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**Investigating Netflix Movies Efficacy as Authentic
Tools for Fostering Intercultural Awareness in
EFL Contexts**

The Case of First Year Master Students of Linguistics at the
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Dedication

In the name of **Allah**, the Most Gracious, the Most Merciful, all praise is due to Him alone.

I dedicate this dissertation to my beloved mother, whose endless love, sacrifices, patience, and support have always been my source of strength and motivation.

Her encouragement and prayers guided me through every difficult moment and inspired me to continue striving for success. I am deeply grateful for everything she has done for me and for always believing in me. This work is a small expression of my love, respect, and appreciation for her.

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Abstract

This dissertation investigates Netflix movies efficacy as authentic tools for fostering intercultural awareness in EFL contexts and aims to examine whether engaging with Netflix movies enhances students' intercultural awareness and understanding of different cultures. The study adopts a mixed-method approach combining both quantitative and qualitative methods. The research sample consists of 49 Master students (M1) specializing in linguistics at the English Department ,KasdiMerbah University Ouargla, aged between 20 and 28 years and above, selected for the study. In addition, three teachers from the same department participated in the interview, providing further insights into their classroom use of Netflix movies and their perceptions of the extent to which these movies can help foster students' intercultural awareness. Two main research instruments were employed for data collection, namely questionnaire and interview. The questionnaire facilitated the collection of quantitative data, while the interviews provided valuable qualitative insights into teachers' practices and views regarding the use of Netflix movies in the classroom and their role in promoting intercultural awareness. After analyzing the data collected both quantitatively and qualitatively, the findings revealed that engaging with Netflix movies has a positive effect on promoting intercultural awareness among EFL students. Furthermore, the results indicate that exposure to watching Netflix movies improves students' understanding of cultural differences and fosters openness toward other cultures.

Keywords :Netflix, EFL Learner, Intercultural awareness, Movies, Authentic materials

List of Abbreviations

EFL: English as a Foreign Language

IC: Intercultural Competence

AM:Authentic Materials

ELLS: English Language Learners

SVOD:Subscription Video on Demand

L2: Second Language

DVD:Digital Versatile Disc

EE:English Education

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General Introduction

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1. Background of the study

Currently English is used by more people than any other language in the world history (Crystal, 1997). English enables people to communicate effectively across various lingual borders. In the rest of the globe, however, English is a foreign language. That is, it is taught in schools, frequently extensively, but it does not play a vital part in national or social life (Broughton et al., 1980, p.6).

Authentic materials are considered valuable resources in language teaching. Authentic materials are resources that were produced for purposes other than language instruction (Nunan, 1989). The aim of authentic learning materials and activities is to replicate real-world conditions (Herod, 2002). The widely recognized international video streaming platform, Netflix, is often praised by the media as an innovative tool for language learning (Tapper, 2019). Language learners can watch a wide range of international films and television programs on Netflix, which is accessible in 190 countries.

It is commonly known that authentic audio-visual input helps improvements in vocabulary, grammar, listening comprehension, and pronunciation (Caruana, 2021; Muñoz, 2022; Perez, 2022). Repeated exposure to language in context, multimodal input (text, audio, and visual), and a variety of foreign content enhance listening comprehension, intercultural awareness, and incidental vocabulary acquisition (Dizon&Thanyawatpokin, 2021).

2. Statement of the Problem

EFL students in Algerian universities struggle to develop intercultural awareness, as most research has focused mainly on language skills rather than cultural competence. Therefore, there is a need to explore practical ways of using Netflix films to enhance intercultural understanding in the EFL classroom.

Despite students' frequent use of Netflix, there is limited research on how it promotes intercultural awareness in the EFL classroom.

3. Significance of the study

The present study contributes to the promotion of innovative digital tools in EFL teaching by highlighting their role in enhancing classroom practices. It introduces the potential of digital resources to improve English language instruction by making lessons more interactive, engaging, and student-centered, while also emphasizing their importance in developing intercultural awareness in Algerian higher education, where learners are exposed to authentic cultural content from different contexts that help them broaden their understanding and develop respect for other cultures.

Furthermore, this study offers valuable pedagogical implications by providing empirical evidence of the effectiveness of digital materials in EFL learning and illustrating their successful integration into classroom instruction. In addition, it contributes to the existing literature on authentic audiovisual materials by demonstrating their positive influence on learners' motivation and comprehension, thereby confirming their educational value.

4. The Aim of the study

The use of Netflix films in EFL classrooms is increasingly considered as a pedagogical tool that supports intercultural education. It is also associated with different perspectives and challenges related to classroom practice. For this reason, The following aims are presented:

- 1- To investigate students perceptions of using Netflix films as a resource for intercultural education.
- 2- To explore teachers perspectives on the pedagogical value of Netflix films in EFL classrooms.
- 3- To identify the challenges and opportunities related to integrating Netflix films into EFL instruction.

5. Research Questions

Netflix films are considered as a modern resource in EFL classrooms that can support intercultural education. They expose learners to authentic cultural content and different cultural perspectives. For that reason, the following research questions can be raised:

- 1-How do students perceive the use of Netflix films as a resource for intercultural education?
- 2- What are teachers perspectives on the pedagogical value of Netflix films in EFL classroom?
- 3- What challenges and opportunities are associated with integrating Netflix films into EFL instruction?

6. Hypotheses

This study is guided by a set of hypotheses related to the use of Netflix films in EFL classrooms. These hypotheses have been formulated to examine their educational impact in relation to intercultural learning and classroom practice:

H1: Students are expected to have positive perceptions of using Netflix films as a resource for intercultural education.

H2: Teachers are expected to perceive Netflix films as having pedagogical value in EFL classrooms.

H3: The integration of Netflix movies into EFL instruction is expected to involve both challenges and opportunities.

7. Methodology:

The study will use a mixed method, quantitative and qualitative. The quantitative part will be conducted using a questionnaire for students, and the qualitative part will use interview for teachers. This design allows the researcher to collect both numerical data from students and detailed information from teachers. Using both the questionnaire and the

interview provides a more comprehensive understanding of the research problem and enhances the validity and reliability of the findings. The participants will include students at M1 (first-year master) level (49 students) and three (3) teachers from relevant department, English language department KasdiMerbah University Ouargla.

8. The structure of the Dissertation

This work is consisted of three chapters. The first chapter is Foundations of Intercultural Awareness and the Role of Netflix movies in EFL context, which is devoted to the theoretical background of the study, focusing on key concepts such as intercultural competence and the role of Netflix in EFL learning. The second chapter, Methodology and Research Design, is devoted to describing the participants, and tools of data collection, such as questionnaires and interviews. The third chapter, Findings and Discussion, is devoted to discussing the results, and concluding with main findings and recommendations.

Chapter One: Foundations of Intercultural Awareness And the Role of Netflix movies in EFL contexts

Introduction

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Introduction

The literature review in this chapter examines studies and theoretical perspectives related to intercultural competence, and intercultural awareness in EFL contexts. Discusses major contributions to the understanding of intercultural awareness and intercultural competence components. The chapter also considers the role of authentic audiovisual materials in EFL learning and explores Netflix as a platform that may contribute to the development of intercultural awareness.

1.1 Culture and Intercultural Awareness in Language Learning

Intercultural awareness and learning English are closely related. Language as well as culture are intertwined. Learning English involves more than just mastering vocabulary and grammar; it also entails comprehending the cultural traits and values that are ingrained in the language (Kim, 2020). Understanding the target language's culture is crucial to understanding its meaning. However, it is difficult to comprehend various cultures. People frequently struggle with issues like misinterpreting cultural contexts and being culturally insensitive (Taylan & Weber, 2023). Enhancing English language learners' intercultural awareness and communicative competence can be achieved through the integration of local cultural content into English language teaching (Kustati et al., 2023). Cultural content in English teaching can improve learners' intercultural understanding (Markey et al., 2021). Furthermore, incorporating cultural aspects into English language instruction can enhance learners' intercultural awareness and understanding (Baker & Fang, 2020).

1.1.1 Defining Culture in Foreign Language Education

The boundaries between language and culture were well-defined before the 1960s. Access to the great literary works of civilization was the main motivation for learning a second language in the early half of this century (Allen, 1985). (Brooks, 1968) highlighted culture as a key element in language learning, focusing on everyday social practices rather than literature, and examined various aspects of daily life such as greetings, taboos, and social behavior. In the 1980s, scholars focused on examining the dynamics of culture and its influence on learning a foreign language successfully (Canale & Swain, 1980). Culture and language are so deeply connected; separating them would mean losing the significance of both (Brown, 2000). Teachers devoted the most time and energy to teaching lexical and grammatical elements of the language, making the culture the weakest element in the curriculum (Lafayette, 1988). Whereas, about 10% of the teaching time was devoted to

culture (Strasheim, 1981). Over a decade later, of those surveyed, 26% taught culture in every class (Moore, 1996). Ten years later, At least 80% of the educators surveyed said they taught culture in their classrooms (Moore, 2006). The amount of time spent teaching culture in language classes has significantly improved over the past 25 years, as research indicates.

1.1.2 The concept of Intercultural Awareness

Intercultural awareness is the cognitive part of intercultural communication competence, referring to the ability to communicate effectively and appropriately while respecting different cultural identities in a multicultural environment (Chen & Starosta, 1996). Moreover, intercultural awareness goes beyond the knowledge component of intercultural competence, also involving aspects related to mindset and the abilities needed for cross-cultural communication (Baker, 2011). To understand people in cross-cultural interactions intercultural awareness means knowing that everyone is influenced by their own culture and this helps us notice and respect the differences in other cultures (Triandis, 1977). It highlights how understanding the unique qualities of our own and other cultures can alter how we think about the environment (Triandis, 1977).

1.1.3 The Importance of Intercultural Competence in EFL Learning

Intercultural competence is “The capacity to act and think in ways that are suitable for different cultures” (Hammer et al., 2003, p. 422). Similarly, intercultural competence is defined as “ The ability of an individual to effectively use a variety of knowledge, abilities, and character traits to collaborate with individuals from diverse national and cultural backgrounds both domestically and internationally”(Johnson et al., 2006, p. 530). The ability to interact and communicate with people from diverse cultural backgrounds while also understanding their worldviews is known as intercultural competence (Odağ, Wallin, & Kedzior, 2016). English language instruction should emphasize intercultural competence (IC) because language learners must acquire communication skills and knowledge of diverse cultures (Zhang & Zhang, 2015). Teachers can better prepare their students for success in a globally interconnected world by incorporating intercultural competence into foreign language classes (Moller & Nugent, 2014). To promote intercultural competence among English language learners, EFL teachers must make it very evident to students that mastering the language necessitates not only mastering its vocabulary, grammar, spelling, and syntactic structures, but also having a working knowledge of the cultural connotations

that native speakers attach to the language (Yusri et al., 2023). To enhance intercultural competence in EFL instruction, there are a number of practical and useful strategies, such as promoting intercultural friendship, planning study abroad programs, setting up students for online cross-cultural interactions, fostering partnerships and relationships between the school and the community, and promoting and assisting students in critically analyzing their own cross-cultural experiences and cultural affiliations (Barrett, 2018).

1.2 Intercultural Communicative Competence in EFL

English is essential for promoting cross-cultural communication in today's globalized society. Among individuals from various regional cultures, millions of native and non-native speakers speak it, and it is frequently used as a lingua franca in international communication between speakers of various first languages (Baugh & Cable, 2002). Teaching a foreign or second language therefore involves more than presenting it as an academic discipline; it also entails teaching it as a tool for intercultural communication (Zheng, 2014). Intercultural communicative competence is the capacity to communicate effectively and efficiently with individuals who are linguistically and culturally diverse, as well as to react appropriately and adaptably to their expectations, behaviors, and attitudes (Byram, 1997). The intercultural communicative competence is the combination of intercultural competence and communicative competence, as a model to produce an intercultural speaker capable of using the foreign language in intercultural communication (Byram, 1997, 2021). Intercultural communicative competence is the ability to use a different language to interact with people from different social groups (Byram, 2021).

1.2.1 Models of Intercultural Communicative Competence

Many scholars and researchers have analyzed the concept of intercultural communicative competence; each proposed model has advantages and disadvantages. No model can be seen as completely perfect because most current approaches to cultural communication are divided (Spitzberg & Cupach, 1989).

