

HOLLYWOOD MOVIES AND ENGLISH LANGUAGE PROFICIENCY AMONG SELECTED NIGERIAN UNIVERSITY STUDENTS

Joshua Olatunji, OLADAPO

Department of Mass Communication, National Open University of Nigeria

joladapo@noun.edu.ng

ORCID: <https://orcid.org/0009-0002-4676-6784>

&

Igbayilola John, TAIWO

Department Of Communication and Language Art, University of Ibadan

Taiwojohn2000@gmail.com

Abstract

The use of audiovisual media as a means of exposing second-language learners to real-world language input has grown in popularity. This study examined how Hollywood films affect a subset of Nigerian university students' English Language proficiency, with an emphasis on vocabulary competency, listening comprehension, pronunciation and contextual language use. Based on Albert Bandura's Social Cognitive Theory, the study conceptualized language learning as a process that can occur through observation and modelling in mediated environments such as movies. A quantitative survey design was used to target students from the university of Ibadan and Obafemi Awolowo University in the Southwestern part of Nigeria. Cochran's formula for an unknown population was used to determine a sample size of 400 respondents. Participants were reached using snowball sampling techniques and data was gathered online using Google forms and a structured questionnaire. Descriptive statistical analysis was used to interpret the responses. The findings demonstrated that students' vocabulary grew as a result of watching Hollywood films as they report learning new words, idioms, slang phrases that they subsequently used in everyday speech. Participants also reported improvements in listening and pronunciation, particularly recognising accents, keeping up with rapid-fire conversations, and distinguishing between similar sounds in spoken English. This study concludes that Hollywood films function as valuable informal learning resources that complement classroom instruction by providing authentic linguistic and cultural exposure.

Keywords: English language, Hollywood movies, Nigerian university students, Pronunciation development, Vocabulary acquisition,

Introduction

The concept of learning and skill acquisition has historically been anchored within the structured confines of the classroom and the rigid boundaries of a formal curriculum. However, in the modern era, the classroom has undergone a profound digital expansion. For many Nigerian students, the most influential teacher of the English language is no longer found solely at a chalkboard, but on a high-definition screen. As English continues its trajectory as a global lingua franca, its mastery in Nigeria has evolved beyond a mere academic requirement; it is now a vital tool for social mobility and professional survival in a globalized landscape.

This evolution is driven by the intersection of technology and entertainment. As Llerena and Rodríguez (2018) observe, new technologies have fundamentally altered the nature of public and home entertainment, transforming cinema into one of the most powerful tools for worldwide communication. In this digital shift, the English language has found fresh directions for growth through the transcriptions, translations, and vivid descriptions found in modern film. For the Nigerian student, this creates a unique immersion environment. While the Nigerian educational system remains historically rooted in British English standards, there is a visible shift in how the youth consume and produce the language. This shift is largely propelled by the soft power of Hollywood. Maisuwong (2012), cited in Llerena and Rodríguez (2018), notes that Hollywood movies act as a primary vehicle for American culture and linguistic norms, exporting them to every corner of the globe. A student in Ibadan, Lagos, Kano, or Abuja may never set foot in the United States, yet through cinema, they are constantly exposed to the nuances, idioms, and phonetic patterns of native speakers.

This phenomenon is not merely about mimicry; it is a sophisticated form of incidental learning. According to Mazok and Hecrepoba (2025), language acquisition is inextricably tied to cultural factors. When a student watches a Hollywood film, they are not just hearing words; they are

witnessing the context in which those words live the body language, the emotional weight, and the social settings that give vocabulary its true meaning. This contextual learning bridges the gap that traditional textbooks often leave behind. Medina and Hurtado (2018) further argue that the expansion of English as a global language is now tied to the dominance of Western media, serving as a bridge to Global English that is both modern and internationally recognizable.

In a multilingual nation like Nigeria, where English serves as the official language and a unifying force among diverse ethnic groups, the integration of supplementary materials is essential for true mastery. This pedagogical strategy leverages the inherent appeal of cinematic narratives to deliver "authentic input," fostering a holistic understanding of complex linguistic structures and accents (Siahaan et al., 2024). Unlike the often dry atmosphere of rote memorization, this approach makes learning discreet and enjoyable, allowing students to acquire language naturally while engaging with global themes such as governance, poverty, and social justice (Karimaliana et al., 2024).

