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**THE IMPACT OF NETFLIX TV SHOWS AND
MOVIES ON DEVELOPING STUDENTS'
INTERCULTURAL COMMUNICATIVE
COMPETENCE**

CASE STUDY:

**THIRD YEAR STUDENTS OF ENGLISH AT CHADLI
BENDJEDID UNIVERSITY, EL TARF**

**Dissertation Submitted in Partial Fulfilment of the Requirements
for the Master's Degree in *Didactics of English***

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We hereby declare that this research study entitled “*The Impact of Netflix TV Shows and Movies on Developing Students’ Intercultural Communicative Competence.*” supervised by Mr W. FERACHE in the academic year (2022-2023), and submitted to the department of English at Chadli Bendjedid University, El-Tarf, in partial fulfilment of the requirements for the Master degree, has not been partially or fully published previously. The researcher is aware of the university’s policy towards plagiarism that is why the work is so original, and every information taken from other researchers is cited clearly.

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DEDICATIONS

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL (English as a Foreign Language)

ICC (Intercultural Communicative Competence)

ABSTRACT

This dissertation examines the influence of Netflix TV shows and movies on students' intercultural communicative competence. It addresses the gap in existing literature by investigating the specific impact of Netflix content on intercultural skills. A literature review establishes the significance of intercultural communication competence and the role of media in intercultural learning. The study adopts a descriptive correlational design, collecting quantitative and qualitative data through a structured questionnaire. Findings reveal the relationship between Netflix exposure and the development of intercultural awareness, knowledge, attitudes, and communication skills. The study identifies potential benefits and challenges of leveraging Netflix for intercultural learning. The implications inform educators and researchers, offering insights for integrating Netflix content to enhance intercultural understanding among students. Overall, this dissertation contributes to understanding how Netflix shapes students' ability to communicate across cultures.

تلخيص باللغة العربية

تهدف هذه الرسالة إلى دراسة تأثير مسلسلات وأفلام نيتفليكس على كفاءة الاتصال بين الثقافات لدى الطلاب. تسعى الرسالة إلى سد الفجوة الموجودة في الأدبيات الحالية من خلال فحص تأثير المحتوى المقدم من نيتفليكس على تنمية المهارات الثقافية. يتم تقديم إطار نظري يؤكد أهمية الاتصال الثقافي الفعال ودور وسائل الإعلام في تعزيز التعلم الثقافي. تستخدم الدراسة تصميمًا وصفيًا ترابطيًا حيث يتم جمع البيانات الكمية والکیفية من خلال استبانة منظمة. تُظهر النتائج العلاقة بين تعرض الطلاب لمحتوى نيتفليكس وتطوير وعيهم الثقافي والمعرفي واتجاهاتهم ومهاراتهم التواصلية. كما تحدد الدراسة المزايا والتحديات المحتملة لاستخدام نيتفليكس في التعلم الثقافي. تهدف النتائج إلى توجيه المعلمين والباحثين ، وتقديم رؤى لدمج محتوى نيتفليكس بهدف تعزيز الفهم الثقافي بين الطلاب. بشكل عام ، تسهم هذه الرسالة في فهم تأثير نيتفليكس على قدرة الطلاب على التواصل بين الثقافات

CHAPTER ONE
INTRODUCTORY CHAPTER
TO THE RESEARCH PROBLEM

CHAPTER ONE: INTRODUCTORY CHAPTER TO THE RESEARCH PROBLEM:

INTRODUCTION:

This research looks at how watching Netflix shows and movies affects students' ability to understand and communicate with people from different cultures. Netflix has become really popular among students, and this research aims to investigate if it has an impact on their intercultural communication competence.

Intercultural communicative competence is important for communicating well with people from diverse backgrounds. In our globalized world, it's crucial to navigate interactions with different cultures in a sensitive and effective way. This means understanding their practices, beliefs, and values, and being aware of the challenges in cross-cultural communication. Developing these skills is vital for students to connect with people from different cultures and work together in a respectful way.

The main focus of this research is to explore how watching Netflix shows and movies can help students develop their intercultural skills. Netflix offers a wide range of content from different cultures, so this research wants to find out if it helps students understand and empathize with other cultures, and if it improves their communication skills.

By studying this, we hope to learn more about how Netflix influences students' understanding of other cultures and their ability to communicate across cultural differences. This information can be useful for educators and researchers who want to use Netflix to teach students about different cultures and improve their intercultural skills.

This research looks at how Netflix TV shows and movies affect students' ability to understand and communicate with people from different cultures. The goal is to learn more about how media like Netflix can help students become better at interacting with people from

diverse backgrounds. The findings from this study could be used by teachers to improve their teaching methods and design better educational materials. The research wants to fill a gap in existing knowledge by exploring the connection between media consumption, like Netflix, and students' ability to communicate across cultures in today's digital world.

STATEMENT OF THE PROBLEM:

Many students watch Netflix TV shows and movies a lot. This makes us wonder how it affects their ability to communicate with people from different cultures. Being able to understand and communicate well with people from other cultures is important in today's world. However, we don't know much about how Netflix specifically affects students' intercultural communication skills. That is why this research wants to find out.

The problem addressed in this study is the need to explore the specific influence of Netflix content on students' intercultural communicative competence and understand the potential benefits and challenges associated with its utilization as a tool for intercultural learning.

AIMS OF THE STUDY:

The primary objectives of this study are to:

1. Investigate the extent to which exposure to Netflix TV shows and movies contributes to the development of students' intercultural awareness, knowledge, and attitudes.
2. Examine how engagement with different cultural narratives and perspectives through Netflix content influences students' cross-cultural communication skills.
3. Analyze the language learning outcomes resulting from exposure to foreign languages in Netflix content and their impact on students' intercultural communicative competence.

4. Identify and evaluate the potential benefits and challenges associated with leveraging Netflix as a resource for developing students' intercultural communicative competence.
5. Provide evidence-based recommendations and guidelines for educators on effective integration of Netflix content into educational contexts to enhance intercultural understanding and proficiency among students.

By achieving these objectives, this research aims to shed light on the impact of Netflix content on students' intercultural communicative competence, providing valuable insights into the potential benefits, challenges, and educational implications associated with leveraging this popular platform for intercultural learning.

RESEARCH QUESTIONS:

The main research question of this study is:

What is the impact of Netflix TV shows and movies on students' intercultural communicative competence?

Other-sub questions need to be answered too:

- To what extent does exposure to Netflix TV shows and movies contribute to students' intercultural awareness, knowledge, and attitudes?
- What are the language learning outcomes resulting from exposure to foreign languages in Netflix content?
- What are the potential benefits and challenges associated with leveraging Netflix as a resource for developing students' intercultural communicative competence?

By addressing these questions, this research seeks to fill the gap in the literature by providing insights into the impact of Netflix content on students' intercultural communicative

competence. The findings will contribute to the existing body of knowledge on media effects and intercultural learning, while also informing educational practices to enhance intercultural understanding and proficiency among students in today's digital age.

HYPOTHESIS:

On the light of above questions, the following hypothesis can be advanced :

Exposure to Netflix TV shows and movies may positively contribute to the development of students' intercultural communicative competence.