1.2.1.1 Development Model of intercultural sensitivity (DMIS)

Bennett (1986) proposed the Developmental Model of Intercultural Sensitivity (DMIS) to demonstrate how individuals come to adapt and become part of different cultures. Bennett (1986, 1993) described six stages in the development of intercultural competence, where learners move from ethnocentrism to ethnorelativism. The DMIS explains ethnocentrism as a three-stage process: denial of cultural differences, defensive rejection of them, and finally minimizing them by focusing on similarities between cultures. Ethnorelativism is the view that cultures can only be understood in relation to one another, and that any behavior should be interpreted within its specific cultural context (Bennett, 1993). Ethnorelativism is made up of three stages that reflect how individuals understand and respond to cultural differences. It begins with acceptance, where people recognize and accept that cultures are different, followed by adaptation, where individuals adapt their behavior to fit different cultures and begin to view these differences positively, and ends with integration, where individuals understand that their identity is not limited to a single culture.

1.2.1.2 Intercultural communicative competence (ICC)

The Pyramid model of ICC was proposed by Dredroff (2006, 2009). The model includes several elements. Desired external outcomes involve effective communication and behavior. Desired internal outcomes include flexibility, adaptability, ethnorelative perspectives, and empathy. It also emphasizes knowledge and comprehension, such as awareness of one's own culture and other cultures, along with skills such as listening, analysis, and evaluation. In addition, requisite attitudes, it highlights mutual respect, openness, curiosity, and a willingness to discover.

1.2.1.3 Integrated model of Intercultural communicative competence (IMICC)

(Arasantam et al., 2010) proposed the integrated model of intercultural communicative competence (IMICC). This model was intended to be universal and cross-cultural. It include Motivation, empathy, attitudes, engagement in interactions, and cross-cultural experience .These elements work together to help individuals communicate more effectively with people from different cultural backgrounds. The model emphasizes that it is developed through both personal qualities and experience of other cultures.

1.2.2 Components of Intercultural Competence

Intercultural competence includes values, attitudes, skills, knowledge and critical understanding. The values refer to valuing human dignity, human rights, and cultural diversity. The attitudes involve openness to different worldviews and practices, respect for others, self-efficacy, and tolerance of ambiguity. The skills include analytical and critical thinking, listening and observing, empathy, flexibility and adaptability, linguistic and communicative skills. The knowledge and critical understanding concern the self, language and communication, cultures and religions. These components are interrelated and together form intercultural competence.

1.2.3 Developing Intercultural Skills in the EFL classroom

The most important goals of learning English are communicative competence and the ability to use the language to access social, vocational, educational, or professional opportunities because English is the primary lingua franca and the primary medium for the global dissemination of information and knowledge (Celce-Murcia, 2001). Davies & Pearse (2000) state that “When students are able to communicate in English both inside and outside of the classroom, English teaching and learning are truly successful” (p. 99). Integrative language skills instruction teaches language for communication which makes learning easier more realistic and more motivating (Brown, 2001). The goal of the current integrated language skills teaching models is to increase students' fluency, and precision, in addition to their sociocultural communication skills. It is necessary to modify language from genre to genre and from context to context in order to achieve these objectives (Hinkel, 2010).

1.3 Authentic materials in Language teaching

Teachers are required to find ways to use authentic materials in classroom instruction (Bacon & Finnemann, 1990). Authentic texts can be motivating because they demonstrate that the language is used for real-world purposes by real people (Nuttall, 1996). Because authentic materials offer rich language input, it is essential to expose students to them (Nunan, 1997). Students will be better equipped to handle real-world interaction both inside and outside of the classroom if they are exposed to such language forms. According to researchers, when students are taught using authentic materials, they will perceive that the true language of communication is being acquired, as opposed to the language used in the classroom. Many voices now advocate that in order to improve students' learning, English language instruction should be authentic (Kilickaya, 2004). An effective way to

close the gap between the classroom and the real world is through authentic materials (Kelly et al., 2002). The language that students use in the classroom needs to reflect the language that they use outside of it (Richards, 2001). Because the ability to read authentic materials is important for students, teachers must use more of these materials in the classroom (Dunlop, 1981). To be better prepared to deal with authentic language in the real world, students must practice using authentic language themselves (Otte, 2006). If students only use textbooks, they won't be exposed to the actual language as it is used in everyday situation (Brown & Eskenzai, 2004). Learning a foreign language becomes challenging for students when inappropriate teaching materials are used. To succeed in learning any language, students must be motivated. Teaching materials must motivate and stimulate learners' interest. If instructional materials lack interest and inspiring, students won't learn anything. Many researchers recommend using authentic materials (AM) to improve learners' learning. The use of authentic materials in education has come under discussion since the 1970s. Many researchers investigate the impact of this type of materials on learners. Using authentic materials, particularly when teaching language in the classroom, has proven to be effective over the last several decades. Many researchers shed more light on the use of authentic materials to support Language learning and teaching (Guariento and Morley, 2001).

1.3.1 Defining authentic materials

The purpose of authentic learning "materials and activities" is to replicate real-world scenarios (Herod, 2002). Authentic materials are materials that have been created for purposes other than language instruction (Nunan, 1988). "Authentic learning" is a new term in education. Authentic texts are those that are not intended for educational purposes (Jordan, 1977). Printed materials that are utilized in classrooms in the same manner as they would be in real life are considered authentic materials (Jacobson et al., 2003). Authentic texts are real and verified materials that provide genuine examples of language use (Stubbs, 1996). "Authentic materials are regular texts not created especially for language instruction." (Carter & Nunan, 2001, p. 68). Martinez (2002) defines authentic materials as the resources that are not intended for use in teaching but are prepared for native speakers. Authentic materials provide exposure to real language as it is used within its own community (Kilickaya, 2004). They are written or spoken texts that are not intended for instructional use (Nunan, 1999).

1.3.2 Benefits of Authentic materials in EFL Learning

According to certain studies, exposing students to new words and expressions through authentic materials has a significant impact on their development of reading comprehension (Bacon & Finneman, 1990). These are the only real resources that help students improve their reading and listening comprehension (Harmer, 1991). As a regular component of their listening practice, students should be exposed to natural speech at all skill levels (Hansen & Jensen, 1994). Authentic texts can be understood and beneficial by students with lower proficiency levels (Bacon, 1989). Additionally, using authentic speech in the classroom enables students to have "instantaneous and direct interaction with input data that demonstrates authentic target language communication" (Breen, 1985, p. 63). Students are more motivated to learn a language when authentic texts are used because they feel as though they are studying the real language (McNeil, 1994; Kilickaya, 2004). Learners' motivation and self-satisfaction will rise when authentic audio texts are used (Bacon & Finnemann's, 1990). Miller (2005) and Thanajaro (2000) have demonstrated how using authentic materials can promote the development of auditory language. Otte (2006) examined how adult ESL students at an American university's listening comprehension skills were affected by aural authentic texts. He discovered that being exposed to authentic materials would improve the language learners' motivation and listening comprehension skills. Compared to other language learners, those who regularly listened to authentic radio tapes in class showed better listening comprehension (Herron & Seay, 1991). Additionally, a number of pedagogical and language teaching experts claimed that using authentic materials would enhance the communicative capacity of the students (Guariento & Morely, 2001). Authentic texts help language learners feel as though they are learning real, authentic language (McNeil & Kilickaya, 2004).

1.3.3 Challenges of Using Authentic Materials in Classrooms

Learning is completely unaffected by authentic materials (Clark, 1983). Authentic texts are random in regards to teachers face difficulties with vocabulary, structures, functions, content, and extent (Kilickaya, 2004). There are instances when teachers lack access to authentic resources, the cost of acquiring them, and the time needed to locate a suitable authentic text (McNeil, 1994). When faced with an authentic text, learners at lower levels may experience frustration and demonization (McNeil, 1994). "When using authentic texts at lower levels, students may not only be unable to respond meaningfully, but they may

also become feeling perplexed, frustrated, and above all de-motivated (Guariento&Morely, 2001, p. 347). Readability, exploitability, and content appropriateness must all be taken into consideration when selecting authentic texts. If the material appeals to the students and fits their needs and skill level, it is appropriate (Berardo, 2006). Authentic texts ought to be culturally appropriate for the students' experiences (Bacon & Finneman, 1990).

1.4 Audiovisual Media in Language Education

Television, radio, film, overhead projector, video, computer, and tape recorder are examples of technological tools that can be used to their fullest potential in the classroom during instruction. These resources are referred to as props and/or audio-visual teaching tools in the standard teaching methodology. These devices are referred to as hardware and software in educational technology (Nasution, 2005). There are four categories of learning media: printed media, audiovisual technology media, media based on computers, and media that combines computers and printing. Students find audiovisual media to be the most user-friendly and comprehensible of all the media (Arsyad, 2005). The term "view and hearing media" refers to the combination of audio and visual elements found in audio-visual media (Hamdani, 2011). Because audiovisual media can display portions of an object realistically, they are used to teach learning experiences that cannot be seen directly (Pribadi, 2004). Media is any tangible instrument that can convey a message and inspire students to learn (Basyiruddin, 2002). Educational media are an essential component of the educational process, and every teacher should be proficient in this area in order to carry out their professional duties (Haryoko, 2009). Audio-visual media are those that have the components of sound and visuals (Djamarah, 2010). Audio-visual media are contemporary teaching tools that align with the advancements of science and technology, which encompass both visible and audible media (Raharja, 2000). The technology used to create or deliver content using mechanical and electronic devices for both audio and visual messages is known as audiovisual learning media (Setiadarma, 2006).

1.4.1 Films and Movies as Language Learning Tools

English has emerged as the world's most important and dominant language in recent decades (Crystal, 2012). Learning a new language can be a difficult process that takes a great deal of time and effort for language learners. Teachers of second languages have been utilizing various English-language resources to identify the most enticing and successful method of language acquisition (Cook, 2016). Movies, according to proponents of this

kind of media, enable more engaging and interactive methods of teaching and learning English (Tafani, 2009). English-language films should be promoted as a means of language learning and executed by language instructors (Tafani, 2009). There are a number of benefits to using English-language films to improve language proficiency. These advantages include boosting students' motivation, improving their oral and improving their cultural awareness and communication abilities to enable more genuine language learning experience (Ismaili, 2013). English-language films can empower English language learners (ELLs) with comprehensive lists of words, syntax, and other language abilities that help them become more proficient in English (Khoshniyat&Dowlatabadi, 2014). Using English films enhanced the learning process and helped learners improve their speaking, writing, and listening skills in a more engaging and interactive way. English-language films offer more opportunities for teaching and learning the language in a real world setting (Kusumaningrum, 2016).

1.4.2 Audiovisual Input and Cultural Representation

The audiovisual market has grown significantly in the 21st century, including a wide range of media content such as films, television programs, documentaries, music videos, concerts, theatre productions, sports broadcasts, advertisements, video games, live performances, virtual and augmented reality experiences, art installations, virtual tours, and online content like videos, podcasts, audio books, and tutorials. Audiovisual content provides a unique opportunity to become familiar with other cultures (Neder- gaard-Larsen, 1993). With advances in science and technology, second language listening teaching is shifting from traditional audio teaching to audio-visual teaching, and researchers are showing more interest in the use of audio-visual materials (Zhyrun,2016). Audio-visual input engages both sight and hearing, while audio input involves only hearing (Surguladze et al., 2001). Therefore, audio-visual input can be seen as a type of multimodal input, mainly presented through moving images, sound, and subtitles, and it includes the three elements of image, text, and action. Studies have shown that receiving information through both audio and visuals is much more effective than using only one of them, and that the information is retained in memory for a longer time (Chao et al., 2015).

1.4.3 The Role of Visual Narratives in Cultural Learning

Digital storytelling has become increasingly popular and has developed into a worldwide phenomenon (Robin, 2006). Digital storytelling fundamentally blends traditional narrative methods with modern digital media, incorporating elements such as text, images, recorded voice, music, and video. In recent years, digital storytelling has increasingly become a major priority for cultural institutions, highlighting its expanding importance within the field of cultural heritage (Birchall&Faherty, 2016). Storytelling allows people not only to revisit their heritage but also acts as an effective means of passing on cultural values and strengthening socially accepted beliefs and behaviors (Abrahamson, 1998). The use of digital storytelling as a tool to engage individuals with cultural heritage has proven effective in increasing participation, supporting learning, and stimulating deeper reflection, even among visitors who do not have a particular interest in specific historical periods or topics.

