

*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

## Assessment of Artificial Intelligence and Film-Based Media integration in Innovative Language teaching among Secondary School Teachers in Okitipupa Metropolis

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### Abstract

*This study investigated teachers' perceptions of integrating artificial intelligence (AI) tools and film-based media to enhance learner engagement, motivation, and linguistic competence in English and Yorùbá classrooms in Okitipupa metropolis. Using a cross-sectional survey design, a stratified purposive sample of 50 practising senior secondary school teachers representing public and private schools and language specialisations was selected. Data were collected through a validated structured Likert-scale questionnaire, with a reliability coefficient of 0.72. Descriptive statistics, including frequencies, percentages, means, medians, and standard deviations, were used to summarise responses. Findings indicated that English teachers reported higher frequency of using AI and films, while Yorùbá teachers exhibited greater confidence in their integration. Both groups perceived positive effects on learner engagement, motivation, and linguistic competence, with Yorùbá teachers highlighting focus and interaction and English teachers emphasising contextual language understanding. The study concluded that perceived competence did not always align with actual usage and recommended professional development, resource access, and sharing of best practices to support effective classroom integration.*

**Keywords:** Artificial intelligence, film-based media, language teaching, English and Yorùbá classrooms

### Introduction

Innovation in the teaching and learning of languages has become a pressing requirement in contemporary educational environments, as learners negotiate increasingly complex demands in terms of digital literacy, intercultural awareness and multimodal communication. According to Richards and Rodgers (2014), innovation in language pedagogy entails the adoption of methods, technologies or practices that transcend traditional paradigms and foster more flexible, learner-centred and interactive experiences. Within the domain of language education, this imperative is heightened by the need for learners to engage not only with linguistic competence but also with the technology-mediated contexts and media-rich environments in which languages are used and learned. Against this backdrop, the emergence of artificial intelligence (AI) in education has attracted considerable attention. According to Holmes and Tuomi (2022), recent developments in educational AI have generated high expectations regarding the potential of AI-based systems to transform teaching and learning, yet these expectations are often grounded in limited understandings of the technological possibilities or the educational functions they support. AI systems such as intelligent tutoring systems, adaptive learning platforms and automated feedback tools are increasingly being mobilised in language education to personalise instruction, respond to individual learner needs and support teacher functionality. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) also underscores that AI has the capacity to address longstanding educational challenges and to innovate teaching and learning practices. Alongside AI, the pedagogical value of films and visual media in language classrooms has been well established. Visual media such as films provide rich, authentic language input in realistic communicative contexts, integrating auditory, visual and cultural cues that extend beyond the limitations of traditional textbook-based instruction. For instance, Sánchez-Auñón, et al. (2022) demonstrate that film-based tasks in English-as-a-foreign-language (EFL) settings support vocabulary acquisition, idiomatic expression, listening comprehension and learner motivation. Thus, visual media hold strong potential for enhancing language teaching and learning through multimodal



*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

engagement and enhanced learner interest. The integration of AI and films in language education therefore presents a promising pathway for innovation. When AI is applied to film-based pedagogy, the adaptive analytics, personalisation and scaffolding potential of AI can be leveraged alongside the motivational, contextual and cultural affordances of film. In practice, an AI-augmented film-based learning environment could recommend film segments matched to learner proficiency, generate tailored comprehension or production tasks, track learner responses and adapt the sequence of activities to maximise engagement and competence development. Such an integrated approach offers the prospect of more effective, engaging and learner-centred language teaching by combining technology and media in a coherent pedagogical framework. In the Nigerian educational context, where language teaching often contends with resource constraints, large class sizes and multilingual realities, the relevance of integrating AI and films is significant. Nigeria's medium of instruction is frequently the English language, while indigenous languages and local cultural media remain under-utilised in formal pedagogy. Introducing AI-enhanced film-based tools in language classrooms may offer scalable and contextually relevant means of addressing issues such as learner disengagement, limited instructional innovation and under-exploited media resources. Although much of the existing literature has centred on EFL in European or Asian contexts, little attention has been given to how AI-film integration might be operationalised in Nigerian language classrooms, especially those that blend global and local languages. Despite the strong promise of this integrated approach, a distinct research gap remains. While there is an emerging body of work on AI in education (Holmes & Tuomi, 2022) and on film-based language pedagogy (Sánchez-Auñón et al., 2022), very few studies explore their conjunction in language classrooms. In view of the foregoing, this study proposes to explore how artificial intelligence and film-based media can be integrated to support innovative teaching in English and Yorùbá language classrooms.

