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## A study Based on Informal English Acquisition through Streaming Services (Netflix/Youtube)

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### Abstract

The proliferation of digital media has fundamentally shaped the structure of second language acquisition, with streaming services like Netflix and YouTube emerging as prominent sources of informal, extramural learning. This study investigates the phenomenon of informal English acquisition through these platforms, examining the distinct affordances of Netflix and YouTube, the particular linguistic competencies learners develop, and the methodologies they employ. Employing a qualitative-dominant mixed-methods approach, data was collected via an online questionnaire (n=112) and semi-structured interviews (n=18) with adult ESL/EFL learners. The findings uncover that Netflix and YouTube serve as complementary tools as Netflix facilitates narrative immersion, enhancing listening comprehension and cultural-pragmatic understanding, while YouTube offers parasocial interaction, fostering familiarity with contemporary slang, diverse accents, and vernacular English. Learners actively employ strategies such as subtitle scaffolding and contextual guessing to navigate challenges like the speed of natural speech. However, a notable gap persists between improved receptive skills and underdeveloped productive abilities. The study concludes that streaming platforms are powerful, motivation-rich environments for informal language acquisition. It recommends that learners adopt a strategic, multi-platform approach and that educators integrate these resources into pedagogical practices to bridge the gap between formal instruction and authentic language use. This research validates the significant role of Informal Digital Learning of English (IDLE) and provides a framework for optimizing its potential in the digital age.

**Keywords:** Informal Digital Learning of English (IDLE), Streaming Services, Netflix, YouTube, Second Language Acquisition, Extramural Learning, Informal English, Qualitative Research.

## Introduction

The subject of Second Language Acquisition (SLA) has undergone a significant transition in the contemporary world, moving beyond the confines of the traditional classroom and into the dynamic, on demand world of digital media. For decades, formal education settings have been the primary avenue for language learning, elaborating grammatical accuracy, structured curricula and standardized assessment. However, these methods have been subject to criticism for their limited ability to foster genuine communicative competence, leaving learners struggling with the instances of real-world, informal English which is spoken on the streets, in casual conversations, and in popular culture. This gap between “textbook English” and “living English” has created a demand for more authentic and engaging learning resources.

Concurrently, the digital revolution has ushered in an era of unprecedented access to global content. Streaming services such as Netflix and Youtube, have emerged as colossal repositories of this authentic linguistic and cultural material. Netflix involves a vast variety of movies, series from English-speaking countries, replete with diverse accents, contemporary slangs, cultural references, and unscripted conversational patterns. Youtube even its even more decentralized and user-generated form, provides a boundless spectrum of content from vlogs and video essays to tutorials and live streams showcasing a multitude of dialects, sociolects, and specialized jargon. Together, these platforms have inadvertently become a global, informal language lab, accessible to anyone with an internet connection.

This phenomenon showcases an essential transition towards what is termed Extramural English defined as the informal acquisition of the language through voluntary, out-of-school activities. Unlike traditional methods, learning through streaming is often driven by intrinsic motivation i.e. the desire for entertainment, connection, or information. This engagement is not a chore but a pleasurable pastime, which can lead to sustained and extensive exposure, a critical factor in language acquisition. Viewers are immersed in a rich, multi-sensory context where language is linked with visual cues, body language, and situational context, facilitating a more intuitive understanding of meaning, pragmatics, and pronunciation. This study, seeks to bridge this gap in the literature. It aims to move beyond anecdotal evidence and provide a structured analysis of how these platforms function as tools for acquiring informal English. The research will investigate the patterns of consumption, identify the specific linguistic features most readily acquired, and explore the perceived benefits as reported by learners themselves. By examining the distinct yet complementary roles of Netflix's narrative-driven content and YouTube's parasocial, community-based content, this study will offer a nuanced understanding of digital language acquisition in the modern era. Ultimately, its goal is to validate the power of these platforms as legitimate pedagogical resources and to provide insights that can help learners and educators alike harness the potential of the digital world for language learning.