1.5 Digital Streaming Platforms in Education

Subscription video on demand (SVOD) services that, upon payment of a subscription fee, grant viewers unrestricted access to the content library. Well-known (SVOS) platforms are Amazon Prime Video, Apple TV Plus, Disney+, HBO Max, Hulu, and Netflix. These services have one thing in common; they offer real and multimodal language exposure through films, shows, and digital content (Gouleti, 2023). Additionally, they support vocabulary acquisition, listening comprehension, and incidental language teaching (Chen & Chen, 2021). Subtitles, dubbing, and interactive extensions are examples of supportive features that improve comprehension and engagement (Alm, 2023; Sockett, 2023). A widely popular platform today is Netflix, which was originally established in 1997 as digital Versatile Disc (DVD)-by-mail rental service and later revolutionized the industry by introducing streaming in 2007 (Au-Yong-Oliveira et al., 2020). Netflix with its wide range of multilingual content can be a useful platform for learning languages. Common features such as adjustable playback speed, dubbing, interactive transcripts, and second-language (L2) subtitles can support incidental vocabulary acquisition, improve listening comprehension and pronunciation, and enhance cultural exposure (Dizon&Thanyawatpokin, 2021).

1.5.1 The Educational Potential of Streaming Platforms

Streaming has become a leading way of consuming digital media, affecting both entertainment and how education is generally practiced (Steinbeck et al., 2021). Streaming

media has become an important tool for teaching and learning in schools and universities, and its advantages are not limited to online education (Cascaval et al., 2008). Streaming video has been shown to have a strong link with learner engagement, enjoyment, and appreciation, and when it is effectively integrated, it can improve motivation, enrich the learning experience, and support the development of learner autonomy (Willmot et al., 2012). The growing access to rich online streaming media has changed the way we teach and learn, and how we deal with teaching and learning challenges. The increasing access to online educational digital videos can also play an important role in the professional development and preparation of teachers. Teachers can observe and copy good teaching and learning methods, practices, and strategies, and gain experience using Information and Communication Technology (Mardis, 2009).

1.5.2 The Use of the Netflix Platform in Language Learning

The rise in popularity of subscription-based video streaming services, such as Netflix, Disney Plus, Hulu, and Amazon Prime Video, has altered how people consume media (Chan-Olmsted & Luo, 2024). These video streaming services are mostly used for entertainment, but they have also shown promise as tools for language learning (Goulet, 2023). These platforms offer a wealth of multilingual content, interactive subtitles, and customizable viewing options, making them immersive language learning environments that allow students to interact with language in everyday situations (Tsai et al., 2024). As students use online resources, such as streaming platforms, to learn new languages, informal language learning- learning outside of formal education programs-has grown in popularity (Kusyk et al., 2025). Numerous students report using self-directed learning techniques, such as binge-viewing foreign-language material, interacting with subtitles, and repeatedly watching particular scenes to enhance comprehension (Hsu, 2023; Lai et al., 2022b). Netflix is a video streaming service that completely complies with English education (EE) guidelines. For example, students can select what (content), when (time), how frequently and repeatedly, and how to watch (with or without subtitles and dual subtitles), all of which support learner autonomy (Zhang & Liu, 2024). Similarly, because of binge culture, personalization, and entertainment value, Netflix-based language learning has high levels of motivation and engagement among language learners (Tsai et al., 2024). Furthermore, the conversations between native speakers, slang terms, and cultural allusions learners are exposed to real language input through embedded Netflix content (Bangni&Sumra, 2022). With more than 300 million subscribers worldwide and content

accessible in more than 30 languages (Stoll, 2025), Netflix now serves as a powerful tool for entertainment alongside language learning (Alm, 2021). Because of its user-friendly features (such as multilingual subtitles, audio language options, and adaptive streaming technology), which offer users worldwide accessible and authentic linguistic input, its role in informal, autonomous learning environments is becoming more widely acknowledged (Haris, 2024). One of Netflix's unique features is its multilingual subtitle support, which allows learners to watch documentaries, films, or television series in the target language and interact with the content and subtitles (Mahzari et al., 2021). This multimodal input for vocabulary learning improves comprehension, boosts learner motivation, and is supported by research (Xing & Zhang, 2025). Netflix could be a useful tool for language learning, particularly in non-formal and semi-formal learning environments (Godwin-Jones, 2018). Its varied features from technical capabilities such as dual subtitling to culturally rich content and worldwide access support its value for both language learners and educators (Gouleti et al., 2020).

1.5.3 Netflix Movies as Sources of Authentic Cultural Content

With over 282 million subscribers across more than 190 countries, Netflix is the world's largest multinational subscription video on demand (SVOD) platform. Scholars have noted that content from different geographical regions has increasingly become a key part of the streamer's brand identity (Asmar et al., 2023). Since Netflix expanded globally in 2016, its executives have often stressed how important it is to create "local for global" series (Hopewell & Lang, 2018). According to Chief Content Officer Bela Bajaria, Netflix works with local producers who have full control and make decisions in their own countries, languages, and time zones. This leads to the creation of authentic local stories that are shared with audiences all around the world (Ramachandran, 2021). From an industrial viewpoint, this focus is reasonable, since local uniqueness and cultural authenticity are identified as important reasons for the domestic and global success of modern television drama (Sundet, 2021).

1.6 Netflix Movies and Intercultural Awareness Development

Intercultural awareness and learning English are closely related. Language as well as cultures are intertwined. Learning English involves more than just picking up vocabulary and grammar; it also entails comprehending the cultural traits and ideals that are ingrained in the language (Kim, 2020). One way to improve English language learners' intercultural

awareness and communicative competence is to incorporate local cultural content into English lessons (Kustati et al., 2023). When navigating intercultural awareness, movies are essential. People can use movies, to educate and comprehend the various cultures of the world, especially the younger generation (Kim, 2020). Language learners can improve their cross-cultural awareness by using movie-based learning (Chaya & Inpin, 2020). Additionally, movies can serve as engaging and inspiring resources that enhance language learners' awareness and intercultural understanding (Çakır, 2022; Wardhany, 2022).

1.6.1 Exposure to Cultural Practices and Social Norms

It is widely believed that individuals who are exposed to other cultures while living abroad develop stronger cultural and emotional understanding, which consequently enhances both emotional intelligence and cultural intelligence. Research also suggests that appropriate behavior can be acquired through observing others and engaging in real life situations (Phillion, 2002). It is also believed that being exposed to other cultures helps individuals choose and apply suitable strategies when interacting within a culture, and adjust their behavior when needed (Johnson et al., 2006). Some researchers have found that living and working in different cultural environments improves a person's ability to understand both their own and others' feelings, emotions, and personalities, which are key elements of emotional intelligence (Yamazaki & Kayes, 2004). Moreover, adapting to a new culture is believed to help individuals develop stronger communication skills (Bennett, 1993). This would therefore suggest a growth in both emotional and cultural intelligence abilities, since effective communication requires recognizing another person's emotions, along with a certain level of cultural awareness. Moreover, studies have shown that people who have traveled abroad for work or educational reasons tend to demonstrate greater cultural intelligence compared to those who have gone abroad for other purposes (Crowne, 2008).

1.6.2 Representation of Cultural Diversity in Films

Movies are not simply images or direct reflections of everyday life. Rather, they maintain, form, and reshape social life and daily reality (Escher et al., 2006). Cinematic imagination shapes how we understand reality and construct meaning in ways that become part of everyday communication. It is connected to real-life events and experiences, influences how we perceive and act, and therefore contributes to shaping our worldview. Movies shape social identities and present representations of social realities (Shohat & Stam, 1994). Many studies examine how films portray different cultural, ethnic, and racial groups

(Benshoff& Griffin, 2009). A careful interpretation of cultural themes shown in films is often regarded as a requirement (Jacobson, 2017).

1.6.3 Enhancing Cultural Understanding through Film-Based Activities

To enhance the teaching of culture to foreign language learners, a variety of methods have been developed, with films being particularly effective, as they serve as a window that more clearly reveals the behaviors, traditions, and beliefs of people from other cultures (Yalcin, 2013). Film use in classrooms can be adjusted to fit the duration of a lesson. Typically, instead of showing an entire film, teachers select specific clips that carry greater cultural significance (Champoux, 1999). In this way, parts of a movie or TV show can be chosen that match the lesson topics. This helps show real situations people from other cultures go through, how they celebrate their holidays, and the common gestures or ways they speak (Pezdek et al., 1984). To teach culture using films, a certain process should be followed. At the beginning, suitable materials need to be found, movies that are appropriate for the students. A further important consideration in selecting materials is to choose short videos. This can include a short film or a brief clip from a movie, series, or cartoon that highlights only the cultural element to be taught.

Conclusion:

This chapter discussed an overview of the main concepts related to intercultural competence and intercultural awareness in EFL learning. It emphasized the use of authentic materials, particularly Netflix movies, in supporting both language learning and the development of intercultural awareness. The next chapter will describe the case study and the research instruments used for collecting data. It will provide a description of the participants, including the teacher and the students, and explain the use of the questionnaire and the interview.

Chapter Two: Methodology and Research Design

Introduction

2.1 Research Design

2.2 Population and Sample

2.3 Research Method and Data collection Tools

2.3.1 Students' questionnaire

2.3.1.1 Description of students' Questionnaire

2.3.1.2 Administration of the Questionnaire

2.4 Teachers' Interview

2.4.1 Description of Teachers' Interview

2.4.1.1 Administration of the Interview

Conclusion

Introduction:

This chapter provides a detailed explanation of the research methodology that guided the study, including the research design, the selection of the sample, and the data collection instruments employed namely the questionnaire and interviews. Furthermore, the

procedures for collecting and analyzing the data will be outlined. The aim of this chapter is to provide a clear framework for understanding how the research was conducted and how the findings were obtained.

2.1 Research Design

The research design of this study follows a mixed-methods approach, combining both quantitative and qualitative techniques to provide a comprehensive understanding of the research problem. The quantitative part is conducted using a structured questionnaire distributed to students, which allows the collection of measurable data regarding their experiences, opinions, and attitudes. The qualitative part consists of semi-structured interviews with teachers, which provide deeper insights into instructional practices, challenges, and perspectives that may not be captured through questionnaires alone. This design was chosen because it allows triangulation of data: the numerical patterns obtained from the student responses can be compared and interpreted alongside the qualitative findings from teachers, increasing the validity and reliability of the results. Additionally, this approach enables the study to explore the relationships between students' learning experiences and teachers' instructional strategies, thereby offering a more complete understanding of the educational context. The research design also outlines the steps for data collection, organization, and analysis, ensuring a structured and systematic investigation that aligns with the research objectives.

2.2 Population and Sample

In this study, a sample of forty-nine (49) first-year Master students and three (3) teachers from the department of English Kasdi Merbah University of Ouargla was selected. The main reason for choosing this sample is investigating the efficacy of Netflix movies as authentic tools for fostering intercultural awareness in EFL contexts. First-year Master students specializing in Linguistics were selected because their academic background provides them with an advanced level of English proficiency and greater exposure to intercultural topics throughout their studies, which makes them suitable participants for this research.

2.3 Research Method and Data Collection Tools

In order to achieve our aims, multiple research tools were used to accomplish the research objectives. The tools used to collect the needed data are a semi structured

interview for instructors and a questionnaire for students:

2.3.1 Students' Questionnaire

The questionnaire was administrated to students from English department KasdiMerbah UniversityOuargla, with the aim of investigating the efficacy of Netflix movies as authentic audiovisual tools for fostering intercultural awareness in EFL contexts. It consists of four sections (see Appendix A), including eleven 11 close-ended questions and one 1 open-ended question. The main focus of this questionnaire is to explore the extent to which Netflix movies contribute to the development of learners' cultural awareness, particularly in relation to understanding cultural differences and enhancing intercultural competence in English language learning contexts.

