

## DIGITAL IMMERSION AND LINGUISTIC OUTPUT: EXPLORING THE ENGLISH WRITING PROFICIENCY IN MALE AND FEMALE CHARTERED ACCOUNTANCY STUDENTS WITH AND WITHOUT NETFLIX EXPOSURE

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### **Abstract**

*English language, particularly proficiency in the writing in English language, holds considerable importance for the Chartered Accountancy students, since all the instructions given to them are predominantly in the English Language. With the advent of digital technologies like Netflix, students are getting more inclined towards its usage, in bid to polish their English language skills. This underlying research study examines the impact of exposure to the streaming platform, Netflix, on the English writing proficiency of male and female Chartered Accountancy students. The current research study has incorporated a qualitative research methodology to achieve its objectives. Additionally, by considering and rigorously analyzing the written excerpts from both Netflix users and non-users, with the help of the Common European Framework of Reference for Languages (CEFRL), the study investigates differences in vocabulary usage, sentence variety, and tense accuracy. The study's findings reveal that, while Netflix exposure somewhat improves vocabulary usage and tense accuracy, it has no meaningful impact on sentence variation. Both male and female students, with and without Netflix exposure, displayed corresponding levels of writing proficiency, calling into question beliefs surrounding the streaming service's influence on language learning. However, Netflix users made slightly fewer tense errors. Given the study's narrow scope (focused on a single college), future research should include numerous institutions to ensure greater generalization. To be very conclusive, this study advances knowledge about the function of digital media in specialized academic domains for the English language learning.*

**Keywords:** *Chartered Accountancy Students, Netflix, Writing Proficiency, CEFRL*

### **1. Introduction**

The English language has gained significant importance globally for a past couple of decades. Every country of the world is trying to revamp its English language strategies, to utilize it in a proper and comprehensive way to compete with the world. In the realm of education, the importance of English language cannot be overlooked. English is used as a medium of instruction in the educational institutions in majority of the world countries. Those countries which were not using it, are now shifting towards this language in their educational settings. English from the grass root level has significant impacts on the competence and capabilities of students, as compared to those who are not exposed to this language in their education from the start.

Similarly, the significance of English language for the students of Chartered Accountancy cannot be neglected. Since all the subjects to them are taught in English, it is necessary for them to have a considerable proficiency in English language, particularly in English writing to excel in their field. With the advancement in technology, changes are now adopted in different domains including education. There are now multiple English learning tools available to students including Amazon Prime, Duolingo and Netflix in particular. All these tools are enhancing English language

skills of the audience who are having significant exposure to them. As Netflix is getting popular in terms of medium for watching English movies and seasons, in addition to educational documentaries, it is presumed that it is impacting English language proficiency of the audience.

So, the current study aims to comparatively analyze the English writing proficiency of students of Chartered Accountancy who have exposure to Netflix, and those who do not have. By adopting a highly relevant theoretical framework, the research intends to see the differences in terms of English writing proficiency of the male students who watch Netflix regularly, and those who do not. Similarly, the differences in the English writing proficiency of female students who are the regular users of Netflix, and those who are not.

### **Statement of the Problem**

With the advent of technological tools like Netflix, it is presumed that English language skills of people who are using Netflix are also getting enhanced and influenced. However, in the current available research, there is a lack of studies addressing the impact of Netflix on the English writing skills of Chartered Accountancy students. Therefore, the study aims to fill this gap by analyzing the impact of Netflix on the English writing proficiency of the Chartered Accountancy students who watch Netflix, and those who do not. Moreover, it aims to analyse the difference in the English writing proficiency of male students of Chartered Accountancy who watch Netflix and those who do not, in addition to female students who watch Netflix on regular basis, and those who do not.

### **1.1. Research Objectives**

1. To explore the difference in the English writings of the female students of Chartered Accountancy who are the regular users of Netflix, and those who are not
2. To identify the difference in the English writings of the male students of Chartered Accountancy who are the regular users of Netflix, and those who are not

### **1.2. Research Questions**

The study intends to answer the following questions:

1. What are the differences in the English writing proficiency of the Female Chartered Accountancy students who are the regular users of Netflix, and those who are not?
2. What are the differences in the English writing proficiency of the male Chartered Accountancy students who are the regular users of Netflix, and those who are not?

### **1.3. Significance of Study**

The current study holds significant importance, as it sheds light on the differences in the English writing proficiency of the students of Chartered Accountancy who are the regular users of Netflix, and those who are not. After reading this research, readers would be able to understand the impact of Netflix on the English writing skills of the Chartered Accountancy students. The current research study will also provide clear insights to the pedagogues and researchers, regarding the ways in which media affects and transforms the writing abilities of people, particularly students.

