

The Netflix Effect: How Globish is Shaping Language Use Among Undergraduates in Lahore

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Abstract

This study aims to investigate the perception of undergraduate students of the use of a simplified version of English known as Globish. Netflix has appeared as the medium of this simplified English exposure. The key features of Globish are simple sentence structures, active voice, and avoidance of idiomatic expressions in speech. This research is grounded in Saussure's theoretical framework, which explores their grammatical preferences, contextual applications, and adaptation of simplified English. For data collection, 60 students of seven schools at Beaconhouse National University, Lahore, voluntarily participated. Data were collected through a Google Form, which comprised closed and open-ended questions. For the analysis, a convergent mixed-method approach was employed. Quantitative data were analyzed through SPSS for descriptive analysis, and qualitative data were interpreted through thematic analysis. Eventually, the key findings indicate a clear trend of students' preference for using Globish features in their language. Furthermore, Netflix had a significant impact on shaping these linguistic trends. The findings emphasize that the media platform is not only entertaining but also has become a medium of linguistic input. Consequently, the findings open new pathways of language learning in pedagogical methods and school curricula.

Keywords: Globish, Netflix, Jean-Paul Nerrière, Simplified English, Convergent Mixed-Method, Ferdinand De Saussure.

Introduction

Digital technology has created visible changes that are engulfing all fields of life. The way people use language to communicate with each other has also evolved through global media. The system of language operates through established grammar rules, yet people use their language

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in real-life situations to create actual meaning. The current digital technology enables global media to create informal user-driven language patterns that develop outside established academic teaching methods. Streaming services like Netflix have created a new way for users to access English content by using interactive media content rather than traditional grammatical teaching methods. The current trend shows that people need to understand spoken language better than they need to master complex written language. Globish is a simplified English language system that non-native speakers use for international communication. The term “Globish” was coined by Jean-Paul Nerrière, a former IBM executive, in 1995. Later, he formally popularized the concept in 2004 with his book ‘Parlez Globish’. Newton (2013) underscores the importance that “English has dominance both in international communication and academia, providing the opportunity for career mobility and overseas study” (p. 1121). What is emerging, therefore, is neither traditional British/American English nor vernacular pidgin, grounded in simplified grammar and adapted through digital exposure.

The communication pattern among Anglophones led Jean-Paul Nerrière to develop a set of rules by blending the words English and Global. Globish is easier and quicker to learn than traditional English. It uses only 1500 core words and simple grammar. Unlike English (with over 600,000 words), Globish helps people communicate using a shared, small vocabulary. It is based on 1500 words that can expand to 5000 by adding prefixes or suffixes. Robert McCrum purports that “Globish is like a river accepting many tributaries and has become enormous and laden with many new words” (McCrum, 2010, as cited in Castillo, 2011, p. 1363). He elaborates further that “this simplified model is based on basic English grammar and uses mostly Active Voice and avoids idioms. It relies on gestures and facial expressions to support understanding” (McCrum et al., 1992).

The research shows that conventional English teaching methods have begun to lag behind current language research developments. Kuper (2011, as cited in Newton, 2013, p. 1122) explains that native speakers control the dialogue by using Globish, which provides them with better comprehension and faster speech through phrases like “So what you’re saying is.” Nerrière (2011) demonstrated that “Globish empowers non-native speakers by giving them a tool to communicate clearly without needing to master full English fluency” because it helps non-English speakers to express themselves. The meta-analysis by Kim et al. (2024) showed that students from various backgrounds achieve better language results through digital platforms, which include streaming services,

because they help students develop basic communication abilities (p. 175–198). The term Globish entered worldwide usage after Netscape and Windows products became available to users. The expansion of Globish through social media and streaming apps, which electronic media developed into a major worldwide technology, reached global audiences. Current digital tools, which include Netflix, provide a new way to study how students use Globish in their spoken English. Students in Pakistan who study at the undergraduate level use simplified English more frequently because they watch streaming apps. The academic curricula follow traditional English standards. The system creates a visible gap between ineffective teaching methods and the practical communication students receive through media.

Although abundant studies exist on language learning through streaming apps, few have explored their impact on the use of Globish. Existing research either focuses on traditional ESL outcomes like vocabulary retention or academic performance or is generally conducted in Western or East Asian contexts. There are a few studies examining Netflix as a medium through which undergraduate students encounter Globish-oriented English. There is a significant knowledge gap in examining how Pakistani students interpret and apply Globish features in real-life communication as a result of exposure to digital content.

The study aims to explore Netflix as a medium of informal English exposure and to examine the specific grammatical patterns among the undergraduates in Lahore. This paper will fill the gap by exploring this phenomenon through the theoretical foundations of Globish. It will be followed by an investigation of media-driven language acquisition, and finally, a discussion of the pedagogical and linguistic implications of this shift.

Research Questions

These three research questions are designed to capture the students' perceptions of influence and the specific Globish features they incorporate into their communication.

1. How do undergraduate students perceive their use of Globish features as influenced by Netflix viewing?
2. What simplified grammatical patterns are evident in undergraduate students' communication?
3. In what types of real-life communication contexts do undergraduate students apply Globish features?