2.3.1.1 Description of Students' Questionnaire

In this study, a questionnaire was administered to students in order toinvestigate their perceptions of the role of Netflix movies and TV shows in developing intercultural awareness among EFL learners. The questionnaire is divided into four main sections, and it consists of eleven close-ended questions and one open-ended question. The first section is devoted to gathering background information about the participants through questions related to age and gender. The second section focuses on students' use of Netflix, including how often they watch Netflix content, the type of content they prefer, and whether they watch movies or TV shows from different countries. The third section investigates students' perceptions of intercultural awareness through Netflix by examining their views about understanding different cultures, learning about traditions and lifestyles, becoming more open-minded, and discovering unfamiliar cultures. The fourth section examines students' engagement with Netflix and its impact on their intercultural understanding by asking about the amount of time they spend watching Netflix and their opinions about its contribution to understand other cultures.

2.3.1.2 Administration of the Questionnaire

The final version of the questionnaire was administered to first-year Master Students specializing in Linguistics at the University of Ouargla in April 2026. The researchers selected a sample of 49 students. At the beginning of a 90-minute session, paper copies of the questionnaire were distributed to the participants. The students were given enough time

to read the questions carefully and answer them appropriately. At the end of the session, the completed questionnaires were collected from the participants.

2.4 Teachers' Interview

The interview was administered to teachers from the department of English language KasdiMerbah University of Ouargla. The purpose of this interview is to gather insights and opinions on the impact of watching Netflix movies and series on learning English, particularly in relation to the development of intercultural awareness, including understanding different cultures, social norms, values, and ways of life, and how exposure to such content helps learners recognize and interpret cultural differences in real-life contexts. as well as to explore the extent to which Netflix content contributes to broadening learners' cultural perspectives and supporting their awareness of how English is used across different cultural settings. It consists of eight (8) open-ended questions.

2.4.1 Description of Teachers' Interview

A structured interview (see Appendix B) was utilized to investigate the research problem. The present study adopted the qualitative method, which aims to collect rich and descriptive data about teachers' experiences, perspectives, and insights regarding the use of Netflix movies and TV shows as authentic tools for fostering intercultural awareness in EFL contexts.

The interview consists of eight (08) open-ended and interrelated questions. The questions were designed to gather information about teachers' perceptions of using Netflix content in EFL teaching, as well as their views concerning its effectiveness in developing students' intercultural awareness. Furthermore, the interview sought to explore the ways Netflix movies and series help students understand different cultures, values, and lifestyles, in addition to identifying the cultural aspects students learn the most from such authentic materials. Moreover, the interview investigated how teachers integrate Netflix content into their classrooms, their evaluation of its effectiveness compared to traditional teaching methods, and the challenges or limitations they encounter while using it in EFL classes.

2.4.1.1 Administration of the Interview

The interview targeted EFL teachers at the Department of Foreign Languages at the University of KasdiMerbah Ouargla. It was administered in April 2026 through Google Forms. This research was limited to the teachers selected for the sample, who were invited

to answer the interview questions online. Their responses were collected electronically through the Google Forms platform, which facilitated the process of data collection and organization. The interview included eight open-ended questions designed to gather detailed information and viewpoints related to the research topic.

Conclusion

This chapter attempted to classify the data collection methods and procedures used in this study. It also explained the instruments and the sample used in this case study. The next chapter will present the analysis and interpretation of the collected data. It will discuss the main findings of the study and provide a detailed discussion of the research results.

Chapter Three: Findings and Discussion

Introduction

3.1 Analysis of Data Tools

3.2 Analysis of the Students' Questionnaire	
3.3 Teachers' Interview	
3.3.1 Analysis of Teachers' Interview	
3.4 Discussions and Interpretations of the Main Findings	
3.4.1 Findings of Students' Questionnaire	
3.4.2 Findings of Teachers' Interview	
Conclusion	

Introduction

The present chapter is the practical part of the research, which attempts to investigate Netflix movies' efficacy as authentic tools for fostering intercultural awareness in EFL

contexts. It sheds light on the research design, research instruments, and the sample of the study, students' questionnaire, and teachers' interview. Moreover, the chapter displays the data that has been collected and analyzed in order to assess the validity of the study hypotheses and derive logical conclusions and interpretations.

3.1 Analysis of Data Tools:

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

3.2 Analysis of the Students' Questionnaire

The student questionnaire was composed of 12 questions that are related to the different aspects of the research. The questionnaire was distributed to a sample of Participants who were students from KasdiMerbah University in Ouargla and who met the eligibility criteria for the study. It was administered to a predetermined number of participants, which in this case was 49 individuals. The questionnaire was distributed in a printed format and handed directly to the students to facilitate their responses. After collecting the data from the participants, the researcher used software called the Statistical Package for the Social Sciences (SPSS version 25) for data analysis and organization. This software aids in creating tables and graphs. The final results were interpreted by the researcher.

Question 01: Age

Table 3.1: Participants' Age

Age range	Participants	Percentage
23-20	38	77.5 %
28-24	5	10.2 %
28 and above	6	12.3 %
Total	49	100 %

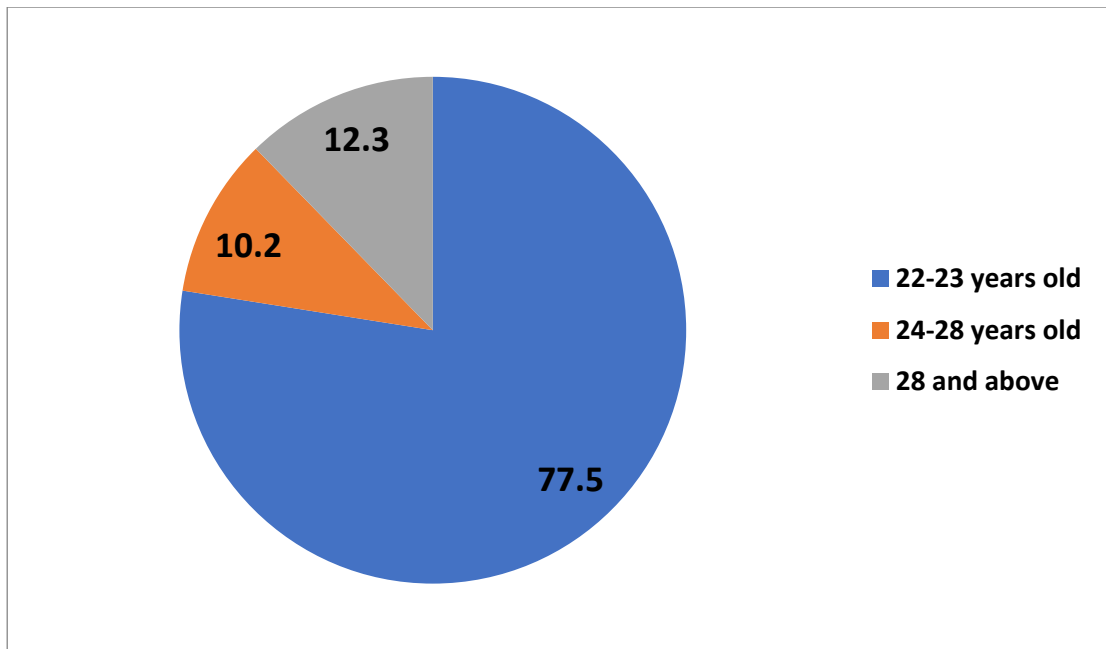


Figure 3.1: Participants' Age

The first question is about the participants' age. It is classified into three categories. The first category is participants aged from 20 to 23 years old which represents 77.5%. The second category is participants aged from 24 to 28 years old which represents 10.2%. The last category is participants above 28 years which present 12.3%.

Question 2: Would you please specify your gender?

Table 3.2: Participants' Gender

Gender	Participants	Percentage
Females	40	81.6%
Males	9	18.4%
Total	49	100%

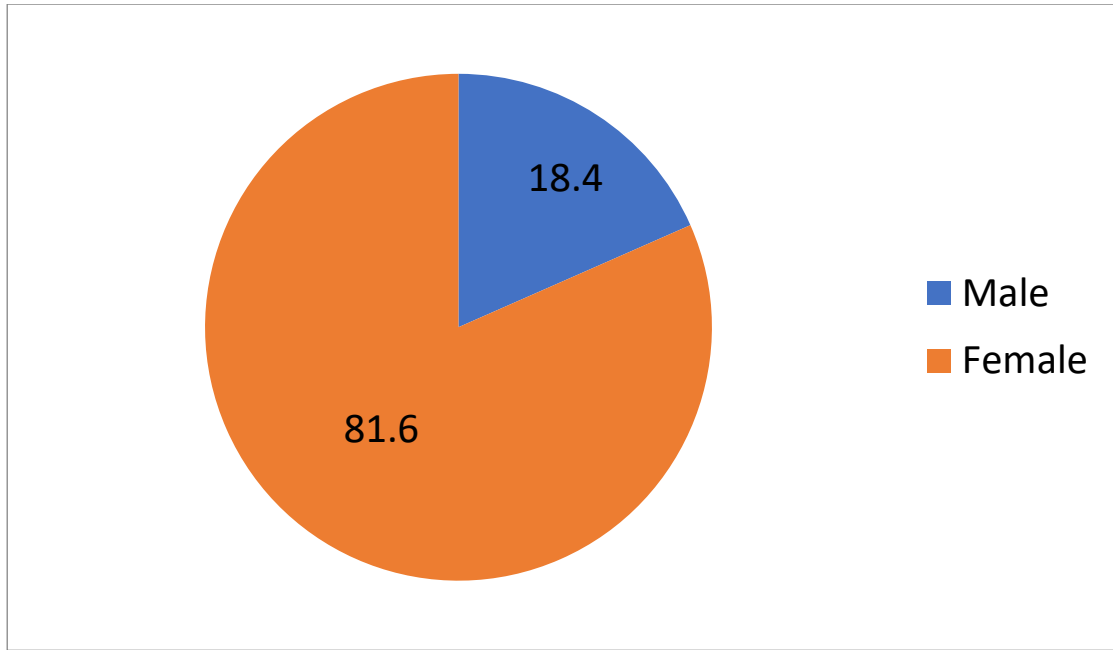


Figure 3.2: Participants' Gender

This question represents the number of participants in terms of males and females who answered this questionnaire. It was found that the majority of them were female (40) 81.6%. Whereas males were (9) 18.4%. This indicates that females tend to be interested in watching Netflix movies and series as a means of learning English compared to males. The higher number of female participants in this study suggests a stronger inclination among females to engage with English-language content on Netflix.

Question 3: Have you ever watched Netflix movies or TV shows?

Table 3.3: Participants' Preferences for Watching Movies on Netflix

Option	Participants	Percentage
Yes	40	81.6%
No	9	18.4%

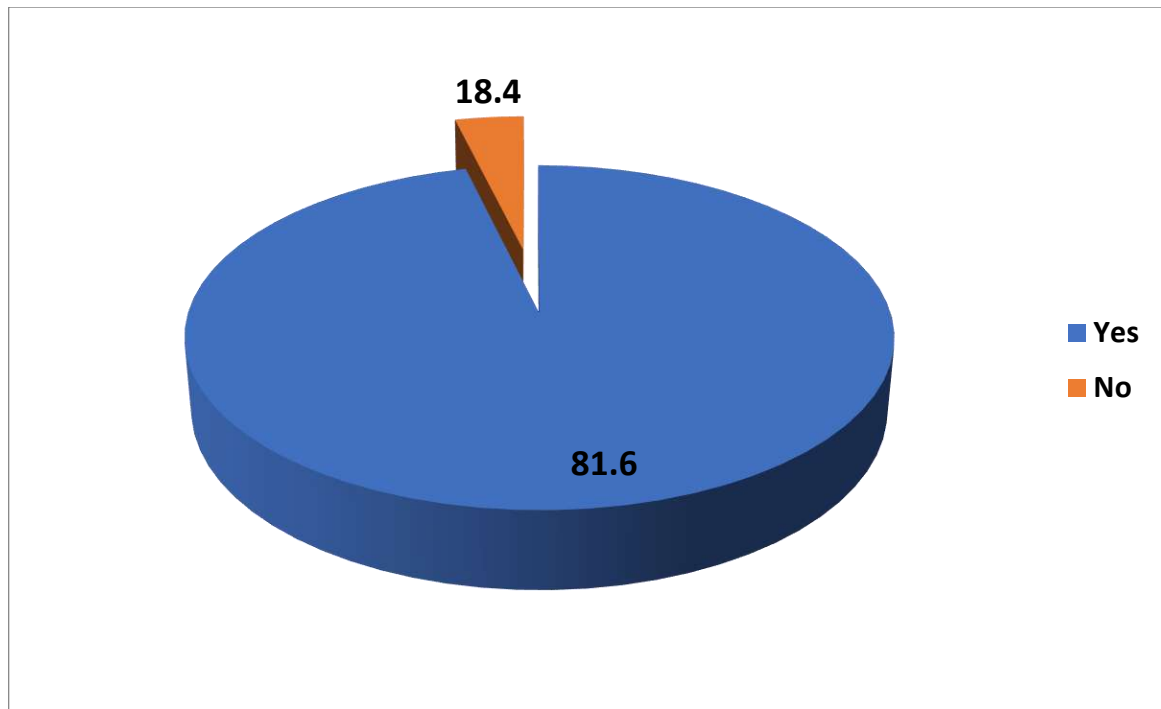


Figure 3.3: Participants' Preferences for Watching Movies on Netflix

The pie chart shown above that the majority of the respondents 81.6% have watched Netflix movies. This suggests that Netflix is a popular platform for movie among the surveyed individuals. While a smaller portion of respondents 18.4% have not watched Netflix movies. This indicates that only a small number of the surveyed participants have not watched Netflix movies.

