

UTILISING DIGITAL MEDIA AS A SECOND LANGUAGE (L2) SUPPORT: A CASE STUDY ON NETFLIX WITH TRANSLATION APPLICATIONS

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ABSTRACT

Netflix, which has been increasing in popularity during recent years and has millions of viewers, is an international platform since it has multicultural films and their translations. Due to the content of TV series, films, documentaries, and various programs on Netflix, it appeals to the young and adult audiences and besides, offers unique options for children. This study aims to argue that the programs on Netflix are supportive, especially in learning and supporting a second foreign language. Second foreign language learning methods and language competence topics constitute the theoretical background. As a general theme, using videos, and movies in learning and developing foreign language is taken as a basis. Within the scope of this research, a questionnaire consisting of 8 questions to analyse the Netflix programs was used and given to a sample of 150 students studying translation in the English-Turkish language pair. These students are Netflix programs' audiences. The data obtained from the questionnaire has been analysed with the descriptive analysis method and a general situation assessment has been received concerning whether Netflix could help improve foreign language competence. As a result of this research, it has been determined that Netflix programs as a video-film category may contribute to the development of the second language. Thus, by using it in a controlled manner, Netflix may contribute to foreign language competence.

KEYWORDS

Netflix, digital media, language competence, foreign language education, second language (L2)

CLASSIFICATION

JEL: I29, Z13

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INTRODUCTION

The digital media industry continues to improve itself day by day, offering quite different options for people with special interests such as watching TV series and/or movies in their spare time. Once established, especially abroad, then maintaining the necessary localization processes, the serial-movie platforms have gained a great number of audiences and the users in Turkey. The reason why the audiences prefer such platforms can be predicted as the submission of the content in many languages with subtitles. Within the scope, using such videos and movies has been focused on teaching foreign languages, and supporting foreign language learning. In this study, Netflix programs, one of the leading names of digital platforms, and language teaching and translation applications working on these programs have been examined. However, a short survey has been carried out with 150 students, studying English-Turkish language pairs and using Netflix.

Netflix has grown tremendously during recent years. Especially the serials in different languages in different countries provide an excellent advantage for culture and language learning for people of all nationalities. A fan of this size allows the users not only to use their spare time but perhaps to improve foreign language knowledge. Since 1997, Netflix has been watched for low monthly price choices until today with the purpose of sales of movie DVD rental and sales services over the internet. It gives the users the chance to watch the broadcasts such as TV shows, programs, documentaries, TV serials and internet serials, animations, cartoons. It is accessible on Android Playstore and Apple versions for desktops, laptops and mobile phones on the internet. Since 2016, Netflix is available in 130 countries for offering global entertainment [1].

In a research conducted by Türkmen and Can, it is analysed and stated that to learn and develop foreign language usages, the majority of the students of the research group watch and follow foreign TV and/or internet serials, programs on the channels such as Dizibox, Netflix, Dizimag. According to the results received from the mentioned research, the audiences are visually confronted with the words and structures they watch and hear. They state that watching the contents in a foreign language with the subtitles as in the same language may prevent misunderstandings and help to learn and develop the pronunciations of what they watch [2].

Youtube, Ted Talks and Netflix applications and programs, especially subtitles, speech transcripts, and dubbing, which are examined for the use of videos in translation education, may have a significant impact on the competences of the students who have language and translation education. In this scope, Türkmen and Köktürk state that video supported applications and programs provide benefits to students who receive translation education, such as listening and understanding required during their education, acquiring various knowledge such as vocabulary knowledge in a foreign language, cultural competence in line with the text, text-subject, and transponder. Videos should be used consciously as course material in translation education. The videos watched by the students in the researches, as mentioned above, are videos prepared in the English language. Besides, it is seen that they open the English subtitle and follow the video or use the written text of the speech to follow the speech and use it in a way that contributes to the pronunciation of students who are educated in a non-native English language. While the students follow the videos, they watch them with subtitles in the same language, and they follow the words by hearing and looking. The video applications mentioned in this context, but not limited to, show that students often feel insufficient in performing verbal communication practices during their education period. Thus, following the method, such as using videos, films may contribute to the pronunciation usages of the students [3].