### **1.4. Delimitation**

The current research only deals with the comparative analysis of the English writing proficiency of the Chartered Accountancy students who are the regular users of Netflix, and those who are not by analyzing the vocabulary, variety of sentences and tenses usage. Besides, it analyses the difference in the English writing of the male students who are the regular users of Netflix and those who are the non-users, and the female students who are the regular users of Netflix and those

who are not. However, future researchers can analyse the impact of Netflix on Chartered Accountancy students in terms of their speaking, comprehension and the other grammatical aspects.

## 2. Literature Review

The literature review section of this research focuses on the past research regarding the impact of Netflix on the English writing skills of students, in order to validate the current research. Besides, it also incorporates existing research in which the theoretical framework that is used in this research has been utilized by different researchers to carry out their relevant studies.

To begin with, an important study was conducted by Robert and Marpaung (2022), in which they analyzed the impact of Netflix on the English language skills of the Indonesian students. The researchers incorporated qualitative descriptive research design, and used thematic analysis, in addition to interpretive descriptive approaches to analyse the data gathered for this study. Besides, the current research study carried out semi-structured interviews aided by open-ended questions to interview the participants. The sample for this study was consisted of 15 students from the universitas Adven Indonesia, selected through purposive sampling technique. The researchers found that Netflix had a significant impact on the language learning skills of students. It helped students learn different aspects of language in a comprehensive and enhanced manner. The main impact, as the researchers concluded, was on the vocabulary and speaking skills of the students selected for this study. Additionally, Dizon and Thanyawatpokin (2021) carried out a research study centred around the impact of Netflix subtitles on the vocabulary learning and listening comprehension of students. The research study explored the differences in terms of vocabulary learning and listening comprehension between the EFL students who watched L2 videos by employing the L1 subtitles. The researchers took into account 96 students who were selected and randomly divided into three different groups. Subsequently, the researchers made them watch Sitcom on Netflix. The study administered the tests result before watching the sitcom and after watching the sitcom. The researchers compared the test results to analyse the impact on vocabulary learning in reference to 15 target words. Moreover, 15 items post viewed listening test were also administered to ascertain the differences in listening comprehension. The results of the study demonstrated that L1 subtitles group performed better than the groups who were utilizing L2 subtitles in terms of vocabulary learning. Additionally, the group who watched videos with two subtitles performed comparatively better than the rest of the two groups in listening comprehension. So, the study concluded on the note that L1 subtitles alone or in combination with L2 subtitles play a significant role in vocabulary learning and enhancing listening comprehension.

Besides, study on the impact of Netflix as EFL learning aid on the vocabulary learning of students in Indonesia, was carried out by Damanik and Katemba (2021). The research study tried to analyse student's perception regarding the Netflix movies, or series role in aiding the vocabulary learning of students. The study explored the perspectives of private university students on Netflix as the digital EFL learning and aimed to see if there is any difference in the perspectives of male and female students regarding Netflix as digital EFL learning tool. Katemba and Danamik employed a qualitative research design in which they gave questionnaire to students through online Google form. The prime focus of their research was private college students who were taking English classes. The researchers concluded after thorough examinations of the responses that watching movies or series on Netflix contributes significantly to enhancing their vocabulary.

Additionally, Vachanaratna and Suriyatham (2022) conducted a case study on the effect of watching a movie on Netflix on the English of Thai adults. The researchers tried to get an answer

for the role of subtitles in helping Thai adults learn language. The research was conducted through a focus group, based on four participants. The focus group was consisted of adults who did not have exposure to English in their bachelor's degrees or even in their routine lives. The researchers orchestrated certain tests before and after watching a chosen movie, followed by interviews. The researchers set up their tests based on 15 vocabulary questions and a comprehension test, which were taken by the participants. After comparing the post and pre-test results, followed by watching a movie with subtitles, the research demonstrated a 22 percent positive increase from the pre-test, even in terms of comprehension. The research study found out that watching movies on Netflix contributed towards the enhanced understanding of the English content, and increased the vocabulary knowledge of the audience, which ultimately led to the language learning through Netflix.

Adding to the same perspective, Ibrahim, Ahmad and Ma'mun (2024) conducted a research study on the theme of the impact of Netflix on the English learning of students to improve writing skills. The prime aim of their research was to analyse the perceptions of students regarding the impact of Netflix on their language learning, particularly in terms of writing, in Bhudhi Warman II vocational high school, Jakarta, Indonesia. The current study employed qualitative approach aided by interviews to get insights into the concept from the students engaged in English language learning through Netflix. The researchers analyzed the results of the research by using qualitative-descriptive approach. The study resulted in the idea that students thought that Netflix contributed towards enhancing their writing skills and the comprehension of English language in general. This is because students used to employ the vocabulary items used in the movies on Netflix into their writings, which ultimately enhanced their writing proficiency in English. Furthermore, another study in this regard was conducted by Faminiano and Yango (2023) to see the relationship between Netflix viewing habits, grammatical competence and academic self-efficacy of high school students in Tagaytay city. The researchers used descriptive-correlational method with the help of survey questionnaire to analyse the above cited concept. The research study also incorporated statistical methods to make their finding reliable and credible. The findings of the research study suggested that majority of the participants watched Netflix four hours a day and were observed to have high grammatical competence and academic self-efficacy. Moreover, the researchers concluded that the more students watch Netflix, the higher their grammatical competence and academic self-efficacy would be.

