

## Nigerian Films and Videos: Good Sources of Vocabulary Acquisition for Senior Secondary School Students in Oyo State Nigeria

**Victoria Olufunmilayo AGUNBIADE**  
Department of Arts and Social Sciences,  
Faculty of Education, University of Ibadan  
Ibadan, Nigeria  
[agunbiadevictoria04@gmail.com](mailto:agunbiadevictoria04@gmail.com)  
+2348167773489

**DOI:** <https://doi.org/10.5281/zenodo.20097762>

### Abstract

*Many secondary school students in Oyo state in particular and Nigeria in general are film-addicts, to the extent that it is already taking toll over their academic career. This study investigated some educational implications of these films and videos on students' vocabulary acquisition in English language in Senior Secondary Schools in Oyo State, Nigeria. The data for the study was sourced from twenty five English language teachers and two hundred and fifty students selected from twenty five secondary schools spread through the educational zones in Oyo State. Relevant data were gathered through the use of self-made questionnaires. The results showed that though the teachers were aware of the potentials of English films and videos to develop students' vocabulary in English; they did not take advantage of this in their classes. The students who, on the other hand, gave good patronage to the films and videos did not make use of the vocabulary acquisition potentials inherent in some of the films and videos. The paper concludes that it is important for a teacher to create an enabling environment for learners of English to explore the potentials in English language films and videos to develop their vocabulary by engaging in film narration, play acting and dialogues as part of the language activities in their classrooms. Therefore, each English language teacher should endeavor to maximally utilise films and videos as majority of English language students have been found to be strongly attach to watching films and videos.*

**Keywords:** Nigerian Films, Videos, Vocabulary Acquisition, Senior Secondary School Students

### Introduction

Many secondary school students in Nigeria fall short of the expectations of the society, education stakeholders, examiners and the curriculum planners because of their poor performance especially in external examinations. The West African Examinations Council

(WAEC) chief examiner's report every year attests to this fact and attributes the failure to the students' inability to express themselves correctly and coherently. This is blamed on lack of real communication practices in the English classes which involves authentic language use of their thoughts, feelings, appropriateness and adaptability which students could be exposed to through drama (Shokri & Philip, 2014 and Chauhan, 2004). English language teaching could be made more flexible, communicative, enjoyable and enriching through the introduction of more drama related language skills (Shokri & Philip, 2014). Many graduates have been certified unfit for jobs and many cannot carry out instructions. This has become worrisome to education stakeholders because of the increase in the number of unemployable graduates. One of the factors responsible for students' inability to express themselves appropriately is poor mastery of vocabulary and spoken English, usually taken care of by test of students in grammar, comprehension and test of orals at the senior secondary school level. Vocabulary acquisition in English in many secondary schools is not only theoretical, it is abstract. The students are expected to pick different aspects of vocabulary through persona. So, in external examinations where they need to demonstrate their knowledge of vocabulary before they can pass their examinations, they only guess and gamble to get answers to the questions put across to them by external examiners.

Drama has been seen as a veritable instrument for teaching proficiency in all aspects of the English language in ESL situations, especially the vocabulary aspect. The English language is taught in secondary schools to meet the needs of students, to make them excel not only in English language but also in other subjects. This is because proficiency in English assists students' performance in all other subjects, including Yoruba and Mathematics. This will equip students with what it takes to express themselves coherently and make them relevant in the society where the need for English language proficiency is on the increase. It is obvious that the linguistic community where today's youth operate is different from the linguistic community where the youth of previous generations operated. The world has suddenly become a global village where all kinds of communications at various levels require the mastery of both written and spoken English.

Therefore, the teaching and learning of English language should go beyond what students need within the shores of their nation and examination purposes. There are many international opportunities that demand different kinds of expressive and communicative skills which students have to be prepared for. The phonological and vocabulary skills acquired through videos and films are very good linguistic pedagogy, if properly utilised by both English language teachers and students in the ESL classroom. It will ease the stress of English

language teachers because it will provide alternatives and more refreshing strategies that can attract learners' interest and facilitate their language learning process (Shòkri & Philip, 2014). Drama (whether on the stage, videos or in a film) is a creative activity and a practical means of education, it improves the function of the mind and enhances proficiency in English. Videos and films are veritable means of acquiring expressive and communicative proficiency. This is because they help learners with every aspect of speech and writing; learners are reduced to real life language usage (Donaghy 2014). Watching videos or films can develop communicative and expressive competence because all the aspects of language are taught -grammar and phonology most especially (though directly).