Research Questions

Under this research, the primary purpose is to learn whether utilizing the Netflix as a digital media for supporting the second language (L2) is possible or not. For this purpose, the following questions are asked:

- Does Netflix have any contribution to the foreign (second) language competence?
- What are possible for L2 learning by watching Netflix contents with the translation applications?
- How can the language learning applications be supportive for L2 learning and developing language competence on Netflix?
- What are the thoughts of students about Netflix as a foreign language supporter?

METHODOLOGY

A literature review was conducted on language learning strategies and language competence. Information about Netflix, which is a new digital media channel, has been received by analysing the digital platforms about the technology and video-film sector. This research has been carried out to question whether watching videos-movies in foreign languages contribute to foreign language learning and improving the language competence specific to Netflix. It has been conducted with a questionnaire with 150 students to evaluate the use of Netflix and language learning applications. Students have been chosen from the ones who watch Netflix programs and getting the same level of translation education. The survey consists of 8 questions. 6 of them are Yes-No questions, and 2 are open-answer ones. While preparing these questions, 3 Assistant Prof. from Zonguldak Bulent Ecevit University Foreign Languages and Cultures Department supported with their evaluations into the research. Their evaluations have been taken into account after presented the questions to them. They revised the questions at a minimal level. The questionnaire includes 8 questions. First one is about the program type they follow, the questions between 2-6 are asked as in Yes-No style. 7 and 8 are open-ended questions. The evaluations of these two questions are given a general perspective. The results obtained from the questions have been analysed depending on the descriptive analysis method. Within the context of descriptive analysis, the data obtained in the research are interpreted under the predefined themes or research questions. The descriptions made by interpreting the mentioned data are explained within the frame of the cause-effect relationship and in the way to reach detailed results [4]. The purpose of descriptive research is to describe a phenomenon and its characteristics [5]. Descriptive research includes certain types of research methods such as survey, correlation study, qualitative study, and content analysis. All this kind of types are different from the view of their data collection/analysis procedures, but not in data availability [6]. In this concern, the results are described, and they indicate the general view on utilizing Netflix as a digital media program for supporting and developing the following language competences of the students. This questionnaire does not include more detailed statistical analysis. This study aims to see and analyse the general status and views about utilizing Netflix by the university students who need to develop their second languages (English) as a case. In further studies, it is aimed to study in a more detailed statistical perspective with different digital media programs comparatively as a follow-up of this research.

RESEARCH GROUP

The research group of this study includes 150 students from Zonguldak Bulent Ecevit University Çaycuma Vocational School Applied English and Translation Program. This program is equivalent to the college level under universities. The vocational schools in

Turkey have 2-year period education in universities. All the students participate in this research are chosen from the same department in the same university. The questionnaire used in this study was applied on them under the concept of Computer Aided Translation Course they had in university. The questionnaire was sent to the students via e-mail. Totally there are 200 students from 2nd class in Applied English and Translation Program. Each of the students received the link of the questionnaire. They are chosen for this research voluntarily. They are chosen for this research since they need to develop their foreign language knowledge consistently and contemporarily. In the e-mail, they are asked to answer the questionnaire if they use Netflix accounts. The aforementioned students in this research, have at least B2-C1 level English knowledge. They have 1 year prep. class education and 2 years translation education.