Question 4: How often do you watch Netflix?

Table 3.4: Frequency of Watching Movies on Netflix

Option	Participants	percentage
Every day	2	4.1%
Several times a Week	10	20.4%
Occasionally	11	22.4%
Rarely	14	28.6%
Never	12	24.5%

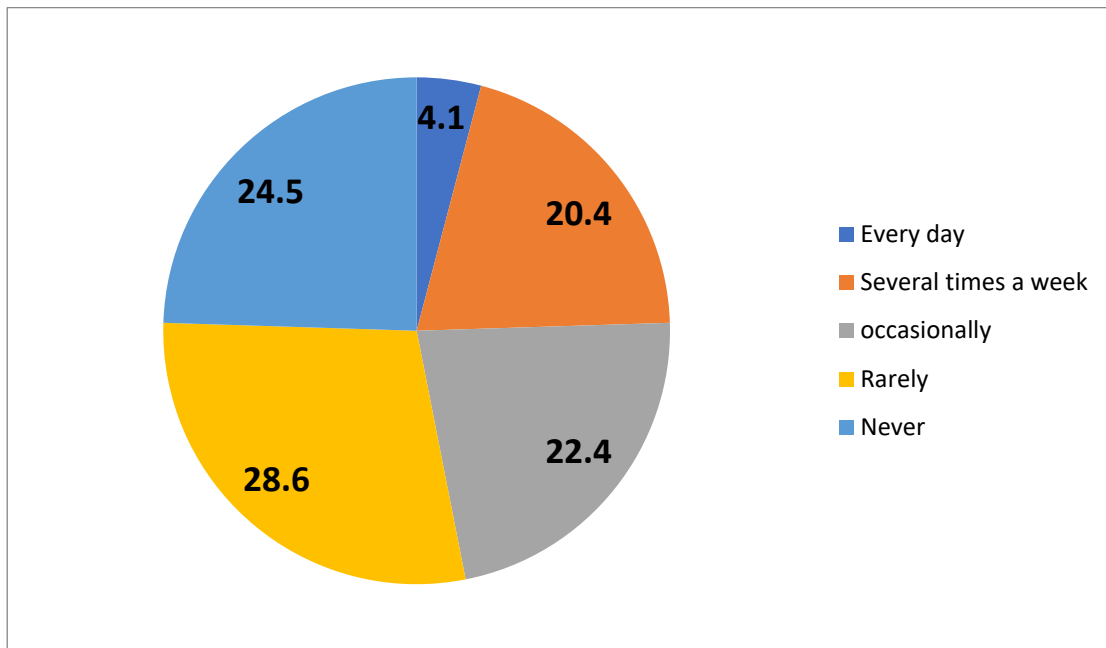


Figure 3.4: Frequency of Watching Movies on Netflix

The figure demonstrates that 20.4% answered several times a week. 22.4% replied with occasionally. On the other hand, 28.6% rarely, and 4.1 answered every day, while 24.5% choose the option never. The results reveal that most of the participants spend a moderate amount of time watching Netflix movies. Many participants reported watching movies several times a week or occasionally, while others stated that they rarely watch them. In contrast, only a small number of participants spend time watching Netflix movies every day. A noticeable group also reported that they never watch movies on Netflix. These findings suggest that participants generally watch Netflix movies from time to time rather than as a daily activity.

Question 5: What types of shows or movies do you usually watch?

Table 3.5: Participants' Preferences on Movies Genres

Option	Participants	Percentage
Movies	17	34.7%
Series	10	20.4%
Both	22	44.9%

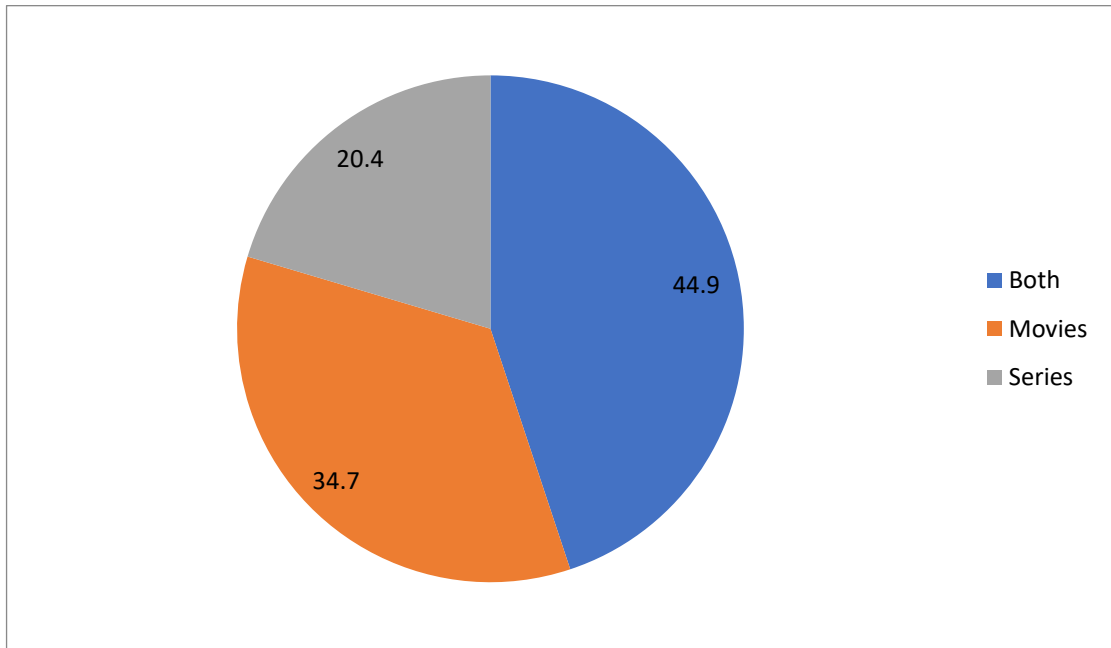


Figure 3.5: Participants' Preferences on Movies Genres

The results obtained from this question show that 44.9% of the respondents reported watching both movies and series, indicating that most participants tend to prefer a combination of the two types of content. This is followed by 34.7% who prefer watching movies, while 20.4% stated that they mainly watch series. This suggests that a large proportion of participants do not limit themselves to a single format, but instead engage

with both movies and series. Movies come in the second place with a considerable percentage, whereas series are the least preferred option among the respondents.

Question 6: Doyou watch content from different countries?

Table 3.6: Participants' Opinions on the Consumption of Content from Different Countries

Option	Participants	Percentage
Yes	42	85.7%
No	7	14.3%

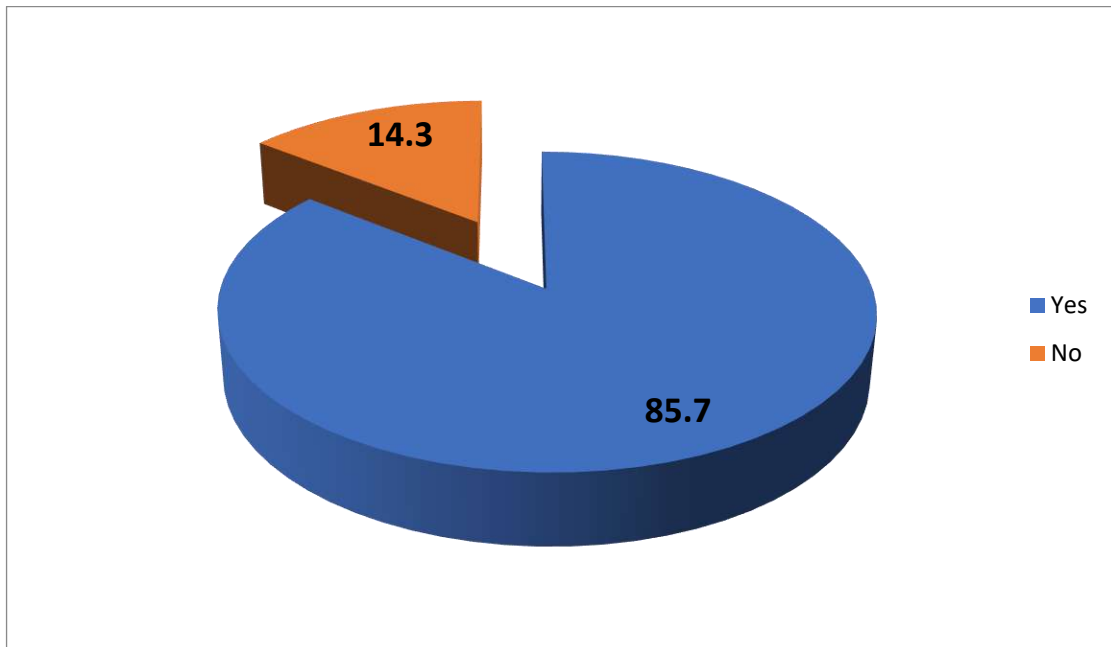


Figure 3.6: Participants' Opinions on the Consumption of Content from Different Countries

In this question, we observe from the figure that the majority of participants (85.7%) stated that they watch content from different countries, while 14.3% reported that they do not, indicating that watching content from different countries is common among most of the participants.