THE SIGNIFICANCE OF THE STUDY:

The research on how Netflix shows and movies affect students' ability to communicate with people from different cultures is important. It can help teachers and curriculum designers find better ways to teach intercultural communication. It can also show how Netflix and similar media can be used to improve students' understanding of different cultures

RESEARCH METHODOLOGY:

In order to answer the questions and prove our hypothesis that is stated above, this research paper is based on a quantitative research method to investigate the impact of Netflix TV shows and movies on students' intercultural communicative competence. The use of a quantitative approach allowed for the collection of numerical data that could be analyzed statistically to draw meaningful conclusions.

RESEARCH DESIGN:

The research design used in this study was a descriptive correlational design, which aimed to explore the relationships between exposure to Netflix content and students' intercultural communication skills. This design sought to provide a detailed description of the impact of Netflix TV shows and movies on students' intercultural communicative competence

while also examining the correlations between exposure to Netflix content and the development of intercultural awareness, knowledge, attitudes, and cross-cultural communication skills. This design focused primarily on collecting data related to the students' variable, specifically their intercultural awareness, knowledge, attitudes, and communication skills. By using a descriptive design, the study aimed to examine the current state of students' intercultural communicative competence and investigate the potential influence of Netflix content on these skills.

The descriptive correlational methodology entails the utilization of measurement tools to assess phenomena and research variables, with the aim of calculating the correlation coefficient and elucidating the nature of relationships among the study variables. It serves as a means by which to determine whether significant relationships exist between the variables or not (Ghanem, 2020, p. 72).

PARTICIPANTS:

The participants in this study were third-year students enrolled at Chadli Bendjedid – El Tarf. A random sampling technique was employed to select participants from the population of third-year students. Random sampling ensured that every third-year student had an equal chance of being selected, thus minimizing biases and increasing the representativeness of the sample. The final sample size included 20 participants, representing a diverse range of backgrounds within the university's third-year student population.

DATA GOTHERING TOOLS:

In order to answer the research questions and prove our hypothesis that is stated above, a questionnaire was used as the primary tool for data collection. The questionnaire was specifically designed to gather information about the intercultural communicative competence of the students. It consisted of different sections with questions that the students

could answer using a rating scale (Likert Scale). This allowed for the analysis of the data quantitatively. Additionally, there were open-ended questions in the questionnaire, which provided an opportunity for the students to share their personal experiences and provide more detailed insights about their interactions with Netflix and intercultural communication. Using this questionnaire enabled the systematic collection of data on the students' intercultural communication skills and gain a deeper understanding of their experiences.

STRUCTURE OF THE DISSERTATION:

This dissertation will consist of the following chapters:

1. **General Introduction:** This chapter provides an introduction to the research topic, states the research problem or questions, and explains the significance and objectives of the study.
2. **Literature Review:** This chapter reviews and summarizes relevant literature and studies related to the research topic. It identifies gaps in the existing knowledge and establishes the theoretical framework for the research.
3. **Methodology:** This chapter describes the research design, methodology, and approach used in the study. It explains the data collection methods, sample selection, and any tools or instruments used. Ethical considerations of the study will also be discussed in this chapter.
4. **Findings and Discussion:** This chapter presents the findings of the research based on the data collected and analyzed. The findings will be discussed and interpreted in relation to the research questions and objectives. The results are critically analyzed, compared with existing literature, and their implications and significance are discussed.

5. **General Conclusion:** It summarizes the main findings of the research, highlights their implications, and offers recommendations for future research or practical applications. It also reflects on the limitations of the study and suggests areas for further investigation.

Limitations of the Study

Some limitations of this research may include the sample size, which is limited to third-year students at Chadli Bendjedid of El Tarf, and the reliance on self-reported data, which may be subject to biases or inaccuracies.

In addition to the mentioned limitations, there are a few more factors that should be considered such as:

1. **Time Constraints:** Due to time constraints, the research may not be able to capture the long-term effects of Netflix content on students' intercultural communicative competence. It may only provide a snapshot of the current situation.
2. **Generalizability:** The findings of this study may be specific to the sample of third-year students at Chadli Bendjedid University of El Tarf. The results may not be representative of other student populations or universities.
3. **Social Desirability Bias:** Participants' responses in the questionnaire may be influenced by social desirability bias, where they provide answers that they believe are more socially acceptable. This bias may lead to inaccurate or distorted information.
4. **Recall Bias:** Participants may have difficulty accurately recalling their exposure to Netflix content or their perceptions of intercultural communication. This recall bias can impact the reliability and validity of the data collected.

5. **Cultural and Contextual Factors:** The study is conducted within the specific cultural and contextual context of Chadli Bendjedid University of El Tarf. The findings may be influenced by the unique cultural dynamics and educational environment of the university, limiting their generalizability to other settings.

CONCLUSION:

In this chapter, we introduced the research topic, which focuses on the impact of watching Netflix shows and movies on students' intercultural communicative competence. We highlighted the importance of intercultural communicative competence in today's globalized world, emphasizing the need for students to navigate interactions with different cultures effectively. We identified the main objective of this research, which is to explore how watching Netflix content can help students develop their intercultural skills.

In the upcoming chapters, we will delve into the literature review to explore previous studies on media effects and intercultural learning. We will also present the methodology used in this study, discuss the findings, and provide a comprehensive analysis and interpretation of the data. Finally, we will conclude this dissertation by summarizing the main findings, discussing their implications, and offering recommendations for future research and practical applications in the field of intercultural communication.

CHAPTER TWO
LITERATURE REVIEW ABOUT THE
INFLUENCE OF MEDIA ON INTERCULTURAL
COMMUNICATION COMPETENCE:

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LITERATURE REVIEW ABOUT THE INFLUENCE OF MEDIA ON INTERCULTURAL
COMMUNICATION COMPETENCE:

INTRODUCTION

In today's interconnected world, it's important to be able to communicate effectively with people from different cultures. This is called intercultural communication competence. To understand how we can become better at this, researchers have looked into the influence of media, like TV shows and movies, on our ability to learn about other cultures.

This chapter is a review of studies and research on intercultural communication competence and the impact of media on intercultural learning. By looking at what others have found, we can build a solid foundation for our own research and figure out what gaps still need to be explored.

Media is all around us, from the shows we watch to the movies we enjoy. It has a big influence on how we see and understand different cultures. By studying how media affects intercultural learning, we can learn how to use it better to promote understanding and communication between cultures.

So, the goal of this review is to gather information from different studies and research papers to understand how media affects our intercultural communication skills. By doing this, we can develop a strong theoretical framework for our research and find areas that still need more investigation.

By doing this review, this study hopes to contribute to the existing knowledge and shed light on the importance of intercultural communication competence. This will help educators, researchers, and anyone interested in promoting better understanding between cultures.

Intercultural Communicative Competence:

Definition of Intercultural Communication Competence:

In this section, the concept of intercultural competence will be explored and provide an overview of its definition, components, and theoretical foundations. Intercultural competence refers to the ability to effectively communicate and interact with individuals from diverse cultural backgrounds. It encompasses a range of knowledge, skills, and attitudes that enable individuals to navigate cultural differences, foster understanding, and engage in meaningful cross-cultural exchanges.