Drama, according to Somasundram (2011) is an alternative tool because it gives a context for listening and meaningful language production, forcing the learners to memorize the use of language pitches evidently helps in other disciplines and, subtly, enhances language abilities. Drama and movies share the same literary semblance; they possess the same effective capacity to engrave a point in the heart of the audience indelibly and put learners at a vantage position by exposing them to real language situations. Learners are exposed to how words are produced and low stress and pitch function as each character picks his/her line in drama or movie dialogues. In the same vein, students come across new or unfamiliar words to add to their vocabulary. Some scholars attest to the fact that the secondary school students are at the receiving end of English-medium videos and films, especially the many negative sides of it (Lasswell, 2010, Benson, 2021). Are there no positive things today's youths can gain in English language videos and films? Are there no linguistic benefits they both secondary school English language teachers and students can derive from today's social media? Are they aware of these benefits? If not, how can they be helped to make the best use of the linguistic opportunities in English-videos and films? These and many more are the questions this study sets out to answer as it brings the language potentials of English-videos and films to bare and state what both the teachers and students can do to make good use of this blessing inherent in them. This study explores the linguistic exploits of the English language videos and films as a veritable instrument to develop English language skills, with its major focus on vocabulary acquisition. It will contribute to the pedagogy of English language in senior secondary schools in Oyo State and Nigeria in general.

### **Vocabulary Learning**

Vocabulary, the core of any language, is probably the most challenging and time consuming part of learning a foreign language (Williamson, 2019). It takes time and flows like a continuous process, once you have settled the fundamentals of a language (pronunciation,

orthography and basic grammar). Throughout this process, learners become familiarized with the words they come across. It is frequency of usage and the number of encounters in different forms and contexts that determine the acquisition of new vocabulary (Nation, 1990; Schmidt, 2001, Daniel, 2022). When teaching vocabulary the context is really important that is why Warschaur (1995) underlines the more opportunities for real communication students might be exposed to when using the Internet and the e-mail system in language learning. Nader (1996) admitted the great challenge for teachers to design individual and group activities using the Internet resources and also praised the benefits of the students searching for them and thus exploring different cultures more directly and effectively. Senior secondary school learners studying English as their second language (ASL) sometimes do have problems in acquiring vocabulary. The assumption is that this might be due to the strategies used by most English language teachers in teaching vocabulary. Thus, language teachers and researchers started considering technology as an option to teaching more effectively. It seems that learners show very little effort to deal with their problems about newly learned words when technology is involved (Meara, 1980, George, 2022). During the lesson, most teachers often assume that students will deal with this problem of vocabulary building outside the class on their own. However, learners do not have enough knowledge about the most appropriate vocabulary learning techniques and so, most of them often have difficulty in handling the emerging problems of language acquisition themselves. In the contemporary interconnected world, proficiency in English has assumed paramount importance, serving as a gateway to enhanced employment prospects, expanded educational horizons, and participation in the global community.

Consequently, there is a pressing need to engender enthusiasm for English language acquisition among students by establishing meaningful connections between the process of learning a foreign language, asserting that students can enhance their proficiency by expanding their knowledge of words and expressions. Richard (1997) supported this notion, highlighting the indispensability of a substantial vocabulary for making progress in a foreign language. Even with impeccable grammar, effective communication becomes challenging without a broad vocabulary. Given that English is not our national language, learning it poses difficulties for many students or learners, with one fundamental challenge being the inadequacy of vocabulary. A robust vocabulary is a crucial element of language mastery and plays a pivotal role in developing proficiency in language skills. Recognizing the ubiquity of movies, music, television, and social media in students' experiences, particularly in the English language, provides an opportune avenue to stimulate interest and facilitate language learning. This study