Questions (7) to (10): Indicate the level of agreement about Netflix movies and cultural understanding:

Table 3.7: Participants' Opinions on Netflix and Cultural Understanding

Option	Strongly agree + Agree	Neutral	Strongly disagree + Disagree
Netflix help me understand Different cultures	61.2%	20.4%	18.3%
It help learn about traditions	59.1%	20.4%	20.4%
Makes me more open- minded	61.2%	20.4%	18.3%
It expose me to cultures I did not know before	61.2%	20.4%	18.3%

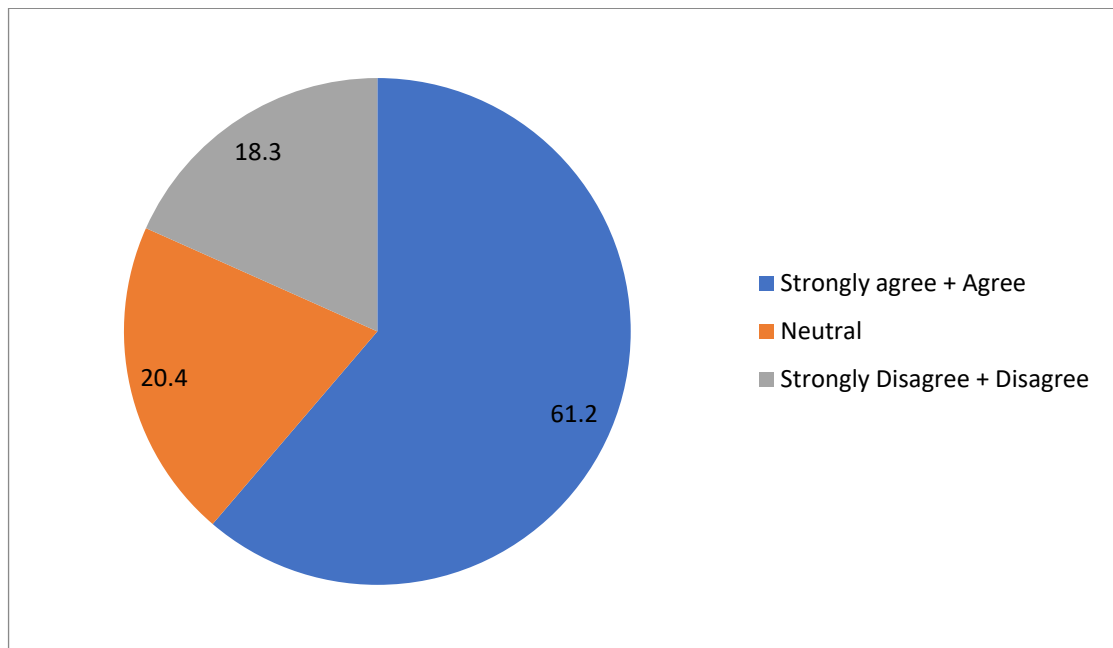


Figure 3.7: Participants' Opinions on Whether Netflix Helps Them Understand Different Cultures

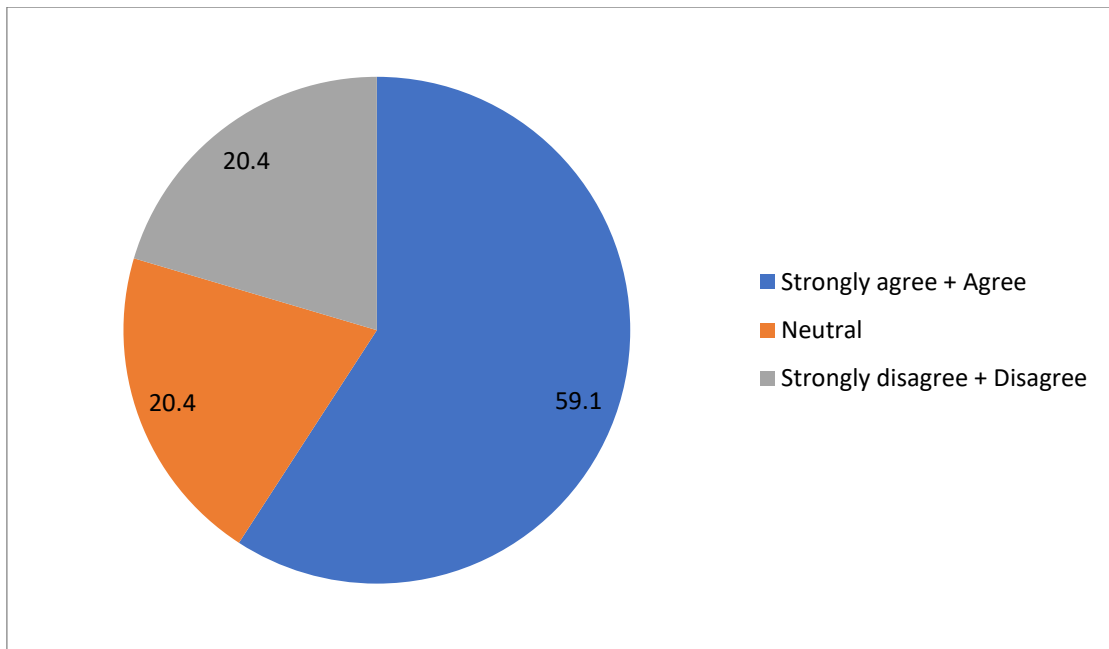


Figure 3.8: Participants' Opinions on Whether Netflix Helps Them Learn about Traditions

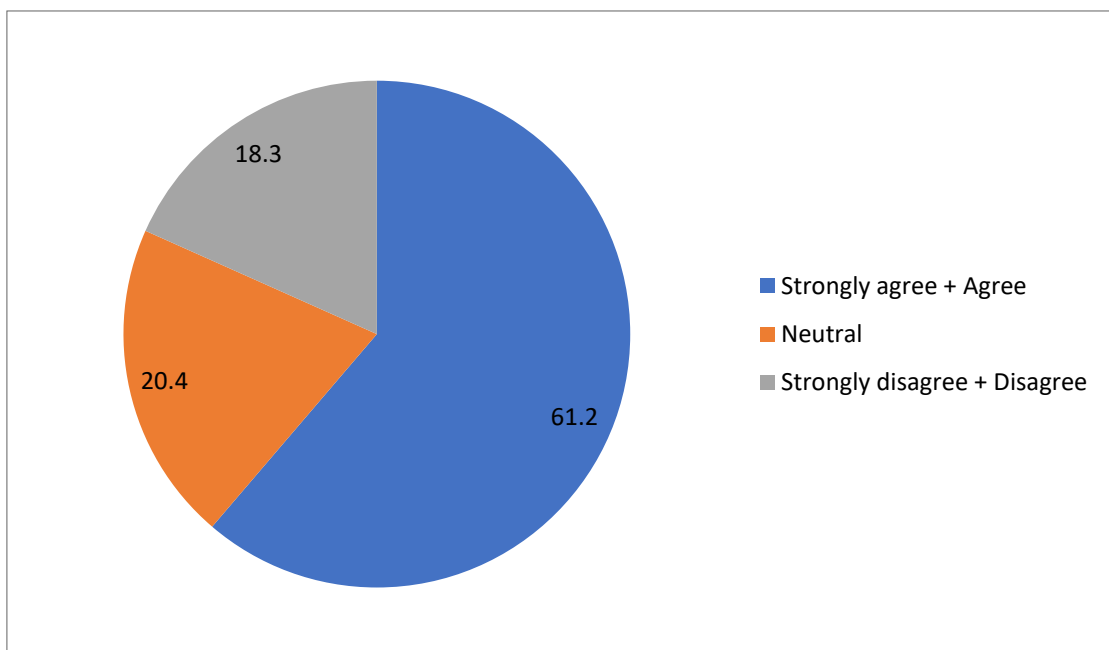


Figure 3.9: Participants' Opinions on Whether Netflix Makes Them More Open-Minded Toward Other Cultures

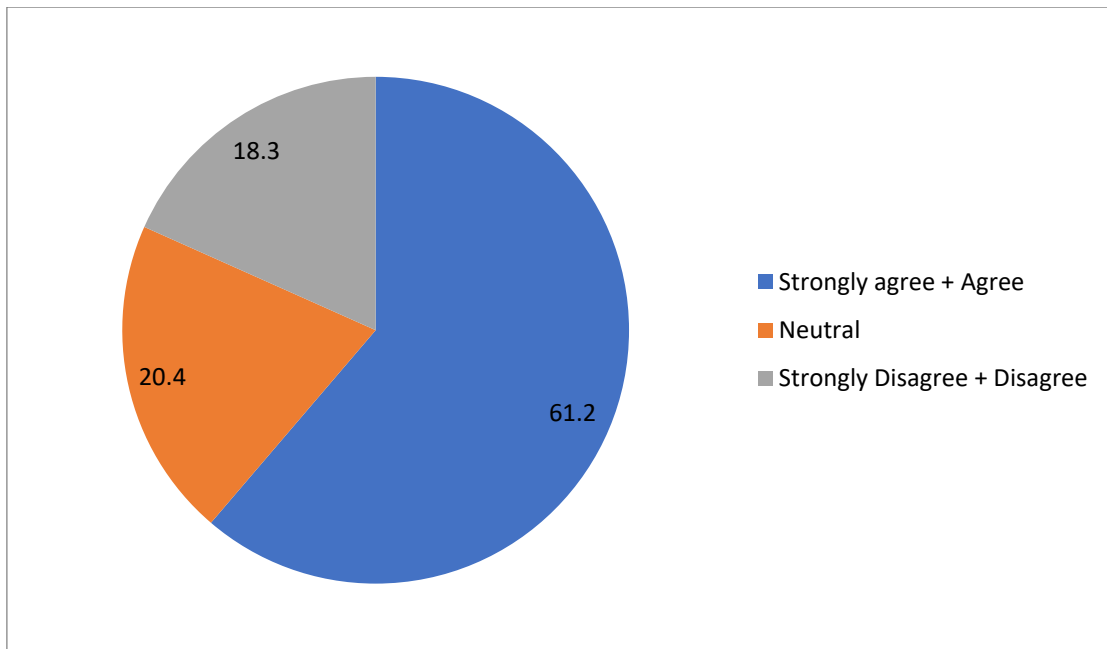


Figure 3.10: Participants' Opinions on Whether Netflix Introduces Them to Unfamiliar Cultures

In this question, we notice that the majority of participants hold a positive perception of Netflix's role in cultural understanding. 61.2% of the respondents agree that Netflix helps them understand different cultures, while 20.4% remain neutral and 18.3% disagree. This suggests that most learners benefit from exposure to cultural diversity through Netflix content, which can enhance their cultural awareness. Similarly, 59.1% of participants agree that Netflix helps them learn about traditions, whereas 20.4% are neutral and 20.4% disagree. This indicates that although a large proportion of respondents acknowledge this benefit, a small group may not experience the same level of cultural learning. Moreover, 61.2% of participants believe that Netflix makes them more open-minded, compared to 20.4% who are neutral and 18.3% who disagree. This reflects that Netflix may contribute to shaping more flexible and accepting attitudes toward other cultures. 61.2% of respondents also agree that Netflix exposes them to cultures they did not know before, while 20.4% are neutral and 18.3% disagree. This highlights the platform's role in broadening learners' cultural exposure, even though some participants remain unconvinced of its impact.

Question 11: How much time do you spend watching Netflix movies in English per week?

Table 3.8: The Amount of Time Spent Watching Movies on Netflix

Option	Participants	Percentage
Less than 1 hour	19	38.8%
1-3 hours	20	40.6%
3-5 hours	3	6.1%
More than 5 hours	7	14.3%

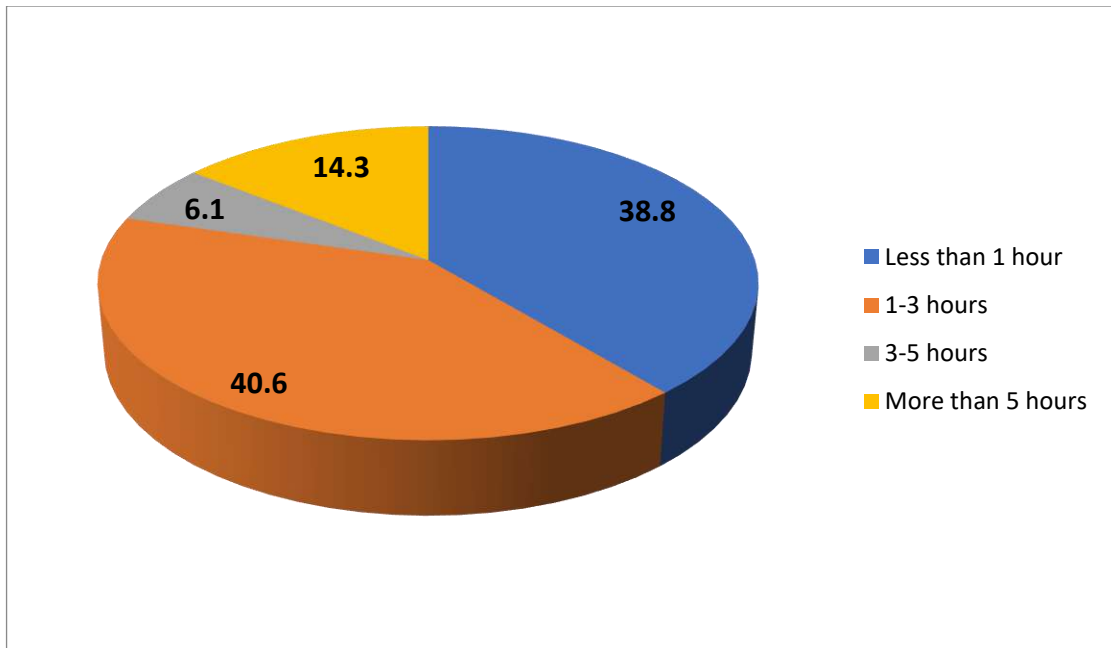


Figure 3.11: The Amount of Time Spent Watching Movies on Netflix

In this question, we notice that the largest proportion of participants, 40.6%, spend between 1 and 3 hours per week watching Netflix movies. In contrast, 38.8% of participants spend less than 1 hour per week watching Netflix movies. On the other hand, only 6.1% of respondents spend between 3 and 5 hours per week watching Netflix movies in English, making it the smallest category. Meanwhile, 14.3% of participants spend more than 5 hours weekly watching Netflix movies.

