

AI Assisted Cinema & English Language Acquisition: A Quantitative analysis on North Indian Graduates

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ABSTRACT

The global platforms of networking along with the proliferation of global media English Language Learners have significantly started moving towards the engagements of enriching their language skills. Modern cinema is playing a dynamic role in promoting the language acquisition among the graduates and post Graduates of non- native speakers. The advancement in technologies have increased the subscription of video content as mobiles assist the learners to seek benefit of learning at any place. The study is based on the survey done for the language learners from top universities of North India. The study explores the effect of multiple genre of movies on basic skills like listening and speaking of the English language learners. The verdicts of the study reveals that movies add an improvement of language, addition of vocabulary and promotes the pronunciation skills of the students. Learners feel more connected to the movies and thus plays a major role in improving the language skills. The study marks an impression of the cognitive skills of students along with their perception on learning and improvising their skills by watching movies.

Keywords- AI & Online Platforms, ELL, English Movies, ESL, Media learning.

INTRODUCTION

English language has been dominated throughout the world and is commonly known as the internationally accepted language. English is introduced as a core language attaining skill subject in all the schools and colleges, primarily with the focus to improvise the linguistic proficiency of the non-natives. To overcome the race of interview opportunities and to seek employability English language needs fluency among the learners. After Pandemic, technology has advanced a lot and the blended mode of learning has turned up with different approaches to learn English Language beyond the classroom environment (Al-Ajmi, 2020); (Sharma & Kaur, 2025). Although the learning environment needs to be created and enthusiasm has to be self- directed by the learners. The self- motivation adds to personal growth of the individuals as well as fosters on deep learning concepts by the learners (Maharani & Afifi, 2024). Now days, the major platforms used by the learners to improvise their language skill is majorly through social networking and usage of AI applications. Language trainers & learners have a strong perception of developing their language through the practical exposure of English Movies (Albiladi, Abdeen, & Lincoln, 2018). Movies allow more platforms of interactions related to conversational language, the live situations and role plays become more focussed and learners get appealed to use the similar dialogues into their own conversation (Kusumaningrum, 2016).

Movies asserted as most impacting factor in promoting the language among the students (Iranmanesh & Darani, 2018); (Tsang, 2022). Audio- video tools aid the learning, considered to be more engaging and is easy to be memorized. This leads to an add on the vocabulary build- up and thus learning becomes more enjoyable and pleasurable and stimulates the students positively to expand their skills (Sharma,

Sharma, Kaur, 2024); (Sharma, Sharma, Kaur, Kaur, 2024). Students easily get exposed to the authentic usage of conversational skills, enrich their vocabulary with the routine practice and easily feel involved to the latest technology aided tools with the implicit features and positively get the transformation from their native language to English Converse Zone (Sharma, Kaur, Kaur, 2026).

Studies have proved that the visual aids when combined with motion pictures aids in promoting English as second language (Sharma, Kaur & Kaur, 2025). The blend of video and images add significant value to the modules of effective communication i.e., (LSRW Skills). Movies is the practice outside the classroom, a practical learning environment for the students to get exposed to the usage of their dialogues as comprehensible input from the source. The exposure to valuable inputs of technology in real and authentic manner acts as a great attribute in English language lessons (Latiff et al., 2021).

PURPOSE OF RESEARCH

The paper focussed to interpret the perception of the students from North India with their approach to acquire Language skills with the new and upgraded methods of advanced learning measures. The study also highlights the efficacy of watching movies with media technology and AI tools, students enhance their language proficiency. The study emphasises on the adult learners and insights the impetus for future use of English movies and AI applications supporting ESL classrooms.

LITERATURE REVIEW

Yusnilita &Qodaria (2024) This study explores the correlation relation between the two semesters wherein, English Learning Education of students depend on their habits as related to watching English movies and the way listening skills at Baturaja University were observed. Using quantitative methods (questionnaires and standardized tests), data from 26 students revealed a very strong positive correlation ($r_{xy} = 0.801$), supporting the integration of movie-based activities to enhance listening proficiency. The findings of the study advocates the incorporation of engaging multimedia tools into language curricula so as to improve learning outcomes.

