking and listening skills, as well as contextualized vocabulary acquisition (Chapple & Curtis, 2000; King, 2002; Lin & Siyanova-Chanturia, 2014; Qiang et al., 2007). Also, the use of authentic video with L1 subtitles seems to help language students adapt to regional L2 accents (Mitterer & McQueen, 2009). Lastly, although the use of subtitles with authentic video has generally been more effective at improving L2 vocabulary and comprehension than no subtitles (Guichon & McLornan,2008; Markham et al., 2001; Montero Perez et al., 2014; Winke et al, 2010), there seem to be conflicting results regarding which form of subtitling best promotes L2 learning, (Bianchi & Ciabattoni, 2008; Montero Perez et al., 2014).

Instructional videos, as one manifestation of multimedia technology, provide authentic language and serve as priceless linguistic resources rich in otherwise non-available cultural representations that breathe life in the language content (Masrai, 2019). One advantage of such videos with their authentic content is that they hold many entertainment-oriented features making them appealing to learners (Azizi & Aziz, 2020). Sherman (2003 as cited in Masrai, 2019) too noted that "learners can benefit from viewing films in terms of understanding the L2, since they are presented with various kinds of voices in various kinds of situations, with the visual dimension being a particular advantage for comprehension and understanding the pragmatics of conversations" Besides, Instructional videos, as one manifestation of the multimedia technology, provide authentic language and serve as priceless linguistic resources rich in otherwise non-available cultural representations that breathe life in the language content (Masrai, 2019). It can be opined that subtitling effect of Netflix provides authentic L2 experience to both, ESL and EFL learners based on the aforementioned literature.

Contextualized Vocabulary Acquisition

One of the most crucial aspects of subtitling effect of Netflix is vocabulary acquisition. In the international context, Türkmen (2020) performed a case study to investigate utilizing Netflix and subtitles as second language (English) support for English-Turkish learners. The findings revealed while engaging in leisure activities, watching Netflix movies is said to be good for learning new terms, vocabulary, and language usages as well as for writing, grammar, vocabulary, and vocabulary skills. The association between vocalized system and the orthographic system helps learners develop and refine representative typical general rules shared by groups of speech chunks labeled as

perceptual categories which, in turn, enhances the ability to decode the speech input. Similarly, in the national context, Pathan et al. (2021) also emphasized that multimedia glossing in teaching and learning reading comprehension can be helpful for the students in recalling the vocabulary knowledge by memorization with an agreement of 26.32% or with a frequency of 10 responses. Students expressed that they could recall vocabulary knowledge while even they were interviewed. It shows students were able to memorize and store the information in short- and long-term memory and recalled them if needed to comprehend it.

In addition, L2 subtitles enable learners to easily segment speech into its subsequent units as the subtitling helps clarify boundaries between the speech units; subtitling also helps identify commons across accents (Dumlao et al., 2020). Masrai (2019) reported that few studies focused on examining the effects of L1 subtitles on L2 comprehension. Vocabulary is considered the core of learning a language (Bellalem, Neddar, Bouagada, & Djelloul, 2018). Two distinctive approaches to teaching vocabulary were emphasized in the literature. Direct or explicit vocabulary learning is concerned with cognizant learning forms when language students learn vocabulary explicitly, either in a particular setting or in separation, through direct guidelines in both the implications of individual words and word-learning methodologies. This is further supported by the study of Damanik & Katemba (2022), the findings of this study indicate that watching English movies/series on Netflix can help students improve their vocabulary. On the other hand, Indirect or implicit learning includes learning the meanings of new words implicitly. This learning takes place when students hear or see the words utilized as a part of various settings (Arramany, Sutarsyah, & Nurweni, 2017). Such as, through daily life experiences, through discussions with others, and through extensive reading (Zang, 2019). Unlike the direct vocabulary learning approach, the indirect approach focuses on the active process of learning. Damanik and Katemba (2021) investigated the perception of college students on Netflix as a digital learning aid for vocabulary improvement and found that watching English movies/series on Netflix can help students improve their vocabulary. Therefore, based on the trend, it is a popular field in EFL instead of ESL Frumuselu et al. (2015) examined the impact of English captions and Spanish subtitles on vocabulary learning. The participants viewed 13 episodes of the sitcom Friends over 7 weeks. Results showed that those who watched with English captions outperformed participants who viewed the episodes with Spanish subtitles, regardless of proficiency in the L2. Finally, in the most recent study, Pujadas and Munoz (2020) focused on extensive TV viewing of secondary school students over eight months. Students watched 24 episodes of a TV series throughout this time in conjunction with English classes. Two main groups were made, one that watched the series with L1 subtitles and another with L2 captions. After the study, it was found that L1 subtitles facilitated more content comprehension than L2 captions and that prior vocabulary knowledge was key in predicting success with either intervention. From the above-mentioned studies, it can be gathered that L1 subtitles tend to be more beneficial in improving comprehension of content (Bianchi & Ciabattoni, 2008; Birulés-Muntané & Soto-Faraco, 2016; Markham & Peter, 2003; Pujadas & Munoz, 2020).