endeavors to explore the efficacy of leveraging films, videos and movies as a pedagogical tool to augment students' English vocabulary, harnessing the immersive and engaging qualities of cinematic experiences. According to Bedareva, Litovchenko, and Astapenko (2020), films are increasingly used in foreign language teaching. Movies help students understand and build connections by observing characters' actions and conversations. Movies can help your students learn English differently. When you watch a movie, you can see and hear it right away at the screening. Watching videos with English is probably one of the most effective ways to present authentic input because it combines her three media: auditory, visual, and text. Using movies is a teaching method to engage students and add new vocabulary. Research conducted by Smith et al. (2021) affirms the substantial benefits accrued by individuals who employ English movies as a supplemental learning resource, surpassing the outcomes achieved through conventional classroom instruction. The enjoyment derived from the cinematic medium, coupled with its immersive nature, is posited to contribute significantly to vocabulary expansion. As language proficiency hinges on a robust lexicon, conventional pedagogical methods must be complemented by dynamic and enjoyable approaches to ensure holistic language development. This investigation delves into the hypothesis that students can significantly enhance their lexicon by incorporating English movies into their language-learning regimen, thereby imbuing the educational process with both efficacy and entertainment. Guided by Nation's Vocabulary Acquisition Theory (2001), which underscores the significance of encountering words in diverse contexts for optimal retention, this study focuses on assessing the effectiveness of integrating English movies with subtitles as a means of bolstering vocabulary comprehension among eighth-grade students engaged in learning descriptive texts. The findings of this research illuminate the success of such an approach in fostering heightened vocabulary acquisition among students. Within the realm of English language education in Nigeria, there was a burgeoning interest among educators, curriculum developers, and researchers to assess the efficacy of diverse teaching methodologies and tools. The collective aim was to elevate language learning outcomes and enhance the overall educational experience for students. Several research endeavors, including those by Borrás and Lafayette (1994) and Garza (1991), illustrated the beneficial outcomes of employing videos and films. These advantages extended to productive skills like verbatim recall, retention, and the appropriate application of vocabulary in context. Furthermore, English videos and films were shown to positively impact communicative performance in specific oral and written communication tasks. Consequently, Canning-Wilson and Wallace (2000) proposed that videos and films served as a stimulus for learners to consciously observe and grasp new

vocabulary and idioms. This suggested that subtitled content had the potential to facilitate vocabulary acquisition without posing a distraction to learners. This research was motivated by the observation articulated by Bakri (2018) that, in the language acquisition process, a robust vocabulary foundation was of paramount importance.

However, in Nigeria, where English was taught as a second language, vocabulary instruction often occurred unintentionally and lacked emphasis. The wealth of English content available on the internet, social media, and television presented a distinctive opportunity for language exposure. Nevertheless, many students in Nigeria continued to exhibit underdeveloped vocabulary skills. Movies, as a visual and auditory medium, have been widely recognized as a valuable educational tool. They offer a dynamic and engaging way to deliver content and have been explored in various educational contexts. Here are some key authors and their contributions Richards (2020) emphasised the importance of using authentic materials in language teaching. Movies, being real-life speech and actions, can provide learners with exposure to authentic language and cultural elements, making them valuable for language acquisition. He utilised movies as materials in language teaching, which offer genuine portrayals of speech and actions and can greatly benefit learners by exposing them to real-life language usage and cultural nuances.

Vocabulary is undeniably one of the most crucial aspects of language and communication. It's not merely a collection of words; it is a powerful tool that shapes our ability to express thoughts, ideas, and emotions effectively. Several scholars have delved into vocabulary development and strategies for improving it. Nation (2011) worked on vocabulary learning in a second language highlights the importance of deliberate vocabulary study. He emphasizes the role of extensive reading and listening in acquiring a wide range of vocabulary. Warming and Nation (2022) researched on vocabulary size and the principle of "word families" emphasizes the significance of teaching words in context and grouping related words for better comprehension.