Ajmi (2020) This study explores the role of virtual learning platforms in improving and enhancing English language learning. The online learning systems particularly after the Covid-19 outbreak have been adapted worldwide for language learning as well as the new mode of Education system. The study also examines the significance of contemporary theories, as per student's perspectives with the support of questionnaire. Additionally, it also evaluates applications of Microsoft Teams and Zoom platforms in highlighting their strengths and weaknesses of online education.

Albiladi, Abdeen, & Lincoln (2018) In this paper the researcher studies the language learners among the adult group with their self-perceptions about the integration of English movies as a tool of learning and attaining grip to add fluency in their own language. Findings of the study, embarks on movies as serving authentic language sources, promoting the complete modules of LSRW skills with enriched vocabulary addition in their course of speech. Additionally, learners have the perception that movies also help them to integrate cultural awareness, although they have some challenges in comprehension.

Latiff et al. (2021) In this paper the effectiveness of using English movies to enhance language acquiring skills by the English proficiency (LEP) learners in Malaysia is discussed. The study proves that the movies provide essential exposure, add more quality to listening skills, and reading opportunities with aided closed captions and easy comprehensions. The study also declares the starring role of movies in improving English language skills and cultural awareness among the students in ESL classrooms.

Sharma et al. (2024) also highlights the role of Technology- aided learning as improving tool for Second Language learners. The study is focussed on quantitative analysis with a survey data collected from 215 students with their perceptions as recorded for interactive pedagogy and as examined through flipped

techno-learning. Study explores that face to face interactions, and SNS's Social Networking sites add more to interpersonal exposure of the student learners. It is declared that motivation as a factor influence their ELL skills but doesn't moderate the learning outcomes with the use of technology.

Sharma et al. (2024) the study examines the cognitive learning approaches of English language learners with the usage of bilingual and monolingual approaches. The study is based on quantitative data as collected from university student learners of UG & PG, using bilingual instruction for learning language, enhances their fluency, communicative skills and open more opportunities for employment. Through SPSS tool, Cronbach Alpha, correlation analysis is done and multiple linear regression is calculated to study the relationship between cognition and bilingual and monolingual perspective as used for language acquisition in the existing classroom environment.

Adrefiza, Wulandari, & Haryanti (2024) the study exhibits the perception of students with the concept of language development through English Movies. Through qualitative research the data is collected from Universitas Jambi, and the results reveal that students consider movie watching as beneficial in adding to their language efficiency. Students easily develop their conversational skills with more collocations, phrases, idioms and slang to it and overall improve their language proficiency.

Ficayuma (2022) The study evaluates the factors that influence language proficiency. Also the study marks on the fact of multicultural classroom environment with content analysis with English Movie "Vinglish". The study highlights five Proficiency key factors as per TESOL, Sociological and Cross-Cultural diversity among the learners. The study also validates pre-service teachers especially from India, Mexico, France, China, Africa and more, with diverse ethnic identities with their learning challenges and the strategies adapted by them to enhance their English Language skills.

Novianto, Puspitasari & Maulida (2020) study explores digital media assisting English Language Learners to improve their Language. Digital platform provided self- paced learning exposure to the teenagers and they get more exposed to native speech and target language input. This helps them to review the relevant literature on social media platforms and then they access the potential benefits and challenges they usually face practically while handling and tackling the language education through Digital tools. The result outcomes highlight that the success of digital media as a creative learning tool largely depends on teachers' ability to address and minimize these challenges.

Andriani & Angelina (2020) Explores ELESF students' perceptions of using English subtitled movies as learning media. Using surveys and interviews with students from the C class batch 2016, the research reveals a predominantly positive attitude toward this method. The Result findings suggest that such movies effectively support language learning and engagement in the classroom.