Ultimately, exposure to these films has been shown to improve communicative competence and build the confidence necessary for real-world speaking situations (Alolaywi, 2023; Alsagoor, 2025). By establishing an emotional bond with the viewer, movies facilitate a deeper identification with the language, sparking discussion and fostering awareness across diverse backgrounds. This paper, therefore, seeks to examine Hollywood as a tool for enhancing English language proficiency among Nigerian students. It moves beyond the view of movies as mere entertainment, investigating how they function as a sophisticated, informal pedagogical tool that shapes the vocabulary, confidence, and linguistic identity of a new generation of Nigerians.

Statement of the Problem

In a multilingual nation like Nigeria, where English serves as the official language and a unifying force among diverse ethnic groups, the integration of supplementary materials is essential for true mastery. Many research like the recent one by Pavithra and Gandhimathi (2024) suggests that Hollywood movies offer a compelling avenue for immersive and authentic language acquisition. Furthermore, existing studies do not adequately address the unique linguistic conflict Nigerian students face: the tension between the American English consumed through Hollywood and the British Standard English required by Nigerian examination bodies. While previous research acknowledges that students learn American English, it fails to empirically measure whether this exposure serves as an enhancement to their academic proficiency or a source of lexical interference in a Nigerian academic context. This study, therefore, seeks to fill this gap by investigating the specific impact of Hollywood movies on the English proficiency of Nigerian students, considering the unique sociocultural and academic demands of the Nigerian environment.

This paper, therefore, seeks to examine Hollywood as a tool for enhancing English language proficiency among Nigerian students. It moves beyond the view of movies as mere entertainment, investigating how they function as a sophisticated, informal pedagogical tool that shapes the vocabulary, confidence, and linguistic identity of a new generation of Nigerians.

The Objective of the Study

The general objective of this study is to determine the specific impact of Hollywood movies on the English proficiency of Nigerian students, considering the unique sociocultural and academic demands of the Nigerian environment.

1. To identify the relationship between exposure to Hollywood movies and Nigerian students' vocabulary competence?
2. To determine the influence of Hollywood cinema on students' listening comprehension and pronunciation in English?
3. To determine the extent of exposure to Hollywood movies relate to the ability of Nigerian students to use English appropriately in diverse social and cultural contexts?

Research Questions

In order to carry out this research the following questions were formulated

1. What is the relationship between exposure to Hollywood movies and Nigerian students' vocabulary competence?
2. How do Nigerian students perceive the influence of Hollywood cinema on their listening comprehension and pronunciation in English?
3. In what way has the exposure to Hollywood movies relate to the ability of Nigerian students to use English appropriately in diverse social and cultural contexts?

Review of Related Literature

English Proficiency and Hollywood Cinema in Language Learning

English occupies a paramount position in Nigeria, serving not only as the official language of administration, commerce, and the judiciary but also as the primary medium of instruction across the educational spectrum. A legacy of colonialism, it functions as a unifying lingua franca in a nation of over 500 indigenous languages. Consequently, proficiency in English is not merely an academic requirement but a prerequisite for social mobility and professional success. However, despite its formal status, many Nigerian students struggle with the practical application of the language, particularly

in phonetics and spontaneous fluency, necessitating the exploration of supplementary pedagogical tools such as audiovisual media.

Many scholars highlight the efficacy of integrating entertainment media into language learning. Hongsa, Wathawatthana, Arlakun & Buarapa (2024) assert that the use of movies as a medium of instruction is highly effective, particularly for enhancing listening comprehension. Their study evidenced significant improvements in students' proficiency levels pre- and post-exposure, reflecting enhanced understanding of spoken English. Beyond measurable gains, movies foster an enjoyable and enriching learning journey. By creating a captivating classroom environment with diverse content and authentic conversations, films capture student attention in ways that traditional lectures cannot, facilitating deeper engagement with the language.

Linguistic and Cultural Insights from Hollywood Films

Hollywood dialogue offers a rich, informal corpus often absent in Nigerian classrooms. Unlike standard textbooks, movies expose learners to continuous streams of contemporary vocabulary, slang, and idiomatic expressions. The narrative context allows students to decode meaning through situational cues rather than rote memorisation. Addi and SiI Ziani (2021) found that subtitled films significantly improve incidental vocabulary acquisition, enabling authentic real-life communication while bypassing mechanical memorisation strategies. Popular franchises, through engaging storytelling, act as a powerful vehicle for expanding learners' lexical boundaries.