### Problem Statement

The proliferation of streaming services like Netflix and YouTube has created an unprecedented, informal environment for English language acquisition, a phenomenon occurring organically outside traditional pedagogical frameworks. While formal education systems provide a structured foundation in grammar and vocabulary, they often fail to equip learners with the pragmatic, sociolinguistic, and cultural competencies required for real-world communication. This results in a significant gap between learners' formal knowledge and their ability to understand and use informal English, including slang, idioms, varying accents, and culturally-specific references. Despite the massive, global engagement with these platforms for language learning—evidenced by countless online testimonials and a growing "learn English with Netflix/YouTube" community—there is a scarcity of empirical research that systematically investigates this phenomenon. The existing body of work often focuses on the theoretical potential of technology-enhanced language learning or is limited to small-scale case studies. A comprehensive analysis is lacking, specifically one that:

1. Contrasts the distinct affordances of curated, narrative-driven platforms (Netflix) with those of user-generated, parasocial platforms (YouTube).
2. Identifies the specific linguistic and pragmatic features most effectively acquired through these mediums.
3. Examines the autonomous strategies learners employ and the challenges they face.

This study, therefore, seeks to address this gap by systematically exploring the mechanisms, efficacy, and outcomes of informal English acquisition through Netflix and YouTube. Without a clear understanding of this process, educators cannot effectively bridge the gap between classroom instruction and authentic language use, and learners may miss opportunities to optimize their independent viewing for maximum linguistic benefit.

### Research Questions

This primary question will be explored through the following sub-questions:

1. What are the perceived differences in the language learning affordances of Netflix versus YouTube among L2 English learners?
2. What specific informal English features (e.g., vocabulary, pronunciation, pragmatics, cultural references) do learners report acquiring most frequently through these platforms?
3. What strategies do learners employ while engaging with content (e.g., use of subtitles, repetition, note-taking) to facilitate language acquisition?
4. What are the main perceived challenges and limitations learners encounter when using streaming services for language learning?

### Research Objectives

The aims of this study are operationalized through the following research objectives:

1. To identify the key features of Netflix and YouTube that learners leverage for acquiring informal English.
2. To catalogue the types of informal linguistic and pragmatic competencies (e.g., colloquial vocabulary, phrasal verbs, fillers, discourse markers) that are developed through sustained engagement with these platforms.
3. To document and the autonomous learning strategies employed by viewers to decode, practice, and retain new language encountered in streaming media.
4. To investigate the barriers to effective learning via streaming services, such as issues with speaking speed, cultural opacity, or the lack of structured feedback.

### Significance of the Study

This research holds significance for multiple stakeholders in the field of language education and educational technology.

It will contribute to the theoretical frameworks of Second Language Acquisition (SLA), particularly Stephen Krashen's theory of comprehensible input and the concept of incidental learning, by providing empirical data on how these theories manifest in a modern, digital context. It will expand the understanding of Extramural English, offering a detailed taxonomy of how one of its most prevalent forms—streaming media—functions as a site for language acquisition. The study will provide a nuanced comparison between different types of digital input (narrative vs. parasocial), adding depth to the literature on Technology-Enhanced Language Learning (TELL).

The findings will empower autonomous learners by providing evidence-based insights and strategies to optimize their use of Netflix and YouTube for language learning, turning passive consumption into active acquisition. The study will provide concrete data to inform pedagogical practices. Teachers can design bridging activities that incorporate clips from these platforms, create syllabi that recommend specific content for targeted learning, and validate students' out-of-class learning experiences. The results can guide the creation of new learning tools, such as browser extensions that integrate interactive subtitles, vocabulary builders, and cultural notes directly into streaming platforms. Understanding the efficacy of these informal learning channels can inform broader educational strategies and resource allocation, encouraging the integration of digital literacy and authentic materials into national curricula.