At its core, intercultural competence involves having a solid knowledge base about different cultures, including their values, beliefs, customs, and communication styles. This cultural knowledge allows individuals to recognize and appreciate diversity, avoid stereotypes, and approach intercultural interactions with an open mind. In addition to cultural knowledge, intercultural competence requires the development of specific skills, such as effective communication, empathy, active listening, and the ability to adapt one's behaviour to different cultural contexts.

Researchers have proposed various theories and models to understand the construct of intercultural competence. One widely recognized model is the Developmental Model of Intercultural Sensitivity (DMIS) developed by Milton Bennett. This model suggests that individuals progress through different stages of intercultural sensitivity, ranging from ethnocentrism (seeing one's own culture as superior) to ethno-relativism (recognizing and appreciating cultural differences). It emphasizes the importance of self-awareness, perspective-taking, and the ability to engage in cultural learning and adaptation.

Another influential framework is the Intercultural Communicative Competence (ICC) model developed by Michael Byram. This model highlights the integration of knowledge, skills, and attitudes in intercultural communication. It emphasizes cultural awareness, understanding of sociocultural contexts, and the ability to employ appropriate communication strategies in intercultural interactions. Other theories, such as Cultural Intelligence (CQ), emphasize the cognitive, emotional, and behavioural aspects of intercultural competence. Cultural Intelligence emphasizes the ability to adapt to new cultural environments, curiosity and openness to learning about different cultures, and the capability to effectively manage cross-cultural interactions.

By reviewing these theories and models, I aim to provide a comprehensive understanding of intercultural competence and its key components. This exploration will shed light on the knowledge, skills, and attitudes necessary for individuals to engage in effective intercultural communication. It will also serve as a foundation for analysing the impact of media, specifically Netflix, on the development of intercultural competence among students.

Understanding intercultural competence is crucial in today's globalized world, as it allows individuals to navigate diverse cultural contexts, build positive relationships, and contribute to a more inclusive and interconnected society. By examining different theoretical perspectives and models, I will establish a solid conceptual framework for investigating the influence of media on intercultural communication skills. This understanding will inform the subsequent analysis and discussion of my research findings.

Importance of Intercultural Communicative Competence:

In our interconnected and globalized world, being able to communicate effectively with people from different cultures is really important. It's called intercultural communication

competence. This means having the skills to understand and interact well with individuals from diverse cultural backgrounds.

Intercultural communication competence goes beyond just knowing the language. It's also about being aware of different cultures, being sensitive to their customs and beliefs, and being able to adapt your communication style in different cultural situations.

Experts like Lustig and Koester (2021) say that intercultural communication competence helps us understand and respect each other's differences. It allows us to have meaningful connections that go beyond language barriers. Bennett (2013) also thinks intercultural communication competence is important. He says it helps us build better relationships and work together with people from different cultures. It's a skill that helps us succeed in diverse environments and promotes inclusivity.

Having intercultural communication competence is valuable in both personal and professional settings. Jandt (2020) explains that it helps us collaborate and negotiate with people from different cultures. It allows us to navigate diverse workplaces, create positive relationships, and support cultural diversity.

Experts stress that intercultural communication competence is crucial in reducing misunderstandings and conflicts that can arise from cultural differences. Lustig and Koester (2021) believe that by being culturally sensitive and understanding, we can bridge gaps, show empathy, and build stronger connections with people from different cultures.

Overall, intercultural communication competence is an essential skill in our globalized world. It involves understanding and interacting well with people from different cultures. It's not just about language, but also about being aware, sensitive, and adaptable.

Developing intercultural communication competence helps us navigate our multicultural society and build positive relationships with others.

Benefits and Challenges of Using Netflix for Intercultural Learning:

Using Netflix as a resource for developing intercultural competence offers numerous advantages, but it also comes with certain challenges. In this section, I will explore the benefits of being exposed to diverse cultural perspectives through Netflix and discuss the concerns and limitations associated with the platform.

One of the significant advantages of using Netflix for intercultural learning is the accessibility and availability of a wide range of TV shows and movies from different countries and cultures. Netflix offers a vast library of content that showcases diverse cultural narratives, traditions, and perspectives. This exposure allows individuals to gain insights into various cultures, broaden their worldview, and develop a more nuanced understanding of cultural differences and similarities. Furthermore, Netflix provides an immersive experience by presenting cultural content in an engaging and interactive format. Through visual storytelling, individuals can observe cultural practices, traditions, and social dynamics, which helps to bridge the gap between cultures. This immersive approach enhances intercultural learning by fostering empathy, cultural awareness, and the ability to see the world from different perspectives.

Netflix also offers the advantage of language learning opportunities. Many of the shows and movies on the platform feature dialogue in different languages, providing exposure to foreign languages and facilitating language acquisition. This exposure to authentic language use can improve individuals' listening skills, vocabulary, and pronunciation, contributing to their overall intercultural communicative competence. However, it is crucial to acknowledge the challenges and limitations associated with using

Netflix for intercultural learning. One concern is the potential reinforcement of stereotypes and biases. While Netflix presents diverse content, there is a risk that certain cultures may be portrayed inaccurately or through stereotypical lenses. This can perpetuate misunderstandings and reinforce existing biases, hindering true intercultural understanding.

Another challenge is the inherent limitation of passive consumption. Watching TV shows and movies on Netflix does not provide individuals with direct, real-life interactions with people from different cultures. Although it offers a valuable platform for exposure to diverse content, active engagement and face-to-face interactions remain crucial for the development of intercultural competence. Netflix should be seen as a complement to, rather than a substitute for, real-world intercultural experiences. Furthermore, the global nature of Netflix means that content selection may not adequately represent every culture or capture the full diversity of human experiences. There may be underrepresented cultures or regions that receive limited visibility, leading to an imbalance in the cultural exposure provided by the platform.

To mitigate these challenges and maximize the benefits of using Netflix for intercultural learning, critical media literacy becomes essential. Viewers should approach the content with a discerning and reflective mindset, questioning representations, stereotypes, and biases. Educators and learners should actively engage in discussions, analyze and critically evaluate the cultural content presented on Netflix to develop a more nuanced and informed understanding of different cultures.

Influence of Media on Intercultural Learning:

Media, such as television shows and movies, exert a significant influence on individuals' perceptions and understanding of different cultures. They serve as powerful platforms that shape our attitudes, beliefs, and behaviors towards other cultures. Numerous

studies have examined the impact of media consumption on intercultural communication skills and intercultural learning, providing valuable insights into this phenomenon.

For instance, Hall (1997) in his book "Representation: Cultural Representations and Signifying Practices" discusses the role of media in constructing cultural meanings and representations. He highlights how media representations can influence our perceptions of different cultures and contribute to the development of intercultural competence. Bennett (2009) in the book "Culture, Communication, and Intercultural Communication" explores the relationship between media and intercultural communication. He emphasizes the importance of media literacy and critical thinking skills in navigating and interpreting media messages about diverse cultures.

Gudykunst and Kim (2003) in their book "Communicating with Strangers: An Approach to Intercultural Communication" discuss the impact of media on intercultural communication competence. They highlight the potential benefits of media consumption for developing cultural knowledge, reducing prejudice, and fostering intercultural understanding.