In teaching and learning contexts, the basic yet functional structure of Globish makes it highly effective for teaching English. Similarly, the simplified linguistic model of Globish offers communication efficiency, enabling students to focus on clarity and mutual understanding rather than learning traditional English rules. The integration of Globish into language teaching for SLA (Second Language Acquisition) and EFL (English as a Foreign Language) can equip students for academic and professional conversations. This shift is vital for adapting language education to meet real-world speaking demands. Newton claims that “Currently, non-native speakers are using the reduced version of English for communication, which is called Globish” (Newton, 2013, p. 1121). This highlights the need for research on the use of Globish among undergraduate students in educational contexts in Pakistan, which would also help address the existing gap in the literature. By understanding how Netflix influences the use of Globish, educators and linguists can develop informed curriculum designs, improved teaching strategies, and inclusive language models that reflect contemporary communication.

Literature Review

The process of language acquisition has been studied as both a linguistic system and a social human activity. Theoretical foundations established by Saussure emphasized the distinction between *langue*—language as a structured system of rules—and *parole*—language as it is used in everyday practice. The basic view of English development demonstrates how the simplified English dialect called Globish emerged from its actual use in various worldwide contexts, including digital environments. The process of learning Globish through Netflix shows the practical language development of students who acquire their language skills through this platform, according to Peluso (2021). The process of learning Globish shows that people now communicate in their own way because they no longer follow strict language rules. The internationalization of the English language has entered educational fields since the 21st century. Entertainment algorithms enabled new methods of language exposure that extend beyond colonial control. The interesting aspect is that what is arising is neither the British/American nor the vernacular/pidgin. It is a media-optimized variant that has the features of Globish. Kachru (1985) established the ‘Three Circles’ model of World Englishes as his foundational study about how English spread throughout the world. The model demonstrated how English was spoken in different ways throughout postcolonial areas and worldwide networks. Globish emerges as the modern version of Jenkins’ (2000) ELF English as a Lingua Franca. McCrum (2010) describes it as a system of basic vocabulary and grammar

that enables people from different cultures to communicate better. The frameworks created by Jean-Paul Nerrière (2011) brought Globish back into existence after his time as an executive at IBM.

McCrum (2010) views “Globish as a reflection of the diminishing influence of Anglo-American culture and notes its widespread use in everyday interactions across the European Union” (p. 64), and further asserts that “Globish will experience growth during the upcoming period” (p. 66). The current research shows that digital media helps people learn languages. McCrum (2010) acknowledges the role of American cartoons and films as forms in which English is assimilated. The distribution of English-language content through pirated materials has expanded access to English content, according to McCrum (2010). The modern world uses streaming apps as platforms that change complex language into simpler forms. The emergence of digital technology during the early 2000s, together with Facebook, YouTube, and Netflix, has become the informal medium of language. The new media consumption practices that evolved from audiovisual content led people to develop linguistic patterns that exceeded traditional teaching methods. The streaming platforms that provide access to media content with simple dialogue enabled Globish to spread widely among young people in non-English-speaking countries such as Pakistan.

The most essential part of worldwide communication work needs all participants to create a shared understanding through their use of distinct and understandable messages. Farkas (2011) asserts that non-native speakers can understand each other better when they use basic language elements, which include limited idioms, simple vocabulary, and fundamental grammatical patterns. The straightforward nature of Globish makes it easy to comprehend, but the language system receives important criticism because it operates mechanically. Simon Kuper claimed that “Globish can be dull for native English speakers, lacking the emotional and cultural richness that characterizes natural speech” (Kuper, as cited in Newton, 2013). The conversational and literary limitations of Globish, which Cohen described, prevent speakers from achieving advanced communication skills, according to Newton (2013). The evidence shows that non-English speaking areas need practical solutions that use simplified English.

The latest research studies examine Netflix’s worldwide influence and its particular impact on English language acquisition among non-native speakers. As a case in point, Alm (2019) considers Netflix “an appealing tool for language learning” (pp. 13–18). It is a fact that “social media platforms and online subscriptions such as Netflix have made it possible

for Pakistanis to stay up to date with what's happening around the world and have access to the most popular movies" (Mahmood & Masud, 2019). According to Robert and Marpaung (2022), "Netflix, the US-based streaming app founded by Marc Randolph and Reed Hastings in 1997, has become the leading platform among other streaming apps" (pp. 330–336). Consequently, Netflix has become an instrument, spreading English among many other languages.

The literature presents mixed findings on the influence of Netflix on language learning and academic performance among students, which raises an anomaly within the academic discourse. According to Shabbir et al. (2021), "Netflix usage shows no correlation with academic performance among Pakistani youth". It is also revealed that "social media platforms like Netflix, Facebook, and YouTube influence English language learning at the undergraduate level" (Ali, 2023). Whereas there is a relationship between "Netflix viewing habits, grammatical competence, and academic self-efficacy of senior high school students" (Faminiano & Yango, 2023), it does not specifically address undergraduate students' perceptions of Globish features. On the contrary, Maharani et al. (2024) concluded that "Netflix, as a digital learning aid, positively impacts listening and speaking skills for EFL students" (pp. 212–225). Binge-watching Netflix is prevalent among university students in Lahore, serving as a means to alleviate boredom but potentially leading to negative psychological outcomes (Adnan et al., 2024, p. 368). Overall, researchers have demonstrated that digital platforms such as Netflix create major effects on language acquisition processes, which particularly impact listening and speaking abilities. The study results demonstrate that digital media usage patterns establish a complex connection to language acquisition, which presents both advantages and drawbacks.