### **Studies on the Theoretical Framework**

To start off, Khora (2021) conducted research by incorporating the Common European Framework of Reference for Languages (CEFR). The researcher utilized this framework to analyse the English for Palestine textbook tasks and its objectives. The researcher chose a sample of 10th grade English for Palestine textbook, while incorporating descriptive-analytical framework. The sample for this study consisted of 55 midterm and final terms for 10<sup>th</sup> grade. The researcher also selected 10 English teachers to get answers through structured interviews. The major findings of the study demonstrated that most of the tasks in the textbook were of the A2 level. Moreover, the findings also demonstrated that most of the exams neglected speaking and listening aspects. There was mere alignment between the tasks orchestrated in the textbooks and the objectives intended to be achieved by the students. However, there was a moderate alignment between the exams and the tasks.

Moving on, this framework was also employed by Zheng et al. (2016). The researchers utilized this framework in the analysis of writings in English in China. As a sample for this study, the researchers selected 09 CEFR experts, along with 120 students and 20 ELT teachers in China.

The mixed-methods research design was employed to carry out this study and to achieve its objectives. The survey technique was also introduced in this research study by the researchers, in bid to assess the expertise of Chinese English language teachers in terms of CEFRL. All the students who participated in this research were from Wuhan University, China. The findings of the study revealed that Chinese university students were unable to write even 250 words in English. However, it was found that 1<sup>st</sup> year students had relatively higher grades in the evaluated essay as compared to 2<sup>nd</sup> and 3<sup>rd</sup> year students.

So, from the above relevant literature, it can be inferred that a lot of studies have been carried out to analyse the impact of Netflix on the English language skills of the students. However, only a handful of studies are available that analyzed the impact of Netflix on writing skills of students. Besides, no recorded research study was found that carried out the analysis of English writing proficiency of Chartered Accountancy students with and without Netflix exposure. So, this research aims to carry out the relevant study to fill this gap.

### **3. Research Methodology**

#### **3.1. Research Design**

The researcher has employed qualitative research design. Basically, it is a kind of research design that is more inclined towards the words rather than quantification of the available or collected data. Qualitative research design only deals with non-numerical data to interpret it and reach logical conclusions. Besides, this research study is exploratory in nature, as it will explore the differences in the English writing proficiency of the male and female students of Chartered Accountancy who are the regular users of Netflix and who are not. Methods of Data Collection

##### **3.1.1. Sample**

As a sample for this study, the researcher has divided the participants into two groups. Group A comprises of those students who have no exposure to Netflix. The participants for group A were chosen through random sampling technique. Besides, this group consisted of 4 participants with equal representation from both genders. On the other hand, Group B is comprised of participants having more than six months' regular exposure to Netflix. This group also consisted of 4 participants with an equal number of respondents from both genders to maintain equality. The researcher employed snowball technique to collect the sample.

Additionally, the participants for the research were selected from one of the Chartered Accountancy institutions, which is situated in Rawalpindi, Pakistan. The name of the institution is: *The School of Business and Management, Rawalpindi*. In addition, to avoid the differences in terms of pre-writing experience, educational background, gender, socio-economic status and other factors influencing the results, all the participants were selected from the same institution, with age ranging from 18 years to 21 years, respectively. Besides, the researcher had given a written task to all the participants which was based on writing a descriptive note of minimum 150 to 200 words on any favourite Netflix movie or season (For those having exposure to Netflix), and a TV series or movie (For those having no exposure to Netflix). All in all, the entire sample involving both the groups consisted of 8 participants.

##### **3.1.2. Methods and Tools for Data Collection**

The researcher employed primary data collection tools to gather data for the current research study. Primary data collection is one of the data collection tools that enables the researcher(s) to gather fresh and reliable data that is relevant to the research being conducted. It can be in the form of interviews, written samples and others. In the current research, the participants' responses in this regard serve as the main source of data for the researcher.

### 3.2. Theoretical Framework

The researcher will make use of the *Common European Framework of Reference for Languages (CEFR)* as a theoretical framework in this research. This framework was presented by the Council of Europe in 1990s. It primarily deals with evaluating English language proficiency. This very framework evaluates the English language proficiency of students at the levels of writing, speaking, reading and listening. However, this research will only make use of the writing aspects to evaluate the written responses collected for this research. As per the current theoretical framework, the written task, if it is a descriptive essay or note, can be evaluated by keeping in mind the given points:

**Language Usage:** (Vocabulary, Sentence variety, Tenses, Punctuation, Orthography, Capitalization, Subject-Verb agreement and Pronouns Usage).