LITERATURE REVIEW

When it is about technology and education, mobile devices come to the scene. Today such devices and their impact on their users cannot be ignored. In this research, Netflix, as a channel and mobile application in smart portable devices for language learning, is analysed and studied. In this concern, the convenient and individual nature of mobile phones offers them massive potential in supporting casual and deep-rooted learning blended with regular daily existence. Likewise, the utilization of versatile innovation gives learning and instructing backing to arrange students and learn action assets and to help the board assignments more generally [7, 8]. Considering the constructivist learning, students effectively build new ideas or thoughts dependent on their past and current knowledge [9]. Mobile phones empower students to be associated with a sensible setting, and all the while, giving intense apparatuses [7]. The students at that point, effectively construct their insight and make intuitive models. The constructivist paradigm centres around setting subordinate portable learning. For instance, joint effort and association in versatile learning through correspondence among the students or utilizing keen mobile phones, just as inquiries posed to inspect dynamic applications and critical thinking [10].

Mobile applications and mobile learning have an incredible place in language learning during recent years. It is seen on the researches carried out related to the learning technologies and the technologies in language and translation learning. In this sense, as it is known that language competence is required in many disciplines today. Albrecht Neubert emphasizes that language competence in the form of dictionary and similar studies as the awareness of the continuous changes that can be partially reflected in the source and target language. In particular, it refers to the syntactic and morphological gathering of the content in the languages as part of the linguistics for specific purposes [11]. According to the PACTE research group, being bilingual is defined as mastering all linguistic rules and more in two different languages. At the same time, while the bilingualist is the socio-linguistic, pragmatic, textuality, grammar and lexical structures required to communicate in two different languages. It is defined as complete comprehensive information [12].

When it is about learning a new language, the learning strategies should be considered and analysed and applied during the education process based on the technological improvements of today. There are different groups of learning strategies and language learning strategies in the education discipline. They are required to be adapted to the new conditions of education systems. As Oxford stated that learning strategies are classified into six categories: 1) *cognitive* including reasoning, analysis, summarizing; 2) *metacognitive* including self-planning, arranging, evaluating; 3) *memory-related* including grouping, associating, and using imagery; 4) *compensatory* including guessing, switching to L1; 5) *affective* including using music, laughter, meditation; and 6) *social* including becoming aware of other points of view [13, 14]. In this category, watching videos and films can take place

under an effective strategy. Regarding that, each assignment in the language learning environment requires exceptional learning system, and when a suitable procedure can be sent, learning will happen adequately. For the individuals who know about what system to use to turn out to be wholly engaged with, learning can be enjoyable. Besides, these students are more propelled than the individuals who are oblivious to the procedure underlying the learning [15]. As it is known that the communicative approach in language learning is a learner-centred approach in which the students require to develop different competencies such as communicative, grammatical, sociolinguistic, discourse, and strategy [14]. In this sense, the teacher and the lecturers should make their classrooms attractive to the students. They need to focus students on individual and collaborative learning goals to influence them [16].

At the point when the students deliberately pick techniques that fit their learning style and the L2, these methodologies become a helpful toolbox for dynamic, conscious, and intentional self-regulation of learning. Learning procedures can be ordered into six groups, such as cognitive, metacognitive, memory-related, compensatory, affective, and social [17]. L2 learner students need to capitalize on their style inclinations. Therefore, they should likewise expand themselves beyond their style inclinations. Supporting a wide range of in-classroom exercises that take into account distinctive learning styles, instructors can help L2 students to create the beyond safe place directed by their natural style inclinations. The key is efficiently offering an incredible assortment of exercises inside a learner-centred, communicative methodology [17, 18].

Regarding the studies and researches as mentioned earlier, in another study of the author of current research with the title of “Digital Media Competence and Translation Technologies in Translation Education”, it is seen that watching videos such as movies, series, music clips may contribute to the foreign language of the students during their daily life and learning processes. Such as broadcasts are proved to be supportive of creating environment cultural consciousness, whether consciously or unconsciously. In this concern, the audiovisual programs are accepted to be supportive for learning and developing foreign language during the language teaching and practising in creating the entertaining and instructive environment and support listening, comprehension and speaking skills for students [15].