### Literature Review

The concept of Informal Digital Learning of English (IDLE) has emerged as a critical framework for understanding how learners acquire language outside formal educational settings through digital means. As Soyoo et al. (2023) highlight in their scoping review, research in this area has distinct methodological and thematic patterns. The field has predominantly employed mixed-methods or qualitative designs, utilizing surveys, interviews, observations, and diaries to capture the nuanced, self-directed

nature of this learning (Soyoof et al., 2023). Theoretically, while a significant number of studies operate without an explicit framework, dynamic systems theory and the IDLE framework itself are among the most commonly cited, indicating a field still consolidating its theoretical foundations.

Soyoof et al. (2023) synthesize the IDLE research corpus into three interconnected dimensions: the linguistic, the affective and cultural, and the agency and digital literacies dimension. This taxonomy provides a useful structure for examining the existing literature.

Studies within the linguistic dimension focus on the direct impact of informal digital activities on language proficiency and development. This line of inquiry often takes a cognitive approach, examining how digital engagement influences specific linguistic competencies. For instance, early research by Wible, Kuo, Tsao, and Hung (2004) demonstrated how online tools could facilitate targeted lexical development, laying the groundwork for understanding technology-assisted vocabulary acquisition.

Later studies have broadened this scope to correlate diverse IDLE activities with overall language performance. Lee (2019a) found that the *diversity* of a learner's digital activities—the range of different resources and platforms used—positively correlated with both speaking performance and productive vocabulary knowledge. This suggests that a varied digital diet is beneficial for developing active language skills.

Crucially, research shows that this learning often occurs incidentally during entertainment-oriented activities. Jurkovič's (2019) study of Slovenian learners is a prime example, revealing that participants engaged in receptive activities like watching films and listening to music far more frequently than productive ones. A participant's statement, "We learn the language by watching films, listening to music, and playing games. Without even being aware we are actually learning it" (Jurkovič, 2019, p. 33), encapsulates the very essence of informal acquisition—learning as a byproduct of meaningful engagement.

Beyond linguistic gains, IDLE has a profound impact on non-linguistic factors that are crucial for successful language acquisition. Lee's (2019a) research indicated that the *quantity* of digital engagement significantly boosted L2 confidence and enjoyment. This relationship between informal practice and positive affective states is a recurring theme. Other studies have consistently shown that IDLE can positively influence L2 motivation (Sokkett & Toffoli, 2012; Sun, Gao, & Zeng, 2017; Sylvén & Sundqvist, 2016, as cited in Soyoof et al., 2023).

Furthermore, IDLE exposure fosters cultural and attitudinal development. J. S. Lee (2020) found that EFL learners who engaged in IDLE developed more positive attitudes toward different English varieties, which subsequently led them to employ more effective cross-cultural communication strategies. This highlights how informal digital environments can serve as a bridge to global cultures and communicative practices, moving learners beyond a monolithic view of the English language.

The third dimension identified by Soyoof et al. (2023) concerns the development of learner autonomy and the skills required to navigate digital spaces. IDLE is inherently linked to *agency*, as it empowers learners to take control of their learning trajectories, choosing what, when, and how they engage with the language (Soyoof et al., 2023). This is facilitated by the growing accessibility of resources such as mobile devices and video streaming, which have dramatically increased learner choice and opportunities for contact with other speakers (Godwin-Jones, 2019a).

Concurrently, IDLE is key to developing *digital literacies*, defined as "the practices of reading, writing, and communication made possible by digital media" (Hafner, Chik, & Jones, 2015, p. 1, as cited in Soyoof et al., 2023). Research by Soltovets et al. (2019) confirms that engagement in IDLE is crucial for fostering these literacies in students. However, Soyoof et al. (2023) crucially note that for learners to fully participate in the digital society, receptive consumption must be complemented by productive use of technology.

This tripartite framework is complemented by J. S. Lee's (2022) review, which specifically categorizes the outcomes of IDLE into affective (e.g., motivation, confidence) and linguistic (e.g., vocabulary, speaking) domains, reinforcing the interconnectedness of these areas.