The current study will only take into account the following features of language use (Vocabulary, Sentence variety and Tenses), in order to analyse the written data that is collected from the participants. The reason for restricting the research to the only mentioned features is that these aspects are considered of paramount importance when it comes to writing. However, the importance of capitalization, orthography, punctuation and pronouns usage cannot be neglected, but the features taken into account for this research study supersedes them when it comes to writing.

### 3.3. Method of Data Analysis

The current study makes use of qualitative content analysis to interpret and analyse the collected data for this research study. It is a data analysis technique that focuses on the content of the data gathered for the research to draw patterns and logical conclusions. According to Creswell (2007), it is a flexible data analysis technique that incorporates inductive and deductive approaches, or sometimes both, in data analysis in research. As per Schreier (2012), it is a kind of data analysis approach for the data that requires interpretation.

## 4. Discussion and Analysis

Language and media are inseparable from each other. Media can influence the thoughts and perceptions of people who are the continuous users of it. The same is the case in terms of language. Media affects the language of its users and helps them enhance their comprehension, speaking and writing in that language. This happens just because of the exposure to it. This study deals with the analysis of English writing proficiency of the male and female students of Chartered Accountancy, who are the regular users of media platforms, particularly Netflix, and male and female students of Chartered Accountancy who are not. According to Lannin (2007), writing fluency or proficiency can be defined as the degree of cohesion and coherence that is showcased in any written excerpt or expression. To simplify it, the process of generating ideas and thoughts plays a pivotal role in enhancing the writing fluency or proficiency.

The data analysis of the research has analyzed the written excerpts of the male and female students who have exposure to Netflix, and those who have not, in the light of the strategies and methods provided by the Common European Framework of Reference for Languages (CEFR). In the current study, participant A and B are females who have had an exposure to Netflix, participants C and D are females who have had no exposure to Netflix. Besides, participants E and F are males who have had an exposure to Netflix, and participant G and H are males who have had no exposure to Netflix.

### 4.1. The Analysis of the Written Excerpts of Male and Female Students having Exposure to Netflix and those Who Do Not Have any Exposure

Writing holds significant importance when it comes to expressing thoughts in any

language. Any sort of error in writing may lead to the misinterpretation of thoughts and ideas. The written excerpts of both groups are analyzed through the following aspects.

#### 4.1.1. Vocabulary

Vocabulary is one of the important tools in communication. The more you know the vocabulary, the better you are equipped to express yourself. Having a command over vocabulary allows users to choose appropriate words as per the context and better express their intended meanings to hold an engaging and thought-provoking conversation. The female participants with Netflix exposure were found using advanced vocabulary in their written excerpts to communicate their views regarding the task given to them.

For instance,

*Enthralling, captivating, swayed.* (Participant A, exposure to Netflix, 2024).

However, to talk about participant B, who had an exposure to Netflix, her written excerpt did not involve the use of very advanced and enhanced vocabulary. This infers that Netflix can have and cannot have an impact on the vocabulary usage of the audience. This claim can be justified as below,

*Super relatable, amazing, transport, stuff.* (Participant B, exposure to Netflix, 2024).

On the other hand, female users having no exposure to Netflix were found using advanced and up to date vocabulary in their written descriptive excerpts to communicate their views about their favourite movie or series. It can be validated from certain vocabulary items taken from their written excerpts. For instance, participant C used vocabulary items like *fortnight, cherished, frowned, underwhelmed.* (Participant C, no exposure to Netflix, 2024). Moving on to the participant D who also had no Netflix exposure, it was found that she incorporated advanced vocabulary items into her writing. For example, *embroiled, quest, confronts.* (Participant D, no exposure to Netflix, 2024). However, she also made use of vocabulary items into her writing, which were totally misinterpreted. She employed the word blanked eyes, in the following sentences, "*Jaggu and his family belief Tapasvi Maharaja unconditionally and with blanked eyes.*" (Participant D, no exposure to Netflix, 2024). So, she incorporated the word *blanked eye* to refer to the condition that the person was trusted blindly. But the word means pretending to have not seen someone or ignoring them.

To talk about the vocabulary items used in the written excerpts of male students with exposure to Netflix in their daily life, they made very less use of advanced vocabulary items. While analyzing the written descriptive excerpts of the male participants, the researcher came across only a handful of advanced and enhanced vocabulary items. This claim can be validated through certain vocabulary items taken from the written excerpts of the male students.

*Blindfold, Hurdles.* (Participant E, exposure to Netflix, 2024).

*Letdown, thrilled.obstacles.Flaws.* (Participant F, exposure to Netflix, 2024).