However, during the literature review process of this study, it is seen that there are not many studies about Netflix and second language learning since this is a new and developing structure. In Japan, Gilbert Dizon had research titled as *Netflix and L2 learning: A Case Study* with the university students. According to the results of this research, the ability to download titles may enable students to use Netflix because of its being advantageous for time and places. This study indicates that the learners prefer watching L2 video through their portable technological devices such as smartphones and tablets, stating that mobile technology is one move ahead than desktop PCs [19].

Indeed, one of the most significant purposes of language education today is to create a productive, activated and a motivating learning environment to the students. Thus, they would do something on their own and the things that they enjoy while they are learning languages. In this regard, the educators, lecturers, teachers have a role which cannot be ignored to create such environments. It is required to make students discover how they would both enjoy and learn. This research aims to state and indicate that Netflix and the equivalent broadcasts can be used as a language learning material considering L2. It is known that, at certain times, the psychological and the external factors have adverse effects on the students during their learning processes in schools and courses, it is thought that such programs and applications may positively direct their interests on language learning.

TRANSLATIONS FOR NETFLIX

Netflix, whose audience and followers are increasing recently, is a service that enables them to watch numerous award-winning TV shows, movies, series, documentaries from internet-connected smartphones, tablets or computers. It does not compel Netflix viewers to watch advertisements. This program, which requires a paid membership, is free to use for the first month. It has an enormous monitoring capacity, accessible in more than 190 countries. It offers the possibility to pause and repeat broadcasts (series, movies, documentaries, shows, cartoons). Besides, there is the possibility of monitoring by installing on portable devices with iOS, Android or Windows 10 operating system. TV shows, movies, documentaries, series etc. broadcast on Netflix. It is possible to watch many publications with different language options in an optional way with subtitles and dubbing. While Netflix provides subtitles in many languages, it offers the possibility of dubbed viewing in 5-7 languages. Thanks to these features, it allows audiences to edit the subtitle and audio settings in the desired language, or watch the programs published in the original language or with the translation versions [1]. During the literature research of this study, any theoretical information about Netflix cannot be found since it has been studied recently. However, general knowledge about Netflix is received from its help pages on the official website. Besides, the knowledge about the translations for the Netflix programs are received from the interview evaluations on the current journal web pages related to the technology.

In this study, the focus is primarily on the English-Turkish language pair for the subtitle, and the dubbing of the original programs since the participants of the survey under this study are chosen from English-Turkish translation students. In this concern, primarily the interviews and the information on the translations of Netflix are evaluated from the general perspective. During the process of this research, many different kinds of Netflix programs such as serials, movies and the animations have been watched to see whether there are any differences between the subtitles and dubbings of them into Turkish. The differences derive from particularly about word choosing during the translation processes. The meanings are similar, but the words that are heard and seen are different sometimes.

As it is stated, Netflix has no office in Turkey. The Turkish procedural needs of Netflix are carried out by the local teams in the European countries. Netflix is working to provide the highest quality subtitle and dubbing service in more than 190 countries. Until six years ago it only supported English, Spanish and Portuguese. Today, services in more than 20 languages, including Turkish, Korean, Chinese, Arabic, Greek and Polish are provided. As for the source of translations, Netflix talks about two different options: The subtitles and dubbing of their original productions are carried out by the local partners it works with.

On the other hand, a significant part of its content consists of productions licensed from different content providers. Netflix states that they consider they receive all comments, criticisms or complaints, and they share them with their relevant units. Their members may convey their feedbacks about subtitle and dubbing directly to their relevant units by going to the monitoring activity from the account settings [20].

LANGUAGE AND TRANSLATION APPLICATIONS WORK ON NETFLIX

While Netflix is progressing in parallel with the development of the digital media throughout the world and gaining a large number of followers and the audiences, it is seen that specific supporter applications and the programs which would be used synchronized on Netflix have been gradually developed. Such applications and the programs can be found on Android and IOS

Playstore for free of charge. These applications and programs have begun to constitute developing supportive structures. The applications and the programs mentioned above are mainly focused on language learning. They are used for learning vocabulary while watching movies and series on Netflix. The advantages of these are seen as the subtitles are presented simultaneously with a translation, and by comparing the translation with the original voice and text, too many words can be assimilated in a short time. Another option is choosing who will translate; texts provided by automatic translators or translators who contribute to the program over the internet. By hovering over a word, the users can look in what language they want, and in this plugin, there is also the possibility of voice translation, that is by clicking on the word chosen, its pronunciation can be heard.

