

TEACHING VOCABULARY USING FILM AND VIDEO: THE DEVELOPMENT OF SENIOR SECONDARY STUDENTS' REGISTERS

Oluwayomi S. Oladunjoye (PhD)

Department of Arts and Social Sciences Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

ABSTRACT: *Second language development could be achieved through various teaching and learning processes; however, applying film and video technology has facilitated this process. This study aimed at examining the influence of film and video on vocabulary development of secondary school students' language. Twenty S.S. 2 students in a city in an urban city in Nigeria form the population of this study. The participants were randomly selected into control and experimental groups. Before the experiment, a 20-item vocabulary matching test was conducted as the pre-test. After the pre-test "Power of Justice", a Nigerian home video was shown to the experimental group. The control group on the other hand was taught using the traditional method of rote – learning the language register of Law. A post-test was conducted thereafter to examine the development in each group. Both independent and paired t-tests were carried out. The results of this study revealed that the participants in experimental outperformed those in control grouped in terms of their vocabulary development. The findings may be shared with other teachers in order to inform how film and video influence the vocabulary learning of Nigerian ESL students.*

KEYWORDS: Film, Video, Vocabulary, Register

INTRODUCTION

English language has four skills for communication: listening, speaking, reading and writing. Vocabulary is one component of those skills. One cannot express his idea if he lacks enough vocabularies. Vocabulary is important for the students to support their four language skills (David, 1991:9). Stakeholders in educational sector frequently complain on the low quality of education in Nigeria educational system and the resultant effect of poor academic performance among senior secondary school students in English language. Some blame the students for this apparent decline in quality of education and moral values; others blame the teachers for the woes in our schools, while the teachers shifted the blame on the children and parental attitudes to their children education (Arony & Ogbadu, 2010). Other scholars such as Jekayinfa (2007) blamed the government for unattractive condition of service and poor physical facilities in some parts of the system.

Language Education like any other field in the Humanities and Social Sciences is undergoing a radical revolution in terms of re-defining our contents and matching them with relevant pedagogy. Today's language classrooms are vastly different from that of the mid - to late 20th century (Eaton, 2010). There is a shift in the focus of language education in the 21st century from emphasis on grammar, memorization, and learning from rote, to using language and cultural knowledge as a means to communicate and connect to others around the globe. Traditional notions of education are giving way to newer, more innovative ways of thinking about how we learn, teach, and acquire knowledge. Flexibility is now required more than ever, in the classrooms to attend to handling the heterogeneous nature of language learners; to

capture their proficiency levels and address their interests and learning strategies. This becomes easy to achieve through appropriate application of film and video.

Film and Video are multimedia forms that convey information through two simultaneous sensory channels: aural (audio) and visual. The media is conceived in multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning (Mayer, 2001). This multiplicity means that film and video communicate the same information to students through simultaneous learning modalities and can provide students with “multiple entry points.” Putting it into proper content, (Gardner, 2006) states::

The richness of these forms of information [images, motion, sound, and, at times, text] benefits learners, by enabling them “...to learn through both verbal and visual means, to view actual objects and realistic scenes, to see sequences in motion, and to view perspectives that are difficult or impossible to observe in real life”

Citing Wood (1995), Aiex (1999) notes that video can be used “to promote awareness of the interrelationship between modes (picture, movement, sound, captions)” (p. 2). Kozma (1991) found that the mix of spoken language, text, still images and moving images in television and video results in higher learning gains than media that rely primarily on only one of these symbol systems. Wetzel et al.’s 1994 review of research concluded that combining sound with either still or moving images resulted in more learning than simply adding motion to still images.

Any teacher who uses film and video with learners would often feel the thrill of excitement and the learners’ anticipation of entertainment and enjoyment in the class (Danan, 2004). Films and video are designed to appeal most directly and fully to our emotions and are entrenched in the learners’ minds as a medium of entertainment and a means of learning. Koolstra and Beentjes (1999) define authentic materials such as movies, as appropriate and quality in terms of goal, objectives, learners’ needs, and interest and natural in term of real life and meaningful communication. The art of cinema and its ability to attract people have always been an unbeatable power; therefore, encouraging English learners with this unique experience will enhance the learning and teaching processes.