### **Research Objectives**

1. To investigate the effectiveness of integrating films and AI tools in enhancing learners' engagement, motivation and linguistic competence in English and Yorùbá language classrooms.

### **Research Questions**

1. In what ways does the integration of films and AI tools influence learners' engagement, motivation and linguistic competence in English and Yorùbá language classrooms?

### **Literature Review**

#### **Artificial Intelligence in Language Education**

Scholarly discussions on artificial intelligence (AI) in education consistently emphasise its role as a set of computational techniques that enable machines to perform tasks typically requiring human intelligence. According to Luckin et al. (2016), AI comprises systems capable of perception, reasoning, learning, and problem-solving, all of which have significant implications for instructional design and language pedagogy. Within educational contexts, AI is often operationalised through machine learning, natural language processing (NLP), and adaptive learning environments. Machine learning has been described by Jordan and Mitchell (2015) as a field concerned with algorithms that improve their performance through experience, making it essential for systems that personalise learning pathways. NLP, which allows computers to process and generate human language, underpins a large proportion of AI-driven language learning tools. As Godwin-Jones (2019) explains, the advances in NLP have enabled more sophisticated applications such as automated writing evaluation, intelligent chatbots, and speech recognition systems for pronunciation training. Generative AI, a rapidly advancing branch of machine learning, produces new content such as text, speech, or images based on learned patterns. According to Floridi and Chiriatti (2020), developments in large language models mark a significant shift in the capabilities of generative systems, offering new possibilities for language learning tasks involving dialogue simulation or creative production. Complementing these systems are adaptive learning platforms. Holmes et al. (2019) note that adaptive systems draw on machine learning models to adjust task difficulty, feedback, and learning resources according to each learner's performance, thus providing tailored learning experiences that are difficult to achieve through conventional pedagogy. These technological foundations collectively frame the current interest in AI-enhanced language education.

#### **Applications of AI in Language Learning**

##### **Intelligent Tutoring Systems**

Intelligent tutoring systems (ITS) represent one of the earliest and most widely researched applications of AI in education. As observed by Nkambou, Bourdeau and Mizoguchi (2010), ITS simulate one-to-one human tutoring by diagnosing learner



*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

needs and delivering targeted instruction. In the domain of language learning, ITS have been used to scaffold grammar instruction, vocabulary development, and reading comprehension. Zawacki-Richter et al. (2019) argue that the increasing sophistication of ITS indicates their potential to support learning at scale, particularly in contexts where teacher–student ratios are imbalanced. The personalised interactions facilitated by ITS are especially relevant for multilingual classrooms such as those in Nigeria, where learners may require differentiated support in both English and Yorùbá.

#### **Automated Feedback and Assessment Tools**

Automated feedback technologies have become central to AI-assisted language learning. According to Li, Link and Hegelheimer (2021), automated writing evaluation systems provide instantaneous feedback on features such as grammar, coherence, and lexical choice, enabling learners to revise their work iteratively. Such tools rely heavily on NLP and machine learning, and they have demonstrated effectiveness in improving second language (L2) writing outcomes. Godwin-Jones (2019) contends that automated assessment enhances learner autonomy by offering continuous formative assessment that would be otherwise infeasible for teachers to deliver consistently. In pronunciation and fluency assessment, speech recognition algorithms allow systems to evaluate learners' spoken output, providing corrective feedback that supports the acquisition of prosodic features.