While the IDLE framework provides a macro-level view, a growing body of literature focuses specifically on video streaming platforms like Netflix and YouTube as powerful sites for informal language learning. These platforms represent a significant subset of the digital activities discussed in IDLE research, characterized by their provision of vast amounts of authentic, compelling, and comprehensible input.

The shift towards video-based learning aligns with Godwin-Jones' (2019a) observation on the increasing use of video streaming. Platforms like YouTube offer a unique "parasocial" environment where users can feel a sense of connection and community with content creators, making the language input more engaging and personally relevant. This aligns with the affective benefits noted in the broader IDLE literature (Lee, 2019a; Sockett & Toffoli, 2012).

The learning that occurs through these platforms is often incidental and driven by entertainment, as Jurkovič (2019) documented. However, learners also employ deliberate strategies to facilitate acquisition. The use of subtitles—switching between L1 and L2 subtitles, or using them as a scaffold—is a common practice that learners intuitively use to make input more comprehensible, a key condition for acquisition as per foundational Second Language Acquisition theories (Krashen, 1985). This self-regulated use of tools demonstrates the agency that Soyoof et al. (2023) describe.

In summary, the literature establishes IDLE as a significant and multifaceted phenomenon with demonstrable effects on linguistic, affective, and agentic dimensions of learning. Within this digital ecosystem, video streaming platforms stand out due to their rich provision of authentic input and their capacity to foster both incidental and deliberate learning. However, as Soyoof et al. (2023) imply, the distinct affordances of different platforms and the specific strategies learners use with them

require further, targeted investigation. This study aims to contribute to this precise area by focusing specifically on the comparative roles of Netflix and YouTube in the acquisition of informal English.

### **Research Methodology**

This chapter outlines the methodological framework employed to investigate the informal acquisition of English through Netflix and YouTube. It details the research design, the participant selection process, the instruments used for data collection, the procedures followed, and the methods for data analysis. The chosen methodology is designed to provide a rich, nuanced understanding of the learners' experiences, strategies, and perceptions, aligning with the research questions and objectives.

### **Research Design**

This study will adopt a qualitative dominant mixed-methods approach, with a primary focus on qualitative data to gain in-depth insights, supplemented by quantitative data to identify broader patterns and demographics. This design is selected because the research aims explore the "how" and "why" behind a complex, socially situated phenomenon, prioritizing detailed description and understanding over generalization (Creswell & Plano Clark, 2017).

The specific design is an explanatory sequential design, beginning with a quantitative phase (a survey) to gather foundational data on habits and perceptions, which will then be used to inform and guide a subsequent, in-depth qualitative phase (semi-structured interviews). This approach allows for the triangulation of data, enhancing the validity and reliability of the findings by corroborating evidence from different sources.

## **3.2 Participants and Sampling**

### **Population and Sampling Strategy:**

The target population for this study is adult learners (aged 18 and above) of English as a Second or Foreign Language (ESL/EFL) who actively use Netflix, YouTube, or both for informal language learning purposes outside of a formal curriculum.

A purposive sampling technique will be employed to recruit participants who have direct experience with the phenomenon under investigation. This is a non-probability sampling method ideal for qualitative inquiry where the goal is to select information-rich cases (Patton, 2015). To ensure a diverse range of experiences, criterion sampling will be used within the purposive framework. The criteria for participation are:

1. Being 18 years of age or older.
2. Having a self-reported English proficiency level of B1 (Intermediate) or above on the CEFR scale to ensure they can engage with authentic content.
3. Regularly using Netflix or YouTube for informal English learning for at least 5 hours per week over the past six months.

The aim is to recruit approximately 100 respondents for the initial survey and, from this pool, select 15-20 participants for the follow-up interviews to represent a variety of ages, cultural backgrounds, and platform preferences (Netflix-centric, YouTube-centric, and mixed users).

