

**ENHANCING STUDENTS' VOCABULARY
SKILLS THROUGH NETFLIX SERIES IIN
FRENCH LANGUAGE TEACHING/LEARNING**

FRANSIZCA ÖĞRETİMİ/ÖĞRENİMİNDE NETFLIX
DİZİLERİ ARACILIĞIYLA ÖĞRENENLERİN
SÖZCÜK BİLGİSİNİ GELİŞTİRME

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ABSTRACT

In our rapidly evolving technological landscape, the existence of digital platforms has become an undeniable reality, spanning diverse domains. The educational sector has embraced platforms such as Udemy, Coursera, Duolingo, Tandem, Kahoot, Voki, LearningApps and Padlet. Authentic materials, including articles, videos, and audio recordings, facilitate an interactive learning environment, while also supporting equal emphasis on the four language skills: speaking, listening, reading, and writing. Interactive, task-based activities cultivate effective communication and application of language skills. Among digital platforms, Netflix has gained popularity, particularly among youth, offering an abundance of updated series and movies to enhance foreign language skills, vocabulary, and cultural knowledge. This study employs qualitative research, specifically document analysis, to explore the role and impact of the French Netflix series in teaching/learning French as a foreign language. It seeks to highlight the significance of vocabulary instruction and demonstrate how Netflix series can be used as a tool in foreign language education to teach various topics. In accordance with Creswell's perspective on qualitative research, the study places data collected through document analysis as essential tools. As a result, it is demonstrated that the content available on the Netflix platform can be effectively integrated into classrooms where French is taught as a foreign language, aligning with the action-oriented goals specified in the Common European Framework of Reference for Languages (Council of Europe, 2001), which emphasizes practical daily language use and effective communication.

ÖZ

Hızla gelişen teknolojik dünyada dijital platformların varlığı, farklı alanları ilgilendiren yadsınmaz bir gerçek haline gelmiştir. Eğitim alanında, Udemy, Coursera, Duolingo, Tandem, Kahoot, Voki, LearningApps ve Padlet gibi platformlar ortaya çıkmıştır. Makaleler, videolar ve ses kayıtlarının dâhil olduğu özgün materyaller, yabancı dil öğretiminde etkileşimli bir öğrenme ortamı yaratırken, aynı zamanda konuşma, dinleme, okuma ve yazma gibi dört dil becerisine eşit önem verilmesini desteklemektedir. Etkileşimli, görev odaklı etkinlikler, etkili iletişimi ve dil becerilerinin uygulanmasını geliştirir. Dijital platformlar arasında özellikle gençler arasında popülerlik kazanan Netflix, öğrenenlerin yabancı dil becerilerini, sözcük bilgisini genişletebilecek ve kültürel bilgilerini arttırabilecek sürekli güncellenen dizi ve filmlerin olduğu bir platform sunar. Bu çalışma, Fransızca öğretiminde Fransız Netflix dizilerinin rolünü ve etkisini araştırmak için nitel araştırma yöntemini, özellikle doküman analizini benimsemektedir. Çalışma, sözcük bilgisi öğretiminin önemini vurgulamayı ve Netflix dizilerinin yabancı dil eğitiminde birer araç olarak kullanılarak çeşitli konuların nasıl öğretilbileceğini göstermeyi amaçlamaktadır. Nitel araştırmada Creswell'in bakış açısına uygun olarak, çalışmada veriler doküman analizi yoluyla toplanarak önemli araçlar olarak konumlandırılır. Sonuç olarak, Netflix platformunda var olan içeriğin Fransızcanın yabancı dil olarak öğretildiği sınıflarda etkili bir şekilde entegre edilebileceği gösterilmektedir. Bu durumun, günlük pratik dil kullanımına ve etkili iletişime odaklanan Diller İçin Avrupa Ortak Başvuru Metni'nde de belirtilen eyleme dayalı yaklaşımın hedeflerine uygun olduğu görülmüştür.