METHODOLOGY

The Quantitative research, based on survey Questionnaire and data collected through google forms from the top Universities of North India and is analysed through statistical tools as SPSS. Survey is based on primary data with the intension to seek the perceptions and cognitive approach of the learners in acquiring the language skills. The study highlights the respondents who have been struggling to acquire English as second language to make themselves employable. The age group is fixed from 18-21 years with the graduate and post graduate students of India. Students have been learning English Communication Skills as a subject in their UG an PG courses. Universities deals with English Converse Zone and the subjects are taught with dominance of English Language. Mixed method approach is used to calculate the perceptions of students on learning by watching English movies within their own pace. To maintain the precision of the data, closed ended questionnaire is used where the Likert scale is applied within the choice of answers with the scale of alternative responses with divisions as: Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5).

INTERPRETATION AND ANALYSIS

Table 1 : Cronbach's Alpha Reliability Test

Cronbach's Alpha	Collected Items
0.936	27

Source: Author's Calculations

The calculated value of Cronbach's Alpha, as in Table 1. is 0.936 on the said 27-items, the instrument signposts excellent internal consistency, meaning thereby, that the items reliably measure the similar underlying concept. This high reliability suggests that respondents' answers are consistent across the scale, reducing the likelihood of measurement errors. The value also shows that the questionnaire items are well-constructed and closely aligned conceptually. Such a strong alpha makes the instrument suitable for further statistical analysis. Overall, the results confirm that the tool used in the study is both stable and dependable.

Table 2 : Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ELL_	0.073	86	0.200	0.97	86	0.061
CO_	0.151	86	0.12	0.944	86	0.071
AI_	0.09	86	0.085	0.965	86	0.068
EM	0.136	86	0.059	0.96	86	0.078

Source: Author's Calculation

Table 2, reflects all the variables (ELL, CO, AI and EM) with the normality Test results. The p- values of the variables under (KS) Kolmogorov – Smirnov and (S) Wilk Tests is non- significant. The table, also shows the significant values >0.05. The results clearly declare that the variables do not violate the normality assumption. Thus, the distributions of variables ELL, CO, AI and EM is considered normal. Therefore, the parametric statistical test is further applied for the testing and analysis of data. The data collected demonstrate normality test as with suitable level for further robust statistical interpretation.

Table 3 : Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation	Variance
ELL_	1	4.89	3.5439	0.78234	0.612
CO_	1.2	5	3.6791	0.76345	0.583
AI_	1	5	3.392	0.6516	0.425
EM	1	5	3.6105	0.70275	0.494

Source: Author's Calculation

Table 3, reflects the descriptive statistics calculated for the variables (ELL, CO, AI and EM). The values range from 3.39 to 3.68, which indicates positive perceptions of the respondents. The range of value from minimum- maximum scale suggest that the participants have used the complete scale from lower end to higher edge i.e. (1-5) responses within the survey forms. (SD) Standard Deviation value remains between 0.65- 0.78, which shows the moderate variability among the variables of the respondent's perception. The variance of the values declares the spread of responses to be reasonable and marks on the fact that the variance is not to the extreme dispersion. The results clearly reflect that the descriptive results are moderately high and are consistent in all the measured constructs.

Table 4: Spearman Correlation Analysis

	ELL	CO	AI	EM
ELL	1	.705**	.669**	.523**
CO	.705**	1	.717**	.642**
AI	.669**	.717**	1	.701**
EM	.523**	.642**	.701**	1

** Correlation values has significant results with 0.01 level which is considerably 2-tailed.

Source: Author's Calculations

Table 4, shows the results from Spearman Correlation Matrix. The results declare the significant and positive relationship among the mentioned variables (ELL, CO, AI and EM). This indicates that the variables move altogether in same direction. ELL defines a strong correlation with CO with 0.705** and AI as 0.669**. These values suggest that with the improvement in cognitive outcomes and the intrusion of academic involvement, the students turn up with the quality performance with high learning levels. The results also show that Correlation with EM is 0.523 which is again moderate, and suggests emotional linkage and meaningful link. The other predictors CO, AI and EM also exhibits very strong interrelationship. The correlations range from 0.642**-0.717**, the values reflect their interconnected nature. Finally, the results reveal strong and significant association among the variables. The results demonstrate a cohesive and reinforcing set of construct.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891a	0.794	0.786	0.36188