Additionally, Chen and Starosta (1997) in the book "Intercultural Communication Competence: A Synthesis" examine the role of media in intercultural learning. They discuss how exposure to diverse media content can broaden individuals' perspectives, enhance cultural sensitivity, and improve intercultural communication skills.

These studies emphasize the significant influence of media on intercultural communication competence and intercultural learning. They shed light on the ways in which media representations shape our perceptions of cultures and provide opportunities for cultural understanding and bridging communication gaps.

While these studies have provided valuable insights into the influence of media consumption on intercultural communication skills, there is still a gap in the literature regarding the specific impact of Netflix TV shows and movies on students' intercultural communicative competence.

Gaps in the Literature:

Despite the existing body of research on media effects and intercultural learning, there is a need for further investigation into the influence of Netflix content on students' intercultural communication skills. Netflix, as a prominent media platform, offers a wide range of content from diverse cultures. Its availability and popularity among students make it an important area of exploration. By addressing this gap in the literature, the current research aims to provide insights into the distinct influence of Netflix TV shows and movies on students' intercultural communicative competence in today's digital age.

Conclusion:

This literature review chapter has highlighted the importance of intercultural communication competence and the influence of media consumption on intercultural learning. It has summarized previous studies that explored the impact of media, particularly TV shows and movies, on individuals' intercultural communication skills. Additionally, this chapter has identified gaps in the literature that justify the need for further research on the specific influence of Netflix content on students' intercultural communicative competence. By building upon the existing knowledge, the current research aims to contribute to the field and provide valuable insights for educators, researchers, and practitioners seeking to enhance intercultural understanding and proficiency among students.

CHAPTER THREE RESEARCH METHODOLOGY

CHAPTER THREE RESEARCH METHODOLOGY

Introduction

In this chapter, I will explain the research methodology used in this dissertation to investigate the impact of Netflix TV shows and movies on students' intercultural communicative competence. The research methodology is important because it outlines how I conducted the study, including the overall approach, design, data collection methods, and data analysis techniques.

Choosing the right research methodology is important to ensure the credibility and validity of the study's findings. In this chapter, I will discuss why I chose a quantitative research design and explain how it was suitable for addressing the research questions and objectives. I will also discuss the research design, how I selected participants, and the ethical considerations I took into account during the study.

Furthermore, I will provide details about the data gathering tools I used. Specifically, I administered a questionnaire to third-year students at Chadli Bendjedid University of El Tarf. The questionnaire aimed to collect information about students' exposure to Netflix content, their perceptions of intercultural communication, and their self-perceived intercultural communicative competence. I will explain why I chose to use a questionnaire and discuss the structure and content of the questionnaire items.

Moreover, I will discuss the data analysis techniques I applied to the collected data. By using appropriate statistical methods, I aimed to identify any significant relationships or patterns between exposure to Netflix content and students' intercultural communicative competence. I will explain the statistical techniques I used and how I applied them to interpret the data and draw meaningful conclusions.

Research Design

For this research, I deliberately chose a quantitative research design as it enables the collection and analysis of numerical data to uncover patterns, relationships, and trends. This design was particularly well-suited for examining the impact of Netflix content on students' intercultural communicative competence through statistical analysis.

The quantitative approach allowed for the measurement and quantification of key variables of interest, such as the students' exposure to Netflix content, their perceptions of intercultural communication, and their self-perceived intercultural communicative competence. By employing numerical data, I was able to employ statistical analysis techniques to identify significant relationships and draw meaningful conclusions.

The research design outlines the overall plan and structure of the study. It encompasses the procedures and steps undertaken to conduct the research in a systematic and logical manner. In this study, a well-designed research plan was crucial to ensure that the necessary data was collected to effectively address the research questions.

The research design involved a descriptive correlational approach, which aimed to explore the relationships between exposure to Netflix content and students' intercultural communication skills. By using this design, I sought to provide a comprehensive description of the impact of Netflix TV shows and movies on students' intercultural communicative competence. Additionally, the design allowed for the examination of correlations between exposure to Netflix content and the development of intercultural awareness, knowledge, attitudes, and cross-cultural communication skills.

Sampling Strategy:

The sampling strategy employed in this study was random sampling. Random sampling is a probability-based sampling technique where participants are selected purely by chance from the population of interest. The goal of random sampling is to ensure that each member of the population has an equal chance of being included in the study.

In this study, the aim was to select a representative sample of third-year students at Chadli Bendjedid University of El Tarf. To achieve this, a random selection process was used, where each third-year student had an equal opportunity to be included in the study. This sampling method helps minimize bias and ensures that the sample is more likely to be a fair representation of the larger population.

Random sampling offers several advantages for research. It allows for generalizability, as the findings from the sample can be more confidently applied to the broader population. It also reduces the potential for selection bias, as participants are chosen purely by chance rather than based on specific criteria or characteristics. By employing random sampling, this study aimed to obtain a diverse and unbiased sample of third-year students at the university.

However, it is important to note that random sampling is not without limitations. It can be time-consuming and resource-intensive to implement, particularly when the population of interest is large. There is also the possibility of non-response bias if selected participants decline to participate in the study and this is what happened in this study as some student did not answer the open-ended questions. Despite these limitations, random sampling remains a widely accepted and effective method for obtaining representative samples.

Ethical Considerations:

Throughout the entire research process, I took great care to prioritize the well-being, privacy, and rights of the participants. I made sure that the participants fully understood the purpose of the study, and I provided them with clear and detailed information. They were given the choice to participate voluntarily, and I assured them that their responses would be kept confidential and anonymous.

I obtained informed consent from all participants, which means they willingly agreed to take part in the study after understanding its goals and procedures. They were also informed that they could withdraw from the study at any time without facing any negative consequences.

To maintain the highest ethical standards, I ensured that the participants' data remained private and confidential throughout the research process. All the collected data was securely stored and accessible only to me and my supervisor, ensuring that no unauthorized individuals could access or use the information.

By prioritizing ethical considerations, I aimed to conduct the study in an ethical and responsible manner, respecting the rights and well-being of the participants. This approach ensures the integrity and trustworthiness of the research findings while upholding the ethical standards of the academic community.

Data Gathering Tools:

For data collection, I utilized a questionnaire as the primary tool. The questionnaire was specifically designed to gather information about the participants' exposure to Netflix content, their perceptions of intercultural communication, and their self-perceived intercultural communicative competence. It consisted of various sections and contained both

closed-ended questions, which could be answered using a rating scale, and open-ended questions, which allowed participants to provide more detailed insights.

The questionnaire was administered to third-year students at Chadli Bendjedid University of El Tarf. The selection of this particular group aimed to gather data from a diverse range of participants within the university's student population. The questionnaire was distributed to the participants, who were given sufficient time to complete it. The use of a questionnaire provided a systematic and efficient means of data collection, ensuring consistency and ease of analysis.

Data Analysis Techniques:

To analyze the collected data, I applied several data analysis techniques. Descriptive statistics were used to summarize and present the data in a clear and concise manner. These statistics included measures such as averages, frequencies, and percentages, which provided an overview of the participants' responses and characteristics.