However, there are abundant studies on the impact of Netflix in language learning, and much of the existing research focuses on general EFL outcomes such as listening, vocabulary, or academic self-efficacy (Maharani et al., 2024, p. 212; Faminiano & Yango, 2023, p. 316; Robert & Marpaung, 2022, p. 331), yet there is a lack of comprehensive studies on the role of Netflix in influencing undergraduate students' use of Globish. These findings establish a literature and knowledge gap. This gap is particularly prevalent in non-Western, postcolonial settings, such as Lahore, where students engage with both conventional academic English curricula and the informal, media-influenced register of Globish. Through an analysis of this gap, the effect that Netflix has on the adoption of Globish among undergraduate students can yield relevant data for instructors, linguists, and curriculum designers about how access to global

media, conditioning English usage beyond formal education contexts, is affecting attitudes and characteristic grammatical forms in communication.

In conclusion, although digital platforms like Netflix provide value for language development among EFL users who learn English as a Foreign Language, the development of Globish as a media-based English variation remains an overlooked aspect. The research investigates how Pakistani undergraduates use Globish while showing their attitudes toward the language that they learn from media content. Future studies have to generalize across other age groups, geographical regions, and the usage of subtitles to determine the impact of global media on the linguistic behavior of non-native English speakers.

Methodology

A mixed-methods research design within the pragmatics paradigm has been used to investigate the influence of Netflix on the adoption of Globish features among undergraduates of BNU Lahore. In the convergent mixed-methods approach, numerical patterns with participant perspectives have been combined to explore the linguistic phenomenon, Globish, affected by Netflix exposure. Johnson, Onwuegbuzie, and Turner (2007, as cited in Mirhosseini, 2018) provide an umbrella definition of mixed methods as a type of research that “combines elements of qualitative and quantitative research approaches (e.g., use of qualitative-quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (p. 123).

In this convergent design, both types of data were collected simultaneously, analyzed separately using SPSS and thematic analysis, and then merged during the interpretation phase. As Creswell (2014) notes, “the convergent design is most useful when the researcher wants to compare quantitative results with qualitative findings to validate or enrich the interpretation” (p. 219). “Mixed methods can also help to highlight the similarities and differences between particular aspects of a phenomenon” (Bernardi et al., 2007).

Framing the research within Ferdinand de Saussure’s theoretical distinction between *langue* and *parole* enhances the analytical depth of this design. By incorporating this framework, the study interprets Netflix-influenced English usage (Globish) as *parole*—language practice shaped by real-world digital interactions rather than rigid curricular instruction. This theoretical grounding justifies the convergence of numeric patterns

and narrative insights, enabling a nuanced portrayal of language adaptation among Pakistani undergraduates.

Furthermore, the flexible nature of the pragmatic paradigm allows the integration of quantitative (survey results) and qualitative (open-ended responses) data to produce richer insights into the research. This descriptive nature of the study effectively categorizes patterns rather than testing hypotheses. This design was chosen to describe the media-driven patterns of Globish usage among undergraduate students and understand their real-world applications. “The pragmatic paradigm”, as Creswell (2014) explains, “arises out of actions, situations, and consequences rather than antecedent conditions” (p. 10). Thus, this research design supports the research aim of exploring the linguistic preference and choice between traditional English and the informal usage of Globish.

The Google Form survey, comprising 23 closed and open-ended questions, was used to collect responses. The quantitative component measured Likert scales, dichotomous choices, and frequency-based responses. To identify the linguistic choices of the participants, a document comprising thirty Globish sentences taken from different shows on Netflix and traditional sentences was attached to the Google survey form. Participants were asked to choose whether they preferred the Globish sentences or the traditional sentences to communicate. The qualitative section covered participants’ linguistic preferences and strategies for communication. The data were collected within two weeks.

Non-random purposive sampling was selected as suitable for a descriptive-exploratory research design. Creswell and Plano Clark (2011, as cited in Etikan et al., 2016) suggest that “this involves identification and selection of individuals or groups of individuals that are proficient and well-informed with a phenomenon of interest” (p. 2). The research was conducted on undergraduate students at Beaconhouse National University in Lahore who frequently engage with Netflix content. Almost 100 students were expected to respond, but 65 completed the survey, providing adequate data for descriptive analysis. The homogeneous strategy has been employed by keeping education and age levels consistent to ensure that participants’ traits are similar and relevant to the research topic. Demographic data such as age, gender, and academic background were also collected to enrich the analysis.

The software SPSS was used to extract quantitative data. Responses were summarized using descriptive statistics rather than inferential statistical procedures. The purpose of this study is not to test predictive relationships. Therefore, Netflix viewing frequency was not treated as an

independent predictor of Globish preference but as a descriptive exposure variable.