INTRODUCTION

In today's rapidly changing world of technology, the widespread use of digital platforms has become inevitable. It is possible to give various examples of different digital platforms in many other fields. For instance, in the realm of social media, platforms like Facebook, Instagram, Twitter, etc., are prominent; in education, there are platforms such as Udemy, Coursera, Duolingo, Kahoot, and many others. As for film and series streaming platforms, numerous digital platforms have emerged, including Netflix, Disney+, Amazon Prime, Apple+, Hulu, Exxen, and more. Traditional methods of foreign language teaching have transformed with the creation of the Common European Framework of Reference for Languages (C.E.F.R.) by the Council of Europe, giving rise to the emergence of the action-oriented approach, one of the foreign language teaching methods mentioned in the framework.

According to the action-oriented approach, learners should take an active role in their foreign language learning process and learn by doing and experiencing. In this approach, lessons are designed to be realized communicatively and interactively, which increases learners' motivation and makes the learning process more enjoyable. The aim is for learners to acquire the foreign language naturally, so authentic materials from real-life sources, such as articles, videos, audio recordings, etc., are used as teaching materials, creating an interactive learning environment in the classroom. Besides, in the action-oriented approach, learners are taught how to use the target language in real communication situations rather than simply memorizing grammar rules as in traditional methods. Emphasis on teaching and learning is placed on the functional use of the language. The primary focus is on practical daily usage of the foreign language by learners. Moreover, unlike traditional methods, equal importance is given to all four language skills: speaking, listening, reading, and writing. Interactive task-based activities among learners are conducted to enhance these skills and foster communication in the target language. By providing a communicative and interactive environment, the approach aims to develop learners' abilities to use the foreign language effectively in real-life situations.

Netflix, especially among young people, has become a popular digital streaming platform, providing learners with an endless source of constantly updated series and movies to improve their foreign language skills and cultural understanding. In this study, the role and effects of the French Netflix series in teaching French as a foreign language will be examined.

The present study was conducted with one of the qualitative research methods, documentary analysis. Documentary analysis is defined as "studies based on the analysis of various data recorded in written or electronic form, such as programs, regulations, books, newspapers, and reports" (Büyüköztürk et al., 2020, p. 13). Since multiple Netflix series will be examined in the study, each of them can be considered as a separate document for analysis.

Aim and Method

The current study aims to emphasize vocabulary instruction in the teaching of French as a foreign language and to highlight how relevant topics can be taught using the Netflix series. To this end, some Netflix series will be analyzed, and examples will be provided to demonstrate how they can be utilized in classrooms where French is taught or learned as a foreign language. The significance of the current study lies in the lack of research examining French Netflix series and observing how these series can be used for vocabulary acquisition in foreign language learning/teaching among the existing studies conducted so far. Nevertheless, studies exploring the use of movies and television series, apart from the Netflix platform, for educational purposes have been identified and some of these will be examined in the subsequent section (Marochian, 2023; Shahril & Abdullah, 2022; Türkmen, 2020).

The qualitative analysis method used in the study is explained by Creswell as follows:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human

problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study and data analysis that is inductive and establishes patterns or themes [...] (Creswell, 2007, p. 37).

According to the author, in qualitative research, researchers are considered “a key instrument” because they collect data themselves through interviews, observations, or document study (Creswell, 2007, p. 38). In this study, the documentary analysis method, which is one of the qualitative research methods, will be employed. The research process, encompassing methodologies such as interviewing, documentary analysis, or observation, inherently necessitates the selection of data which is determined by the researcher based on discerning the significance, problematic, or issues within the data, and the criteria employed in this selection process can serve as a fertile ground for conceptualizing a category system (Dey, 1993, p. 105). According to Rapley, the internet represents a significant potential source for documentary analysis, and numerous materials found online are being utilized in academic research (2007, p. 14). It would be pertinent to emphasize that Netflix is also an internet resource, highlighting its vast potential as a source for documentary analysis and this has not been utilized by researchers in the field of French language teaching in Türkiye until now.

“Qualitative data, with their emphasis on people’s lived experiences, are fundamentally well suited for locating the *meanings* people place on the events, processes, and structures of their lives and for connecting these meanings to the *social world* around them.” (Miles, Huberman & Saldaña, 2014, p. 30). The French television series to be examined in this study will inevitably be “meaningful” to individuals learning French as a foreign language, as these series reflect the real daily lives, lifestyles, and cultures of the French people.

THE ROLE OF NETFLIX IN FOREIGN LANGUAGE LEARNING/TEACHING

The impact of visual and auditory materials in foreign language teaching has been mentioned in numerous studies.