Correlation analysis was also conducted to explore the relationships between different variables. This analysis aimed to determine if there were any connections or associations between the participants' exposure to Netflix content and their intercultural communicative competence. By examining correlations, I could identify if changes in one variable were related to changes in another variable.

The data analysis process involved the use of appropriate statistical techniques to interpret the data and identify any significant relationships or patterns. The results obtained from the data analysis served as a basis for drawing meaningful conclusions and addressing the research questions and objectives. The findings provided valuable insights into the impact

of Netflix content on students' intercultural communicative competence, informing educational practices and facilitating intercultural understanding and proficiency

Conclusion

Overall, this chapter has laid the groundwork for the subsequent analysis and discussion chapter. The data gathered and the analysis conducted will be presented in detail in the next chapter, where I will interpret the findings, discuss their implications, and provide insights into the impact of Netflix content on students' intercultural communicative competence.

CHAPTER FOUR: RESULTS AND DISCUSSION

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Introduction

In this chapter, the focus shifts to the presentation and discussion of the research findings derived from the collected and analyzed data. The aim is to delve into a comprehensive examination and interpretation of these findings in the context of the research questions and objectives. By critically analyzing the results, comparing them with existing literature, and exploring their implications and significance, this chapter aims to provide a deeper understanding of the research topic and contribute to the existing body of knowledge.

Data Analysis

Section One: Demographic Information

Gender Distribution: The sample consists of 95% female students and 5% male students (Figure 01). This suggests a higher representation of female participants in the study.

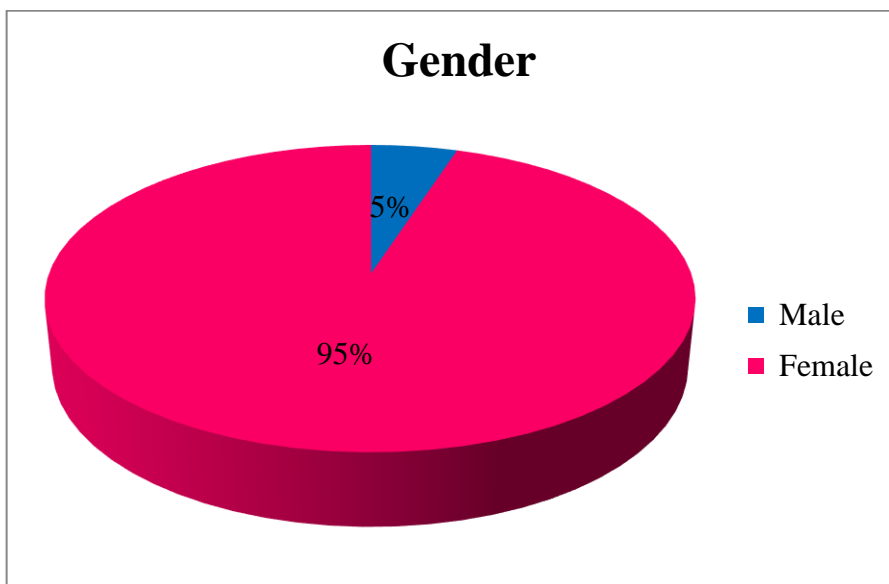


Figure 01: Students' Gender

Age Distribution: The majority of the participants (95%) fall within the age range of 18-23 years, while only 5% are 24 years or older (Figure 02). This indicates that the sample primarily consists of young adult students.

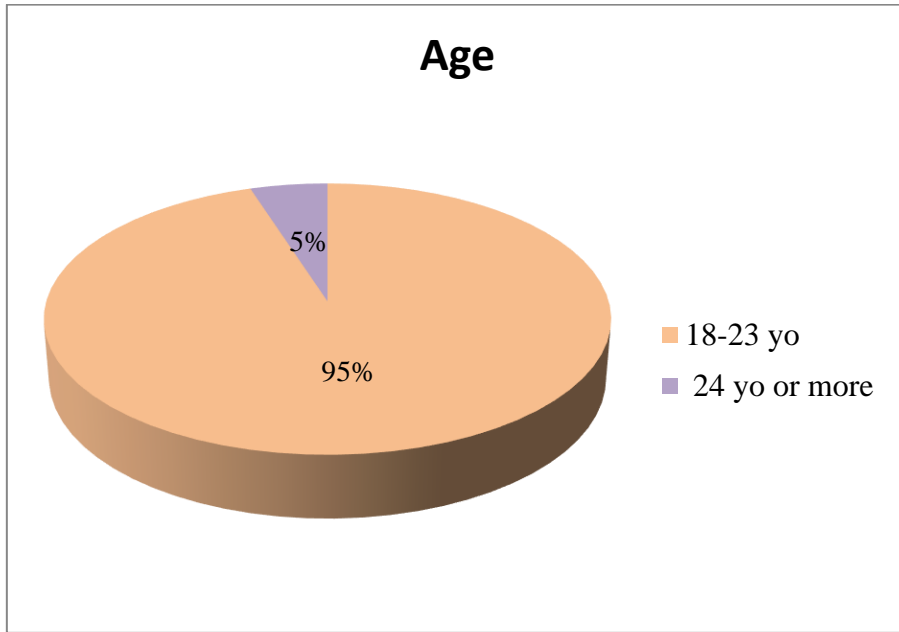


Figure 02: Students' Age

Section Two: Netflix TV-Shows and Movies Preferences

Watching Habits: When asked about their frequency of watching movies and TV shows, 45% of the students reported watching them all the time, while 45% mentioned watching them sometimes, and 10% stated that they never watch them (Figure 03). This indicates that a significant portion of the sample regularly engages in watching movies and TV shows.

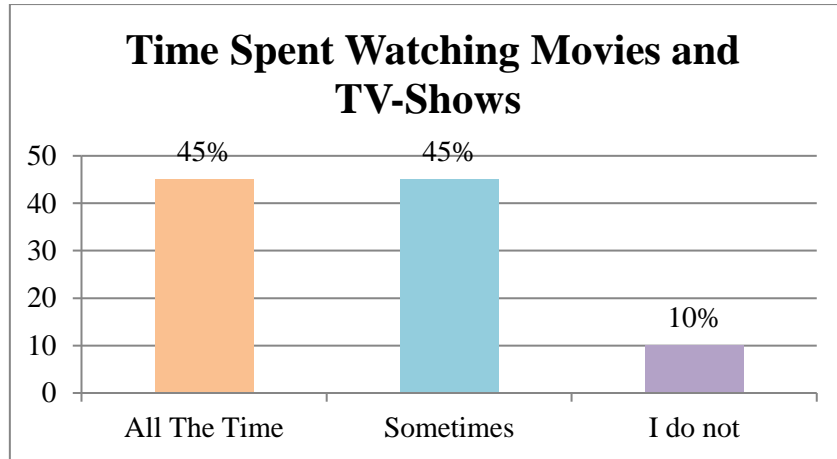


Figure 03: Students' Time Spent Watching Movies and TV-Shows

Netflix Usage: Among the participants, 80% reported using Netflix for watching movies and TV shows, while 20% stated that they do not use Netflix (Figure 04). This suggests that a large proportion of the sample relies on Netflix as a source for their entertainment content.