Netflix usage patterns, grammatical preferences, and the application of contextual language were visualized using bar and pie charts. Google Form frequency tables have also been employed. For the qualitative responses, a thematic analysis was performed. An inductive approach was utilized to examine open-ended responses. As this research is uncharted in Pakistan, these responses were thematically coded. Pre-existing frameworks were not imposed so that patterns could emerge directly from the data. Responses were coded manually to identify recurring themes. To strengthen the analysis and provide a wide-ranging view of Globish influence, these themes were triangulated with quantitative findings. The analysis mapped how exposure to Netflix appeared to influence students' language choices across various settings—academic, digital, and informal—without attempting to quantify causal relationships.

The research process adhered to ethical principles established by the Belmont Report (1979). The research team provided participants with information about the study's objectives and study methods before they completed the Google Form. Personal information, such as names, email addresses, or addresses, was not gathered to maintain anonymity and confidentiality. Students participated voluntarily in the study, and they had the right to refuse to answer any question that made them feel uneasy. Internal approval from the concerned department at BNU was obtained, along with adherence to ethical research guidelines for undergraduate projects.

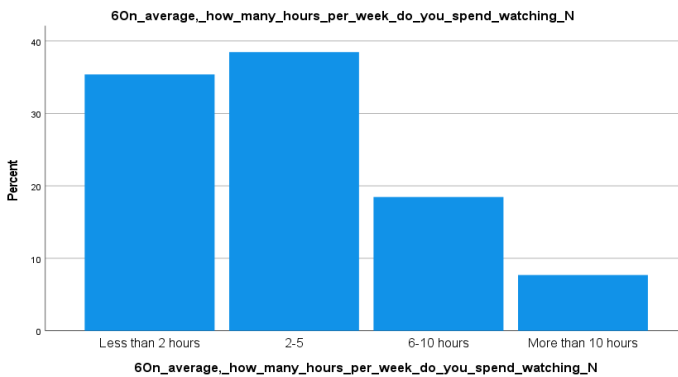
The chosen research design is a logical choice, yet it contains some elements that create doubt about its effectiveness. Purposive sampling ensured relevance, as selected students are familiar with Netflix content. Students tend to either underestimate or overestimate their language abilities because surveys collect self-reported data about their linguistic views. The descriptive design established the study patterns through which future research should use correlational or experimental designs to study their relationships. Manual thematic coding may be subject to interpretation bias. Overall, the study achieved its goal of combining statistical patterns with deep qualitative data through the implementation of a mixed-methods convergent design.

Results

The study gathered information from 65 undergraduate students who completed a closed-ended questionnaire. The gender distribution was

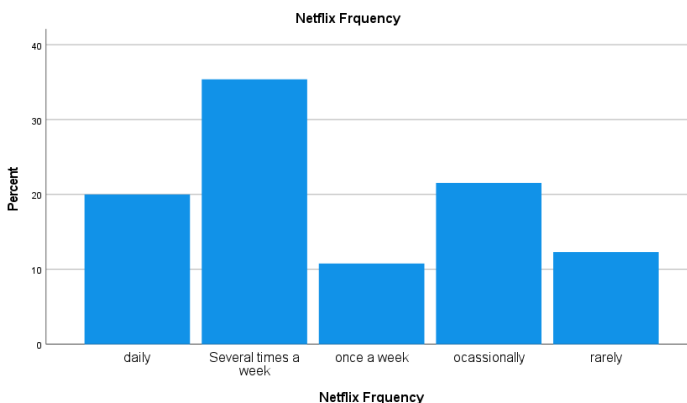
fairly balanced, with 52.6% identifying as male and 47.4% as female. The majority of respondents belonged to the 20–21 age group, followed by the 22–23 and 24–25 age groups. The majority of participants (47.7%) had English as the primary medium of instruction, while others had a mix of English and Urdu (43.1%). This research presents the descriptive quantitative findings of the survey, which aimed to examine the influence of Netflix on Globish (simplified English) usage among undergraduate students across academic and informal settings.

Figure 1: Frequency in Hours



The participants were asked how frequently they watch Netflix. As shown in Figure 1, in terms of average weekly hours spent watching Netflix, 38.5% of participants watched Netflix 2–5 hours, 35.4% watched less than 2 hours, a small portion (18.5%) reported watching 6–10 hours per week, and only 7.7% reported more than 10 hours a week.