#### **AI-Supported Pronunciation and Fluency Training**

Technology-supported pronunciation training has gained prominence through advances in speech analysis. According to Thomson and Derwing (2015), digital systems capable of analysing segmental and suprasegmental accuracy provide learners with detailed feedback beyond what teachers can typically offer. More recent research by Li et al. (2020) demonstrates that AI-driven speech recognition has achieved greater reliability, making it suitable for pronunciation training in L2 classrooms. Such tools are particularly relevant to Yorùbá language learning, given the tonal nature of the language. While most current systems are optimised for global languages such as English and Mandarin, emerging research in African language speech technologies (Adebara and Suleiman, 2020) indicates growing possibilities for AI-supported pronunciation training in low-resource languages.

#### **Chatbots and Conversational Agents for L2 Practice**

Conversational agents have become increasingly prevalent in language education owing to improvements in NLP and speech generation. According to Winkler and Söllner (2018), chatbots provide learners with low-anxiety environments for practising language skills and receiving immediate, contextually appropriate feedback. Research by Hsu, Chen and Chou (2020) indicates that chatbots can significantly enhance vocabulary acquisition, speaking confidence and learner engagement. In addition, Fryer and Carpenter (2006) demonstrate that learners often perceive conversational agents as less threatening than human interlocutors, making them particularly effective for promoting communicative competence. Recent developments in generative AI have substantially expanded chatbot capabilities. As noted by Graham (2022), large language models now produce more natural and interactive dialogue, making them suitable for role-play tasks, pronunciation practice, and culturally authentic conversations. These developments hold promise for bilingual contexts such as English and Yorùbá instruction, where learners benefit from consistent, scaffolded opportunities for oral interaction that classrooms alone may not provide.

#### **Film-Based Media in Language Education**

Film-based media have long been recognised as valuable pedagogical tools in language education because they provide rich, authentic, and contextually embedded linguistic input. According to Sherman (2003), films offer learners exposure to naturally occurring speech, including variations in accent, pragmatics, gestures and cultural norms that textbooks rarely capture. The multimodal nature of films aligns with Mayer's (2009) cognitive theory of multimedia learning, which argues that learners comprehend information more effectively when it is presented through coordinated verbal and visual channels. This dual coding supports deeper language processing, making film a powerful resource for developing listening comprehension, vocabulary, and intercultural awareness. In the African context, film-based materials also serve important cultural and identity functions. Adejunmobi (2015) explains that Nigerian films, particularly those produced in indigenous languages such as Yorùbá, transmit cultural values, oral traditions and sociolinguistic patterns that are crucial for holistic language learning. For English language instruction, films produced in English-speaking environments allow learners to experience communicative norms, idiomatic expressions, and sociocultural practices that are essential for communicative competence. Thus, film-based media offer pedagogical benefits that extend beyond linguistic accuracy to include cultural fluency and critical thinking.



*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

### **Film Media in English and Yorùbá Language Classrooms**

The use of film in English language teaching (ELT) has been widely documented. According to Champoux (2016), films can stimulate classroom discussion, enhance motivation and help learners contextualise new vocabulary. In Nigerian ELT settings, Akinwale (2019) notes that films improve learner engagement because they reflect contemporary societal realities familiar to students. Research on indigenous language education, though less extensive, shows similar benefits for African languages. According to Olayemi (2020), Yorùbá films and animated folktales support both heritage learners and second-language learners by providing accessible models of tonal patterns, culturally embedded expressions, and everyday interactional routines. Additionally, digital streaming platforms have increased the accessibility of films for educational purposes. As argued by Kusumarasdyati (2019), students are increasingly comfortable learning through audiovisual media, which aligns with contemporary digital literacy skills. This widespread familiarity strengthens the pedagogical value of film, particularly for younger learners. Despite its benefits, film-based instruction faces several challenges. According to Webb (2015), learners may become distracted by visual elements, limiting their focus on linguistic features. Time constraints within school curricula can also restrict the effective use of films unless teachers design purposeful, scaffolded activities. Copyright restrictions and inconsistent technological infrastructure present further obstacles, especially in low-resource educational environments. In the case of African languages such as Yorùbá, Ojo (2021) notes that the quality of available film materials varies considerably, requiring teachers to select content carefully to ensure linguistic accuracy and cultural authenticity.