Question 12: In your opinion, how does Netflix contribute to your understanding of other cultures?

Out of the 21 participants who responded to the question of whether Netflix helps them understand different cultures, there is a variety of opinions. Most participants agreed that Netflix plays an important role in increasing their understanding of different cultures around the world. They explained that watching Netflix movies and series exposes them to different traditions, lifestyles, customs, and ways of thinking. Some participants mentioned that Netflix allows them to discover cultures they were not familiar with before, while others stated that it helps them become more open-minded and aware of cultural diversity. However, some participants argued that movies and series cannot provide a complete understanding of cultures without personal contact and real-world experience. Overall, the responses indicate that Netflix has a positive influence on participants' cultural understanding, although the level of impact may differ from one person to another.

3.3 Teachers' Interview

This section is devoted to the analysis of teachers' interview.

3.3.1 Analysis of Teachers' Interview:

The analysis of the teachers' interview provided the following insights:

Question 1: How do you perceive the use of Netflix movies and series in EFL teaching ?

Teacher A: I perceive the use of Netflix movies and series in EFL teaching as an effective way to improve students' listening, vocabulary, and speaking skills through authentic language exposure. It also increases learners' motivation and engagement when integrated with well-designed classroom activities.

Teacher B: Effective and useful.

Teacher C: Beneficial and it increases motivation

The responses reveal positive attitudes among teachers toward the use of Netflix movies and series in EFL teaching, as they believe that Netflix provides learners with authentic language exposure that helps improve listening, speaking, and vocabulary skills while also increasing students' motivation and engagement during classroom activities. The findings

indicate that Netflix is considered an effective and beneficial tool for supporting language learning in EFL contexts.

Question 2: To what extent do you consider them effective for fostering intercultural awareness? Why?

Teacher A: I consider Netflix movies and series highly effective for fostering intercultural awareness because they expose students to different cultures, values, communication styles, and social behaviors. They help learners better understand cultural diversity while developing both language and intercultural competence.

Teacher B: They make a match between the viewers' culture and the movie makers.

In this case, students will be aware of cultural similarities and differences.

Teacher C: They are too effective since they provide natural language input, cultural exposure and natural speech.

The responses reveal a strong agreement among teachers that Netflix movies and series are highly effective in fostering intercultural awareness, as they expose learners to different cultures, values, communication styles, and social behaviors. Teachers explain that this exposure helps students recognize cultural similarities and differences while developing both language skills and intercultural competence through authentic language input and natural speech. The findings indicate that Netflix is viewed as an important tool for promoting cultural understanding and awareness in EFL contexts.

Question 3: In what ways do Netflix movies or series help students understand different cultures, values, or lifestyles?

Teacher A: Netflix movies and series help students understand different cultures, values, and lifestyles by exposing them to authentic daily interactions, traditions, beliefs, and social practices from various societies. They also encourage learners to compare cultures and develop greater openness and cultural awareness.

Teacher B: They are regarded as a good tool to use in teaching others' cultural values.

Teacher C: By exposing them to different social practices which help them develop.

The responses reveal that teachers consider Netflix movies and series an effective means of helping students understand different cultures, values, and lifestyles, as they expose learners to authentic daily interactions, traditions, beliefs, and social practices from various societies. Teachers also explain that this exposure encourages students to compare cultures, learn about others' cultural values, and develop greater openness and cultural awareness. The findings indicate that Netflix contributes to enhancing learners' understanding of cultural diversity in EFL contexts.

Question 4: What cultural aspects do students seem to learn the most from such content?

Teacher A: Students seem to learn the most about everyday customs, communication styles, traditions, social relationships, and cultural values through Netflix content.

They also become more aware of different accents, lifestyles, and ways of thinking in various cultures.

Teacher B: ways of thinking, values and new lifestyles.

Teacher C: informal language, idioms, humors, politeness strategies, eating habits, clothing.

The responses reveal that teachers believe students learn various cultural aspects from Netflix movies and series, including customs, communication styles, traditions, values and lifestyles. Teachers also point out that learners become more aware of different ways of thinking, accents, eating habits, clothing, politeness strategies, informal language, idioms, and humor through authentic cultural exposure. The findings indicate that Netflix content helps students gain a deeper understanding of everyday cultural practices and social behaviors in different societies.

Question 5: How do you integrate Netflix content into your teaching to promote intercultural awareness?

Teacher A: I actually do not use usually this platform content in my teaching, but I think that its integration in classroom appears through activities such as guided discussions, cultural comparisons, listening tasks, and reflective assignments. These

activities encourage students to analyze cultural differences and develop intercultural understanding alongside their language skills.

Teacher B: Hopefully in the future I can use it. Recently I'm using YouTube videos.

Teacher C: Ask students to compare different traditions they may observe.

The responses reveal that teachers use or intend to use different strategies to integrate audiovisual content into EFL teaching in order to promote intercultural awareness. Teachers mention activities such as guided discussions, cultural comparisons, listening tasks, and reflective assignments that encourage students to analyze cultural differences and compare traditions from different societies. One teacher also stated the use of YouTube videos as an alternative source of authentic cultural content. The findings indicate that such activities can help learners develop intercultural understanding alongside their language skills.

Question 6: Compared to traditional methods, how effective is this approach?

Teacher A: Compared to traditional methods, using Netflix content is often more engaging and effective because it provides authentic language and realistic cultural contexts. It increases students' motivation and helps them connect language learning with real-life communication and cultural understanding.

Teacher B: Innovative and it fits the generation likes.

Teacher C: Too effective.

The responses reveal that teachers consider the use of Netflix movies and series more effective than traditional teaching methods, as it provides authentic language and realistic cultural contexts that increase students' motivation and engagement. Teachers also explain that this approach is innovative and more suitable for the interests and preferences of the current generation. The findings indicate that Netflix-based learning helps students connect language learning with real-life communication and cultural understanding more effectively.

Question 7: What challenges or limitations have you encountered when using Netflix in class?

Teacher A: selecting appropriate content for students' language levels and managing distraction, Technical issues, limited classroom time.

Teacher B: I've not used Netflix before.

Teacher C: Difficult language, distraction.

The responses reveal that teachers encounter several challenges when using Netflix movies and series in EFL classes, including selecting content appropriate to students' language levels, managing distractions, technical issues, limited classroom time, and difficult language used in some content. One teacher also stated having no previous experience using Netflix in teaching. The findings indicate that despite the educational benefits of Netflix, certain practical and linguistic limitations may affect its effective integration in EFL classrooms.

Question 8: On a scale from 1 to 10, how would you rate its effectiveness in developing intercultural awareness? Please explain?

Teacher A: Around 8/10

It provides authentic exposure to different cultures and perspectives, but its success still depends on careful content selection and guided classroom activities.

Teacher B: 7

Teacher C: 8

The responses reveal that teachers rate the effectiveness of Netflix movies and series in developing intercultural awareness highly, with scores ranging between 7 and 8 out of 10. Teacher A justifies this rating by highlighting the authentic exposure to different cultures and perspectives provided by Netflix, while also noting that its effectiveness depends on careful content selection and guided classroom activities. Teacher B and Teacher C similarly provide positive ratings, indicating overall agreement on its usefulness. The findings suggest that Netflix is considered a highly effective tool for fostering intercultural awareness in EFL contexts, although its impact is influenced by how it is integrated into teaching.

3.4 Discussions and Interpretations of the Main Findings

This section of the study summarizes the main findings of students' questionnaire and teachers' interview in the context of using Netflix movies and series to enhance EFL learners' intercultural awareness and language learning.

3.4.1 Findings of Students' Questionnaire

Relying on the results of students' questionnaire, a number of conclusions can be reached concerning the use of Netflix movies and series in enhancing EFL learners' intercultural awareness. First, the findings suggest that students recognize the importance of exposure to authentic audiovisual materials in understanding different cultures. They reported that watching Netflix content helps them become aware of cultural differences, values, communication styles, and everyday social practices. They also indicated that limited exposure to real cultural contexts represents a gap in their learning that can be addressed through such resources.

Most EFL students showed a positive attitude towards the use of audiovisual content in language learning, both inside and outside the classroom, and their level of engagement depends on their motivation. In addition, they expressed favorable views towards integrating Netflix content in their learning due to its effectiveness in making cultural content more accessible and engaging.

Therefore, from the obtained responses, it can be observed that Netflix is widely appreciated among the selected students, as most of them believe it helps them understand cultural diversity more clearly. According to them, it enhances their awareness of different lifestyles, traditions, and ways of thinking, while also supporting language learning through authentic input and real-life contexts. Moreover, they highlighted improvements in their intercultural understanding, particularly in recognizing cultural similarities and differences.

Finally, students expressed an overall positive perspective towards using Netflix movies and series to develop their intercultural awareness, as they felt that integrating such authentic audiovisual tools improves both their cultural understanding and language learning experience.

3.4.2 Findings of Teachers' Interview

Based on the responses provided by the teachers to the interview questions regarding the use of Netflix movies and series in EFL teaching, several important findings can be identified concerning their role in enhancing intercultural awareness. First, the teachers generally perceive Netflix content as an effective and beneficial tool in EFL classrooms. They emphasized that movies and series provide authentic language exposure, improve students' listening and speaking skills, and increase learners' motivation and engagement. This suggests that audiovisual materials are viewed as valuable resources for creating more interactive and realistic language learning environments. Moreover, the teachers agreed that Netflix movies and series are highly effective in fostering intercultural awareness. According to their responses, such content exposes students to different cultures, values, communication styles, traditions, and social behaviors. It also helps learners recognize cultural similarities and differences, which contributes to the development of intercultural competence and greater openness toward other cultures. This finding highlights the important role of authentic audiovisual materials in connecting language learning with cultural understanding. Another finding that emerged from the analysis is that students seem to learn a variety of cultural aspects through Netflix content. These include ways of thinking, lifestyles, everyday customs, social relationships, informal language, idioms, humor, politeness strategies, clothing styles, and eating habits. Such exposure allows learners to better understand how language is used in real-life contexts and how cultural values are reflected in communication and daily practices. The teachers' responses also reveal different approaches to integrating Netflix content into teaching. While some teachers already recognize the educational value of using Netflix through activities such as guided discussions, cultural comparisons, and reflective tasks, others still rely mainly on alternative audiovisual resources such as YouTube videos. Nevertheless, all responses indicate an awareness of the potential of audiovisual materials in promoting intercultural learning and encouraging students to compare cultures critically and thoughtfully. In addition, the teachers considered this approach more effective and engaging than traditional teaching methods because it provides realistic cultural contexts and authentic language use that suit the interests of modern learners. However, they also pointed out several challenges and limitations, including the difficulty of selecting appropriate content for students' language levels, technical problems, difficult language, limited classroom time, and possible student distraction. These findings demonstrate that although Netflix

content can positively support intercultural awareness, its effectiveness depends on careful selection, teacher guidance, and appropriate classroom implementation. Finally, the teachers' evaluations of the effectiveness of Netflix movies and series in developing intercultural awareness ranged between 7 and 8 out of 10. This indicates a generally positive attitude toward the use of such audiovisual materials in EFL teaching. The findings suggest that Netflix content can significantly contribute to the development of students' intercultural awareness when combined with purposeful classroom activities and effective pedagogical guidance.

Conclusion

Chapter Three described the research design of the study, the sample, the data collection instruments, the analysis of both students' questionnaire and teachers' interview, as well as the discussion of the results. The collected data were analyzed both quantitatively and qualitatively in order to provide a deeper understanding of the research topic. Combining the insights gathered from both students' questionnaire and teachers' interview provides a comprehensive understanding of the perspectives and experiences regarding the use of Netflix movies and series in enhancing intercultural awareness in the EFL classroom. By synthesizing the perspectives of both teachers and students, the main findings revealed that participants generally recognize the importance of integrating authentic audiovisual materials into EFL teaching. The results also showed that Netflix movies and series can positively contribute to developing students' intercultural awareness by exposing them to different cultures, values, lifestyles, and communication styles while increasing learners' motivation and engagement in the learning process.