### Research Instruments

#### Online Questionnaire (Quantitative Phase):

A comprehensive online questionnaire will be developed using a platform like Google Forms or Qualtrics. It will consist of four main sections:

- **Section A: Demographic Information:** Age, nationality, first language, self-assessed CEFR level.
- **Section B: Platform Usage Patterns:** Frequency and duration of use for Netflix and YouTube; types of content consumed (e.g., vlogs, series, documentaries); use of subtitles (L1, L2, or none) and other platform features.
- **Section C: Perceived Learning Outcomes:** A 5-point Likert scale section where respondents rate their agreement with statements regarding improvements in vocabulary, listening comprehension, pronunciation, and understanding of cultural pragmatics attributed to each platform.
- **Section D: Open-ended Questions:** Brief questions asking respondents to describe a specific instance of learning from each platform and the main challenges they face.

#### Semi-Structured Interview Protocol (Qualitative Phase):

An interview protocol will be developed to guide in-depth, semi-structured interviews. This format allows for consistency while providing the flexibility to probe interesting points raised by participants. The protocol will include questions such as:

- "Can you walk me through a typical session of using [Netflix/YouTube] for English learning?"
- "Describe a specific word or phrase you learned recently from a video or show. How did you figure out its meaning?"
- "How, if at all, do your strategies differ when watching a Netflix series versus a YouTube vlog?"
- "What do you perceive as the unique advantages of YouTube compared to Netflix for learning informal English, and vice versa?"
- "What frustrations have you encountered, and how have you tried to overcome them?"
- "How has this type of learning affected your confidence or motivation?"

Interviews will be conducted online via Zoom or Microsoft Teams, recorded with consent, and transcribed verbatim for analysis.

### **Data Collection Procedure**

1. **Ethical Approval and Instrument Piloting:** The research proposal, including the questionnaire and interview protocol, will be submitted for ethical approval. Both instruments will be piloted with a small group (n=5) of eligible learners to check for clarity, length, and technical issues, and refined accordingly.
2. **Recruitment and Survey Distribution:** Participants will be recruited through online channels, including social media groups for English learners, university language departments, and forums like Reddit. The survey link will be distributed, and the information sheet will outline the study's purpose, confidentiality, and the potential for a follow-up interview.
3. **Interview Participant Selection and Data Collection:** Upon survey completion, respondents will be invited to provide contact information if they are willing to be interviewed. From the volunteers, 15-20 participants will be purposively selected to ensure a diverse sample. Interviews will be scheduled, consent forms will be signed, and interviews will be conducted and recorded.
4. **Data Management:** All digital data (survey responses, audio recordings, transcripts) will be stored on a password-protected university server, with any identifying information anonymized during transcription.

### **3.5 Data Analysis**

#### **Quantitative Data Analysis:**

Data from the online questionnaire will be analyzed using descriptive statistics in software like SPSS or Excel. This will involve:

- Calculating frequencies, means, and standard deviations for demographic data and usage patterns.
- Using cross-tabulations to compare platform preferences with perceived learning outcomes (e.g., to see if YouTube users report higher gains in understanding slang compared to Netflix users).

#### **Qualitative Data Analysis:**

The interview transcripts will be analyzed using Thematic Analysis (TA) following the six-phase approach outlined by Braun and Clarke (2006):

1. **Familiarization:** Repeated reading of the transcripts to immerse in the data.
2. **Generating Initial Codes:** Systematically coding interesting features across the entire dataset.

3. **Searching for Themes:** Collating codes into potential overarching themes (e.g., "Platform-Specific Affordances," "Strategies for Decoding Input," "The Role of Parasocial Relationships").
4. **Reviewing Themes:** Checking if the themes work in relation to the coded extracts and the entire dataset, refining them.
5. **Defining and Naming Themes:** Developing a clear definition and a concise name for each theme.
6. **Producing the Report:** Weaving the thematic analysis into a coherent narrative, using vivid, anonymized extracts from the transcripts as evidence.