### **Integration of Artificial Intelligence and Film-Based Media**

The convergence of AI and film-based media represents an emerging frontier in language pedagogy. According to Pardo et al. (2019), AI-powered video platforms can automatically generate subtitles, identify key scenes, and provide personalised viewing recommendations based on learner performance. These systems leverage advances in computer vision, NLP, and machine learning to enhance comprehension and engagement. Similarly, Wang (2021) observes that AI tools can analyse learner interactions with videos—such as pausing, replaying, or seeking specific segments—to offer adaptive feedback and tailor subsequent learning tasks. Generative AI has further expanded possibilities for AI–film integration. As noted by Buchholz (2022), large-scale generative models can produce realistic dialogues, summarise film segments, or generate alternative storylines that can be adapted for classroom activities. Such technologies support creative pedagogy and provide new opportunities for student-led storytelling. The combination of AI and film media offers distinctive pedagogical advantages. AI-generated subtitles and speech recognition tools can support learners' comprehension of complex dialogues by providing real-time transcription and translation. According to Li and Sun (2020), AI-enhanced captioning improves vocabulary acquisition and helps learners notice key linguistic features. These tools are particularly valuable for tonal languages such as Yorùbá, where AI-generated tonal markings or prosodic cues can support accurate pronunciation. Moreover, AI-based analytics allow teachers to track learners' engagement with film content. As Chen et al. (2020) argue, learning analytics derived from video interactions can help teachers identify which scenes challenge learners and where additional scaffolding is required. Chatbots that accompany film content can also encourage learners to practise speaking or summarising scenes. According to Hill et al. (2015), conversational agents create interactive, low-anxiety opportunities for learners to use language in context, complementing the communicative affordances of film. AI further facilitates personalised learning. Adaptive systems can adjust film difficulty, recommend scenes that match learner proficiency, or generate comprehension questions based on previous learner responses. This contrasts with traditional film-based instruction, which typically adopts a one-size-fits-all approach. In bilingual classrooms such as those involving English and Yorùbá, AI–film integration allows teachers to deliver differentiated support despite diverse learner abilities. While promising, the integration of AI and film also presents several challenges. According to Holmes and Porayska-Pomsta (2021), AI systems often depend on robust datasets that may not exist for low-resource languages such as Yorùbá, leading to inaccuracies in transcription, translation, or speech analysis. Technical reliability is another issue; as Wang and Young (2022) point out, AI tools require stable digital infrastructure, which remains unevenly distributed across schools, particularly in sub-Saharan Africa. Ethical concerns also arise. Floridi (2019) highlights the risks of algorithmic bias, privacy violations, and opaque decision-making within AI systems. When integrated with film media—which may already carry cultural or ideological biases—AI tools must be carefully deployed to avoid reinforcing stereotypes or misrepresenting linguistic norms. Teachers therefore require training not only in how to use AI systems, but also in how to interpret their outputs critically.



*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

### Methodology

This study adopted a cross-sectional survey design to examine teachers' perceptions of how the integration of films and AI tools influences learners' engagement, motivation, and linguistic competence in English and Yorùbá classrooms. The target population comprised practising English and Yorùbá language teachers in senior secondary schools within the Okitipupa metropolis. Using a stratified purposive sampling technique, 50 teachers were selected to ensure representation across school types (public and private) and language specialisation. Data were collected through a structured questionnaire with closed-ended Likert-scale items. Content validity was established through expert review by three senior language education researchers and two practising senior teachers, who evaluated the clarity, relevance, and cultural appropriateness of items, particularly those in Yorùbá. A pilot study involving 10 teachers from comparable contexts was conducted to assess item clarity, administration logistics, and timing, and pilot data were used to compute initial reliability estimates and refine items. Internal consistency of the Likert subscales was verified using Cronbach's alpha ( $\alpha = 0.70$ ). Data analysis employed descriptive statistics, including frequencies and percentages for categorical items and mean, median, and standard deviation for Likert-scale responses, to summarise teachers' perceptions comprehensively.