Predictors: (Constant), EM_, AI_, CO_

Source: Author's Calculations

The summary of model in Table 5 reflects a strong multiple correlation association with coefficient value as (R = .891), indicating a very high relationship between the predictors (EM, AI, CO) and the outcome based variable. The R Square value of .794 reveals that 79.4% of the variance in the dependent variable (DV) is explained by the model, demonstrating strong explanatory power. The Adjusted R Square value of .786 confirms that the stated model is highly reliable even after adjusting for the number of predictors. The value calculated with standard error of estimation is- (0.36188) relatively declares a very small level of prediction error. Finally, the results suggest that EM, AI, and CO are strong predictors of the dependent variable in the stated model.

Table 6: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression					
value	41.287	3	13.762	105.093	.000b
Residual	10.738	82	0.131		
Total	52.025	85			

a Dependent Variable (DV): ELL_

b Predictors: (Constant), EM_, AI_, CO_

Source : Author's Calculations

The ANOVA results in Table 6 indicate that the regression model applied in study is statistically significant, as revealed by the F-value of 105.093 and the reflected p-value of .000, which is far below the 0.05 which is marked as threshold value. This confirms that the predictors (EM, AI, and CO)

cooperatively have a significant effect on the dependent variable (DV)- ELL. The large regression value with the sum of squares (41.287) as compared to the residual sum of squares with value (10.738), shows that most of the variance in ELL is elucidated by the model. The low residual means square value- (0.131) further indicates minimal unexplained variation. Overall, the ANOVA, validate that the regression model as applied is highly more effective in predicting ELL.

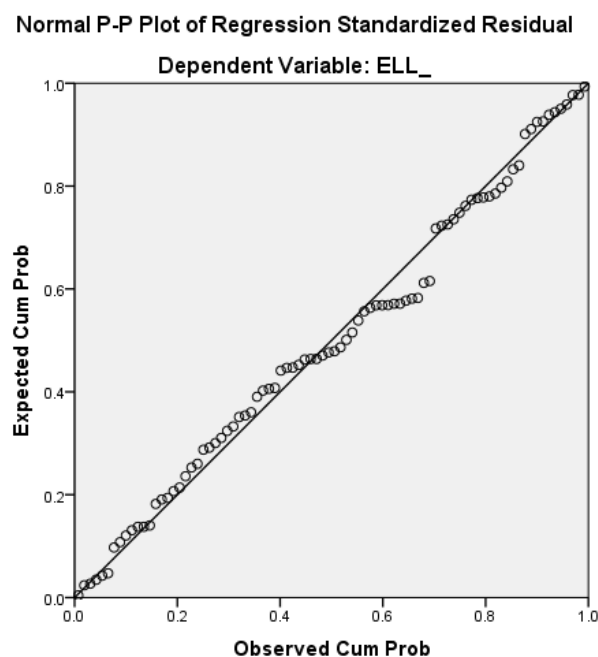
Table 7: Multiple Linear Regression Model: Coefficients Analysis

Model	Std. Error	β	t	sig.
(Constant)	0.219		-0.841	0.403
CO_	0.096	0.53	5.647	0
AI_	0.102	0.252	2.98	0.004
EM_	0.122	0.175	1.6	0.114

Dependent Variable: ELL_

The coefficients analysis in Table 7 shows that CO and AI are significant predictors of ELL, with p-values of .000 and .004, respectively, both below the 0.05 threshold. CO has the strongest influence, indicated by the highest standardized beta value ($\beta = .530$) and a large t-value of 5.647, demonstrating a strong positive effect on ELL. AI also positively predicts ELL with a moderate beta value ($\beta = .252$) and a significant t-value of 2.98. However, EM does not significantly contribute to the said model, as per calculated p-value (.114) exceeds 0.05. Overall, the results indicate that ELL is primarily driven by CO and AI, while EM does not show a meaningful effect in this model.