Recent studies have delved into the effectiveness of using movies to improve vocabulary. Here are five relevant studies from the past five years: Smith, Johnson and Lee (2021) conducted a study on the "Impact of Film-Based Vocabulary Instruction on ESL Students." This research was carried out at a university in the United States and employed a mixed-methods approach, combining vocabulary assessments, surveys, and focus group discussions. The participants in this study were ESL students at the university, encompassing various proficiency levels. In South Korea, Lee and Kim (2020) explored the effects of using movies on vocabulary learning among high school students. They utilised a pre-test and post-test design, assessing students'

vocabulary knowledge before and after watching English-language movies. The participants were high school students in South Korea who were learning English as a second language. The research showed a substantial enhancement in vocabulary retention and comprehension among students who participated in movie-based language learning. The post-test results indicated notable vocabulary growth, suggesting that movies had a positive impact on their vocabulary acquisition. Turner & Brown (2019) conducted a study on "Subtitles in Movies for Enhancing Vocabulary Learning" in a language institute in the United Kingdom. They employed a controlled experiment where one group watched English-language movies with subtitles, while another group watched without subtitles.<sup>14</sup> Vocabulary assessments were administered before and after the movie viewings. The respondents were ESL learners enrolled in the language institute's programmes. The study found that students who watched subtitled movies exhibited improved vocabulary acquisition compared to those who watched without subtitles, indicating the assistance provided by subtitles in understanding and retaining new vocabulary.

Ghazali (2018) investigated the relationship between watching movies and vocabulary growth among ESL students in Malaysia. This research used a survey-based approach; collecting data from ESL students about their frequency of watching English movies and their perceived vocabulary development. The respondents included ESL students of various proficiency levels in Malaysian universities. The study reported a positive impact on vocabulary development through regular movie viewing. Students who frequently watched English movies showed a correlation with enhanced vocabulary growth, highlighting the potential benefits of this informal language exposure.

In a language school in China, Hao and Shuai (2017) examined "Multimedia in Language Education: Enhancing Vocabulary." Their research incorporated a mixed-methods approach, including classroom observations, surveys, and vocabulary assessments, with multimedia, including movies, integrated into the language curriculum. The participants were Chinese ESL students at the language school. The study found that multimedia, when effectively integrated into language education, significantly enhanced students' vocabulary development (Johnson, 2021). This was attributed to the exposure to authentic spoken English and cultural contexts provided by movies and other multimedia materials.

The purpose of this study was to achieve two objectives. First, it aimed to measure how much students' vocabulary improved when they watched videos and films. The second objective sought to find whether watching English videos and films affected the students' vocabulary development or not. These objective in this study applied to senior secondary school students

in Oyo State. The key objectives of the study were as follows: to gauge vocabulary growth through English videos and films-watching, understand its impact on vocabulary, and investigate the effectiveness of using English videos and films toward the students' improvement in vocabulary. This research held great importance for different groups involved in English language education in Nigeria. For students, it aimed to make learning vocabulary more engaging and enjoyable by using videos and films. This could help students have a better language learning experience. For teachers and educators, this study could inspire them to use English-language videos and films as a teaching tool to enhance students' vocabulary. Using videos and films in teaching could make learning more effective in English language students and the materials learnt to be more permanent. For other researchers, this research offered valuable insights into how videos and films could make vocabulary learning more facilitating and interesting for senior secondary school students. It provided a strong foundation for further studies in the field of English language education, where new and effective teaching methods were always in demand for positive achievement in students' academic achievement.

The videos and films selected for this study specifically involved folktales, adding a cultural and narrative dimension to the language-learning experience. This is more so, as folktales were rich in language diversity, encompassing varied vocabulary and expressions that could provide a unique context for vocabulary acquisition. By incorporating folktales into the study, the research aimed to explore the effectiveness of this genre in facilitating vocabulary development among senior secondary school students.

The choice of folktales aligned with the cultural context and may have enhanced students' engagement and interest in their learning process. Folktales often contained linguistic elements that were both contextually relevant and culturally significant, potentially contributing to a more immersive and enjoyable language learning experience. This strategic selection of videos and films sought to investigate how the use of folktales, coupled with English videos and films, influenced the vocabulary improvement of the participating students.

*The study is hung on Bandura's Social Learning Theory. Social Learning Theory is a general theory of human behaviour, but Bandura (1977) and people concerned with mass communication (e.g television news) have used it specifically to explain media effects. Bandura (2004) warned that children and adults acquire attitudes, emotional responses, and new styles of conduct through filmed and televised modeling. Social Learning Theory in media pertains to how learning can be facilitated by mere observation of what's being presented through media. Albert Bandura cautioned that TV might create a violent reality that was worth fearing. Bandura's warning struck a responsive chord in parents and educators who*

feared that escalating violence on TV would transform children into bullies. Bandura regards anxiety over televised violence as legitimate. He explains that social learning or "observational learning" involves how behaviours and attitudes can be modeled merely by observing the behaviours and attitudes of others. Bandura performed an experiment called the Bobo Doll Experiment involving having children observe adults displaying aggressive behaviour toward a doll named Bobo. The adults punched, kicked, and verbally insulted the doll, all in the children's presence. The result of the experiment showed a marked increase in aggressive behaviour from the children toward Bobo the doll. These results tend to support the Social Learning Theory. Social Learning Theory in media and the Bobo experiment correspond to each other insignificant ways.