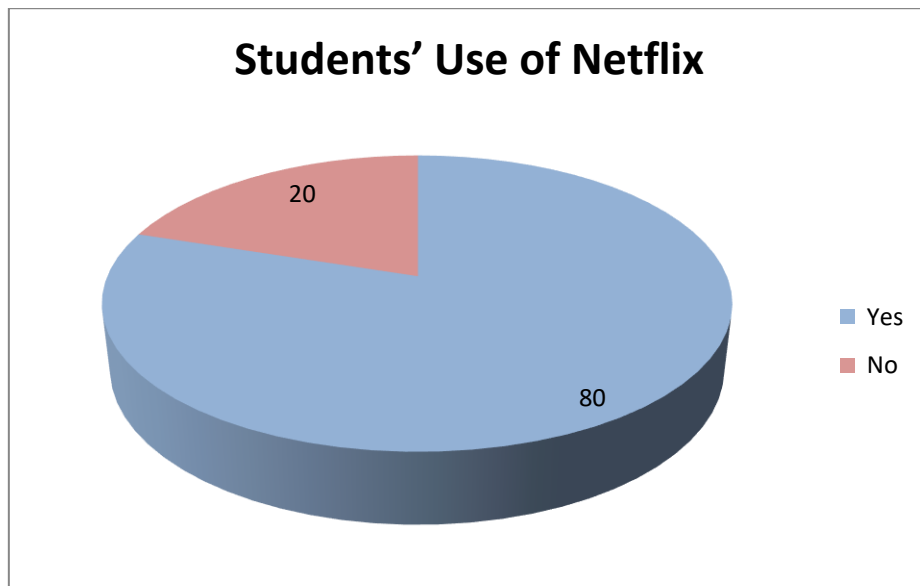


Figure 04: Students' Use of Netflix

Preferred Categories: The participants were asked about their preferred categories of movies or TV shows on Netflix, with the option to choose multiple categories. The most

commonly selected categories were comedy (45%), drama (50%), and horror (40%), while action/adventure (35%) and science fiction (20%) were also mentioned (Figure 05). This indicates the diverse range of genres that interest the students.

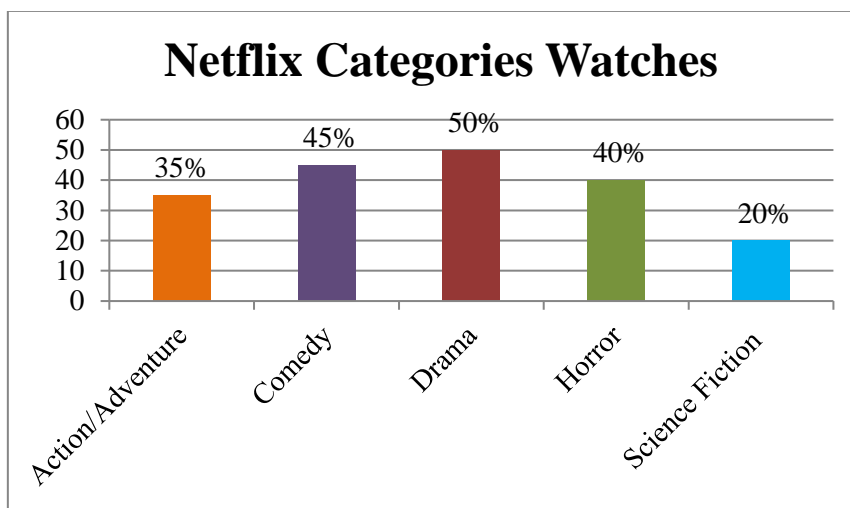


Figure 05: Students' Proffered Categories to Watch on Netflix

Section Three: Intercultural Communicative Competence (ICC)

ICC Level: When asked about their confidence in their intercultural communicative competence (ICC) level, 60% of the participants answered positively, while 40% expressed a lack of confidence (Figure 06). This suggests that there is variation in the participants' self-perceived ICC levels.

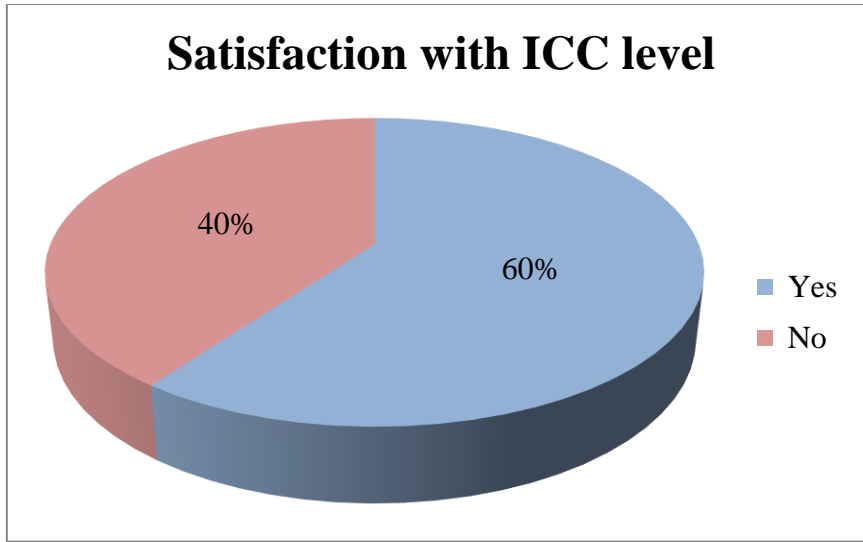


Figure 06: Students' Satisfaction with their ICC Level

Importance of ICC Development: The majority of the participants (75%) acknowledged the importance of developing their ICC level as EFL learners, while 10% considered it important, and 10% stated that it is not important (Figure 07). This highlights the recognition of ICC as a valuable skill in their language learning journey.

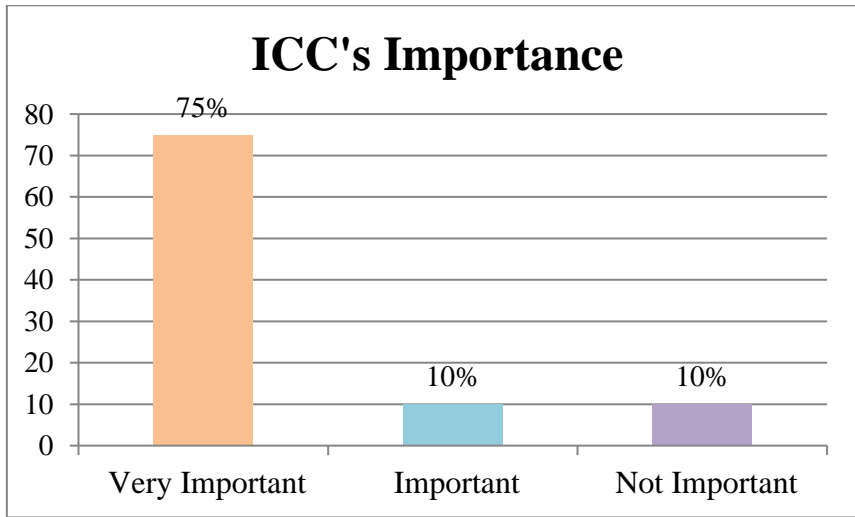


Figure 07: Students' Opinion on the Importance of developing their ICC Level

Impact of Netflix on ICC: The open-ended question regarding how Netflix has helped improve participants' ICC yielded responses indicating that exposure to new movies

and TV shows enables them to learn new words, improve fluency, and engage in conversations with friends (Response 1). Additionally, some participants mentioned that movies, in general, have enhanced their ICC by exposing them to different cultures (Response 2).