Pictures frequently used in foreign language teaching

serve as triggering tasks for brainstorming, both at the beginning of each instructional unit and as the first activity in educational segments. Thanks to these authentic materials, students can approach the topic to be covered in the textbook during the anticipation (or prediction) stage. Additionally, these non-verbal and polysemous visual materials provide teachers with the opportunity to create a comfortable environment in the classroom where students can freely express themselves. (Aydın, 2019, p. 227) *translated from french into english by the author.

Movies and series that appeal to both our visual and auditory senses differentiate the learning process and address individuals with various types of intelligence. These materials present how the foreign language is used by native speakers in real-life situations, offering audio-visual learning experiences and thereby enhancing their language skills. These instructional materials, such as films and series, provide learners with the opportunity to experience real-life language usage, idioms, accents, expressions, and cultural aspects. With these materials, learners will watch numerous series and movies on various topics, which will improve their vocabulary and listening skills.

Additionally, as learners hear the language from native speakers, they also learn the correct pronunciation of words, which helps improve their communication skills. By adding French subtitles to a French series or movie or adding French dubbing or subtitles to a film initially in another language (e.g., English or German), learners have the opportunity to understand vocabulary and grammar rules and observe example sentences. Consequently, series as audio-visual materials enhance learners’ motivation to learn a foreign language, make lessons more interactive and engaging, and emphasize the everyday use of the language, thereby strengthening learners’ communication skills. Moreover, these materials support lifelong foreign language learning for learners individually.

In Türkmen’s (2020) study on the impact of Netflix series on foreign language learning, out of 150 learners, 144 responded ‘yes’ to the question, “Do you believe watching films, videos, and series in a foreign language on Netflix contributes to learning and improving a foreign language?” Additionally, in response to the question “Do you think

watching films, videos, and series in a foreign language on Netflix contributes to learning about foreign cultures?”, 149 out of 150 participants answered ‘yes’ (2020, p. 466-467). Accordingly, it can be said that learners who are learning a foreign language have a high belief in the positive impact of Netflix series in enhancing their foreign language and target culture knowledge.

Shahril and Abdullah (2022) summarize the impact of Netflix on foreign language learning/teaching as follows: “[...] The utilization of a video streaming service such as Netflix and the assistance of subtitles is perceived mainly on the positive side through the five themes identified: authenticity, recreation, convenience, comprehension, and recall.” (2022, p. 75).

Marochian’s article discusses which movies and series on Netflix can be used to teach students some topics; for instance, initiating a classroom discussion on subjects like family dynamics and the role of women by showing the French TV series ‘Mytho’ (2023, p. 74).

Based on the above citations, it is possible to list the reasons why Netflix series are an effective tool for foreign language learning/teaching. Firstly, Netflix has a vast library of films and series in various languages, allowing learners to improve their foreign language skills by watching content in different languages. Additionally, series on Netflix offer subtitle and dubbing options. Learners can add French subtitles to a French series they find interesting or watch a series originally in English with French dubbing or subtitles. This way, learners can see linguistic expressions in context, enrich their vocabulary, and have a better understanding of grammar structures.

Another reason why Netflix is an effective tool is due to its use of accurate and current language. Netflix series and movies provide examples of language used in everyday life, including dialogues, daily conversations, and cultural expressions. As a result, learners can experience the natural and authentic use of the language, which helps them improve their listening skills.

The communicative approach, one of the foreign language teaching methods and approaches, adopts the principle that “language is a tool of communication, especially social

interaction” (Cornaire, 1998, p. 20). As a result, listening and speaking skills gain importance in foreign language teaching. Nowadays, the ability of comprehension, or in other words, listening skills, generally takes the top priority in the instruction of the four fundamental language skills. Learners prepare themselves to communicate with native speakers in specific communication situations. The concept of ‘communication situation’ (fr. situation de communication) emerges in foreign language teaching in conjunction with the communicative approach. According to Cuq, a communication situation consists of several communication-based actions and can be exemplified as follows:

*A woman returns home wearing a new hat while her husband is in the living room. Here is a communication situation. The ritual greetings, the mention of the new hat, and the comments made in this situation all form communication actions (Greetings, compliments, asking about the price, critical or flattering remarks, comments in response to comments, etc.) (Cuq, 2003, p. 222)
translated from french into english by the author.