MATE is an application which translates the subtitles into the language chosen while watching on Netflix programs. It also provides learning the meanings of the words which are clicked on. The focus of *MATE* is learning the foreign languages via the movies, serials and similar programs for their users. First of all, using *MATE* is very easy to use. It is downloaded as a plug-in for Chrome, Firefox, Edge and Opera browsers. *Mate* is also available in application format for Mac and iOS devices. There is no need to do extra after downloading the plugin. Then open the content that is chosen from Netflix. At this point, the subtitles of the contents to be watched need to be preferred in the foreign language, not in (your) native language. After that, by clicking on the word selected, or on a sentence, the translation automatically appears on the screen without breaking the series or movie that continues behind. Moreover, it is possible to find almost all dictionary meanings of the word wondering via *Mate* [21].

On the other hand, the advantage mentioned is a Google Chrome plugin; *LLN*: Language Learning with Netflix. *LLN* allows the users to add subtitles both in the original language of the series watched on Netflix and in the native (your own) language. *LLN* aims to improve foreign language skills effectively and enjoyably by watching movies and series. By using *LLN*, it is possible to build the users' listening comprehension with thousands of hours of unique language context. After installation, while watching videos on the Netflix website, additional features for language learning are provided by *LLN*. Subtitles are displayed in two languages to allow the users to compare the original audio and text with their language translation. The extension allows users to listen to subtitles one by one and change the playback speed. There is a pop-up dictionary, and the extension suggests the most important words for learning. The 'Pro' mode allows additional options for subtitle translation, allowing to save words and expressions which will be featured whenever subtitles appear. Only Netflix membership and Google Chrome extension are necessary to use *LLN* [22]. However, in the Google Chrome Webstore, there are similar applications and programs can be used for language learning purposes via subtitle translations and vocabulary supports such as *Netflix Extension*, *Subtitles for Netflix*, *FINDFLIX-Netflix recommendations*, *Netflix Multi-Subtitles*, *Traktflix*, *Super Netflix*, *Random Netflix*, *Unsubtitle for Netflix*, *Netflix Subtitles Translator*, *Netflix Dual Subtitle for Learning Languages*, *Netflix Hidden Category Search*. The applications mentioned above can be analysed from the Google Webstore and can be used focusing on the purposes and the features of them.

EVALUATIONS OF THE QUESTIONNAIRE

The evaluations of the answers received from the students are given in tables and graphics. Under this concern, the first questions answers are given in Table 1, the YES-NO questions are given in with their frequencies and the percentages, and the last two open-ended questions are

analysed from a general perspective. By asking these questions, situation analysis on the users' using Netflix and the possible contributions to the foreign language is indicated as a case study.

Question 1. What Kinds of Programs Do You Follow on Netflix?

Table 1: The Programs Followed on Netflix.

Program	Frequency	Percentage, %
Documentaries (Foreign Language)	58	38,7
Documentaries (Turkish)	26	17,3
Serials (Foreign Language)	138	92,0
Serials (Turkish)	33	22,0
Movies (Foreign Languages)	113	75,3
Movies (Turkish)	43	28,7
Cartoons-Animations (Foreign Language)	54	36,0
Cartoons-Animations (Turkish)	17	11,3

As it is known that Netflix has different and current broadcasts such as documentaries, serials, movies, cartoons and the animations both in Turkish and in many different foreign languages. From the results received from the students, it is seen in Table 1 that the students mostly watch serials in a foreign language 92 %, then the movies in the foreign languages 75,3 % follows these percentages. In a further study about Netflix and audio-visual translation, the reason why mostly the movies and the serials are preferred can be analysed.