### Analysis

This section presents the results of the descriptive analysis of teachers' responses on the integration of AI tools and film-based media in English and Yorùbá language classrooms. The analysis covers frequencies, percentages, and measures of central tendency (mean scores) to describe patterns in teachers' perceptions across four domains: extent of use, learner engagement, learner motivation, and linguistic competence.

**RQ1:** In what ways does the integration of films and AI tools influence learners' engagement, motivation and linguistic competence in English and Yorùbá language classrooms?

**Table 1: Descriptive Analysis of Teacher Responses**

S/N	Item	Eng SA	Eng A	Eng D	Eng SD	Yor SA	Yor A	Yor D	Yor SD	Eng Mean	Yor Mean
1.	Use films	18	4	3	0	14	7	1	2	3.68	3.13
2.	Use AI tools	21	4	0	0	11	8	4	2	4.32	2.83
3.	Combine AI & films	14	8	1	2	9	4	12	0	3.2	3.08
4.	Encourage learners AI	23	0	2	0	16	8	1	0	3.84	3.75
5.	Confidence integrating	22	3	0	0	24	0	1	0	3.88	4.08
6.	Attention	19	4	0	2	22	3	0	0	3.68	3.79
7.	Participation	11	14	0	0	16	9	0	0	3.44	3.54
8.	Focus	2	22	0	1	14	11	0	0	2.92	3.46
9.	Sustained interest	1	24	0	0	0	23	2	0	3.08	3.04
10.	Interaction	0	19	5	1	9	13	3	0	2.72	3.29
11.	Motivation—attention	11	14	0	0	21	4	0	0	3.44	3.88
12.	Motivation—focus	8	14	1	2	1	23	0	1	3.08	2.75
13.	Motivation—interest	21	4	0	0	16	8	1	0	3.84	3.63
14.	Digital interaction	13	11	0	1	21	4	0	0	3.44	3.88
15.	Vocabulary	11	14	0	0	14	9	2	0	3.44	3.38
16.	Contextual understanding	25	0	0	0	11	14	0	0	4.0	3.04
17.	Communication	14	9	1	1	9	12	4	0	3.04	3.13

The results on table I above indicate that English teachers generally report a higher frequency of using AI tools and film-based media than Yorùbá teachers. For example, a larger proportion of English teachers strongly agreed that they regularly use films for instruction, and their mean score for AI tool use was notably higher. However, despite their lower usage levels, Yorùbá teachers reported higher confidence in integrating these digital tools, suggesting that perceived competence does not necessarily correspond with actual frequency of use. In general, usage appears more common among English teachers, while both groups demonstrate strong self-efficacy in integrating AI and film-based media. Findings on learner engagement show that teachers in both subject areas generally believe that AI tools and films enhance learners' attention, participation, focus, and interaction with learning resources. Yorùbá teachers consistently reported slightly higher engagement levels than English teachers across most items. In particular, Yorùbá teachers indicated stronger perceptions of improved learner focus and interaction when these tools were used, while English teachers reported lower engagement



*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

especially in relation to learner interaction with digital and classroom resources. This suggests that although English teachers use these tools more frequently, Yorùbá teachers perceive greater engagement benefits for their learners. Patterns observed in learner motivation reveal that Yorùbá teachers rated the impact of AI tools and films highly in terms of sustaining attention and encouraging digital interaction. English teachers, however, perceived stronger effects in maintaining long-term learner interest, with higher scores for sustained motivation. They also reported greater influence on learner focus compared with Yorùbá teachers. Thus, both groups viewed AI and film-based media as valuable in motivating learners, though their perceptions of the areas of strongest influence differed slightly. Regarding linguistic competence, both groups agreed that AI tools and film-based instruction enhance vocabulary and meaningful communication. English teachers reported a particularly strong belief that these tools support contextual language understanding, with the highest mean score across all items, while Yorùbá teachers expressed a more moderate view on this aspect. Perceptions of improvements in meaningful communication were similar for both groups, indicating shared recognition of the linguistic value of these instructional resources. Consequently, English teachers tended to report stronger linguistic benefits, especially in contextual comprehension, while both groups acknowledged positive effects on vocabulary and communicative competence.