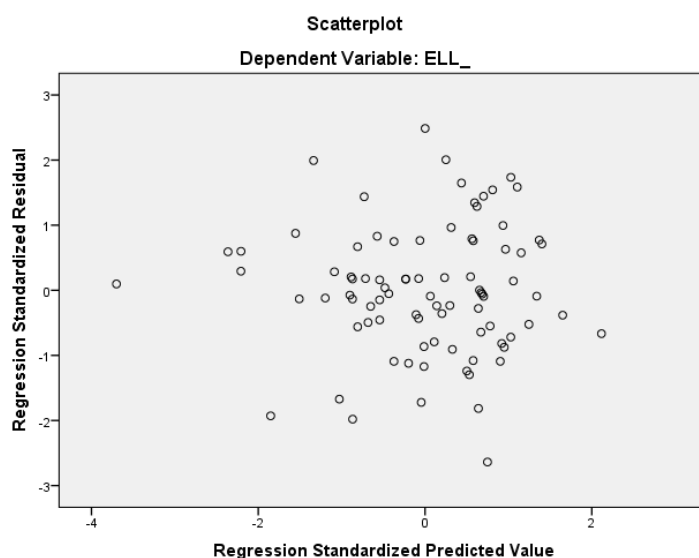
Figure 1: Normal P-P Plot of (RSR) Regression Standardized Residual



The Normal P-P Plot of (RSR) Regression Standardized Residuals checks whether the errors of the regression model follow a normal distribution with the outcomes. (Figure 1) The plot observes cumulative probabilities with the residuals as compared with the expected probabilities collected from a perfectly normal distribution as observed in the results. Majorly the data points remain very close and connected to the diagonal reference line which indicates that the residuals are all normally distributed with the approximation. Very small deviations appear and are observed, which are normal and not concerning. This pattern advocates that the normality assumption and justifies the regression model as

satisfied. Overall, the model's residuals show no major violations of normality, and counts on the validity of the calculated regression results.

Figure 2: Scatter Plot



The scatterplot (Figure 2) exhibits the relationship existing between the regression standardized residuals (RSR) and displays the standardized predicted values as reflecting for the dependent variable ELL. The points are all randomly spread around the horizontal axis without forming any clear curve or with no as such clear pattern. This randomness signposts that the assumptions of linearity and homoscedasticity (constant variance of residuals) are largely satisfied. There is no funnel shape, clustering, or systematic trend that would suggest model misspecification. There are some few outliers present in the plot, but they are not severe enough to distort the overall reflection of pattern. Overall, the plot backs on the fact that the regression model as applied is appropriate and the residuals behave as expected.

RESULTS AND CONCLUSION

The Instruments used for the measurement are highly reliable and are demonstrated as statistically comprehensive. The collected sample meet the normality assumption and allows parametric and correlation analysis which is also considered to be valid. Descriptive results showed generally positive and consistent responses across all variables. Strong and significant Spearman correlations revealed that all constructs were closely related and moved in the same direction except EM which is moderately correlated. The regression model demonstrated high explanatory power, accounting for nearly 80% of the variance in ELL. ANOVA results confirmed that the model was statistically significant. Coefficient analysis identified CO and AI as the strongest predictors of ELL, while EM showed no significant effect. Overall, the findings highlight that collaborative and AI-related factors play the most influential roles in enhancing ELL.

Further, The Normal P-P Plot declares that the residuals closely follow the same diagonal line, signifying that the regression residuals (values) are all normally distributed within the frame of approximation. The scatterplot of standardized residuals values versus standardized predicted values displays a arbitrary random spread of points without any reflection of visible pattern. This confirms that the assumptions of linearity and homoscedasticity are declared satisfied. Together, both plots show no major violations of regression assumptions. Therefore, the regression model used for the dependent variable ELL appears statistically reliable and appropriate.