The use of ineffective instructional materials in teaching vocabulary as an aspect of language register has been identified by scholars as one of the predictors militating against academic achievement of students in English Language.

Statement of the Problem

Teaching vocabulary development of secondary school students’ language has become a concern among educators around the world because it is a well-known fact that success in vocabulary development is essential to success in school and self-sustenance especially in this age of global information dissemination. In spite of this fact, it has been observed that there seems to be a dearth of maximum application of technology to teaching certain aspects of English Language. This study was conducted to examine the impact of film and video on the vocabulary development of secondary school students’ language register.

BRIEF LITERATURE REVIEW

Planning the teaching of foreign languages can be rather challenging often. Teaching should be varying, versatile and motivating. A consideration for learner's background in terms of his innate skills and thought process for language acquisition prepares the teacher for a focused lesson. Using film and video can be an entertaining and motivating tool also for learners with different skill levels. Film and video provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition, according to many previous studies there are several reasons to use film and video in foreign language teaching. Some of these reasons are authenticity, the quality and amount of input provided by film and video and the several positive effects that film and video have on language learning, for instance the exposure to foreign language and the entertaining aspect of film and video which also affects students' motivation. Also the different learning styles and the use of brain are discussed, since film and video as a teaching resource affects also these factors.

As in every other area of language teaching, so also it is in vocabulary learning where there have been several different attitudes and methods which have been varying over the decades. According to Celce-Murcia and Rosensweig (1979: 241-257) The Grammar-Translation Approach emphasized the recognition of written words (e.g. vocabulary) and awareness of each word's part of speech and attendant inflections. Moreover, all the languages were studied similarly to Latin. However, later the Reading Approach emphasized understanding the vocabulary even more, since its primary objective was the comprehension of written material in the foreign language. Both of these approaches demanded looking up words from a dictionary and translating texts from the foreign language, and neither of the approaches aimed at getting the students to actually understand and speak the foreign language.

Thus, two other approaches, the Direct Method and the Audio-lingual Approach rose in reaction to the previous ones. The Direct Method assumes one learns a foreign language by active and meaningful use of it, and in the classroom one uses and hears only the target language. The role of vocabulary is very important, and it is learned in context as an integral part of every lesson.

On the other hand, the Audio-lingual Approach deliberately deemphasized teaching the vocabulary in the initial stages, keeping it to a minimum until the basic structures and the sound system of the language have been mastered. All in all, during the past decades teaching vocabulary has been of secondary importance. However, nowadays the role of vocabulary is more important and the teachers try to balance between all the different areas of language teaching. Of course also the teacher's own views affect his or her teaching, and if he or she does not think that knowing vocabulary is of great importance, it is likely that he or she does not concentrate on teaching it often enough. However, the current trend is to be able to communicate with the foreign language, and thus vocabulary, alongside with grammar and oral skills, is rather recognized, or at least it is paid attention to more now, than for instance thirty years ago.

In teaching vocabulary, studies have shown that there is a link between a learner's second language vocabulary reservation and his readiness to cope with high spoken and written proficiency. Put in another way, the more second language a learner acquires the less the tension he experiences in his understanding of the new language. This is the finding of Laufer, 1992; Hu & Nation, 2000; Nation, 2001, 2006; Adolphs & Schmitt, 2004; Nation, 2006, Laufer & RavenhorstKalovski, 2010. Active use of vocabulary is of course somewhat more important,

whereas the passive use of vocabulary for listening or reading may exclude productive facility altogether.

Moreover, the vocabulary items necessary for the development of formal reading and writing skills may not be appropriate when one is learning the less formal vocabulary typical for listening or speaking. Another important point is that the teacher must decide whether the passive vocabulary is to be learned permanently or temporarily, for instance to understand a piece of text or a movie with no consideration for later use. However, all in all both passive and active vocabulary are needed in foreign language learning.