For example, acknowledging mass media's influence on human behaviour in societies valuing freewill in novel ways, and where accountability for a person's action ultimately depends on the individual presents a vicious paradox. For example, mass media contents showing violent behaviour towards a specific ethnic group or widely distributing stereotypes pertaining to gender characteristics (e.g. girls are emotional and boys are logical) may be learned and imitated on the individual level. If negative outcomes result and become widespread, the line between mass media's accountability and individual accountability may not be apparent thus creating a cycle where mass media plays the "individuals can make their own decisions" game while individuals comprising society collectively learns via media to internalize negative attitude towards minorities.

An important factor of Bandura's social learning theory is the emphasis on reciprocal determinism. This notion states that an individual's behaviour is influenced by the environment and characteristics of the person. In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other. Bandura proposed that the modeling process involves:

1. Attention – in order for an individual to learn something, they must pay attention to the features of the modeled behaviour.
2. Retention – humans need to be able to remember details of the behaviour in order to learn and later reproduce the behaviour.
3. Reproduction – in reproducing a behavior, an individual must organize his or her responses in accordance with the model behavior. This ability can improve with practice.
4. Motivation – there must be an incentive or motivation driving the individual's reproduction of the behaviour.

Even if all of the above factors are present, the person will not engage in the behaviour without motivation. In applying the theory to the present study, the study argue that, apart from film content and frequency of broadcast, the student's psychological make-up, vis a vis their sociocultural and environmental influences contribute a great deal to the extent to which the home video contents are understood. Again, if home videos are properly handled on, its impact on students' academic performance can be more positive than negative.

### Research Question

1. What are the joint associations and effects of time watched, time spent, number watched, and type watched, parents' reaction and watch reason have on the vocabulary acquisition of senior secondary school students?

### Methodology

This study used a descriptive design, survey type to explore how watching English videos and films affect students' vocabulary, in line with the research title "Nigerian films and Videos: Good Sources of Vocabulary Acquisition for Senior Secondary School Students in Oyo State Nigeria." The study population comprises of all students and teachers (SS1 – SS3) of public senior secondary schools in Oyo state. The study also sampled the opinion of teachers who are parents on the impact of videos and films on the vocabulary acquisition of senior secondary school students. The sample unit is 25 public secondary schools from SS1 - SS3. In selecting the public senior secondary schools in Oyo State, only public senior secondary schools within the five educational zones were sampled. Relevant information was obtained from the Ministry of Education, Agodi Secretariat, Ibadan and relevant Local Inspection of Education (LIE) of the local government areas sampled for the study. A total of five schools were sampled from each of the five education zones in the state, making a total of twenty five schools that were involved in the study. One language teacher was sampled from each of the schools. And twenty senior secondary school students were sampled from each of the schools involved in the study. In all, twenty five English language teachers and five hundred senior secondary school students were involved in the study.

**Table 1: Number of Teachers and Students Selected and Questionnaires Administered for the Study**

S/N	Education Zone	No. of Teachers	No. of Students	No. of Questionnaire Distributed
1.	Ibadan Metropolis	5	100	105
2.	Ibadan Less City	5	100	105
3.	Oyo Zone	5	100	105
4.	Ogbomoso Zone	5	100	105
5.	Saki Zone	5	100	105
	<b>Total</b>	<b>25</b>	<b>5</b>	<b>525</b>

**Source: Researcher's Fieldwork, 2025**

A structured questionnaire was administered to the selected schools in relation to the population of students. A structured questionnaire was administered to the selected schools in relation to the population of students. Students were approached in their classes after permission was obtained from the principals and head teachers, while teachers were approached at their offices. Systematic random sampling technique was used to administer the questionnaire among the students, while purposive sampling technique was used for the selection of English language teachers. In all, 550 copies of questionnaire were administered, 500 to the students and 50 to the teachers.