Together, these results demonstrate that the applied model in the paper is completely statistically robust with reliability. Overall, the findings emphasize that cognitive and academic engagement factors play crucial roles in improving English Language Learning, especially among university students of major universities of North India.

Thus the study declares that the student learners of language, considered the incorporation of movies within the classroom activities is effective. Almost maximum participants have declared movies to be more useful source and tool to develop their language skills as they feel this more interested and engaging. Students strongly agree that films in English spoken language could facilitate their language learning. Overall, the findings conclude that integration of English movies in the EFL classrooms and labs generally acts as effective pedagogical tools which surely helps in promoting language skills among the students based on all the four modules of LSRW skills adding more to their fluency, enriching vocabulary acquirement, clear speech pronunciation, promoting interactional face to face interaction, and in adding colloquial slangs and phrases to their practice. However, on the other hand to accomplish the learning pedagogical purpose of language, movies can be strategically selected based on the requirement of course curriculum and syllabus. Although student's interests and their proficiency level should be kept in mind as a consideration to integrate the movies in their syllabus. The designing of particular lab activities with the movies need to be incorporated in the movies, should be the authentic material which need not to be objectionable among the different genders. Language faculty should design the material with proper planning and the tasks should be completely meaningful. The students should feel interested in the activities and get focussed in the teaching and learning with more explicit approach. This type of learning with the amalgamation of movies would be interesting and entertaining full of enjoyment and free from pressure learning. The findings indicate on the fact that students take this learning- oriented interaction as more engaging and consider this to be active entertaining as well.

IMPLICATIONS OF THE STUDY

The study has several important academic and practical implications. The study embarks on the fact that Universities need to strengthen their pedagogical Practices so as to let the learners develop their higher- order thinking, more hands- on experience with the problem- solving skills so that they may come up with active classroom performances. The English language Learning has significant influence of Cognitive outcomes (CO) and the Academic Involvement (AI) add more too their practical exposure and skills. The paper targets the traditional lecture based teaching instructions to be less supportive to the learners of English as Second Language. The study also highlights the interactive (Face to face) as the main requisite to language learners. As per the study, Interactive strategy is considered to be more student centric learning environment. Emotional Measurement plays a moderate role, and may not directly contribute to enhance English language learning. Although it is again reflected through the study that EM when supported with Cognitive simulation exposes the participants with active and constructive participation. Therefore, the blended approach with the combination of cognitive skill and multimedia resource like English Movies, Magazines, Reels etc. may foster more practical linguistic exposure to the learners. The curriculum among the universities also need to be revised with the updated content so as to promote English Converse Zones, also it matters a lot if the curricula is designed with skill based course- work. The study thus targets the evidence- based curriculum planners, revised course work, Language instructors, Policy reframing, then only the improvement in the proficiency of Language speaking be observed among the learners.

LIMITATIONS & FUTURE SCOPE

The study although being comprehensive has its own limitations. The calculated sample size is limited to the University students, aging 18-21 and are from North India specifically. This limits the generalization to other groups by Age and Region. Also the study is based on self- reported data which can be biased as well. It may also have social desirability effects. Moreover, the emotional factors added may include more details with qualitative exploration then to be understood as per their influence. The

future implication can be that the research may expand to different states, different age groups and also to the different educational levels of students of different streams. The ELL evolves through overtime practice can easily be calculated through longitudinal studies. In addition to this, the empirical and quantitative methods like interviews, talks and classroom observations may also enrich the emotional and the confidence level of the students. The learners have different level of motivational dimensions. Finally, the study opens the pavement to explore the digital learning methods with AI assisted Tools, New technologies, and the blended environment of teaching learning methods to add more to enhance English Proficiency of the Learners.

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