Indeed, in the Netflix series, foreign language learners see and hear what they listen to in a context. Each scene represents a different communication situation: the speakers, their intentions while speaking, where and when they are speaking, who they are addressing, and so on. Netflix series and movies effectively support all these parameters, providing learners with various communication situations.

Another advantage of Netflix can be seen in learners reinforcing their listening and pronunciation skills in a foreign language. By watching different content like series on Netflix, learners can increase their speaking speed, improve their comprehension of what they hear, and make progress in word pronunciation. Learners can diversify their language skills by recognizing the standard language and various accents, speech patterns, and rhythms used by French speakers in different countries in the world. They can work on the pronunciation of the words they listen to either autonomously or with the guidance of a teacher. The role of oral communication skills and pronunciation, which were initially given less importance in the teaching of French as a foreign language, has changed in the 20th

century and is now placed at the center of the language learning/teaching process (Cuq, 2003, p. 182). Hence, the significance of pronunciation in daily conversations cannot be denied.

Another benefit of the Netflix series is that they provide cultural awareness and diversity in foreign language teaching by featuring content based on different countries and cultures. By watching Netflix series, learners not only learn a foreign language but also increase their awareness of other cultures and lifestyles beyond their native language and culture. This exposure helps learners understand that language is not just about grammar but also has a social and cultural dimension.

It is also worth mentioning that Netflix series serve as a source of motivation and entertainment for learners. By watching content that interests them, learners can make their foreign language learning process enjoyable. Compared to old and tedious methods like grammar-translation, learning a foreign language through Netflix series can be more engaging, leading to increased motivation in learners. Considering individuals who attempt to learn a foreign language using traditional methods, incorporating Netflix shows into language learning can make the process more appealing and boost learners' motivation.

FINDINGS RELATED TO THE USE OF FRENCH SERIES IN FOREIGN LANGUAGE LEARNING FOR STUDENTS' VOCABULARY IMPROVEMENT

Netflix includes various French series and movies from many countries. For example, the series "Lupin" reveals the adventures of the famous French literature character *Arsène Lupin*. Another series, "Marseille," is a political drama that takes place in the second-largest city of France, Marseille. These types of series provide learners with the opportunity to have fun while learning French and exploring French culture.

Choosing materials that suit their language proficiency level is essential for learners to benefit from series and movies in foreign language learning. For example, beginners may prefer slower-paced series and movies with

more basic topics, while as their language level progresses, they can use more complex and faster-paced content.

On Netflix, there are series originally in French, such as "Lupin", "Plan Coeur (The Hook Up Plan)", "Marseille," "Le Chalet," and "Marianne," as well as series not originally in French but available with dubbing or subtitles in French. For this study, it is not possible to analyze all of them and design how they can be used in the foreign language classroom, so the first two of them have been selected for this study. First of all, the Lupin series will be examined. The focus will be on how this series can be used as a tool in classrooms where French is taught/learned as a foreign language and how it can support vocabulary teaching. Sample exercises will be provided for several different language proficiency levels.

Lupin

The Arsène Lupin adventures were written by the French novelist Maurice Leblanc between 1905 and 1907. They consist of 17 novels, 39 short stories, and five theater plays in French, which were initially published in magazines and books. Later, some of these stories were adapted into various T.V. series (<https://bibliothequenumerique.tv5monde.com/auteur/38/Maurice-Leblanc>). One of the most well-known books is "Arsène Lupin Gentleman-Cambrioleur" written by the author in 1907, and it can be downloaded for free from the TV5 Monde website (<https://bibliothequenumerique.tv5monde.com/livre/88/Arsene-Lupin-gentleman-cambrioleur>). This book narrates the first nine adventures of Arsène Lupin, who is a cunning and deceptive character with thousands of identities and physical appearances, yet also a master trickster.