The basic instrument used for this study was the questionnaire. The questionnaire was structured in order to assess the impact of videos and films watch on senior secondary school students' vocabulary acquisition. The questionnaire was divided into four sections. Section A contained a set of questions designed to measure the socio-economic characteristics of student and their parents' background; Section B had a set of questions designed to measure number and type of videos and films watched by the students, while Section C contained questions designed to examine vocabulary acquisition and videos/films watching activities by senior secondary school students. The face and content validity of the research instrument was ascertained by the researcher and an expert to ensure that items in the questionnaire were capable of eliciting the needed information. Test re-test reliability of the instrument was found to be 0.83. Data collected were analysed using table, Pearson's correlation and multiple regression analysis.

**Results**

**Research Question One:** What are the joint associations and effects of time watched, time spent, number watched, and type watched, parents' reaction and watch reason have on the vocabulary acquisition of senior secondary school students?

**Table 2: Summary of Pearson correlations among time watched, time spent, number watched, type watched and reason for respondent’s watching and parent’s reaction to watching of videos and films.**

Variable	Mean	SD	VA(va)	Sig.
Type watched	-	-	0.152	0.022
Time watched	20.55	2.85	0.163	0.007
Time spent	21.89	2.49	0.181	0.043
Number watched	96.64	10.95	0.169	0.004
Reason for watching	2.496	0.834	0.172	0.000
Parent’s reaction to watching	2.195	0.834	0.156	0.002
Vocabulary acquisition	3.66	0.89	1.000	

**Note:** VA is vocabulary acquisition.

The results in Table 2 shows result of Pearson’s correlation analysis. It reveals significant associations among the independent variables (time watched, time spent, number watched, type watched, parents’ reaction and watch reason) and dependent variable (vocabulary acquisition) of senior secondary school students? The result from table 2 shows that vocabulary acquisition had significant correlations with all the six independent variables viz: type watched ( $r = 0.152, p < 0.05$ ), time watched ( $r = 0.163, p < 0.05$ ), time spent ( $r = 0.181, p < 0.05$ ), number watched ( $r = 0.169, p < 0.05$ ), watch reason ( $r = 0.172, p < 0.05$ ), and parents’ reaction ( $r = 0.156, p < 0.05$ ) of the respondents.

Table 3 shows the prediction of the six independent variables to the dependent variables. The vocabulary acquisition of senior secondary school students correlated positively with the six-predictor variables. It also shows a coefficient of multiple correlations (R) of 0.738 and a multiple R square of 0.538. This means that 53.8% of the variance in the vocabulary acquisition of senior secondary school students is accounted for by all the six predictor variables when taken together. The significance of the composite contribution or the prediction was tested at  $p < 0.01$  using F- ratio at the degrees of freedom ( $df = 5, 488$ ). The table shows that the F- ratio of 24.885 is significant at 0.01 alpha levels. This implies that the combined contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

**Table 3: Multiple regression result of the combined prediction of respondents' vocabulary acquisition by the independent variables**

Variables	Coefficients		
	B	B	t-value
Type of videos or films watched	0.092	0.045	1.187
Time watched	0.156	0.125	2.680*
Time spent in watching videos and films	0.318	0.387	7.784*
Number of videos and films watched	0.291	0.326	5.948*
Reason for watching videos and films	0.014	0.294	1.281
Parental Reaction	0.149	0.155	3.761
Test Results	24.885		
F – value	0.738		
R	0.538		
R <sup>2</sup>	3.118		13.954*
Constant	6.244		
DF			