Suggestions for Enhancing ICC through Netflix: Participants provided suggestions on how to utilize Netflix's movies and TV shows to enhance ICC among EFL learners. Suggestions included selecting movies that align with personal beliefs, avoiding harmful or biased content while learning vocabulary (Suggestion 1), and watching movies with different accents to practice the language more effectively (Suggestion 2).

Data Interpretation and Discussion

Based on the results of the questionnaire, we can now analyze the findings in relation to the research questions and the hypothesis:

Research Question 1: To what extent does exposure to Netflix TV shows and movies contribute to students' intercultural awareness, knowledge, and attitudes?

The data reveals that 80% of the students use Netflix for watching movies and TV shows. This indicates a high level of exposure to Netflix content among the participants. Regarding the preferred categories of movies and TV shows, the most popular choices were comedy (45%), drama (50%), and horror (40%). These findings suggest that students are engaging with a variety of genres, which can potentially expose them to diverse cultural representations and perspectives.

Research Question 2: What are the language learning outcomes resulting from exposure to foreign languages in Netflix content?

The open-ended response in which a student mentioned that watching movies helped improve their accent and vocabulary suggests a potential positive impact on language learning.

Research Question 3: What are the potential benefits and challenges associated with leveraging Netflix as a resource for developing students' intercultural communicative competence?

The data indicates that 60% of the students are confident with their intercultural communicative competence (ICC) level, while 40% are not. This suggests a mixed level of confidence among the participants. In terms of the importance of developing ICC as an EFL learner, 75% of the students consider it very important.

Regarding the open-ended question about how Netflix has helped improve ICC, one student mentioned that watching movies and TV shows on Netflix has helped them learn new words, improve their accent, and engage in more conversations with friends. Another student acknowledged that movies, in general, have developed their ICC by exposing them to different cultures.

The suggestions provided by the students on how to use Netflix's movies and TV shows to enhance ICC among EFL learners include selecting movies that align with their beliefs to learn vocabulary without negative influences and watching movies with different accents to practice language skills.

Hypothesis Evaluation:

The hypothesis states that exposure to Netflix TV shows and movies may positively contribute to the development of students' intercultural communicative competence. Based on the findings, we can conclude that there is some evidence supporting the hypothesis. The

students' responses suggest that exposure to Netflix content has the potential to contribute to intercultural awareness, knowledge, and attitudes, as well as language learning outcomes. However, further research is needed to explore these aspects more comprehensively and to validate the hypothesis more conclusively.

Assessment and Discussion of the Objectives

Based on the results of the study, the findings in relation to the primary objectives can be discussed as follows:

Objective 1: Investigating the extent of contribution to intercultural awareness, knowledge, and attitudes. The findings reveal that a significant majority of students (95%) watch movies and TV shows on Netflix. This indicates a high level of exposure to diverse cultural content. Furthermore, the preferred categories of movies and TV shows include comedy, drama, action-adventure, horror, and science fiction, suggesting that students engage with a wide range of cultural narratives and perspectives. This exposure to diverse content is likely to contribute to the development of students' intercultural awareness, knowledge, and attitudes, as they are exposed to different cultures and ways of thinking.

Objective 2: Examining the influence on cross-cultural communication skills. The data indicate that 80% of the students use Netflix for watching movies and TV shows. This indicates a significant platform for engaging with cultural narratives and perspectives. The open-ended responses highlight that exposure to movies and TV shows, including those on Netflix, has positively influenced students' cross-cultural communication skills. Students reported that watching new content helps them learn new words, improve their accent fluency, and engage in conversations with friends. These findings suggest that engagement with Netflix content has a favorable impact on students' ability to communicate across cultures.

Objective 3: Analyzing language learning outcomes and their impact on intercultural communicative competence. The results demonstrate that students recognize the importance of developing their intercultural communicative competence as EFL learners, with 75% considering it very important. The data also show that exposure to foreign languages in Netflix content plays a role in enhancing students' language learning outcomes. By watching movies and TV shows with different types of accents, students can practice the language more effectively. This indicates that exposure to foreign languages in Netflix content can positively impact students' intercultural communicative competence.

Objective 4: Identifying benefits and challenges of leveraging Netflix as a resource. The findings suggest several benefits associated with using Netflix as a resource for developing intercultural communicative competence. Students appreciate the opportunity to learn vocabulary and improve their language skills while watching movies and TV shows. However, there are also potential challenges highlighted in the open-ended responses, such as the need to choose content that aligns with their beliefs and to avoid being influenced negatively. These challenges emphasize the importance of mindful content selection and critical viewing to maximize the benefits and mitigate any potential drawbacks.

Objective 5: Providing evidence-based recommendations for educators. Based on the findings, educators can consider integrating Netflix content into educational contexts to enhance intercultural understanding and proficiency among students. The study highlights the significance of selecting diverse content and providing opportunities for students to engage critically with cultural narratives. Educators should guide students in choosing content that aligns with their values and beliefs while promoting open-mindedness and respect for different cultures. Furthermore, incorporating activities that encourage discussions and reflections on cultural themes can deepen students' intercultural learning experiences.

In conclusion, the study's findings support the hypothesis that exposure to Netflix TV shows and movies positively contributes to the development of students' intercultural communicative competence. The results indicate that engagement with Netflix content enhances students' intercultural awareness, knowledge, attitudes, and cross-cultural communication skills. Additionally, the language learning outcomes resulting from exposure to foreign languages in Netflix content contribute to students' intercultural communicative competence. However, educators should be mindful of potential challenges and provide guidance to students for responsible and critical engagement with Netflix content. The study's findings provide evidence-based recommendations for educators to effectively integrate Netflix content into educational contexts and foster intercultural understanding and proficiency among students.

Comparison of Results with Existing studies

The results of this study are consistent with existing literature, supporting the idea that exposure to Netflix TV shows and movies can positively contribute to students' intercultural awareness, knowledge, attitudes, cross-cultural communication skills, and language learning outcomes. The findings reinforce the significance of leveraging media platforms like Netflix as educational resources to enhance intercultural understanding and proficiency among students. However, the study also highlights the need for educators to address challenges related to content selection and promote critical engagement with media content to maximize the benefits of incorporating Netflix into educational contexts.

1. **Contribution to intercultural awareness, knowledge, and attitudes:** The findings align with previous research that suggests exposure to diverse cultural content, such as movies and TV shows, contributes to the development of intercultural awareness, knowledge, and attitudes (Chen & Starosta, 2000; Cho, 2017). The high percentage of

students engaging with Netflix and the range of preferred categories indicate a substantial exposure to different cultures and narratives. This supports the idea that media consumption, including Netflix content, can play a role in shaping individuals' understanding of different cultures and fostering intercultural competence.