General Conclusion

This study set out to investigate the role of Netflix movies in fostering intercultural awareness in EFL contexts. It aimed to address the research questions and hypotheses formulated, examining the extent to which Netflix movies enhance intercultural awareness, the specific aspects of cultural understanding influenced by Netflix viewing, and the factors that affect the effectiveness of using Netflix movies as an authentic tool for developing intercultural competence.

The study was divided into three main chapters. The first chapter provided a thorough literature review, which explored previous research and scholarly works related to intercultural awareness and the role of Netflix movies in EFL contexts. It highlighted the importance of culture, intercultural awareness, and intercultural competence in language learning, and discussed how Netflix movies can serve as authentic audiovisual materials for exposing learners to different cultures and perspectives. The literature review also examined the potential benefits of using Netflix movies in developing learners' intercultural understanding, laying the foundation for the subsequent analysis.

The second chapter focused on the analysis and interpretation of the data collected from the research instruments, namely the questionnaire and the interviews. The findings of the study revealed that Netflix movies play an important role in fostering intercultural awareness and developing intercultural competence in EFL contexts. The regular exposure to Netflix movies was found to enhance learners' understanding of different cultures, traditions, and perspectives. Furthermore, Netflix movies were shown to influence various aspects of intercultural learning, including cultural awareness, openness to other cultures, and the ability to interpret cultural differences. The effectiveness of Netflix movies as a tool for intercultural learning was influenced by factors such as learners' engagement, viewing habits, content selection, and exposure to diverse cultural contexts. However, it is important to acknowledge the limitations of this study. Not all participants were comfortable being interviewed and recorded, and some questionnaires were not returned, which may have impacted the generalizability of the results. The study's focus on a specific community and the relatively small sample size also limits the broader applicability of the findings. Despite these limitations, this study contributes to the existing knowledge by providing valuable insights into the role of Netflix movies in fostering

intercultural awareness in EFL contexts. It offers practical implications for language educators and policymakers, highlighting the potential benefits of incorporating authentic audiovisual content to support intercultural learning, develop intercultural competence, and enhance learners' cultural understanding within language learning curricula. To further advance this field, future research should consider addressing the limitations by expanding the sample size, ensuring higher response rates, and exploring the role of Netflix movies in fostering intercultural awareness in different communities and contexts. By building upon this study, researchers can continue to enhance our understanding of Netflix movies as a tool for developing intercultural awareness and intercultural competence, and inform more effective strategies for integrating cultural content into EFL learning. In summary, this study sheds light on the role of Netflix movies in fostering intercultural awareness in EFL contexts. It provides valuable findings, contributes to the existing knowledge, and offers practical implications for integrating authentic audiovisual content into language learning. While considering the limitations, further research can build upon these findings to deepen our understanding of how Netflix movies support intercultural awareness and intercultural competence, and to improve future language and cultural learning practices.

Limitation of the study:

Within every research, there will always be some limitations. In the present study, not all participants were comfortable being interviewed and recorded, and not all questionnaires were returned, which may have reduced the number of responses and affected the generalizability of the results.

Another limitation of this research is the potential for selection bias. The study focused on Master 1 students at KasdiMerbah University of Ouargla who had access to and used Netflix, which may not fully represent all students in the university or in other contexts.

In addition, only 49 participants were included in the study. This relatively small sample size does not allow for strong generalizations about the wider population of learners. Therefore, the results should be interpreted within this specific context. However, the small sample size made the research easier and faster to complete.

Participants also commented on the questionnaire during data collection. It was observed that some participants left several questions unanswered, while others had difficulties understanding certain items. As a result, some responses may not fully reflect their real opinions.

This study focuses on investigating the role of Netflix movies in fostering intercultural awareness in EFL contexts. However, some participants did not fully understand certain questions in the questionnaire and sometimes answered randomly in order to complete it quickly, which may have affected the accuracy of the collected data.

Suggestions and recommendations:

Based on the findings and limitations of the current research on the role of Netflix movies in fostering intercultural awareness in EFL contexts, several recommendations and suggestions for further research can be proposed. These recommendations aim to address the limitations encountered and provide avenues for future exploration. By considering these suggestions, researchers can enhance the understanding of the topic and contribute to the existing knowledge. The following are some recommendations for further research:

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

Secondly, a comparative study could be conducted to analyze differences in intercultural awareness between learners who regularly watch Netflix movies in English and those who do not. This study could involve comparing aspects such as cultural understanding, openness to other cultures, and exposure to cultural diversity between the two groups. By doing this, researchers can gain clearer insights into the specific influence of Netflix movies on intercultural awareness compared to other factors.

Suggestions for further research:

To address the limitations related to participant comfort and response rate, it would be beneficial to use multiple data collection methods. In addition to interviews and questionnaires, alternative methods such as focus groups and observation could be included to gather richer and more comprehensive data. This approach may encourage greater participation and provide a wider range of perspectives.

To reduce the risk of biased results, it would also be helpful to include a comparison group in future research. This group could consist of learners in EFL contexts who do not

regularly watch Netflix. By comparing both groups, a clearer understanding of the role of Netflix movies in fostering intercultural awareness can be achieved.

Given the limitation of the small sample size, it is recommended to expand the number of participants in future studies. A larger sample would improve the reliability and generalizability of the findings and allow for more accurate analysis. Participants could be selected from a wider range of institutions or contexts to increase sample diversity.

To address the issue of unclear or incomplete responses, it is important to improve the design of the questionnaire. The questions should be clear, simple, and easy to understand. Conducting a pilot test before the main study can help identify any confusing items and ensure that the final questionnaire collects more accurate and reliable data.

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Appendices

Appendix A: Students' Questionnaire

Kasdi Merbah University – Ouargla-

Faculty of Letters and Languages

Department of Letters and English Language

Students' Questionnaire

Dear participant, thank you for taking the time to participate in this questionnaire. The purpose of this questionnaire is to gather information for investigating Netflix movies efficacy as authentic tools for fostering intercultural awareness in EFL contexts. Your responses will remain anonymous and will be used for research purposes only. Please answer the following questions honestly.

Section 1: Background Information

1. Age: _____

2. Gender:

☐ Male ☐ Female

Section 2: Use of Netflix

3. Have you ever watched Netflix movies or TV shows?

☐ Yes ☐ No

4. How often do you watch Netflix?

☐ Every day

☐ Several times a week

☐ Occasionally

☐ Rarely

☐ Never

5. What type of content do you usually watch?

☐ Movies ☐ Series ☐ Both

6. Do you watch content from different countries?

☐ Yes ☐ No

Section 3: Intercultural Awareness (Perceptions)

Indicate your level of agreement:

7. Netflix helps me understand different cultures better.

8. I learn about traditions and lifestyles through Netflix.
9. Watching Netflix makes me more open-minded toward other cultures.
10. Netflix exposes me to cultures I did not know before.

Options:

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

Section 4: Engagement and Impact

11. How much time do you spend watching Netflix per week?

☐ Less than 1 hour

☐ 1–3 hours

☐ 3–5 hours

☐ More than 5 hours

12. In your opinion, how does Netflix contribute to your understanding of other cultures?

→ Open-ended response:

Appendix B: Teachers' Interview

KasdiMerbah University –Ouargla-

Faculty of Letters and Languages

Department of Letters and English Language

Teachers' Interview

Dear teacher, This interview aims to collect data for a Master's dissertation under the title "Investigating Netflix Movies Efficacy as Authentic Tools for Fostering Intercultural Awareness in EFL Contexts." I would be very grateful if you could respond to the following questions. Your contribution is important to this research work.

Theme 1: Perceptions of Netflix in EFL

1. How do you perceive the use of Netflix movies and series in EFL teaching?
2. To what extent do you consider them effective for fostering intercultural awareness? Why?

Theme 2: Intercultural Awareness Development

3. In what ways do Netflix movies or series help students understand different cultures, values, or lifestyles?
4. What cultural aspects do students seem to learn the most from such content?

Theme 3: Classroom Use and Effectiveness

5. How do you integrate Netflix content into your teaching to promote intercultural awareness?
6. Compared to traditional methods, how effective is this approach?

Theme 4: Challenges and Reflection

7. What challenges or limitations have you encountered when using Netflix in class?
8. On a scale from 1 to 10, how would you rate its effectiveness in developing intercultural awareness? Please explain.

المخلص

تتناول المذكرة مدى فعالية أفلام نتفليكس كأدوات فعالة لتعزيز الوعي الثقافي في سياقات تدريس اللغة الإنجليزية كلفة أجنبية، وتهدف إلى دراسة ما إذا كان التفاعل مع هذه الأفلام يُحسّن وعي الطلاب وفهمهم للثقافات المختلفة. تعتمد

الدراسة منهجًا مختلطًا يجمع بين الأساليب الكمية والنوعية. تتكون عينة البحث من تسعة و أربعون طالبًا سنة أولى ماستر متخصصًا في اللغويات بقسم اللغة الإنجليزية في جامعة قاصدي مرباح ورقلة، تتراوح أعمارهم بين 20 و 28 عامًا فأكثر، تم اختيارهم للدراسة. بالإضافة إلى ذلك، شارك ثلاثة اساتذة في المقابلات، مما أتاح فهمًا أعمق لاستخدامهم أفلام نتفليكس في الفصول الدراسية، وتصوراتهم حول مدى مساهمة هذه الأفلام في تعزيز الوعي الثقافي لدى الطلاب. استُخدمت أداتان رئيسيتان لجمع البيانات، وهما الاستبيان والمقابلة. سهّل الاستبيان جمع البيانات الكمية، بينما قدمت المقابلات رؤى نوعية قيّمة حول ممارسات المعلمين وآرائهم بشأن استخدام أفلام نتفليكس في الفصول الدراسية ودورها في تعزيز الوعي الثقافي. بعد تحليل البيانات التي جُمعت كميًا ونوعيًا، كشفت النتائج أن مشاهدة أفلام نتفليكس تُسهم إيجابًا في تعزيز الوعي الثقافي لدى متعلمي اللغة الإنجليزية كلغة أجنبية. كما تُشير النتائج إلى أن التعرض لمشاهدة أفلام نتفليكس يُحسن فهم الطلاب للاختلافات الثقافية ويُثمّن انفتاحهم على الثقافات الأخرى.

الكلمات المفتاحية: نتفليكس، متعلم اللغة الإنجليزية كلغة أجنبية، الوعي الثقافي، الأفلام، مواد أصلية.

Résumé

Cette thèse examine l'efficacité des films Netflix comme outils authentiques pour développer la conscience interculturelle dans le cadre de l'apprentissage de l'anglais langue étrangère (ELE). Elle vise à déterminer si le visionnage de films Netflix renforce la

conscience interculturelle des étudiants et leur compréhension des différentes cultures. L'étude adopte une approche mixte, combinant méthodes quantitatives et qualitatives. L'échantillon de recherche est composé de 49 masters étudiants en linguistique du département d'anglais de l'Université KasdiMerbah de Ouargla, âgés de 20 à 28 ans et plus, sélectionnés pour l'étude. Trois enseignants ont également participé à des entretiens, apportant un éclairage supplémentaire sur leur utilisation des films Netflix en classe et leur perception de l'impact de ces films sur le développement de la conscience interculturelle des étudiants. Deux principaux instruments de recherche ont été utilisés pour la collecte des données : un questionnaire et des entretiens. Le questionnaire a permis de recueillir des données quantitatives, tandis que les entretiens ont fourni des informations qualitatives précieuses sur les pratiques et les points de vue des enseignants concernant l'utilisation des films Netflix en classe et leur rôle dans la promotion de la conscience interculturelle. L'analyse des données recueillies, tant quantitativement que qualitativement, a révélé que le visionnage de films Netflix a un effet positif sur le développement de la conscience interculturelle chez les étudiants en ELE. De plus, les résultats indiquent que le visionnage de films sur Netflix améliore la compréhension des différences culturelles chez les étudiants et favorise l'ouverture aux autres cultures.

Mots-clés : Netflix, apprenant d'anglais langue étrangère, sensibilisation interculturelle, films, documents authentiques.