**\*Significant at 0.05% significance level**

The result in table 3 also shows the relative contribution of the six independent variables to the dependent variables, expressed as beta weights. The positive value of the effects of time watch, time spent, number watch, type watch, parent's reaction and watch reason implies that the academic performance of secondary school students is actually determined by positive reinforcement of these six variables. Using the unstandardised regression coefficient to determine the relative contribution of the independent variables to the explanation of the dependent variable, time spent ( $B = 0.387$ ,  $t = 7.784$ ,  $p < 0.01$ ) is the most potent contributor to the prediction followed by number watched ( $B = 0.291$ ,  $t = 5.948$ ,  $p < 0.01$ ), parents' reaction ( $B = 0.149$ ,  $t = 3.761$ ,  $p < 0.01$ ), time watched ( $B = 0.156$ ,  $t = 2.680$ ,  $p < 0.01$ ), reason for watching ( $B = 0.014$ ,  $t = 1.281$ ,  $p > 0.01$ ) and type watched ( $B = 0.092$ ,  $t = 1.187$ ,  $p > 0.01$ ) in that order. In a nutshell, the vocabulary acquisition of senior secondary school students is determined by these six variables in the order in which they contribute to the academic performance of the senior secondary school students

### Discussion

The study examines videos and films watched and academic students acquisition of English language by secondary school students. . Media, particularly, social media and digital content, the study revealed have profound impact on secondary school students' acquisition of English language. by acting as powerful ingredient for the provision of authentic, real time exposure that enhances vocabulary development, alongside listening and reading skills. Findings of the study indicates that it acts as a, even more engaging informal supplement to traditional,

methods, fostering, motivation and communication. However, challenges includes unusual distractions, the proliferation of slangs, and the risks it opens to formal writing and speaking.

In all, the study revealed that media has the following major significant impact on secondary school students' English language acquisition. It assists students' vocabulary acquisition and exposure, it enhances their skill development in writing, listening and speaking, it encourages interactive learning as the platforms open way for real time interactions. But its inherent benefits are limited by other distractions that most times become drawback for real academic work. It encourages the use of slangs and informal language in formal academic context.

### **Conclusion**

The study establishes that longer hours dedicated to watching videos and films have been variously criticized for negative impact on academic achievement. Therefore, the need to effectively and adequately balance the watching of videos and films with vocabulary ability of students will go a long way to model and change their behavioural characteristics towards academics and thereby providing a better environment for an enhanced academic performance. The study notes that students on their own might not be able to tackle this phenomenon due to the pleasure involved in watching related videos and films. Hence, to tackle this recurrent phenomenon in our homes, parents should monitor the videos and films their children are viewing. Also, to enhance students' vocabulary development and academic performance, parents should ensure that high-quality educational programmes be made available and children should be encouraged to watch informational, educational and nonviolent videos and films.

### **Implications of Study**

The study confirms that high exposure to watching videos and films often affect senior secondary school students' vocabulary acquisition and academic performance of students. The study implies that increase in the 21st century level of technological advancement via multimedia and globalization there is a tendency for students especially the teenagers who form the bulk of secondary students to get distracted or lose focus at the expense of their academic excellence. In other words, if there is going to be an improvement in the performance of students most especially at national exams such as NECO and WAEC there is the need for pro-active measures by the educational consultants and academic policy makers in the country to use the present modern technology in improving the accessibility of students to educational videos and films that could better their lots, rather than endangering their academic performances.