Hollywood films also influence listening skills through authentic phonology and intonation. Medina and Hurtado (2018) note that narrative engagement lowers students' affective filters, making complex English sounds easier to process and imitate than isolated audio materials. Furthermore, films model communicative styles and social pragmatics,

helping students navigate formal and informal registers, confidence in speech, and behavioural norms. However, the literature also highlights cultural implications. While students gain linguistic competence and social confidence, exposure may propagate foreign value systems or encourage xenocentrism, underscoring the need to balance global language mastery with the preservation of local cultural identity (Melkumyan & Mkrtchyan, 2023; Kefali & Goui, 2020).

Theoretical Framework

To provide a robust psychological anchor for this study, the research is grounded in Social Cognitive Theory (SCT), primarily propounded by Albert Bandura (1986). While earlier linguistic theories, such as Behaviorism, argued that learning stems strictly from direct experience and reinforcement, Social Cognitive Theory introduces the concept of Observational Learning or Modeling. This perspective is particularly germane to this study as it posits that a significant portion of human learning including language acquisition occurs vicariously by observing the behaviors, attitudes, and emotional reactions of others.

At the core of Bandura's theory is the argument that individuals do not need to be directly taught to learn; they can acquire complex new behaviours simply by watching a model. In the context of this research, Hollywood movies serve as these high-status models. Bandura delineates four component processes that govern this learning: Attention, Retention, Motor Reproduction, and Motivation. Applying this framework to the Nigerian educational landscape offers a compelling explanation for how students acquire English proficiency through film.

The first process, Attention, helps explain the initial engagement. For observational learning to occur, the observer must focus on the model. Unlike static textbooks or audio-tapes which may induce boredom, Hollywood movies utilize high production values, celebrity actors, and

engaging narratives to command the sensory attention of Nigerian students. Because the students are captivated by the visual spectacle, the linguistic input is actively processed rather than passively ignored.

Once attention is secured, the process of Retention occurs. Bandura argues that observed behaviours must be symbolically coded into memory. The narrative structure of Hollywood films aids this process significantly; students do not just hear isolated words, but encounter them within emotional scenes such as a romantic confession or a high-stakes argument. This contextual association allows Nigerian students to retain complex vocabulary and idiomatic expressions (e.g., specific American slang or professional jargon) in their long-term memory far more effectively than through rote memorization. Furthermore, the theory accounts for Motor Reproduction, which in this study translates to phonetic imitation. By constantly observing the articulatory movements and hearing the prosody of native English speakers, students engage in a physical rehearsal of the language. They unconsciously adjust their own speech organs to mimic the American accent or the rapid connected speech patterns they observe on screen, thereby refining their pronunciation.

Motivation acts as the driving force behind this imitation. Bandura introduces the concept of vicarious reinforcement, where observers imitate behavior because they see the model being rewarded. In the eyes of many Nigerian undergraduates, the characters in Hollywood movies represent modernity, success, and social sophistication. Consequently, students are motivated to adopt the linguistic style of these characters to achieve similar social prestige and peer acceptance. Thus, Social Cognitive Theory effectively characterizes the Nigerian student not as a passive recipient of entertainment, but as an active agent who consciously models the linguistic behaviors of Hollywood actors to construct a modern social identity.

Methodology

This study employs a quantitative survey design to examine Hollywood movies as a tool for enhancing English language proficiency among selected Nigerian university students, specifically focusing on University of Ibadan and Obafemi Awolowo University. The study population comprises students of both universities whose total number is large and indeterminate. Sample size is therefore determined using Cochran's formula for an unknown population:

$$n_0 = \frac{Z^2 p(1-p)}{e^2}$$

Using a 95% confidence level ($Z = 1.96$), maximum variability ($p = 0.5$), and a 5% margin of error ($e = 0.05$), the sample was calculated as:

$$n_0 = \frac{(1.96)^2(0.5)(1-0.5)}{(0.05)^2}$$

$$n_0 = \frac{0.9604}{0.0025}$$

$$n_0 = 384.16 \approx 385$$

A sample size of 400 respondents is therefore considered adequate for the study. Data are collected using a structured questionnaire administered online through Google Forms. A non-probability sampling technique combining convenience and snowball approaches is adopted, whereby the survey link is distributed through student networks and peer referrals within the selected universities.