On the other hand, it was also observed that the majority of the times, they incorporated a layman vocabulary into their writings. This clearly shows that they were not that much influenced by Netflix in terms of their vocabulary. However, the case is altogether different in terms of the female counterparts. Some of the ordinary vocabulary items taken from their writings can be seen

as below,

*Invisible, journey, survival, furious.* (Participant E, exposure to Netflix, 2024).

*Downfall, enjoy, grasp, overcame.* (Participant F, exposure to Netflix, 2024).

On contrary, the analysis of the writings of the males having no exposure to Netflix showed that they were quite adept in using advanced vocabulary items in their writings to communicate their views in the given task. This can be manifested and validated in through a few vocabulary items taken from their writings. They are as below,

*Protagonist, confesses.* (Participant G, no exposure to Netflix, 2024).

*Exceptionally, blonde, creamy, piece of cake.* (Participant H, no exposure to Netflix, 2024).

#### 4.1.2. Sentence variety

Furthermore, using a variety of sentences adds emphasis to the main points in writing and demonstrates the command of the writer over language. Using a mixture of sentences in any piece of writing also reduces the chances of repetitions and enhances the overall tone and appealing nature of the written excerpt. In the analysis of the written excerpts of the females having exposure to Netflix, it was found out that they were continuously incorporating variety of sentences into their writings. This showcases that Netflix has an impact on the written skills of the audience and help them enhance the writing structure by employing multiple varieties of sentences. This can be validated from the following examples of sentences taken from the excerpts of the female students with considerable exposure to Netflix.

- i. *But the story is super relatable it's about these four sisters, Jo, Beth, Amy and Meg, and how they surviving life during the war.* (Participant B, exposure to Netflix, 2024).
- ii. *I think 'Little Women' is a must watch for everyone.* (Participant B, exposure to Netflix, 2024).
- iii. *It would be later made clear that she was hiding because she was a criminal and wanted by the mother world.* (Participant A, exposure to Netflix, 2024). So, from the above given examples, the participants made use of variety of sentences including simple, complex and compound-complex in their writings. This clearly showcased their command of the language and their enhanced exposure.

On the other hand, female participants with no exposure to Netflix also showcased the use of variety of sentences to some extent in their writings. This means that there is a relationship between Netflix and language learning, but that relationship is not fixed or absolute.

For instance,

- a. *The movie tells the story of an alien who comes to Earth to study humans.* (Participant D, no exposure to Netflix, 2024).
- b. *He had an ability to take all data and the information with feeling of touch.* (Participant D, no exposure to Netflix, 2024).
- c. *P.k. is an allien comedy drama film.* (Participant D, no exposure to Netflix, 2024).
- d. *In the end, they didn't end up together, the girl married into a rich family, and the boy became a drug addict and ended up in a brothel.* (Participant C, no exposure to Netflix, 2024).

So, the female participants having no exposure to Netflix also incorporated variety of

sentences into their writings. These include complex, simple and compound sentences.

On the other hand, to talk about the written excerpts of male participants with an exposure to Netflix, it was found out that they also made use of the combination of sentences into their writings. Using a variety of sentences in writing helps a person communicate his thoughts clearly and exercise emphasis on certain ideas in the writing. This notion can be justified from a few sentences taken from their writings against the given task.

- a. *My favourite movie is Bird Box which revolves around invisible creatures.* (Participant E, exposure to Netflix, 2024).
- b. *Actually in this movie some invisible creatures made people unconscious, when people see these creatures they become furious and not in control of their mind in fact seems like their mind is controlled by someone else and they kill everyone near.* (Participant E, exposure to Netflix, 2024).
- c. *'Big George Foreman' is a movie on Netflix documenting the life of a former World Heavyweight Boxer George Foreman.* (Participant F, exposure to Netflix, 2024).

So, both the male participants having considerable exposure to Netflix utilized variety of sentences into their writings including simple sentence, complex sentences and a run on sentence, which can be identified as a compound-complex sentence.

On the other side, the male participants having no exposure to Netflix also incorporated combination of sentences. This showcases the idea that there is no absolute relationship between the Netflix exposure and enhancement of writing style in terms of the utilization of multiple varieties of sentences. Netflix is a media platform, and it is widely believed that it also influences the language skills of the audience who are regular users of it. However, in the analysis so far, the results have turned the tables for this very claim in terms of the Chartered Accountancy students. This claim can be further validated from the example sentences taken from the male participants having no exposure to Netflix platform.

1. *I have seen many movies but "Drishyam" is my favourite of all.* (Participant G, no exposure to Netflix, 2024).
2. *The father and mother of the deceased boy were both in police department.* (Participant G, no exposure to Netflix, 2024).
3. *They tortured her and she told the truth but as there was no dead body found so there was no evidence found.* (Participant G, no exposure to Netflix, 2024).
4. *I love science fiction movies.* (Participant H, no exposure to Netflix, 2024).
5. *When Luci was able to use about 5 percent of her brain, she could learn and remember the whole book word by word within a night.* (Participant H, no exposure to Netflix, 2024).
6. *Further on, when she was able to make use of about 25 percent of her brain, it was nothing but a piece of cake for her to read the mind of any person standing in front of her.* (Participant H, no exposure to Netflix, 2024). *Further on, she was also able to travel through through times of past and future.* (Participant H, no exposure to Netflix, 2024).