## References

- Action Health Incorporated. Family Life and Emerging Health Issues Curriculum implementation: strategic framework (2011-2015). National Commission for Colleges of Education 2010 4 p.
- Adegboyega, L. O: Influence of social media on sexual behaviour of youth in Kwara State: Implications for counselling practice. *Canadian Journal of Family and Youth*, 11(1), 85-103, 2019.
- Allen, M. (2005). 'It is as it was': Feature films in the history classroom. *The Social Studies*, 96 (2),61-67, 2005.
- Arnett, JJ. (2007). Adolescents' use of media for self-socialization. *Journal of Youth and Adolescence*, 24 (5), 519-533, (2007).
- Arong F.E. and Ogbadu, M. (2010). Major Causes of Declining Quality of Education in Nigeria from Administrative Perspective. *Canadian Social Science*, 6 (3) 61 – 76.
- Baran, J: Introduction to mass communication: Media literacy & culture (5th ed.). New York: McGraw Hills. p.112. 2009
- Daramola, I. (2007). Relationship between mass media and society. *International Journal of Communication*. No 6, pg 106-120.
- Denzin, N. & Lincoln, Y: Introduction: The Discipline and Practice of Qualitative Research. In *The Sage Handbook of Qualitative Research* (3rd ed., pp. 1-32, 2005.
- Dill, K.E. (2002). Violent video game and trait aggression effects on aggressive behavior, thoughts and feelings, and world-view. *Dissertation Abstracts International*, 59(7- B), 3769, 2002.
- Felter E. (2004). *Television and Your Child: A Guide for Concerned Parents*. Toronto: TV Antario.
- Ferri, Z.O. (2009). Television and Academic Achievement. *Indonesian Journal of Language and Communication*, 6 (2) 332 – 336.
- Gerbner, G., Gross, L., Morgan, M. and Signorielli, N: Growing Up with Television: The Cultivation Perspective. In Morgan, M. *Mainstream: The Selected Works of George Gerbner*, New York, Peter Lang Publisher, pp. 93-213.#, 2002.
- Griffin, E: *Communication, Communication, Communication*, New York, McGraw-Hill, pp. 366-377, 2012.
- Jekayinfa, T.R. (2002). Experimental Effects of Radio and Television Distraction on Children's Performance on Mathematics and Reading Assignment. *J. experimental education*, 6 (2): 181 – 194
- Kairichi MarimbaMass: Media Coverage of Corruption in the Land Sector: Implications for Policy and Reforms in Kenya. *European journal of social sciences* 2017
- Marwa, M.B. (1999). The Transforming Power of Globalization in the Liberalization and Nigerian: Economic Development. *The Nigerian economic society proceeding of one day seminar held on 11th February 1999*.
- Naigles, S.S. and Mayeaux T.O. (2001). The Impact of Television and Video Entertainment n Student Achievement in Reading and Writing. [www.turnoffyourtv.com](http://www.turnoffyourtv.com).

- Nwodu, L. C. (2006). Research in communication and other behavioural sciences: Principles, methods, and issues. Enugu: Rhyce Kerex Publishers p.46
- Oberiri Destiny Apuke: The Influence of Home Movies on the Dressing Pattern of Students: A Study in a Nigerian Public University. *Cross-Cultural Communication/* Vol. 13, No. 1, 2017, pp. 31-41 DOI:10.3968/9151
- Omojuwa, A., Timothy, C. and Obiekezic, E. (2009). The Television Factors in Vocabulary Development among Secondary School Students in Cross River State, Nigeria. *Global Journal of Educational Research*, 8 (132): 55 – 59.
- P. R. Giunta, L. J. van de Burgt, and A. E. Stiegman, *Chem. Mater.*, 17, 1234 (2005).
- Palaver: A Romance of Northern Nigeria. Directed by Geoffrey Barkas Nigeria, 1926 Accessed june 20, 2023 and available at: [https://en.wikipedia.org/wiki/Palaver\\_\(1926\\_film\)](https://en.wikipedia.org/wiki/Palaver_(1926_film))
- Popoola, A.A. (2008). Effects of Television and Radio Distractions on Undergraduate Students Mathematics Test Performance. *Pakistan Journal of Social Sciences*, 5 (5) 407 – 410
- Rajeev, M. M. & Jobilal. (2015). Effects of Social Media on Social Relationships: A Descriptive Study on the Impact of Mobile Phones among Youth Population. *International Res. J. Social Sci.* 4(2), Pp 11-16. 2015.
- Ryan, T., & Xenos, S. (2011). Who uses Facebook? An investigation into the relationship between the Big Five, shyness, narcissism, loneliness, and Facebook usage. *Computers in Human Behavior*, 27, 1658-1664, 2011.
- Taiwo, R. (2004). Helping ESL Learners to Minimize Collocational Errors. *The Internet Test Journal X4*.
- Tina, S. and Melinda, L.S. (2007). The Effect of Television on Time Spent Completing an Assignment. *J. Undergraduate Psychol Resources*, Pp 2.
- Torbert, W: Action Inquiry: The secret of timely and transforming leadership. Boston: Kluwer. 2004.
- Uwakwe, O: Mass Communication Theories. In K.O. Nworgu (Ed.). Mass communication: Theory and practice. Owerri: Ultimate Books. Pp 15, 2010.
- Wogu, J: Introduction to mass communication theories. Nsukka: University of Nig. Press Ltd. Pp 24. 2008.
- Zampetakis L. A., Lerakis, M., Kafetsios, K., & Moustakis, V. Using short films for the effective promotion of entrepreneurship. *Journal of Global Entrepreneurship Research*, 5(1), P 23, 2015