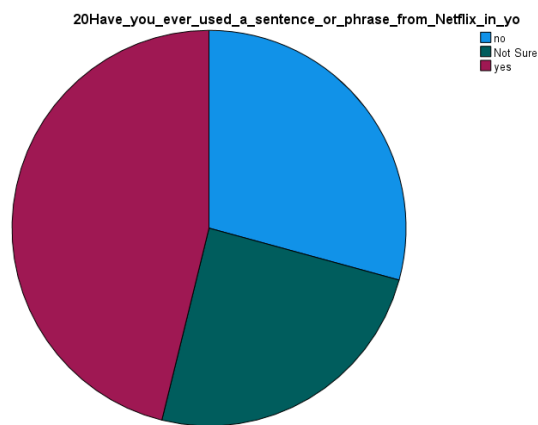
Figure 2: Frequency in Days



A notable number of students reported watching Netflix several times a week (35.4%), then occasional viewers (21.5%), and daily users (20%),

as shown in Figure 2. Only a small portion indicated watching Netflix rarely or once a week. The mean score was 2.71 on a 5-point scale. It reflects moderate to high levels of exposure and indicates that it is a commonly accessed platform among respondents. The most popular genre was thrillers (33.3%), followed by romance (15.8%) and comedy (12.3%). This exposure was further explored by asking whether students had ever used phrases or expressions learned from Netflix in real-life communication.

Figure 3: *Netflix Phrases Usage*



48.5% agreed, and 12.1% strongly agreed with the statement, while 33.3% remained neutral, as shown in Figure 3, extracted from SPSS. A small number of participants (4.5%) disagreed. The research results demonstrate that media exposure affects how people use their functional language skills, acquired through two different platforms.

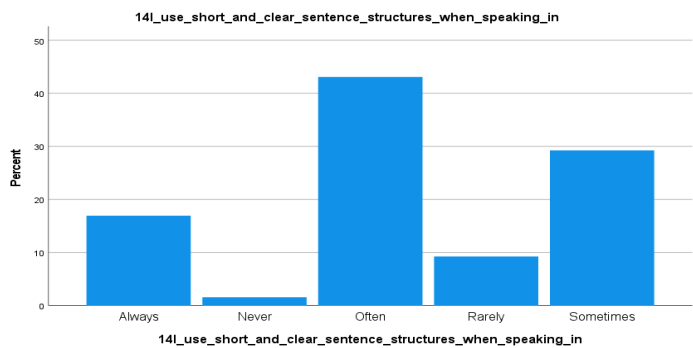
Table 1: *Use of Simple Tenses*

15I_prefer_simple_tenses_like_present_simple_or_past_simpl e_					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	15.4	15.4	15.4
	Never	3	4.6	4.6	20.0
	Often	22	33.8	33.8	53.8
	Rarely	5	7.7	7.7	61.5
	Sometimes	25	38.5	38.5	100.0
Total		65	100.0	100.0	

A noteworthy number of participants reported a preference for the present simple or past simple tenses in their communication. 38.5% of students in Table 1 reported that they “sometimes” preferred simple tenses, while 33.8% of students said they “often” did so. Only 4.6% selected

“never”. The results demonstrate that more than 87% of participants prefer to use simpler grammatical structures, which serve as the fundamental characteristic of Globish.

Figure 4: *Preference for Short and Clear Sentences*



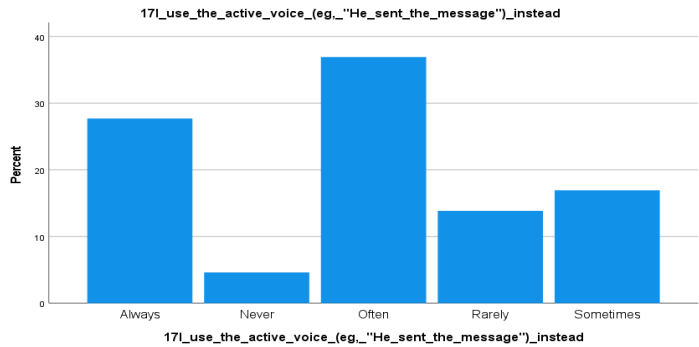
43.1% of participants reported “often” using short and clear sentences, and 29.2% selected “sometimes” when asked about their sentence structuring practices. The cumulative 89.2% of students who selected “sometimes”, “often”, or “always” indicates a deliberate effort to enhance clarity and brevity in speech.

Table 2: *Avoidance of Idioms and Phrasal Verbs*

16I_avoid_using_idioms,_phrasal_verbs,_or_figurative_express					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	9.2	9.2	9.2
	Never	7	10.8	10.8	20.0
	Often	7	10.8	10.8	30.8
	Rarely	16	24.6	24.6	55.4
	Sometimes	29	44.6	44.6	100.0
Total		65	100.0	100.0	

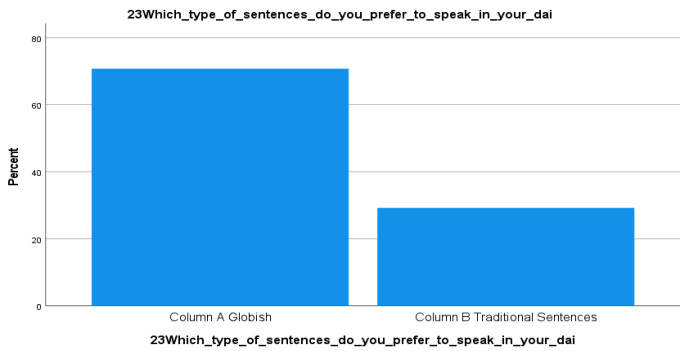
The students showed moderate restraint when selecting their words. 44.6% of respondents reported that they “sometimes” avoid idioms, phrasal verbs, or figurative expressions. 24.6% indicated they “rarely” use them. Only 10.8% stated that they “never” avoid such expressions. The data show that Globish-oriented simplification exists in the language used by speakers, but they do not completely avoid using idioms, as shown in Table 2.