2. **Influence on cross-cultural communication skills:** The results of this study echo previous studies that highlight the positive influence of media consumption on cross-cultural communication skills (Croucher et al., 2012; Cho, 2017). The open-ended responses from students indicate that exposure to Netflix content, alongside other movies and TV shows, has enhanced their ability to communicate across cultures. This finding suggests that engaging with diverse narratives and perspectives through Netflix can improve students' intercultural communication skills by exposing them to different cultural contexts and linguistic variations.
3. **Language learning outcomes and intercultural communicative competence:** The findings align with previous literature on the relationship between language learning outcomes, intercultural communicative competence, and exposure to foreign languages in media content (Dörnyei & Ushioda, 2013; Jenkins, 2018). The recognition of the importance of developing intercultural communicative competence among EFL learners and the positive impact of exposure to foreign languages in Netflix content support the notion that language learning and intercultural competence are closely intertwined. The data suggest that watching movies and TV shows with different accents on Netflix can contribute to students' language proficiency and their ability to communicate effectively in intercultural contexts.
4. **Benefits and challenges of leveraging Netflix as a resource:** The findings regarding the benefits and challenges associated with using Netflix align with previous research

on the advantages and limitations of media platforms for intercultural learning (Kramsch, 2014; Yildiz, 2019). The reported benefits of learning vocabulary, improving language skills, and engaging in conversations resonate with the positive outcomes associated with using authentic media materials for language learning. However, the mentioned challenges, such as the need for content selection aligned with personal beliefs and the potential for negative influences, echo the importance of critical viewing skills and responsible media consumption.

CHAPTER FIVE: GENERAL CONCLUSION

Chapter Five: General Conclusion

The previous chapters of this dissertation have presented a comprehensive exploration of the role of Netflix TV shows and movies in shaping students' intercultural awareness, knowledge, and attitudes, as well as their language learning outcomes. In this final chapter, I summarize the main findings of the research, discuss their implications, and offer recommendations for future research and practical applications. I also reflect on the limitations of the study and suggest areas for further investigation.

This dissertation aimed to investigate the extent to which exposure to Netflix TV shows and movies contributes to students' intercultural awareness, knowledge, and attitudes, as well as language learning outcomes. The study also explored the potential benefits and challenges associated with leveraging Netflix as a resource for developing students' intercultural communicative competence (ICC).

The findings of this study provide valuable insights into the role of Netflix in enhancing students' intercultural awareness and language learning outcomes. The high level of exposure to Netflix content among the participants indicates a significant platform for engaging with diverse cultural narratives and perspectives. The preferred categories of movies and TV shows, including comedy, drama, horror, action-adventure, and science fiction, further underscore the potential for exposure to different cultures and ways of thinking. This exposure to diverse content is likely to contribute to the development of students' intercultural awareness, knowledge, and attitudes.

Moreover, the study findings highlight the positive impact of exposure to foreign languages in Netflix content on students' language learning outcomes. Participants reported improvements in vocabulary, accent fluency, and communication skills, indicating that Netflix can serve as a valuable resource for language learning in an intercultural context.

The findings also shed light on the students' attitudes and confidence levels regarding their intercultural communicative competence (ICC). While a majority of the participants expressed confidence in their ICC level, a significant portion still lacked confidence. This mixed level of confidence suggests the need for further exploration into the factors that influence students' perception of their own ICC and strategies to enhance their confidence in intercultural communication.

The study also identified potential benefits and challenges associated with leveraging Netflix as a resource for developing ICC. Students appreciated the opportunity to learn vocabulary, improve language skills, and engage with different cultures through movies and TV shows. However, the need to select content aligned with personal beliefs and the potential for negative influences highlights the importance of critical viewing and responsible content selection when using Netflix for ICC development.

Recommendations

Based on the findings, the following recommendations can be made for future research and practical applications:

- Conduct further studies to explore the specific mechanisms through which exposure to Netflix content influences intercultural awareness, knowledge, and attitudes.
- Investigate the role of different genres or specific TV shows and movies in promoting intercultural communicative competence (ICC) among students.
- Explore the factors that influence students' perception of their own ICC levels and develop strategies to enhance their confidence in intercultural communication.

- Employ mixed-method approaches and longitudinal designs in future research to provide a more comprehensive understanding of the relationship between Netflix exposure and ICC development.
- Integrate Netflix content into educational contexts to enhance intercultural understanding and proficiency among students.
- Select diverse content from various cultural backgrounds when incorporating Netflix into educational settings.
- Promote open-mindedness among students and guide them in responsible and critical engagement with Netflix content.
- Incorporate activities that encourage discussions and reflections on cultural themes, allowing students to deepen their intercultural learning experiences.

Limitations

The limitations of this study include:

- **Limited generalizability:** The research was conducted with a specific sample of students, which may restrict the generalizability of the findings to other populations or cultural contexts.
- **Reliance on self-report measures:** The study relied on self-report measures to gather data, which introduces the potential for biases and may not fully capture the actual impact of Netflix on intercultural awareness and language learning outcomes.
- **Lack of diverse research methods:** The study primarily utilized a quantitative approach, and future research could benefit from incorporating qualitative methods to gain deeper insights into the experiences and perspectives of participants.

- **Cross-sectional design:** The study employed a cross-sectional design, which limits the ability to establish causal relationships or observe changes over time. Future studies could employ longitudinal designs to examine the long-term effects of Netflix exposure on intercultural communicative competence.
- **Potential confounding variables:** The study did not account for potential confounding variables that may influence participants' ICC levels and language learning outcomes, such as prior exposure to foreign languages or cultural experiences. Future research could consider controlling for these variables to enhance the validity of the findings.

Acknowledging these limitations provides valuable insights for future research endeavors and highlights the need for further investigation using diverse samples, rigorous research designs, and a combination of quantitative and qualitative methods to enhance the understanding of the relationship between Netflix exposure and intercultural communicative competence.

In conclusion, this study contributes to the growing body of literature on the role of popular media platforms such as Netflix in promoting intercultural awareness and language learning outcomes. The findings suggest that engagement with Netflix content enhances intercultural awareness, knowledge, attitudes, and cross-cultural communication skills. However, further research is needed to explore these aspects more comprehensively and to validate the findings more conclusively. By considering the recommendations provided and addressing the limitations identified, future research can continue to shed light on the potential benefits and challenges of leveraging Netflix as a resource for developing students' intercultural communicative competence.

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Appendices

Students' Questionnaire

Section One: Demographic Information

Question 01: What is your Gender?

Question 02: How old are you?

Section Two: Netflix TV-Shows and Movies Preferences

Question 01: How often do you watch movies and TV-Shows?

Question 02: Do you use Netflix for watching movies and TV-Shows?

Question 03: What type(s) of movies or TV-Shows do you usually watch on Netflix? (You can choose more than one)

Section Three: Intercultural Communicative Competence (ICC)

Question 01: Are you confident with your ICC level?

Question 02: How important do you think it is to develop your ICC level as an EFL learner?

Question 04: In what way do you think Netflix has helped you to improve your ICC?

(Open-ended Question)

Question 05: Do you have any suggestions on how to use Netflix's movies and TV-Shows to enhance ICC among EFL Learners?

(Open-ended Question)