Learning new words in a foreign language is not always easy, and it requires a great amount of repetition and practising. Yuksel and Tanriverdi (2009: 48-54) emphasize the usefulness of English captions when watching a movie. Captions facilitate acquiring vocabulary, since they help the learner to incorporate a word into a context. This was the case at least when shorter clips of movies were used in EFL teaching. Moreover, films can help to learn for instance vocabulary around a certain theme. In fact, according to Wray (2004: 249-267) it is possible to

teach vocabulary and even ready scripts of a certain social situation with the help of television. With sufficient repetition and practising even a beginner learner may be able to acquire a great amount of vocabulary despite his or her previous linguistic experience. However, this vocabulary may not be acquired entirely correctly but well enough in order to be able to communicate in social situations. Finally, the acquired vocabulary can then be used for instance in an oral exercise (discussion, interview etc.) or in a written assignment (an essay, film review etc.) Other vocabulary assignments related to films are for instance word lists or a gap-fill from a certain scene of the movie.

Research Question

Is there any influence of film and video on vocabulary development of secondary school students' language register?

METHODOLOGY

This action research was designed to document the observable changes in the English language classes in secondary schools resulting from the use of film and video as supplementary teaching aids. The population of the study was 40 senior secondary school students drawn from a well-equipped private secondary school. The participants were randomly divided into two groups of 20 students each i.e., experimental and control groups. The experimental group was taught using film and video (movie) "the power of justice" a Nigerian home video while the control group was taught using the traditional method of rote learning. After this the two groups were merged to write the same examination based on what was taught.

Instrumentation

The teaching material, beside the routine class activities and materials, was selected from a popular Nigerian movie, 'Power of Justice'. The suitability of the movie was confirmed through consultation with professionals in the field of Language Education.

Procedures

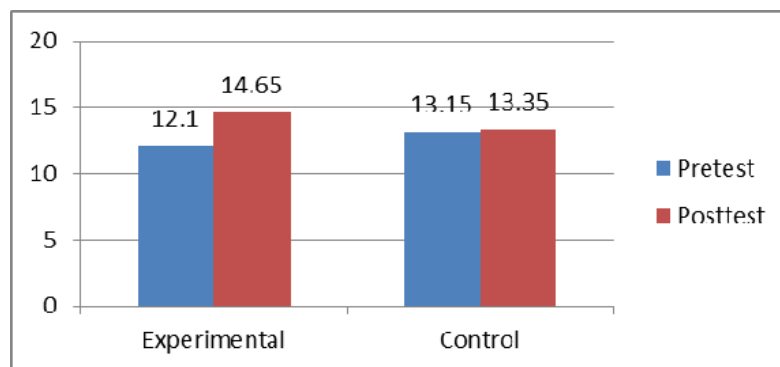
There was a combination of quantitative and qualitative procedures in this experiment. All the participants were both males and females and after screening, they were randomly divided into two groups. Then, the vocabulary matching test, as a pre-test was set before the treatment for specifying the participants' background vocabulary knowledge. One class (experimental group) was taught using film and video while the control group was taught without the use of film and video. After the classes, a post-test was carried out to determine how learners develop their knowledge of vocabulary with or without the use of film and video.

Data Analysis

Data for this study was analyzed using descriptive statistics tools such as frequency distribution tables. This was done in line with the objectives of study.

RESULTS

. Descriptive statistics indices such as mean, and standard deviation (SD), measuring the degree to which statistical data varies from the mean, were calculated to group from vocabulary matching pre- and post-test is illustrated in Figure 1. As the Figure shows, the highest mean value lies in the post-test of the experimental group (Mean of experimental group= 14.65, Mean of control group = 13.35)



Graph 1. Mean difference for both groups on the pre- and post-test Paired-sample t-test, known as matched t-test or pairs t-test, was conducted to compare two sets of scores obtained from the same group along with answering to the research question i.e., whether watching film and video has any influence on vocabulary development of secondary school students' language register. The results from paired test are summarized in Tables 1 and 2.