Many strategies have been implemented in the process of learning and teaching of vocabulary. These include word card strategies, flashcards, use of dictionaries, word part analysis, memorization, keyword method, cognitive and metacognitive strategies, and the incorporation of digital technologies (Kurt & Bensen, 2017). Employing videos and films is seen as a very efficacious method to aggrandize English vocabulary and provide English learners more opportunities while using the language. It is claimed that videos enable students to enhance their learning and acquisition of the ESL words (Adriano, 2019; Arramany, Sutarsyah, & Nurweni, 2017; Ashcroft, Garner, & Hadigham, 2018).

Research in the field of second language acquisition pinpoints that exposure to subtitled videos/films generally enhances the acquisition of vocabulary. Rodgers and Webb's (2017) study of L2 caption use examined the results of 372 students watching a ten-episode TV series, finding that the captions helped students understand even those in difficult episodes. Bellalem, Neddar, Bouagada, and

Djelloul (2018) indicated that using subtitled movies clearly enhances the learning of new vocabulary and that the vocabulary acquisition of the treatment group was much greater than the acquisition of the control group.

Furthermore, Sadiku (2018) revealed that interlingual subtitles facilitate better vocabulary acquisition for short and long-term memory, specifically when they are shown to students in intentional learning environment, i.e. with the assistance and instructions from the teacher. Similarly, a study carried out by Andriano (2019) on the effects of using subtitles in target language vocabulary learning revealed that the use of English-subtitled movies could improve students' vocabulary achievement. The study by Suparman (2019) aimed at finding out whether there was any improvement in students' vocabulary achievement after they were taught using a movie. A one-group pretest and post-test design was implemented. The data were collected from pre-test and post-test results from first-grade students. The findings indicated that there was a significant improvement in students' vocabulary mastery with the assistance of a movie and that movies could be utilized to facilitate students' vocabulary improvement. many studies have shown that subtitles can help students in vocabulary acquisition more than being exposed to videos without any captions (Sadiku, 2018). Indeed, a growing number of studies in this area consistently suggest that incidental vocabulary acquisition does occur through viewing short clips, full movies (Peters and Webb 2018), and TV series (Rodgers 2013). Only a few studies have used longer, authentic input, such as full TV episodes, documentaries, or movies (e.g. Peters and Webb 2018). Zarei (2008) used 9 episodes of a British comedy series to assess vocabulary acquisition and comprehension. Rodgers (2013) also investigated incidental vocabulary learning through the viewing of 10 episodes of a TV series and the effects on frequency and range of occurrence. BavaHarji, Alavi, and Letchumanan (2014) used 30 episodes of a TV series to examine the effects of captioned instructional videos on EFL learners' content comprehension, vocabulary acquisition, and language proficiency. Frumuselu et al. (2015) studied the acquisition of informal and conversational speech through 13 episodes of a subtitled TV series. Chen, Liu, and Todd (2018) explored spoken vocabulary acquisition through 10 episodes of an animated television series. Overall – despite differences in the design and focus of these studies comparing different types of on-screen support – results indicate that incidental learning through sustained viewing does occur and that the presence of captions or subtitles is beneficial rather than distracting.