Question 2. Do You Open Subtitle Feature While Watching Movies, Serials or Documentaries in Foreign Language on Netflix?

The students are asked whether they use subtitles or not while watching the broadcasts that they prefer. For Question 2, 92 % of the students (138 people) answered Yes, and 8 % of them (12 people) answered No. This result indicates that the students mostly watch the broadcasts on Netflix with subtitles.

Question 3. In Which Language, Do You Often Use Subtitles on Netflix?

The students are asked in which language they use the subtitles while watching the broadcasts they prefer. For Question 3, 64 % of the students (96 people) answered their native language Turkish, and 36 % of them (54 people) answered in a foreign language. In these answers, especially the foreign language means English since these students have education in Turkish-English language pairs.

Question 4. Do You Use the “Language Learning With Netflix” Application or any Equivalent Version of Its Which Can Be Used on Netflix?

The students are asked whether they use Language Learning with Netflix application or any similar ones while they are watching the broadcasts they prefer. For Question 4, 19,3 of the students (29 people) answered Yes, 80,7 % of them (121 people) answered No. This result indicates that they generally do not know the language learning programs such as LLN, which may be beneficial for them while watching the broadcasts.

Question 5. Do You Think Watching Movies, Videos, Serials, etc. on Netflix in Foreign Language May Contribute to Learning and Improving Foreign Language?

In this question, it is asked that whether they think to watch the broadcasts in foreign languages may contribute to the foreign language learning competences of them. Since this is a leisure time activity, they may have advantages from watching broadcasts. 96 % of the students (144

people) answered Yes, while 4 % of them (6 people) answered No. This result may indicate that the students take advantage of watching their broadcasts on learning a foreign language.

Question 6. Do You Think Watching Movies, Videos, Serials, etc. on Netflix in Foreign Language May Contribute to Learning About Foreign Cultures?

In this question, it is asked that whether they think to watch the broadcasts in foreign languages may contribute to the foreign culture knowledge of them. Since this is a leisure time activity, they may have advantages from watching broadcasts. 99,3 % of the students (149 people) answered Yes while 0,7 % of them (1 person) answered No. This result may indicate that the students take advantage of watching their broadcasts on learning foreign cultures. Since the movies and serials in foreign languages are taken in different countries, such broadcasts may be informative on the lifestyles, the clothes, business lifestyles, meals, environmental differences, etc. about the cultures for the audiences.

Question 7. Could You Briefly Explain How You Use Netflix in Learning Foreign Languages and Culture?

As it is known the published books as hardcopies gradually give their places to the online ones. In this era, books are secondarily preferred for learning foreign languages. Especially the e-books, mobile applications, computer games, etc. are preferred. Recently, the audiences of the different broadcasts state that they watch these programs for learning and repeating foreign language knowledge. They state that by watching such programs, they gain both language competence and cultural knowledge since these programs are taken in different languages in different countries. The answers of the students for this question are evaluated from a general perspective. As the audiences of Netflix determine it, the broadcasts on Netflix can be used by language learners since they have the transcripts both in their native languages and in foreign languages. They state that they learn grammar and vocabulary and listening competence while watching the programs. A group of the ones who answer this question also states that they learn different accents of foreign languages such as American and British English by listening and watching these programs with their original subtitles.

On the other hand, besides learning language and listening skills, they state that they learn something about the cultures from the broadcasts. They learn about different cultures, especially following the traditional and periodical broadcasts. Since these programs are taken in foreign countries, they learn the lifestyles, religions, beliefs, sentimental values, food cultures, clothing styles, climates, social lifestyles from these broadcasts. They also indicate that they compare the social hierarchy and social order between the foreign cultures and their own cultures.

Question 8. What Do You Think About Turkish Translations (Dubbing and Subtitles) on Netflix Contents? Do You Think the Translations Are Sufficient? What Kind of Losses Are Experienced in The Translations From English to Turkish?