So, from the analysis of the given sentence taken from the written excerpts of the male students with no Netflix exposure, they accurately utilized simple, compound, complex and compound-complex sentences into their writings. This again nullifies any direct relationship between Netflix and writing abilities of students, particularly male Chartered Accountancy students.

#### 4.1.3. Tenses

On the contrary, tenses also hold importance when it comes to writing. They are the fundamental and important part of English language, which help a person to clearly communicate thoughts and to convey complex ideas. Tenses also helps a person in expressing the time of action of an event. The participant A, with an exposure to Netflix, had been seen using accurate tenses in her writing to clearly communicate her thoughts. This shows her adeptness in English language and also manifests that Netflix does have an impact on the writing proficiency of students. For example, she used the accurate and mixed tense forms in the sentences like,

1. *This fictional movie is both enthralling and captivating, set in a fictional galaxy, starting from a slow moving plot to gradually an intense story line where a woman(Kora) who is hiding in a small farming village from the tyrant nation(mother world) with it's most famous and deadly weapon known as the King's Gaze.* (Participant A, exposure to Netflix, 2024)
2. *Moving on, the village is visited by the mother world's general who threatens them to produce a ridiculous amount of grain within a year and kills the head of the village and leaves after assigning some supervisors.* (Participant A, exposure to Netflix, 2024)
3. *It is a show that will make you feel all the feels and think about important things in life.*(Participant B, exposure to Netflix, 2024).
4. *If you haven't seen it yet, you totally need to check it out!* (Participant B, exposure to Netflix, 2024). However, there were certain tense errors which were also found in the writings of the participants having exposure to Netflix. This again shows that there is a relationship between Netflix and writing proficiency, but that relationship is not absolute. This claim can be validated by various examples taken from the excerpts of the participants having Netflix exposure. For instance, participant B in her writing used this sentence, *"It is based on this old book by Louisa May Alcott that I did never heard of it before."* (Participant B, exposure to Netflix, 2024). The mentioned sentence has a minor tense error, because the sentence involved an action that occurred before another action in the past. As per the English grammar, the past perfect tense should be used to describe such a situation. So, in the above sentence *"did never"* should have been replaced with *"had never"* to ensure proper tense consistency.

Moreover, another sentence used in her writing also demonstrated the tense error. For example, *"But the story is super relatable it's about these four sisters, Jo, Beth, Amy and Meg, and how they surviving life during the war."* (Participant B, exposure to Netflix, 2024). In this sentence, there is a tense error in terms of the usage of the verb form. The error is in the part of the sentence, *"how they surviving life during the war"*. It should be rectified and written as *"how they are surviving life"*. Last but not least, participant A also demonstrated a tense error in her writing. This can be seen when she used the sentence, *"Though Kora manages to kill of the general or so she thought."* (Participant A, exposure to Netflix, 2024). In this sentence, *"of"* should be removed and the part should be rewritten as *"kill the general."*

On the opposite side, the female non-users of Netflix were found incorporating both proper and improper tense usage in their writings. The claim can be validated through the sentences employed by the participant C in her writing.

1. *In the end, they didn't ended up together, girl married to a rich family and boy became drug addictive and ended up in brothel.*(Participant C, no exposure to Netflix, 2024).
2. *When he reached on earth, his spaceship remote stolen.* (Participant D, no exposure to Netflix, 2024).
3. *Meanwhile Jaggu and p.k. developed the feeling for each other but their Love is complicated by*

*their different background. (Participant D, no exposure to Netflix, 2024).He had two bags completely fill with the voice cassets of Jaggu. (Participant D, no exposure to Netflix, 2024).*

In the first three sentences, it can be observed that there are considerable tense usage mistakes. In the first sentence, as we know, “*did*’ carries first form of a verb. So, the usage “*they didn’t ended up together*” should be rephrased and written as “*they didn’t end up together.*” Besides, in the same sentence, the “*boy became drug addictive*” should be corrected and rewritten as “*The boy became addicted to drugs.*” One the other hand, in the sentence number 2, there is also a tense usage error. The part of the sentence, “*his spaceship remote stolen*” should be rectified and written as “*his spaceship remote was stolen*” to make it match with the past indefinite form of “*reached,*” as used in the start of the sentence. So, the correct form of the sentence will be “*When he reached earth, his spaceship remote was stolen.*”