Listening Comprehension

Comprehension focuses on understanding the visual and aural input from the contents. This needs to be considered because when it comes to learning a language like English or simply just improving them, using a method of just watching can be difficult for some as they need to take into measure the rate of speech, accents, slang, and other contributing modalities (Alghamdi, 2022). A recent study by Dizon and Thanyawatpokin (2021) revealed that L1 subtitles, either alone or with L2 captions, are key to supporting vocabulary learning and comprehension of video. Yet another research conducted by Ray (2022) on the eleventh-grade students of Senior High School Taruna Pekanbaru in academic years of 2020/2021 supported by open-ended questionnaire with the results described in four points according to closed-ended questionnaire, 90% of students gave a positive perception that students preferred to use subtitled video, and in implementation students voluntarily responded that students felt subtitled videos were an effective way and profitable tool as a medium to learn English, and students feel subtitled videos can develop their listening comprehension. Bhatt's (2020) research asserted that they had enjoyed the cinema-based approach and they confirmed that it had allowed them to enhance their English language skills, particularly, their listening ability. Remarkably, they even supported the incorporation of cinema into the school curriculum. Wang (2019) examined the effects of the same conditions (L1 Chinese, L2 English, dual subtitles, and no captions) with Chinese university students. The study utilized a counterbalanced design, meaning that all of the participants watched a video under each of the conditions. Based on her findings, mixed results were found regarding both vocabulary learning and listening comprehension. Hosogoshi (2016) argued that

captioned videos are especially beneficial in improving the listening skill given that they present an authentic material with its everyday pace of delivery and without manipulation of the structuring of the content in terms of grammar and vocabulary. Masrai (2019) contended that subtitles help increase learners' attention, improve processing, analyze language, and reinforce previous knowledge. Similarly, subtitling aids in analyzing the stream of the audio material and clarify the territory of the phonemic information (Dumlao, Alfonso, Paguirigan, & Subia, 2020; Selim, 2010). In terms of listening comprehension, Lei (2023) draws a conclusion from Han Yanmei's experiment that because of the appearance of the characters' dialogue text on the screen, learners can read it while listening to them. Over time, they will get used to such authentic language expressions as continuous reading and weakening the sound, which is helpful for listening comprehension. In her study, Vanderplank (1988) reported that participants were able to follow text, sound, and picture simultaneously without resorting to reading only. The scaffolding utilization of subtitles is underpinned on an array of theories. Paivio's (1971 as cited in Hosogoshi, 2016) dual coding theory could be used to explain the prospective feasibility of the subtitles; the theory assumes that the addition of a graphic element to the meaning increases the likelihood of understanding the implied message. Transferring this to the application of subtitling reveals that the combination of the audiovisual modality and the written text increases the signals that convey the message leading to an enhanced ability to absorb the message and retain it while listening (Shabani & Zanussi, 2015).

Other scholars like (Huang & Eskey, 1999; Vanderplank, 1988) theoretically underpinned the use of subtitles on Krashen's (1985) input hypothesis which posits that second language is acquired when the input is comprehensible but imposes slight degree of challenge or, in other words, is a step beyond the comfort zone of the learner. The subtitles, as a mode that is intertwined with the audiovisual mode, alleviate the degree of difficulty inherent in listening and make the audiovisual input relatively easier and more comprehensible. For a non-transparent language such as English, subtitles 'offer the very real advantage of constant, direct speech-to-written comparison giving teachers and students the opportunity to analyze phonological elements in detail' (Chapman, 2017) thus helping students recognize the orthographic conventions of the language for sounds in English. Reviewing the above-mentioned studies, it can be concluded that subtitles can help learners who rely more on textual materials to carry out listening comprehension tasks, and this can also increase the potentials for improving listening skills, 'forcing' the vocal-non-vocal associations of oral and written forms of vocabulary terms as studied by (Talavan, 2007).