The answers of the students for this question are evaluated from a general perspective. In the case of a foreign language is known well by the audiences, the subtitles and the dubbings of the broadcasts in any other language may be seen as disagreeable. However, if the foreign language of the broadcasts is not well known by the audiences, it may not be problematic. In this concern, the ones, who have advanced level foreign language (English for this research), state that they lose confidence in the translations of the broadcasts. In general, it is seen that the translations may not reflect the same feelings with the original language. Here the point is the dubbing and subtitle translations. If the translators choose the word-for-word translation the audiences state that they feel bored. Thus, mainly the cultural differences and their effects

on the audiences are seen. Notably, it is stated that there are differences between the subtitles and the dubbings in the same language in a film. This is accepted as complicated and confusing for the audiences. This mentioned case gives rise to the thought that the translations in the language of the broadcast are carried out at different times and by different translators. It is mentioned that the audiences found the translations censored, and the meanings or the interpretations are not found clear in certain scenes.

CONCLUSIONS

Regarding the answers of the students using Netflix, it is seen that they try to get advantage from Netflix for language learning, although it is not their primary purpose while watching the programs on Netflix. As seen from the answers received for question 5 and 6 are interpreted in a general view. These questions are about contributing to watching movies, videos, serials, etc. on Netflix in a foreign language to learning about foreign languages and cultures. These questions have been answered in Yes-No form. In Question 7, the students were asked to explain briefly how they use Netflix in learning foreign languages and culture. This question aims to prove that the students use these broadcasts for developing their second language (English) besides entertainment purpose. Via watching TV programs, movies, serial or different kind of broadcasts, people may learn the second language, or they may develop their language knowledge. Watching broadcasts on Netflix is seen as advantageous for learning new terms, vocabulary and language usages. It may be beneficial for listening, grammar, vocabulary and also writing competencies while watching the spare time activities. As the students' state, via watching these broadcasts, they learn the casual language usages such as slangs, cultural differences, vocabulary and grammar.

These materials on Netflix can be used as educational materials if the lecturers control them. Specific programs can be chosen considering their course contents. These programs are thought to be beneficial and supportive for second language (L2) and also cultural competence for the audiences in this research. Specific applications and programs such as MATE and LLN can be used for vocabulary and grammar support of Netflix. During this process, watching such broadcasts may provide language and cultural themes learning in more relax and comfortable environments for the students since this is an entertainment and leisure activity. Since Netflix has advantages to use on any device connected to the internet such as desktops, TV, laptops and mobile phones, having the learning environment of the users' is up to themselves. Without having the stress of exams, questions and answers in the school and classroom environments classroom among their friends and in front of their lecturers, the students experience learning foreign languages where they feel comfortable. Young and adult university students can be assigned to do homework and work practice on Netflix. Indeed, it is foreseen that doing homework is often seen as a burden for students, and it can be possible with using a broadcasting source such as Netflix to inform them and support their language skills while doing a leisure time activity they like.

This research aims to analyse the general status and views about using Netflix broadcasts by the university students who need to develop their second languages (English) as a case. This research can be accepted as an introduction study for research chain on digital media broadcasts such as Netflix, Youtube, etc. When considered from this point of view, this research does not include different and detailed statistical analysis. The research content with especially determining the using state of Netflix broadcasts by university students from the view of second language developing. The evaluations and the results of the questions asked to the students aim to prove that such like broadcasts and channels can be supportive for second language learners if they are used with the purpose of education in a controlled manner.

For further researches, it is aimed to study from more detailed statistical perspectives with different digital media programs comparatively as a follow-up of this research. For further studies about Netflix and language and/or translation, it is suggested to study the translation differences between the dubbings and the subtitles of specific programs. This research necessitates that the translation differences can be analysed based on gender and language theme. Is there any censor on the translations of the programs on Netflix or not? It can also be studied how the translations of Netflix can be developed and used for language and translation education.

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