Moreover, participant D also made an error related to the tense usage in sentence number 3. This is because he used “*Jaggu and p.k. developed the feeling for each other but their Love is complicated*”, which is tense wise wrong. The reason is that the past sentence has been used in the start of this sentence, then it should be maintained throughout. But the speaker has used ‘is’ which is under present indefinite. So, the above part of the sentence should be corrected. The correct version will be “*Jaggu and p.k. developed the feeling for each other but their love was complicated.*” Last but not least, sentence number 4 also contains an error. As per the English grammar, ‘had’ is accompanied by the past participle form of the verb. But participant D has used the wrong verb form, which has caused the tense error in the mentioned sentence. The sentence should be rewritten as “*He had two bags completely filled with the voice cassettes of Jaggu.*”

On the other hand, both the female participants with no exposure to Netflix were also found adhering to the tense usage in their writings. This nullifies any direct relationship of Netflix with the tense usage of the audience in their writings in English. This can be seen in the following excerpts.

1. *Story revolved around two young people immensely in love,with the main lead displayed that typical short-tempered behavior, with sudden actions leading to tragic consequences at the end. (Participant C, no exposure to Netflix, 2024). The movie tells the story of an allien who comes to earth to study humans.(Participant D, no exposure to Netflix, 2024).*

2. *P.K. was innocent, he didn’t know about the human culture and their language.(Participant D, no exposure to Netflix, 2024).*

On the other side, to talk about the tense’s usage in the written excerpts of male students with an exposure to Netflix, it turned out that they used proper tenses in their writings with minute mistakes in the tense usage. It shows that Netflix has to some extent affected their tense usage. This can be observed in the following sentences taken from their written excerpts.

1. *My favourite Netflix movie is Bird Box which revolves around invisible creatures. (Participant E, exposure to Netflix, 2024).*

2. *They wear blindfold and their journey is towards a place where these creatures can’t reach and she inspite of all hurdles succeeded in her survival. (Participant E, exposure to Netflix, 2024).*

3. *The movie explains that we can survive blindfolded if we have will sight is not required for survival. (Participant E, exposure to Netflix, 2024).*

4. *Then comes a mother whose mission is her and her kids survival. (Participant E, exposure to Netflix, 2024).*

5. *“Big George Foreman” is a movie on Netflix documenting the life of former World Heavyweight Boxer George Foreman. (Participant F, exposure to Netflix, 2024).*

6. *The story starts from his childhood to his introduction to boxing,his rise to glory, his downfall*

and finally his comeback. (Participant F, exposure to Netflix, 2024).

7. *It shows how George not only overcame his physical obstacles but also his spiritual and religious challenges.* (Participant F, exposure to Netflix, 2024).

So, in the above sentences taken as examples, there are a few minor tense usage errors in the sentences. To talk about sentence number 1, the sentence has incorporated the accurate use of tense in it, and it does not have any mistake. While considering the second sentence, there is a tense error in the usage, as the sentence has combined both present and past tenses. This is an error of tense usage as per the grammar. The sentence has employed “wear, is and can’t”, and “succeeded”. In this, the former one belongs to present tense, and the latter to past tense. So, it needs to be rectified and rewritten as “*They wear blindfolds and their journey is towards a place where these creatures can’t reach. Despite all hurdles, she succeeds in her survival.*”

Furthermore, sentence number 3, 4, 5 and 6 do not contain any tense usage error in them. To talk about sentence number 7, it contains tense usage errors. The sentence has made use of both the past and present tenses. It contains “overcame”, and “shows”, which are wrong as per the tense of the sentence. It should be corrected, and the rectified form of the sentence will be “*It shows how George not only overcomes his physical obstacles but also his spiritual and religious challenges.*”

On the opposite side, upon the analysis of the written excerpts of the male students with no exposure to media platform Netflix, it was found out that they utilized proper and improper tenses in their writings to communicate their thoughts regarding the task given to them. This shows that there is no fixed relationship between Netflix and the tense usage of participants. As those who watch Netflix, also committed errors in tense usage, although they were minute. Besides, those who do not watch Netflix, they also employed accurate sentences. However, there were tense usage errors in their writings more than the ones who watch Netflix. This can be seen in the sentences given below, which are taken from their written excerpts.

- 1) *I have seen many movies but “Drishyam” is my favourite of all.* (Participant G, no exposure to Netflix, 2024).
- 2) *The movie starts when a boy harrasses a little girl, but the girl kills the boy to save herself.* (Participant G, no exposure to Netflix, 2024).
- 3) *They began to investigate and started to reach his garden for the dead body but the protagonist had already shifted the body to somewhere else.* (Participant G, no exposure to Netflix, 2024).
- 4) *They tortured her and she told the truth but as there was no dead body found so there was no evidence found.* (Participant G, no exposure to Netflix, 2024).
- 5) *I love science fiction movies.* (Participant H, no exposure to Netflix, 2024).
- 6) *We ever I am getting boredom, I persue to watch a movie So that I may got entertained.* (Participant H, no exposure to Netflix, 2024).
- 7) *One of the best movies I had ever seen is “Luci.”* (Participant H, no exposure to Netflix, 2024).
- 8) *This movie makes us able to learn what will happen, if we got able to use our 100% brain.* (Participant H, no exposure to Netflix, 2024).
- 9) *The whole movie describes the changes, that Luci changes when she uses more and more of her brain.* (Participant H, no exposure to Netflix, 2024).
- 10) *When she targeted the figure of about 10 percent or so, she could feel the blood streaming through her vessels, nerves running through her brain etc.* (Participant H, no exposure to Netflix, 2024).
- 11) *The story goes ahead and ultimately the point came in movie, when Luci was able to use about 80 to 90 percent of her brain.* (Participant H, no exposure to Netflix, 2024).