### **Discussion of Findings**

The findings reveal notable disparities in how English and Yorùbá teachers integrate AI tools and film-based media. English teachers reported more frequent use, consistent with Chen and Chan's (2021) observation that teachers of subjects with broader digital content tend to adopt technology more readily. Yorùbá teachers used these tools less but reported higher confidence, reflecting Bandura's (1997) notion that self-efficacy may not always align with actual use when resources are limited. Both groups saw AI and films as valuable for learner engagement, though Yorùbá teachers reported slightly higher levels, echoing Adegbija and Abioye's (2020) findings that digital tools can boost interest in low-resource subjects. English teachers' lower engagement ratings may reflect reduced novelty effects, as noted by Lai (2022). In terms of motivation, Yorùbá teachers highlighted immediate attention and interaction benefits, supporting Klimova's (2021) and Mayer's (2020) findings on culturally meaningful multimodal resources. English teachers emphasised long-term interest, aligning with Godwin-Jones's (2018) view that AI and films can sustain motivation through personalised feedback and authentic language exposure. Regarding linguistic competence, both groups agreed that AI and films support vocabulary and communication. Webb and Rodgers in (2020) demonstrated that multimodal exposure facilitates incidental vocabulary learning, while Eberhard et al. in (2021) noted that digital resources are more abundant for dominant languages like English, explaining English teachers' stronger perceptions of contextual understanding. Yorùbá teachers' moderate perceptions likely reflect the scarcity of Indigenous-language materials, yet both groups recognised the linguistic benefits, consistent with Passey's (2019) conclusions.

### **Conclusion**

In conclusion, the study highlights that while English teachers use AI tools and film-based media more frequently, Yorùbá teachers exhibit higher confidence in integrating these resources, and perceive stronger learner engagement benefits. Both teacher groups recognise the positive impact of these tools on motivation and linguistic competence, though English teachers emphasised contextual language understanding, and Yorùbá teachers highlighted enhanced focus and interaction. These findings suggest that frequency of use does not always align with perceived effectiveness, and that both subject areas can benefit from targeted support. It is recommended that professional development programmes encourage consistent and effective use of AI and film-based media across both English and Yorùbá classrooms, with attention to strategies that maximise learner engagement and linguistic outcomes. Schools should also facilitate resource access and sharing of best practices to ensure that teachers' confidence translates into regular, impactful classroom integration.

### **Recommendations**

Based on the findings presented, this paper recommended that although English teachers demonstrate higher frequency of AI and film-based media use, the comparatively high self-efficacy reported by Yorùbá teachers suggests strong latent capacity. Structured professional development programmes should therefore be organised to support both groups, with a particular focus on translating perceived competence among Yorùbá teachers into more consistent classroom use. Also, the disparity in usage frequency between English and Yorùbá teachers may reflect differences in access to instructional resources. Educational authorities should ensure equitable provision of AI-enabled tools, audio-visual materials, and supporting infrastructure across language subjects. This will encourage more regular use among Yorùbá teachers and

*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

sustain existing practices among English teachers. Finally, curriculum planners should explicitly incorporate AI tools and film-based media into language curricula, with clear guidelines on their pedagogical use for both English and indigenous languages. Policy frameworks should recognise the role of digital media in promoting vocabulary development, meaningful communication, and contextual comprehension.

### **Acknowledgements**

We acknowledge the English and Yorùbá language teachers in senior secondary schools in Okitipupa metropolis who participated in this study. Their willingness to share their experiences and professional insights contributed significantly to the success of the research. We are sincerely grateful for their cooperation and valuable contributions.

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*Assessment of Artificial Intelligence and ... Ibrahim, W. A. Et. al., (2025)*

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