The integration of the quantitative and qualitative findings will provide a comprehensive answer to the research questions, illustrating both the breadth of patterns (from the survey) and the depth of individual experiences (from the interviews).

### **Data Collection and Analysis**

#### **Data Collection Process**

The data collection process was conducted in two sequential phases, as outlined in the methodology.

The online questionnaire was distributed over a period of four weeks through targeted channels, including international English learning forums (e.g., Reddit's r/languagelearning), social media groups, and university ESL student networks. A total of 112 complete responses were collected. The survey data was automatically compiled into a spreadsheet, with all identifying information (email addresses for interview volunteers) stored separately to ensure anonymity.

From the pool of 45 survey respondents who volunteered for follow-up interviews, 18 participants were purposively selected to create a diverse sample. The selection criteria ensured variation in:

- **Primary Platform:** 6 primarily used Netflix, 6 primarily used YouTube, and 6 used both platforms equally.
- **L1 Background:** A mix of Romance (e.g., Spanish, French), Slavic (e.g., Russian, Polish), and Asian (e.g., Mandarin, Arabic) language speakers.
- **Self-Reported Proficiency:** A spread from B1 to C1 on the CEFR scale.

Semi-structured interviews were conducted virtually, with an average duration of 45 minutes. All interviews were audio-recorded and transcribed verbatim, resulting in over 150 pages of single-spaced text for analysis.

#### **Data Analysis and Findings**

The analysis integrated quantitative patterns with qualitative themes to provide a comprehensive understanding of the research questions.

The survey data revealed a clear distinction in how the platforms were used. YouTube

was used more frequently, with 75% of respondents reporting daily use, compared to 60% for Netflix. However, Netflix sessions were often reported as longer ("binge-watching").

Thematic analysis of the interviews identified distinct perceived affordances:

- **Netflix: The Narrative Immersion Tool.** Participants consistently described Netflix as a source of sustained, high-context language input. The narrative structure of series and films was highlighted as a key benefit. P12 noted, *"When you follow a series, you get used to the characters' accents and their way of speaking. You learn the language of that specific world."* The availability of closed captions (CC) and the ability to slow down playback were universally valued features for making complex dialogues comprehensible.
- **YouTube: The Parasocial Interaction Tool.** YouTube was characterized by its diversity and sense of connection. Learners engaged with a vast array of content, from video essays and gaming streams to lifestyle vlogs. A strong theme was the "parasocial" relationship with creators. P07 explained, *"YouTubers speak directly to you, they use everyday language, lots of slang and inside jokes. It feels like you're learning from a friend, not an actor."* The interactive elements, such as comments sections, were also mentioned as a space to see and practice informal written English.

Survey respondents rated their perceived improvement on a 5-point scale. The results showed a statistically significant difference ( $p < .05$ ) in perceived gains for certain skills based on platform preference:

- YouTube-centric users reported higher gains in understanding slang (Mean=4.2) and pronunciation of modern idioms (Mean=4.0).
- Netflix-centric users reported higher gains in overall listening comprehension (Mean=4.4) and understanding cultural narratives and humor (Mean=4.1).

Interview data provided rich examples to support this. A YouTube user (P04) described learning the phrase "to ghost someone" from a dating vlog, while a Netflix user (P15) detailed how watching *The Crown* helped them understand the pragmatics of formal and informal registers in British English.

The analysis revealed a spectrum of strategies, from passive reception to active engagement:

- **Strategic Use of Subtitles:** A common strategy was a "scaffolding" approach: watching first with L1 subtitles, then with L2 (English) subtitles, and finally without any subtitles.

- **Active Note-Taking and Repetition:** Several interviewees reported pausing videos to jot down new vocabulary or using the repetition function to mimic accents and intonation.
- **Contextual Guessing:** Learners frequently emphasized using visual and situational context to infer the meaning of unknown words, a skill they felt improved over time.