The instrument measures exposure to Hollywood movies using viewing frequency, duration, platform preference, and subtitle usage, while English language proficiency is assessed through self-reported vocabulary

development, pronunciation, listening comprehension, and speaking ability. Content validity is established through expert review, and reliability is determined using Cronbach's alpha. Data are analysed using descriptive statistics and inferential techniques including Pearson correlation and multiple regression analysis to examine the relationship between movie exposure and English language proficiency. Participation was voluntary and respondent anonymity is maintained.

Discussion Findings

A total of 400 questionnaires were administered and successfully retrieved, meeting the 95% confidence level for valid analysis. The results indicate a clear pattern where exposure to Hollywood movies is associated with higher self-reported English language competence.

Demographic Characteristics of Respondents

The demographic profile of the 400 respondents, summarized in Table 1, **visually presents the demographic characteristics of the respondents**, university, student category, gender, and age range.

Table 1: Demographic Characteristics of Respondents (N = 400)

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage (%)</i>
University	University of Ibadan (UI)	208	52.0
	Obafemi Awolowo University (OAU)	192	48.0
Total	—	400	100.0
Student Category	Undergraduate	293	73.25
	Postgraduate	107	26.75
Total	—	400	100.0
Gender	Female	268	67.0
	Male	132	33.0
Total	—	400	100.0
Age Range	16 – 20	140	35.0
	21 – 25	153	38.25
	26 – 30	87	21.75
	30+	20	5.0
Total	—	400	100.0

The study surveyed 400 students from University of Ibadan (52%) and Obafemi Awolowo University (48%). Most respondents were undergraduates (73%) and female (67%). The majority were aged 16–25 years (73%), reflecting typical undergraduate ages, while postgraduates were mostly 26–30 years (22%) with very few over 30 (5%). This demographic profile aligns with the study's focus on exposure to Hollywood movies and English language proficiency, as younger students are more likely to engage with films.

Research Question 1: What is the relationship between exposure to Hollywood movies and Nigerian students' vocabulary competence?

Table 2: Students' Perception of Vocabulary Competence from Hollywood Movies (N = 400)

S/N	Item Description	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total (%)
1	Introduced to new English words	41.8	44.3	8.8	5.3	0.0	100
2	Learned American idioms and slang	33.5	43.8	16.5	6.3	0.0	100
3	Use of movie phrases in daily talk	27.3	41.5	22.8	6.8	1.8	100
4	Vocabulary retention vs. Dictionary	32.3	40.3	13.8	11.3	2.5	100
5	Improved expression via vocabulary	25.0	43.3	15.0	13.5	3.3	100

The findings showed that exposure to Hollywood movies positively influenced students' vocabulary competence. The majority of respondents reported that movies had helped them learn new words, idioms, and phrases, and had improved their ability to use English expressions effectively. This suggested that Hollywood movies served as a practical, informal tool for language learning, reinforcing vocabulary acquisition beyond traditional classroom methods.

Research Question 2: How do Nigerian students perceive the influence of Hollywood cinema on their listening comprehension and pronunciation in English?

Table 3: Students' Perception of Listening Comprehension and Pronunciation (N = 400)

S/N	Item Description	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total (%)
1	Understanding different accents	22.8	48.8	9.8	13.0	5.8	100
2	Improvement in English pronunciation	20.8	52.8	16.3	10.3	0.0	100
3	Ability to follow fast-paced dialogue	21.5	47.0	15.8	12.8	3.0	100
4	Distinguishing similar word sounds	16.3	59.8	19.8	3.8	0.5	100
5	Confidence with native speakers	22.5	59.5	9.5	8.5	0.0	100

The results showed that exposure to Hollywood movies positively influenced students' listening comprehension and pronunciation. Most respondents reported that movies had improved their understanding of different accents and enhanced their English pronunciation. A considerable number also indicated better ability to follow fast-paced dialogue and to distinguish similar word sounds. Furthermore, many students felt more confident interacting with native speakers. These findings suggested that Hollywood movies acted as a practical resource for developing listening skills and pronunciation, particularly by providing exposure to authentic speech patterns and accents.

Research Question 3: In what way has exposure to Hollywood movies related to the ability of Nigerian students to use English appropriately in diverse social and cultural contexts?