According to the mean scores of experimental group before and after treatment, i.e. pre-test and post-test, Film and \video will improve the vocabulary knowledge of students in English in a second language situation (M= 14.65). The mean and standard deviation (SD) of experimental pre- and post-test are summarized in Table 1.

Table 1. Paired samples statistics of the experimental group

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Exp Pre-test	12.1000	20	3.75430	.83949
Exp post-test	14.6500	20	2.41214	.53937

The significance of difference observed within the means of experimental group through the application of paired t-test to the scores learners obtained from two vocabulary tests was 0.00 (Sig= 0.00). This substantiated the fact that there was a statistically significant correlation within groups confirming the effect of film and video on the ESL learners' vocabulary learning.

Table 2. Paired samples correlations of the experimental group

	N	Correlation	Sig
Pair 1 Exp Pre-test & Exp pos-ttest	20	.853	.000

The independent t-test was run to compare the mean scores of the both groups on the post-tests. Significant difference or the probability figure- marked as 'Sig' is smaller than 0.05 (it is 0.00), the difference can be true. In other words, the difference between the influence of film and video and traditional method of rote learning was significant. On average, experimental group had improved significantly at a higher level than control group in target vocabulary learning. The descriptive statistics of the participants' performance in different groups on post-test are presented in Table 3 as well.

Table 3. Independent samples t-test for the experimental and control group performance in different groups on post-test are presented in Table 3 as well.

Table 3. Independent samples t-test for the experimental and control group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experim Control	Equal variances assumed	1.252	.270	-4.111	38	.000	-2.35000	.57159	-3.50712	-1.19288
	Equal variances not assumed			-4.111	33.457	.000	-2.35000	.57159	-3.51230	-1.18770

*The mean difference is significant at the 0.05 level

DISCUSSION

Film and video help the learners to enrich their vocabulary knowledge due to the fact that there are really a series of dialogues set in different situations. Even a short part of a film encourages and helps the learners improve their vocabulary a great deal (Zarei, 2008; Zhang & Wu, 2011). Authentic materials such as series engage the language learners in activities; thereby reduce anxiety and affective filter which allow the acquisition to take place (Hayati & Mohammadi, 2009). The present study examined the influence of film and video on vocabulary development of senior secondary school students' language register.

To sum up, the mean scores of participants in both groups have increased from pre-test to post-test; this means all students had a better performance. In other words, film and video have positive effect on new vocabulary learning and corroborating studies of Neuman, 1990; Jones 2004; Hayati & Mohammadi, 2011) on film and video as relevant aids to learners' comprehension. Some other research results have indicated that film and video can be a hindrance or distraction (e.g. Stewart & Pertusa, 2004; Vandergrift, 2004).

SUMMARY, CONCLUSION AND RECOMMENDATION

The study had examined the relative effect of Film and Video on improving the secondary school students' vocabulary learning. After screening, the learners were divided into two groups. Before the experiment, a pre-test were carried out and the scores were quite low. The experimental group was taught using film and video while the control group was taught with traditional method of rote learning. After the treatment, the students were given a post-test. Although the scores were low, the result from t-tests revealed that those in experimental group showed better improvement in vocabulary learning than the control group. The result is not unexpected as it is not out of place that the combination of audio and video to teaching the second language would provide a ready motivation for learning beyond and above the ordinary dry classroom work. It is therefore, recommended that:

- (a) Schools should take interest in relevant videos and films that illustrate students comprehension passages and recommended literature texts that are natural resources for acquiring vocabulary.
- (b) Teachers should monitor how such films and videos and watched by students to underscore the proper usage devoid of excesses, carelessness and time wastage
- (c) Vocabulary diaries should be opened by each student to record their daily experience.
- (d) Students should be guided to exchange their books for 'cross referencing learning'
- (e) Learners with many vocabularies they could explain and apply appropriately should be rewarded to serve as incentives to learn more and to help others learn from them.

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