The Netflix series "Lupin," which was first released on January 8, 2021, is also based on the Arsène Lupin book. The first season of the series consists of 5 episodes, and the second season 5 episodes. The main cast includes names such as Omar Sy, Ludivine Sagnier, Clotilde Hesme, and Nicole Garcia. The main theme of the series revolves around the main character, Assane Diop, who changes his life to take revenge after his father is falsely accused of a crime he did not commit and dies. Following in the footsteps of his hero, Arsène Lupin, Assane devises clever plans and leads a life filled with tricks to take on

his wealthy and powerful enemies. The series presents the complex events that shape Assane’s life, the intricate storyline, and the adventurous surprises that captivate the audience. It can be highly suitable to introduce the Arsène Lupin book or the Netflix series to students at the beginner language level, also known as A1 level according to the C.E.F.R., and conduct reading activities as one of the four language skills. Additionally, the audio version of the book available on the internet, in the form of MP3 files, can be played for learners to improve their listening skills. For reading skills, below are some examples:



Figure 1: Puzzle of French Adjectives and Nouns That Describe Lupin Source: <https://www.elionline.com/francais-fle/2351-arsene-lupin-gentleman-cambrioleur/?rc=eyJpZGMiOlsiNDgyII19>

Based on the above puzzle, students can be asked to find out 12 French adjectives or nouns that describe Arsène Lupin: Gentleman, rusé, galant, impertinent, escroc, malin, changeant voleur, organisé, bandit, incroyable, cambrioleur. We can expand the puzzle for advanced-level students (e.g., B1 level in French) and add the following words: génie, trompeur, astucieux, imprévisible, audacieux etc. After reading the book, this puzzle could be used as a post-reading activity. Alternatively, it can be used as a vocabulary-building exercise after watching the first episode of the Lupin series on Netflix.

Additionally, as a reading or listening exercise, students can be guided with questions about what Arsène Lupin stole from whom, just like the ones below:



Figure 2: Reading or Listening Exercise-Lupin. Source: <https://www.elionline.com/francais-fle/2351-arsene-lupin-gentleman-cambrioleur/?rc=eyJpZGMiOlsiNDgyII19>

After students watch the first episode of the Lupin series, they can be asked questions like “Which city/region in France does the series take place in? What historical structures/buildings did you see in France? What was inside the buildings?” This will help develop their speaking skills, or they can be asked to write a short paragraph to improve their writing skills (e.g., Paris, Louvre Museum, paintings, pearl necklace, Arsène Lupin book, Eiffel Tower, River Seine, etc.).

Afterwards, students can be directed to a matching exercise as shown below:

Table 1: Matching exercise through Lupin T.V. Series

1. Lupin	a. Le fils de Lupin
2. Lupin	b. Paris
3. Le monument vu au 1 ^{er} épisode	c. cambrioleur
4. Claire	d. Le musée du Louvre
5. Le premier épisode se passe à	e. Ex-femme de Lupin
6. Raoul	f. trompeur

Table 1 is exemplary and has been executed by the author. It can be adapted by the teacher, taking into account the language level and age of the student or student group. Each student’s age, language level, needs, and interests

are different, and the teacher needs to consider all these parameters in the field of foreign language teaching. “There are increasing numbers of international students, mature students, students with disabilities; in addition, there are many students with hidden diversities, for example, students traveling distances and students with different learning experiences” (O’Neill & Padden, 2022, p. 398). As the authors also point out, both during the foreign language learning process and in the assessment and evaluation stages of learning, it is important to diversify the teaching methods, strategies, and questions in exams, considering that students have different characteristics from each other. This is precisely why differentiated instruction has emerged. “[...] a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively.” (Tomlinson, 2001, p. 1).

Web 2.0 tools, in this regard, enable students to choose content according to their interests and, as a result, learn while having fun. There are many Web 2.0 tools in this field, and each of them helps to improve different language skills. Çıldır and Koçak have shown some of them in the table (translated from Turkish to English by the author) (2022, p. 57):

Web 2.0 Tools for foreign language learning and supported language skills

Kahoot!	Listening, reading, writing
LearningApps	Listening, reading, writing
Voki	Listening, speaking, writing
Padlet	Listening, reading, writing, speaking

For example, a quiz related to the Lupin series was created by the author using Kahoot! application, which is one of the Web 2.0 tools that can be used with students in the foreign language classroom.