Figure 5: Use of Active Voice



As shown in Figure 5, 36.9% responded “often”, and 27.7% reported “always” in using active voice rather than passive voice in their communication. Only 4.6% claimed they “never” use it. A prominent consolidation of 81.5% aligns strongly with Globish principles that favour straightforward syntax and clarity. Together, these results demonstrate that students are actively incorporating Globish-aligned grammar into their communication.

Figure 6: Linguistic Preference



An outstanding number of the participants (70.8%) preferred using Globish over traditional English sentences in their daily life communication. However, only 29.2% opted for traditional phrasing, as shown in Figure 6. In terms of viewing frequency, 20.0% of participants reported watching Netflix daily, while 35.4% watched several times a week, and 10.8% once a week. However, 21.5% reported occasional viewing, and 12.3% rare viewing. In terms of weekly viewing hours, 35.4% watched Netflix for less than two hours, 38.5% watched for two to five hours, 18.5% for six to ten hours, and 7.7% for more than ten hours.

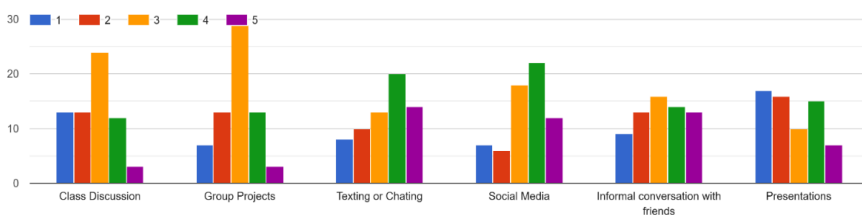
This strong preference supports the notion that simplified, clear, and globally intelligible English is more accessible and favored, particularly

by non-native speakers. This result has been interpreted as a descriptive pattern. Statistical patterns have not been tested to prove the relationship between Netflix exposure and Globish adoption. The present analysis does not test the relationship between Netflix and viewership frequency; it does not compare light, moderate, or heavy Netflix viewers.

To understand the functional application of Globish, students were asked to report their usage of simplified English in six different contexts, which included academic and informal settings. The Likert scale ranged from 1 (disagree) to 5 (strongly agree). The results demonstrate that people use Globish more frequently when they encounter fewer formal situations.

Figure 7: *Contextual Use of Globish*

19. Please tick how often you use Globish in the following settings:



The class discussions reached an average score of 2.62 because 36.9% of participants used Globish “sometimes” and 21.5% of participants said they “never” used it. Group projects showed a slight increase in usage, which reached a mean of 2.85; 43.1% of participants selected “sometimes” and 24.6% selected “often” or “always”, according to Figure 7, based on data from the Google Form. Digital communication environments served as the primary platform for Globish usage. 52.3% of students used the texting and chatting application “often” or “always”, while 12.3% of students said they did not use it at all. Social media showed identical results because the mean score reached its highest point at 3.40. About 52.3% used Globish frequently, and 27.7% sometimes. In informal conversations, people used the language at a high rate because 40% of people used it frequently, but only 15.4% of people never used it. People used Globish at academic presentations the least because their usage reached 2.68, when more than 50% of people reported rare or no usage. The results indicate that students will use formal English in their structured academic assignments.

The responses showed how people use language in real life. The students said they spoke Globish during group meetings and during

informal social interactions, and through normal daily conversations. One P33 responded, “It definitely does, because there’s less room for misunderstanding and it saves much time.” P3 explained that Globish English helps him communicate better with his conversational partners during group discussions. Students held a positive view of Globish because of their experiences with the language. P10 thought that he could understand things better when he had easier access to content, while P3 explained that using simplified English he found to be a fast and simple method. The speakers showed that they recognized its value for conducting daily conversations. The study found that most students preferred short, clear sentences, which 72% of students selected, and 70% chose simple tenses, and 82% selected active voice, while they purposefully avoided idioms and phrasal verbs.

The SPSS analysis of Likert-scale questions revealed that respondents used Globish at moderate to high levels across texting and social media, group projects, and informal conversations, while their formal presentation activities showed the least usage. The findings showed a mean score of 3.40 for Globish use on social media, which indicates that users frequently use the language in digital platforms, while the mean score of 2.68 for presentations favours traditional English in formal situations.

The statistical patterns observed in the study received confirmation from the qualitative answers provided by the participants. The participants explained their reasons through the statement which P9 made about Globish that he found to be “easy and convenient”. P2 explained that “because as we live in a developing country where the national language is Urdu, not everyone may understand and be fluent in English.” Another P54 reported, “I use simpler words and grammar, speak slower, and avoid idioms.” The students prefer comprehensible language models because these models enable them to understand the material better.