So, in the above sentences, majority of the sentences are correct tense wise, but some of them do contain tense usage errors. In the sentence number 1, 2, 4, 5, 9 and 10, there are no tense usage mistakes. While sentence number 3 contains an error in the tense usage. It involves both past and present tenses, which is ungrammatical as per the rules of grammar. The sentence involved past simple *“began and started”*, and past perfect *“had shifted.”* This needs to be corrected. So, after correction, the rectified form will be *“They began to investigate and reached his garden for the dead body, but the protagonist had already shifted the body somewhere else.”* Moreover, in sentence number 6, participant H mixed present continuous with past in the same sentence. This is an error in the tense usage in a single sentence. He used *“am getting and got,”* which are wrong. The correct version of the sentence is *“Whenever I am bored, I pursue watching a movie so that I may get entertained.”*

Similarly, sentence number 7 also contains error in the tense usage. The sentence contains a mixture of past perfect and present. For instance, in the sentence number 7, *“had seen and is”* are used. The correct form after rectification will be *“One of the best movies I have ever seen is ‘Luci.’* Meanwhile, there is also a mix of tenses in sentence number 8. The participant incorporated past and present tenses. For example, he used *“make, will happen and got,”* which need to be corrected. So, after correction, the sentence will look like *“This movie enables us to learn what will happen if we become able to use 100% of our brain.”*

To talk about sentence number 11, there is also a mistake in the tense usage. The sentence employed the mixture of past and present tenses respectively. For instance, there is a usage of *“goes, came and was able,”* which is supposed to be rectified. After correction, the sentence will become *“The story progresses, and ultimately the point comes in the movie when Luci is able to use about 80 to 90 percent of her brain.”*

## Conclusion

To be very conclusive, it can be said after the analysis of the written excerpts of female students of Chartered Accountancy having no exposure to Netflix, and those having an exposure to Netflix, that there is a slight relationship between Netflix and the language learning. As in the above analysis, it was observed that the usage of vocabulary was advanced by both the groups of female participants, however, there were certain errors in the usage of vocabulary items by the group of females having no exposure to Netflix. Moreover, the sentence variety was equitable in both the cases. It means Netflix did not that much change their usage of variety of sentences, as both the groups of participants were found incorporating different varieties of sentences in their writings. Lastly, the tense usage was to some extent more appropriate in the female participants having exposure to Netflix, but they also had errors in the usage of tense as shown in the above analysis. Besides, it was found out that those females with no exposure to Netflix were committing more tense errors than the ones with exposure to Netflix. However, this group of female participants also showcased the correct usage of tenses to some extent in their writings. So, in final words, Netflix impacted their vocabulary usage, but it has not been proven that much significant in language learning for the female students of Chartered Accountancy.

Additionally, to talk about the male students with and without an exposure to Netflix, it was observed that both the groups used advanced vocabulary in their writings. However, the male students having exposure to Netflix were found using ordinary vocabulary in their writings more than the advanced ones. Besides, after the analysis, it also came out that both the groups utilized multiple types of sentences into their writings, which again shows that these groups were confronting at the same level, and Netflix did not create a remarkable difference in their writings. Lastly, in terms of the tense's usage, it was observed that the male students with an exposure to

Netflix were using accurate tenses with minute tense errors, but the group having no exposure to Netflix were playing on both sides. They also incorporated accurate tenses but had more errors in their tense's usage. All in all, it can be concluded that Netflix contributed to some extent in enhancing the written language skills of the Chartered Accountancy students with a regular Netflix exposure, but the relationship is not fixed and absolute. Limitations of the Study

In the current research study, the researcher came across certain limitations. The purpose of the study was to analyse the writing proficiency of the male and female Chartered Accountancy students having exposure to Netflix, and those having no exposure. After the analysis, it came out that Netflix did not that much affect the writing proficiency of the male and female students of Chartered Accountancy, who were the regular users of it. This is because those with no exposure to Netflix were also almost at the same level of proficiency in writing. As the research was only limited to the students of one Chartered Accountancy institution, the findings cannot be generalised. This warrants that research on large scale involving more institutions should be conducted, to determine the real effect of Netflix on male and female students of Chartered Accountancy.

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