As a first question (Figure 3), an open-ended question was asked, and the student was expected to write the answer. While the answer could be “Lupin,” alternative correct

answers were also accepted (Assane Diop, Arsène Lupin, Omar Sy). Similarly, true-fal

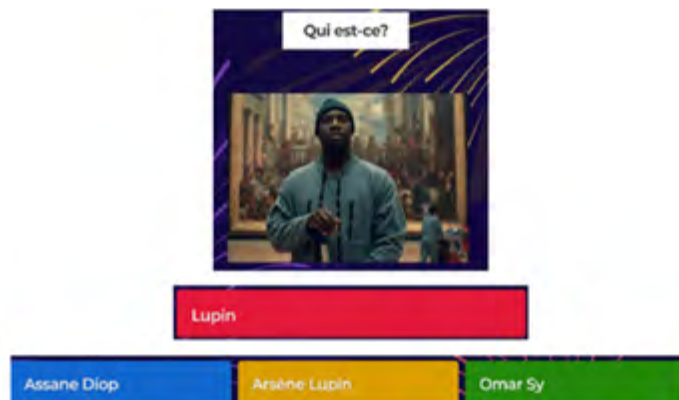


Figure 3: Kahoot! Question 1 About Lupin Series

se questions are also prepared, asking about what Lupin is doing for a living: (Q2) “Il est agent de police (He is a police officer)” (false); (Q3) “Il est voleur (He is a thief)” (true).



Figure 4: Kahoot! Question 4 About Lupin Series

As the 4th question is given above, a Lupin series cover is provided, and students are asked to write words to describe Lupin. This exercise is crucial for vocabulary teaching and can be supported with other vocabulary-teaching activities. After this question, Kahoot! will present a word cloud from the words students have written:



Figure 5: Word Cloud About Lupin Series

Afterwards, with multiple-choice questions like the one below, students can be asked, “Who is this?” while placing photos of Lupin’s ex-wife (question 5) and his son (question 6). With these exercises, students can reinforce how to express family bonds and relationships in a foreign language. It can be said that the following exercise enhances students’ vocabulary skills in this regard.

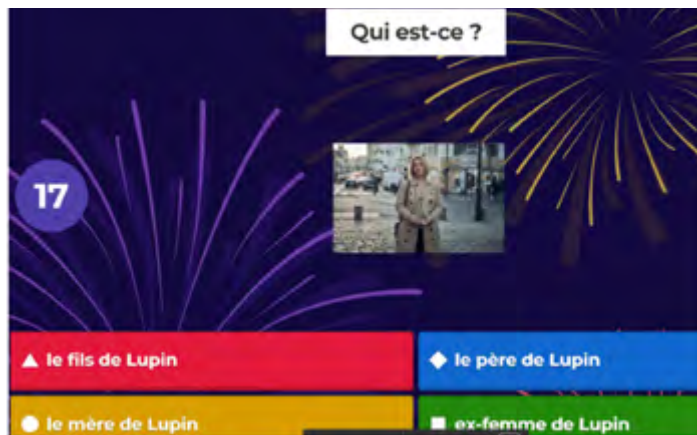


Figure 6: Kahoot! Question 5 About Lupin Series

It can be noted that the 7th question is prepared for students who have a slightly more advanced level in French and can be beneficial for enhancing vocabulary knowledge, especially regarding pronominal verbs in French.



Figure 7: Kahoot! Question 7 About Lupin Series

For advanced-level students, a segment from the audio recording of the first episode of the Lupin series, related to an auction, can be provided to improve both their vocabulary knowledge and listening skills. The following question can be suggested (Answer: la vente aux enchères) (eng. auction):



Figure 8: Kahoot! Question 8 About Lupin Series

Additionally, the same audio recording mentioned above can be played for students, and other questions can be asked as well. Thus, not only will students be encouraged to learn new words in a foreign language, but also, since they will watch the series and do the exercise, a listening comprehension activity will be conducted in a foreign language:

“During the auction, what valuable item was being sold?”

- a) A rare painting
- b) A precious diamond necklace
- c) An ancient manuscript.”

It should be noted that the Kahoot! quiz created by the author about the Lupin series helps improve reading, listening, and, to some extent, writing skills, especially with some questions (Q4, Q7, Q8) designed to support vocabulary teaching. Depending on the language level, students’ interests in the classroom, and educational objectives, the teacher can prepare various types of questions. An interactive learning environment can be created in the classroom where students can individually (or in groups) respond to these questions from their mobile phones. In this environment, it can be said that students will learn and enjoy at the same time, leading to an increase in their motivation.