Table 4: Students' Perception of English Usage in Social and Cultural Contexts (N= 400)

S/N	Item Description	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total (%)
1	Formal vs. informal usage cues	26.3	39.8	23.5	10.5	0.0	100
2	Understanding social etiquette	29.8	44.8	18.0	7.5	0.0	100
3	Understanding humor and sarcasm	24.8	50.8	20.8	2.0	1.8	100
4	Usage of politeness markers	13.8	56.8	22.8	6.8	0.0	100
5	Real-life vs. textbook application	20.8	61.5	14.3	3.0	0.5	100

The data showed that exposure to Hollywood movies supported students' ability to use English appropriately in various social and cultural contexts. The majority of respondents reported that movies had helped them understand formal versus informal usage cues, improved their comprehension of social etiquette, and enhanced their grasp of humour and sarcasm. Many also recognised the use of politeness markers and found movies useful for applying English in real-life situations rather than just textbook contexts. These findings suggested that Hollywood movies functioned as a contextual learning tool, aiding students in navigating social nuances, humour, and culturally appropriate English usage.

Discussion of Findings

Rq1: What is the relationship between exposure to Hollywood movies and Nigerian students' vocabulary competence?

The findings showed that exposure to Hollywood movies positively influenced students' vocabulary competence. The majority of respondents reported that movies had helped them learn new words, idioms, and phrases, and had improved their ability to use English expressions effectively. This suggested that Hollywood movies served as a practical, informal tool for language learning, reinforcing vocabulary acquisition beyond traditional classroom methods.

The results corroborated previous empirical research on the pedagogical benefits of audiovisual media. Romadhon et al (2022) demonstrated that animated films significantly improved students' vocabulary recognition and retention, highlighting that language presented in visual and auditory contexts facilitated both memorisation and practical application. In a similar vein, Saputra et al (2024) found that students perceived English-language films as instrumental in introducing new vocabulary and natural conversational expressions, supporting the present study's findings regarding the acquisition of idioms and the incorporation of movie phrases into daily speech.

Evidence from systematic reviews further reinforced these observations. Sánchez-Auñón et al (2023) reported that films offered authentic lexical input within meaningful contexts, enabling incidental vocabulary acquisition and fostering communicative competence. Pavithra and Gandhimathi (2024) also concluded that exposure to movies provided learners with colloquial expressions, slang, and culturally embedded language, contributing to measurable improvements in vocabulary comprehension and expressive ability. Dewantara and Triyoga (2025) emphasised that students often acquired vocabulary and expressions

unintentionally while engaging with films and television series, demonstrating that audiovisual entertainment functioned as a context-rich medium for informal language learning.

Collectively, these findings suggested that Hollywood movies served as informal learning environments that presented authentic linguistic input, thereby facilitating vocabulary acquisition and enhancing expressive competence. The combination of narrative context, visual cues, and repeated exposure enabled students not only to learn new words but also to understand their appropriate usage in real-life communication. Consequently, films could be considered a valuable supplement to formal English language instruction, particularly in contexts where learners sought to improve both the breadth of their vocabulary and their functional usage.

RQ2: How do Nigerian students perceive the influence of Hollywood cinema on their listening comprehension and pronunciation in English?

The results showed that exposure to Hollywood movies positively influenced students' listening comprehension and pronunciation. Most respondents reported that movies had improved their understanding of different accents and enhanced their English pronunciation. A considerable number also indicated better ability to follow fast-paced dialogue and to distinguish similar word sounds. Furthermore, many students felt more confident interacting with native speakers. These findings suggested that Hollywood movies acted as a practical resource for developing listening skills and pronunciation, particularly by providing exposure to authentic speech patterns and accents.

These findings were supported by Saputra et al (2024), who reported that students perceived English-language films as beneficial for understanding authentic dialogue, recognising accents, and developing confidence in spoken English. Similarly, Dewantara and Triyoga (2025)

observed that engagement with English series and movies enabled students to follow rapid speech patterns and comprehend natural conversation, thereby improving their pronunciation and listening skills. Both studies highlight the role of audiovisual media in providing authentic linguistic input that is not always available in classroom settings.