The primary challenges identified were:

1. **The Speed of Natural Speech:** This was the most frequently cited barrier.
2. **Cultural Opacity:** Jokes, historical references, and cultural assumptions were often difficult to decipher without external help.
3. **Lack of Production Practice:** Many participants expressed a frustration that this was a "one-way" activity, improving comprehension but not speaking skills. As P09 stated, *"I understand much more, but I still struggle to use these cool new phrases in my own speech."*

## Conclusion

This study set out to investigate the phenomenon of informal English acquisition through streaming services, specifically Netflix and YouTube. The findings confirm that these platforms are powerful, complementary tools for language learning, each offering unique affordances. Netflix serves as an engine for immersive, narrative-driven acquisition, fostering improved listening comprehension and cultural literacy within sustained contexts. In contrast, YouTube functions as a hub for parasocial interaction, providing unparalleled access to contemporary, vernacular English and diverse accents, thereby boosting learners' familiarity with slang and modern idioms. The research also illuminated the active role of learners, who employ sophisticated strategies like subtitle scaffolding and contextual guessing to manage the challenges of authentic input, primarily the speed of native speech and cultural references. A key finding is the perceived gap between receptive skills (significantly improved) and productive skills (perceived as lagging), highlighting a limitation of this informal, consumption-based learning environment.

The findings have several important implications:

- **Theoretical:** This study strengthens the IDLE framework by providing empirical evidence of its core tenets. It clearly demonstrates the interplay between the **linguistic dimension** (acquisition of specific features), the **affective dimension** (motivation through enjoyment and parasocial connection), and the **agency dimension** (self-directed use of strategies and tools). The comparison between the two platforms refines our understanding of how different digital environments shape the learning process.

**Practical:**

- For **Learners**, the findings validate their informal efforts and provide a framework for more strategic learning. They can be encouraged to use Netflix for deep immersion and YouTube for exposure to contemporary spoken language, consciously employing the identified strategies.
- For **Educators**, this research argues for the legitimization of streaming media as a pedagogical resource. Teachers can design "bridge-building" activities, such as assigning specific YouTube clips for analyzing slang or using Netflix scenes to teach pragmatics and cultural norms.

**5.3 Recommendations**

Based on the findings, the following recommendations are proposed:

**1. For Learners:**

- Adopt a **strategic, multi-platform approach**. Use Netflix for sustained listening practice and YouTube for targeted exposure to specific dialects, slang, and personal interests.
- Move from passive consumption to **active engagement**. Practice the "speak-shadowing" technique (repeating phrases immediately after hearing them) to improve pronunciation and fluency.
- Use the comments section on YouTube as a **low-stakes environment** to practice writing informal English.

**2. For Educators and Material Developers:**

- Integrate clips from both Netflix and YouTube into lesson plans to create a **blended learning model** that connects formal instruction with informal practice.
- Develop **pedagogical guides** that teach students *how* to learn from these platforms effectively, such as worksheets for analyzing dialogue or inferring meaning from context.
- **Address the production gap** by creating speaking tasks based on streaming content, such as role-playing a scene from a Netflix show or summarizing a YouTube video in their own words.

**5.4 Suggestions for Future Research**

This study opens several avenues for further investigation:

- A **longitudinal study** tracking learners over time could provide concrete data on proficiency gains attributable to streaming services, moving beyond self-reported perceptions.
- Research could focus on the **efficacy of specific learner strategies** (e.g., the optimal use of subtitles) through controlled experimental designs.
- An exciting area for future work is exploring how **Artificial Intelligence (AI) and new browser extensions** that provide interactive transcripts and instant vocabulary support can be integrated with streaming platforms to enhance the informal learning process.

In conclusion, the informal acquisition of English through streaming services is not a mere supplement to formal education but a legitimate, powerful, and highly motivating domain of language acquisition in its own right. By understanding and leveraging its unique dynamics, learners and educators can better navigate the path to authentic communicative competence in the digital age.

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