Overall, data show that people use Globish most frequently in informal situations, which involve texting and chatting and using social media platforms. Students use basic grammar patterns, which include active voice and simple tenses and short sentences, to demonstrate the main characteristic of the Globish language system. Students choose to communicate in the same way they see characters on Netflix shows instead of following their academic studies. The use of Globish features is the preferred option because they provide users with faster, clearer, and more efficient ways to communicate in multilingual environments.

Discussion

The current results show their relationship with previous research, which studied simplified English together with media-driven language advancements. The descriptive results concluded strong preferences for simplified English. However, the participants reported varying levels of Netflix exposure. There is a lack of evidence that concludes a direct relationship between Netflix and Globish preferences. Instead, it seems to hint that Netflix might provide a familiar communicative space. The students showed a preference for using short, clear sentences that included simple tenses and active voice. This research supports Farkas's theory, which states that people achieve better understanding when they use simpler language to explain their ideas. McCrum (2010) describes Globish as a simplified English language, which shows this connection because participants are found to use specific language patterns that match this description. Netflix appears as the medium of exposure to these language preferences. Alm (2019, 2021), Kim et al. (2024), and Maharani et al. (2024) demonstrate that streaming services help people learn languages through their continuous exposure to visual and audio content. The research demonstrates that Netflix serves as both an entertainment platform and an informal space where students have exposure to everyday English in their daily interactions. Research has also shown that many contemporary tweens and teens are likewise voracious television viewers, spending on average two hours each day with their lineup of "just can't miss" TV content (Matrix, 2014). This media exposure plays a vigorous part in disseminating the Globish features through streaming apps.

Responses indicate that the participants identify and replicate the language patterns observed in Netflix series, particularly those designed for international audiences. Pakistan appears to have one of the largest populations of English as a Second Language (ESL) speakers among the countries surveyed. In recent years, streaming apps, particularly Netflix, have emerged as a leading platform of English-language exposure, especially among university students. In this regard, a recent study by Shahril and Abdullah (2022) provides insight that "language learning is not limited only to the traditional and professional classroom setting, but a streaming service like Netflix can also be the domain of learning" (Shahril & Abdullah, 2022). Consequently, the results suggest that Netflix serves as a passive entertainment outlet that reshapes the linguistic choices of the students, reinforcing Globish as a pragmatic tool in their academic and social interactions.

The initial research question, which depends on studying perception, shows that people hold a favorable view of Globish. The findings support

Nerrière's view of Globish as a basic English language system that enables non-native speakers to communicate effectively. Students prefer to use clear, direct speech because it helps them understand better.

The second research question found that students' grammar preferences revealed a second pattern, which confirmed existing trends. Farkas (2011) demonstrates that non-native speakers communicate better when they use simpler vocabulary and grammar together with reduced idiomatic expressions. The data display the Globish grammar framework, which removes unnecessary complicated elements.

The third research question investigates how Globish is used in various situations. Alm (2019, 2021) considers Netflix a significant tool for informal language learning. Likewise, Kim et al. (2024) note that digital platforms can enhance second language acquisition, particularly in relation to functional communication. This study demonstrates the preference for a Globish-oriented mode of communication in the context of Pakistani undergraduates over fixed language.

The additional evidence from quantitative results has confirmed the open-ended responses. Thematic analysis identified five main themes, which included clarity and ease of communication, grammatical simplification, audience awareness and adaptation, real-life contextual use, and positive attitude toward simplified English. The key characteristics of Globish, which transcribers presented, included their practice of avoiding idioms and their preference for using simpler sentences.

The conscious avoidance of idiomatic expressions, together with their preference for simple grammatical structures and their use of active voice, demonstrates their movement away from conventional English teaching methods, which focus on language as a system, toward native speaker speech patterns. The results indicate that students prefer a linguistic model based on real-life needs over formal norms. This concept is elaborated in Saussure's theoretical background.

The findings demonstrate that McCrum's (2010) research assessment of Globish as an English dialect that lacks cultural expressions and uses basic grammatical patterns has been substantiated through the research results. Participants' responses resonate with his claim that "Globish is set to only grow" as a practical lingua franca in global contexts (p. 66). The data support the notion that students use practical choices that help them achieve understandable communication. The combination of quantitative and qualitative data shows that people use Globish as their main language system in digital media environments. The responses underpin that Netflix

is the platform that is shaping grammar preferences, which resonates with the Globish framework.

The findings show that Jean-Paul Nerrière's claim about Globish enabling effective communication for non-native speakers through its basic structure proves correct. In Pakistan, English functions as the second language and is spoken to enhance social status. Given this context, Globish serves as a simple language solution that helps users develop self-assurance. The data validate that Netflix is an active medium in disseminating linguistic patterns. Alm (2019) maintains that Netflix delivers easy-to-access audiovisual language materials that help ESL students develop both comprehension and production abilities. Mahmood and Masud (2019) asserted that digital platforms help Pakistani youth maintain their language skills at an international standard through their use of basic English. Additionally, many participants reported it as an easier learning curve, with practical and global intelligibility characteristics.

On the basis of the findings, it is analyzed that students prefer native-like English in formal situations over Globish. Netflix has been treated as the platform of informal English exposure but not as an independent variable. Therefore, the findings should not be interpreted as evidence that Netflix exposure causes or predicts Globish preference. The research exhibits the conscious shift of language according to the situation.