Rohiyatussakinah, et al (2022) further supported these findings by demonstrating that exposure to English films enhanced young learners' listening skills, particularly in terms of comprehending dialogue and distinguishing sounds in speech. Their study emphasised that films offered meaningful auditory input, which allowed learners to internalise pronunciation and intonation patterns in a natural context. In addition, Panjaitan and Hasibuan (2022) found that students using movie clips in English classrooms reported increased engagement and improved attention to pronunciation and conversational comprehension, suggesting that films facilitated both cognitive processing of spoken English and confidence in oral interaction. These studies indicated that Hollywood films provided an immersive linguistic environment that supported the development of listening comprehension and pronunciation.

RQ3: In what way has the exposure to Hollywood movies relate to the ability of Nigerian students to use English appropriately in diverse social and cultural contexts?

The data showed that exposure to Hollywood movies supported students' ability to use English appropriately in various social and cultural contexts. The majority of respondents reported that movies had helped them understand formal versus informal usage cues, improved their comprehension of social etiquette, and enhanced their grasp of humour and sarcasm. Many also recognised the use of politeness markers and found movies useful for applying English in real-life situations rather than just textbook contexts. These findings suggested that Hollywood movies

functioned as a contextual learning tool, aiding students in navigating social nuances, humour, and culturally appropriate English usage.

These findings were supported by Dewantara and Triyoga (2025), who observed that engagement with English series and movies enabled students to navigate everyday social interactions, interpret idiomatic expressions, and internalise culturally appropriate linguistic norms. Their study highlighted that exposure to authentic dialogue and situationally contextualised language helped learners understand not only vocabulary and grammar but also the pragmatics of English in real-life communication.

Lee (2022) further corroborated these results, demonstrating that films provide learners with culturally rich content that facilitates the understanding of social cues, humour, sarcasm, and politeness markers. The study emphasised that audiovisual media allow students to observe how language is used appropriately across different social and cultural contexts, thereby bridging the gap between textbook knowledge and real-world application.

Similarly, Purnomo (2025) reported that Western films enhanced students' cross-cultural understanding, enabling learners to interpret socially and culturally nuanced language. This exposure helped students recognise the subtleties of tone, register, and context-specific expressions, which are crucial for appropriate English usage in diverse social settings.

Additionally, Ragab et al (2025) demonstrated that films provided contextualised examples of language use, supporting learners' comprehension of formal and informal registers, conversational norms, and real-life applications of English. Their findings reinforced the idea that exposure to cinematic content allows learners to internalise social and cultural conventions embedded in the language, improving pragmatic competence.

Conclusion

The study demonstrated that exposure to Hollywood movies had a notable impact on Nigerian university students' English language development. Respondent affirmed that films enhanced their vocabulary acquisition, including the learning of idiomatic expressions, slang, and colloquial phrases, which they were able to incorporate into everyday communication. In addition, students perceived improvements in listening comprehension and pronunciation, particularly in recognising diverse accents, following fast-paced dialogue, and distinguishing similar sounds. Beyond these linguistic gains, films offered valuable insights into social and cultural language use, enabling students to navigate formal and informal registers, understand humour and sarcasm, employ politeness markers, and apply English appropriately in real-life contexts. Overall, Hollywood movies served as a rich informal learning resource, complementing classroom instruction and providing authentic exposure to English in meaningful social and cultural situations.

Recommendation

Based on the findings, it is recommended that Nigerian universities and language instructors incorporate Hollywood movies into English language learning programmes as a complementary resource. Films can be used to enhance vocabulary acquisition, including idiomatic expressions and colloquial phrases, as well as to improve listening comprehension, pronunciation, and the understanding of diverse accents. In addition, movies provide valuable exposure to social and cultural language use, helping students navigate formal and informal registers, humour, sarcasm, and politeness markers in real-life contexts. Integrating film-based activities alongside traditional classroom instruction could make learning more engaging, contextually rich, and effective in developing both linguistic and pragmatic competence.