S. No.	Title of Research	Publication year	Publishing journal
1.	Language learning with Netflix: Exploring the effects of dual subtitles on vocabulary learning and listening comprehension	2021	Computer-Assisted Language Learning Electronic Journal (CALL-EJ)
2.	Netflix as a digital EFL learning aid for vocabulary improvement: College students' perspective	2021	ETERNAL (English, Teaching, Learning, and Research Journal)
3.	Examining adolescent EFL learners' TV viewing comprehension	2020	Studies in Second Language Acquisition, https://doi.org/10.1017/S0272263120000042

#		Year	Source
	through captions and subtitles.		
4.	University Students' Perceptions on Netflix and Subtitles for English as a Second Language Learning	2022	Journal of Creative Practices in Language Learning and Teaching (CPLT)
5.	How to use movies to learn a language.	2021	Babbel Magazine. https://www.babbel.com/en/magazine/use-foreign-movies-for-language-learning
6.	What Makes Video Difficult for Language Learners?	2022	https://doi.org/10.31219/osf.io/hquj9
7.	Utilizing digital media as a second language (L2) support: A case study on Netflix with translation applications	2020	Interdisciplinary Description of Complex Systems: INDECS,
8.	Advantages of using videos in ESL/EFL lessons	2021	Journal of Creative Practices in Language Learning and Teaching (CPLT)
9.	Series television in the GFL Classroom: Netflix as a resource for teaching and learning.	2021	In Series Television in the GFL Classroom (pp. 51–63). essay, DaF-Szene Korea 52.
10.	Netflix as a digital EFL learning aid for vocabulary improvement: College students' perspective	2021	ETERNAL (English, Teaching, Learning, and Research Journal)
11.	The Role of Videos' Subtitles in Second Language Acquisition.	2023	Journal of Education, Humanities and Social Sciences Volume 13 (2023)
12.	The use of subtitled TV series as a didactic resource for the EFL class in Higher Education.	2023	Revista de lenguas para fines específicos 29, pp. 110-124
13.	College Students' Perspective toward Netflix as Digital L2 Learning Aid on Vocabulary Improvement.	2022	E-Journal UNKLAB
14.	The film Life of Pi as a multimedia tool in English language classrooms of engineering colleges in	2020	Rupkatha Journal on Interdisciplinary Studies in Humanities

	Gujarat-An ESP approach.		
15.	Spanish University students' use of authentic videos and their motives for engaging in this informal activity: A study with EFL learners of different proficiency levels.	2022	A Journal of English and American Studies
16.	How watching movies from Netflix helps students improving language skills.	2022	International Journal of Education, Information Technology, and Others
17.	The Efficacy of Bimodal Subtitling in Improving the Listening Comprehension of English as a Second Language (ESL) Learners.	2020	International Journal of English Literature and Social Sciences, 5 (6).
18.	Can L2 phonological vocabulary knowledge and listening comprehension be developed through extensive movie viewing? The case of Arab EFL learners.	2019	International Journal of Listening, 34(1), 54-69
19.	Video subtitles to teach listening skills of junior high school students.	2020	JEES (Journal of English Educators Society), 5(2), 149-153. https://doi.org/10.21070/jees.v5i2.874
20.	The effect of using same language subtitling (SLS) in content comprehension and vocabulary acquisition in Arabic as a foreign language (ASL) (AFL).	2010	Master's Thesis: American University in Cairo
21.	Impacts of multimedia gloss on Learning Reading Comprehension in ESL context.	2021	Ilkogretim Online -Elementary Education Online, 20 (3), 216-225. http://ilkogretim-online.org