The findings contribute to the notable role of the domain of SLA (Second Language Acquisition) and EFL (English as a Foreign Language) for curriculum development in reshaping English to meet local needs. Globish proves to be more effective and practical than traditional English in actual situations. Additionally, this framework is helpful in reshaping the speaking and listening modules according to local needs. On the basis of this, media studies should play a significant role in the acquisition of linguistic expression.

The learning process will become active through the combination of these elements. Media literacy should become an essential component of language acquisition, according to the research. Popular shows on Netflix can be used in classrooms to build sentence structure and vocabulary skills.

Despite the fact that the study explores useful findings, it also contains multiple limitations. The findings do not test cause-and-effect relationships because of their descriptive nature. The questionnaire recorded students' Netflix viewing frequency and hours; however, the statistical analysis of light, moderate, and heavy viewers has not been recorded or compared. As a result, the study does not claim a causal or predictive relationship between Netflix exposure and Globish preference.

This study is limited to undergraduate students of a single institution (BNU Lahore) due to accessibility and time constraints. A small sample size restricts the ability to make generalizations. A survey across multiple universities in Lahore can gather more dependable data. Furthermore, the research presents an initial framework, but more empirical and comparative research needs to be conducted to determine Globish's standing between established frameworks, which include World Englishes and ELF. Acknowledging the limitations, this research studied the pattern of linguistic usage among the students from Netflix content. The convergent mixed-methods design laid out the groundwork for the researchers to understand that students prefer using Globish because it helps them communicate clearly while understanding what others say.

Conclusion

The findings offer strong evidence. Despite the non-recognition of Globish in formal academic syllabi, students utilize it constructively through exposure on the internet. Globish emerges as a linguistic code, facilitating communication in informal and semi-formal settings. Among the prevailing trends in the participants' responses was the direct use of phrases as compared to idiomatic or culturally charged phrases, which is consistent with the very basic rules of Globish as outlined by Nerrière and McCrum. Further, the study revealed a growing sensitivity among the students towards their communicative strategies, which seem to be affected by media exposure.

This research contributes to existing literature by linking theories of language learning to present-day digital contexts, in this case, non-Western, marginalized contexts. While existing research has made brief references to overall EFL attainment or the influence of Netflix on exposure to language, restricted research has tended to be carried out on Globish itself or an overview of how Pakistani learners acquire and reproduce it. The application of the theoretical Saussurean model of parole vs. langue offers greater context to this transition from rule-based instruction to usage-based learning as enabled by media experience. With these findings, the study leaves several avenues open for future research and practical application. Different research methods, including comparative, correlational, and longitudinal studies, will be used to determine how exposure occurs. Overall, this research provides a beginning point for reconsidering English language teaching in a revised environment where online dominance tends to override classic textbook exposure.

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Note: Appendix is attached to the article.

Appendix A

Globish	Netflix Show / Movie	Traditional Sentences
Let's meet at 8.	Emily in Paris	Shall we meet at 8 o'clock?
I don't get it.	Stranger Things	I do not understand the concept.
Tell me what to do.	Outer Banks	Kindly advise me on the appropriate course of action.
This is not my thing.	Never Have I Ever	I am not particularly inclined toward this subject.
He is always late.	The Perfect Date	He has a persistent habit of arriving late.
I will fix it.	The Umbrella Academy	I shall rectify the issue.
You make me crazy.	To All the Boys I've Loved Before	Your behaviour is highly exasperating.
No problem, I do it.	Money Heist (English dub)	It's not an issue; I shall take care of it.
She looks tired.	13 Reasons Why	She appears to be fatigued.
I go now.	Dark (English dub)	I am leaving now.

Globish	Netflix Show / Movie	Traditional Sentences
He is not nice to me.	Heartstopper	He behaves in an unkind manner toward me.
We talk later.	Elite	We shall speak at a later time.
I check and call you.	The Lincoln Lawyer	I shall verify and revert with a phone call.
You can't do this.	Wednesday	This action is impermissible for you.
I send the file now.	The Recruit	I am forwarding the document to you presently.
She is faster than him.	Fate: The Winx Saga	She is faster than he is.
I have no idea.	Kaleidoscope	I am unaware of that information.
He tells me everything.	You	He informed me of all the details.
Why you say like this?	Indian Matchmaking	Why are you expressing yourself in that manner?
I do not agree with you.	Fauda (English subtitles)	I do not concur with your opinion.
This thing is crazy.	Black Mirror: Joan Is Awful	This situation is extremely unusual.
Why you ask this?	The Brothers Sun	May I ask why you're inquiring about this?
I finish this job.	The Recruit	I will complete this assignment.
We are good now.	Beef	Our conflict has been resolved.
I feel nothing.	Wednesday	I am emotionally detached.
You send me email now?	The Recruit	Could you send me the email now?
No time now.	Outer Banks	Unfortunately, I do not have time right now.
You make me tired.	Never Have I Ever	Your behavior is exhausting.
We fix the problem.	Heartstopper	The problem will be resolved.
I finish the job now.	Money Heist	The job is being completed now.