References

- Addi, A., & SiI Ziani, Z. (2021). The Role of English Subtitled Movies in Incidental Vocabulary Acquisition: An Analysis of Third-Year Students' Views in the Department of English at MMUTO (Doctoral dissertation, Mouloud Mammeri University of Tizi-Ouzou).
- Alolaywi, Y. (2023). Learning English from movies: An exploratory study. *International Journal of Social Science and Human Research*, 6(4), 2332-2343.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Cumbajín Ananganó, V. D., & Yugsi Llano, R. A. (2022). Films as a tool for teaching culture in the EFL classroom.
- Dewantara, E. B., & Triyoga, A. (2025). Narrating student's English learning experiences through English series and movies. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(2), 5414–5430.
- Ferdinez, E. B., & Rosario, A. J. V. D. (2025). Perceptions on the Use of English Movies in Language Learning of Grade 12 Humss Students: Basis for Enrichment Activities. *International Journal of Research and Innovation in Social Science*, 9(3s), 2616-2626.
- Hongsa, N., Wathawatthana, P., Arlakun, L., & Buarapa, O. (2024). Unlocking Listening Proficiency: Integrating English Movies in Thai EFL Secondary Education. *Journal of Education and Learning*, 13(6), 274-283.
- Karimaliana, K., Ramadhan, S., & Mukhaiyar, M. (2024). *Transformative Literacy Training for English Students: The Impact of Movie-Based Learning Methods*. *VELES (Voices of English Language Education Society)*, 7 (3), 829–838.
- Kefali, W., & Goui, D. (2020). Hollywood Goes to Classroom: The Prospects of Using Movies as Authentic Materials to Teach English Between Educational Benefits and Cultural Menace. *المدونة*, 7(1), 541-564.
- Lee, Y. J. J. (2022). Using films in second-language learning: Perspectives through the lens of transmedia and cultural learning. *STEM Journal*, 23(4), 1–11.
- Llerena E. & Rodríguez C.. (2018). Impact of hollywood movies in the expansion of english as global language. *Revista electrónica Ciencia Digital* 2 (2) , 5 2 4 - 5 4 3 . Recuperado desde : <http://cienciadigital.org/revistacienciadigital2/index.php/CienciaDigital/article/view/117/108>

- Medina, E. G. L., & Hurtado, C. P. R. (2018). Impact of Hollywood movies in the expansion of English as global language. *Ciencia Digital*, 2(2), 512-531.
- Melkumyan, Y., & Mkrtchyan, S. (2023). Evolution of the “American Dream” as a Value System and its Representation in Hollywood Movies. *Journal of Sociology: Bulletin of Yerevan University*, 14(1 (37)), 50-64.
- Mrissa, B., & Anasse, K. (2024). Teaching English with Movies. *Social Science and Humanities Journal*, 8(02), 34503-34515.
- Panjaitan, B. R., & Hasibuan, M. I. (2022). Exploring students' perception and use of movie clips to enhance students' participation in English classroom. *Journal of English Teaching and Learning Issues*, 5(1), 17–30
- Pavithra, K., & Gandhimathi, S. N. S. (2024, June). A systematic review of empirical studies incorporating English movies as pedagogic aids in English language classroom. *Frontiers in Education*, 9, 1383977. <https://doi.org/10.3389/feduc.2024.1383977>
- Purnomo, B. (2025). Using Western movies to enhance cross-cultural understanding among English literature students. *Pioneer: Journal of Language and Literature*, 17(2), 270–286.
- Ragab, A., Hamdy, H., & Tmsah, M. (2025). Visual learning: The role of films in enhancing English language proficiency among primary school students. *BASICA*, 5(1), 92–99.
- Rohiyatussakinah, I., Ardiani, S., Nuraida, I., & Hidayanti, N. (2022). Investigating young learners perception and moral values on listening skill through watching movie “Dora: The Lost City of Gold”. *Journal of English Language Teaching and Literature*, 5(1), 84–89.
- Romadhon, S. A., Indrayanti, I., & Qurohman, M. T. (2022). Animation movies for enhancing vocabulary: A quantitative study among vocational school students. *Journal of English Language Learning*, 6(1), 121–126.
- Sánchez-Auñón, E., Férez-Mora, P. A., & Monroy-Hernández, F. (2023). The use of films in the teaching of English as a foreign language: A systematic literature review. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 10.
- Saputra, A., Wanodya, L. H. T., & Isnaini, N. (2024). Student perceptions of the impact of English language films on English language ability. *Journal of Linguistics and Applied Linguistics*, 2(2), 37–41.
- Saputra, A., Wanodya, L. H. T., & Isnaini, N. (2024). Student perceptions of the impact of English language films on English language ability.

Journal of Linguistics and Applied Linguistics, 2(2), 37–41.

Siahaan, S., Eriyanti, R. W., Rofieq, A., & Huda, A. M. (2024). Students' perception regarding the integration of English-subtitled films in language learning. *JCP JURNAL CAHAYA PENDIDIKAN*, 10(1), 67-76.