For students with advanced language proficiency, such as those at the C1 level, a reportage related to the Lupin series, which can be found at the link below, can be shown. Subsequently, they can be asked to engage in a discussion about it. Students who watch the interview in the video are expected to analyze the statements and arguments of the speakers, and, for instance, identify who employs a more provocative style of discourse and who uses a more assertive one. Additionally, students can examine who uses “I” the most and who uses “you” more among the speakers, and as a result, a certain degree of discourse analysis can be conducted. (Resource: <https://www.youtube.com/watch?v=0BhHZdGF9zY>)

Plan Cœur (The Hook Up Plan)

“Plan Cœur” also known as “The Hook Up Plan” in English, is a French romantic comedy television series that premiered on December 7, 2018, on Netflix. “Plan Cœur” is an example of the romantic comedy genre that aims to entertain audiences with its blend of humor, romance, and relatable relationship dynamics.

“Plan Cœur” explores the story of Elsa, a young woman still struggling to move on from a breakup with her ex-boyfriend, Max. To help her move on, Elsa’s friends secretly hire a male escort named Jules to pretend to be

her new boyfriend. The series explores this arrangement’s comedic and emotional consequences as Jules becomes entangled in Elsa’s life, friendships, and romantic aspirations. Over time, the lines between the original plan and real feelings become increasingly blurred, leading to various romantic and comedic situations.

The chemistry between the main characters and the picturesque Parisian setting were often highlighted as strengths of the series. The show’s success led to multiple seasons. The three seasons of “Plan Cœur” are available on Netflix, with the third season being released in September 2020.

As shown with the “Lupin” TV series above, many exercises can be conducted in French language classes using the “Plan Cœur” series. For instance, the beginning of the first episode of the series can be taken and used as an introduction to the class. In this case, some exercises can be done as an introduction for the class and some other vocabulary exercises like the following can be conducted with the students:

Exercise 1: Introduction for the class (in French « Étape d’anticipation pour le cours »)

Take a look at the photo below which is taken from the series ‘The Hook Up Plan’ How many people are there, what might they be talking about, what is written on the whiteboard, and what are your thoughts on this? Discuss.



Figure 9: Photo of the Series ‘The Hook Up Plan’

Understanding the significance of a word goes beyond its definition; comprehending its contextual usage is equally crucial (Çıldır & Çobanoğulları, 2023, p. 74). Through the Netflix series and the Language Reactor extension, students can improve their vocabulary and also observe how words are used in context. Thus, the foreign language learning process becomes more enduring.

CONCLUSION

In contemporary French language education, the role of French Netflix series as authentic learning materials has become undeniably significant. Watching series/movies not only provides learners with natural and everyday language examples but also offers cultural transmission. Therefore, foreign language teachers and learners can use the Netflix series as an effective tool in language learning, making the learning process more enjoyable by breaking the monotony.

Netflix allows users to pause and rewind any TV series at any moment, allowing them to review and understand words, phrases, or expressions they might have missed. This enables students to rewind and listen to parts they didn't comprehend, note down unfamiliar terms, and conduct research on them. Additionally, students can pause the series at specific points to repeat dialogues, which can be beneficial in practicing accent, intonation, and memorization. For advanced learners (C1-C2) preparing for exams, it's advisable to watch series by categorizing them thematically. For instance, a student interested in improving their vocabulary related to ecology could choose to watch documentaries about the environment on Netflix (ref. 'Atelier du Français' website). This thematic approach can be highly advantageous for target language enhancement.

To sum up, Netflix series can help students have an enjoyable experience while learning French by offering diversity in genres and topics. Each series provides different opportunities for improving grammar, vocabulary, foreign language skills, and cultural knowledge in the target language. In the current study, it has been demonstrated with various exercises and examples how two different French Netflix series can be used as a tool -or teaching material- in classes where French is taught as a foreign language.

Future studies can investigate the relationship between watching Netflix series and the language learning outcomes of students. In this regard, it is hoped that the present study will provide valuable insights for further research.

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