22.	Netflix and L2 Learning: A case study.	2018	The EuroCALL Review, 26(2), 30-40. https://doi.org/10.4995/eurocall.2018.9080
23.	Incidental Vocabulary Acquisition through Viewing L2 Television and Factors That Affect Learning.	2018	Studies in Second Language Acquisition, 40, 551-577. https://doi.org/10.1017/S0272263117000407
24.	Transient but effective? captioning and adolescent EFL learners' spokenvocabulary acquisition.	2018	English Teaching & Learning 42, no. 1: 25–56. DOI: 10.1007/s42321-018-0002-8₍SEP₎
25.	The Role of Subtitled Movies on Students' Vocabulary Development.	2018	International Journal of Sciences: Basic and Applied Research 42(1), 212-221
26.	Effects of L1/L2 captioned TV programs on students' vocabulary learning and comprehension.	2019	CALICO Journal, 36(3), 204-224. https://doi.org/10.1558/cj.36268
27.	Piloting Netflix for intra-formal language learning.	2019	CALL and complexity – short papers from EUROCALL 2019 (pp. 13-18). https://doi.org/10.14705/rpnet.2019.38.979
28.	Improving Students' Vocabulary Mastery Through Movies at SMA N 1 Way Jepara Lampung Timur.	2019	U-JET, 8(2).
29.	The effect of intralingual caption on students' vocabulary learning.	2020	International Journal of Advanced Research in Education and Society, 1(3), 12-22
30.	Learning experiences in and outside class by successful Vietnamese tertiary students studying English as a foreign language.	2020	Innovation in Language Learning and Teaching. https://doi.org/10.1080/17501229.2020.1801692
31.	Students' Perception On The Use Of English Subtitled Video To Develop Their Listening Comprehension At Senior High School Taruna Pekanbaru	2022	University Of Sultan Syarif Kasim Riau Pekanbaru http://repository.uin-suska.ac.id/60804/
32.	The effect of using same language	2010	Master's Thesis: American University in Cairo

	subtitling (SLS) in content comprehension and vocabulary acquisition in Arabic as a foreign language		
33.	The Role of Subtitles in Language Teaching. Annuali On Line Lettere.	2017	Annuali On Line Lettere, 12 (1). http://dx.doi.org/10.15160/1826-803X/1479
34.	The effectiveness of explicit-implicit vocabulary learning using subtitled-video on vocabulary mastery of students of MTs. Darul A' mal.	2017	U-Jet: Unila Journal of English Teaching, 6(9), 1-11.
35.	'Effects of' and 'effects with' captions: how exactly does watching a TV program with same-language subtitles make a difference to language learners?	2016	Language Teaching 49, no. 2: 235–50. DOI: 10.1017/ s0261444813000207
36.	Effects of captions and subtitles on the listening process: Insights from EFL learners' listening strategies.	2016	The JALT CALL Journal. DOI:10.29140/jaltcall. v12n3.206
37.	The Impact of Watching Captioned TV Series on Vocabulary Development of EFL Students.	2015	Journal for the Study of English Linguistics, Vol. 3(1), 118-129.
38.	Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles. Linguistics and Education, 32(Part B), 107-117.	2015	Linguistics and Education, 32(Part B), 107-117. https://doi.org/10.1016/j.linged.2015.10.001
39.	Captioned Instructional Video: Effects on Content Comprehension,	2014	Published by Canadian Center of Science and Education. Vol. 7, No. 5; 2014 ISSN 1916-4742

	Vocabulary Acquisition and Language Proficiency.		
40.	English language learning through viewing television: An investigation of 146 Australian Journal of Applied Linguistics, 1(3) comprehension, incidental vocabulary acquisition, lexical coverage, attitudes, and captions.	2013	(Unpublished doctoral dissertation). Victoria University of Wellington. Retrieved from http://hdl.handle.net/10063/2870
41.	Learning Vocabulary through Authentic Video and Subtitles.	2007	TESOL-SPAIN Newsletter. 31. 5-8. https://doi.org/10.6018/ijes.338671
42.	The value of teletext subtitles in language learning.	1988	ELT Journal 42.4, 272–281.
43.	We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis.	1989	Modern Language Journal 73, 440-464

Table 1

Conclusion

The results of this investigation can be used to draw some educational conclusions. First, L2 learners who already use Netflix in their daily lives should be advised to use the Language Learning with Netflix application as a tool to independently study the target language and increase their L2 vocabulary. Dual subtitles may help with vocabulary development and comprehension, according to the study's review, therefore using the app might enable L2 students to use their unintentional language-learning habits for formal language study. Additionally, as shown by Peters and Webb (2018) and Bhatt's (2020) research, they confirmed that the cinema-based method had been enjoyable for them and that it had helped them improve their English language abilities. Surprisingly, they even backed incorporation of cinema into the school curriculum, language teachers could show TV episodes or even a full season of a TV program in class while utilizing the Language Learning with Netflix extension to enable dual subtitles. Although the findings from this study point to the potential of video streaming and dual subtitles for vocabulary learning and improved motivation, better access, and better listening comprehension, L2 subtitles could also foster writing skills and reading comprehension.

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