

# WATCHING NETFLIX, ENGLISH VOCABULARY RANGE AND LISTENING COMPREHENSION OF SENIOR HIGH SCHOOL STUDENTS



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## **Abstract**

One of the activities in which students nowadays are engaged is watching. Considering as part of the macro-skills, it is an activity that enhances other macro skills in communication. With that, the continuous conduct of this activity can also lead to linguistic awareness and acquisition. At present, students use an application called Netflix in order to gain access to their favorite films and series and one of them are English films and series. Utilizing correlational research design, this study is an attempt to determine whether Netflix as a platform for watching helps students develop their vocabulary range and listening comprehension skills which are needed in achieving fluency on the second language. This study considered Senior High School Students of University of Perpetual Help System Laguna as the target respondents through purposive sampling technique. An online survey was distributed to determine the watching habits; and the vocabulary range and listening comprehension were tested through standardized online test which were aligned with the Common European Framework of Reference for Languages (CEF or CEFR). After the data collection and analysis, results revealed that students achieved the acceptable level of CEFR and significant relationships existed between duration of watching and English vocabulary range; duration of watching and English listening comprehension; and English vocabulary range and English listening comprehension.

## **Keywords:**

*English language, Netflix, watching, vocabulary range, listening comprehension*