Screen to Syntax: Assessing the Impact of Home Video on Senior Secondary Students' Vocabulary Development

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Abstract

This study investigated the impact of home video content on vocabulary development among senior secondary students, utilising a pre-test/post-test control group quasi-experimental design. A random sample of 50 students was divided into an experimental group, which received vocabulary instruction through home video content, and a control group that underwent traditional vocabulary instruction without video support. Vocabulary knowledge was measured using a validated Vocabulary Achievement Test (VAT) with a reliability coefficient of 0.88, administered as both a pre-test and post-test. Data analysis via t-test revealed that the experimental group scored significantly higher in vocabulary development (mean = 38.92) compared to the control group (mean = 24.24), with a t-statistic of 5.95 and a p-value of 0.000000305. This finding concluded that home video-based instruction enhances vocabulary acquisition significantly more than traditional methods. The study therefore recommended that educators and curriculum developers should consider integrating multimedia resources into vocabulary teaching strategies.

Keywords: Home video, multimedia instruction, Vocabulary Achievement Test, vocabulary development

Introduction

Vocabulary development is a foundational aspect of language proficiency, integral to the comprehension, communication, and academic success of students. A strong vocabulary base enhances students' ability to understand complex texts, engage in expressive communication, and perform well in both academic and social settings (Nation, 2022; Schmitt, 2023). For secondary school students, who encounter increasingly complex language in their studies, robust vocabulary skills are essential to navigate diverse subjects effectively. Vocabulary acquisition not only supports reading comprehension but also underpins overall language proficiency, influencing students' written and spoken communication (Read & Webb, 2023).

In recent years, multimedia tools, including home videos, have become increasingly relevant in language education, providing diverse and engaging learning opportunities for vocabulary development. The dynamic nature of multimedia—incorporating visual, auditory, and contextual cues—enhances the learning experience by helping students understand and retain new words more effectively (Chen et al., 2024). Studies indicate that multimedia-based approaches to vocabulary instruction, such as using videos, foster an immersive environment that improves engagement and retention, particularly when compared with traditional rote memorisation techniques (Islam et al., 2023; Belda-Medina & Shadiev, 2024). As educators seek innovative strategies to enhance vocabulary learning, multimedia tools offer adaptable options that can be customised to meet varying learning needs and preferences, ultimately contributing to a more comprehensive approach to language acquisition (Shadiev & Huang, 2024).

Home videos, in particular, offer a unique avenue for vocabulary acquisition by exposing students to diverse language contexts and real-world applications of vocabulary. When students watch videos that feature authentic language use—such as everyday conversations, storytelling, and culturally relevant scenarios—they gain exposure to contextually embedded vocabulary that may not be accessible through conventional methods (Santos & Jin, 2023). Such exposure is valuable as it enables students to see words in action, aiding in the retention and understanding of new vocabulary. Additionally, home videos often incorporate colloquial expressions and situational language, which can broaden students' language understanding and equip them to communicate more effectively in diverse contexts (Dirin & Laine, 2023).

This investigation is particularly relevant in light of the challenges posed by traditional vocabulary instruction methods, such as rote memorisation, which have been widely critiqued for their ineffectiveness in fostering deep understanding and retention of new words. These conventional approaches often lack the contextual usage that is crucial for students to grasp the meanings and applications of vocabulary in real-life situations. Rote memorisation can lead to superficial learning, where students may recall words without a true understanding of their proper contexts or nuances (Schmitt, 2023). Furthermore, traditional methods frequently result in low engagement levels among students, as the monotonous nature of these techniques fails to stimulate interest or motivation in vocabulary learning (Islam et al., 2023; Chen et al., 2024).

In contrast, home videos have the potential to address these limitations by providing rich, contextualised language experiences that engage students more effectively and promote meaningful vocabulary acquisition. By exploring the impact of home videos on vocabulary learning, this study seek to investigate how home video can enhance vocabulary development among senior secondary school students.

Objective

The main objective of this study is to:

i. examine the impact of home video exposure on vocabulary development among senior secondary students.

Hypothesis

$H0_1$ There is no significant difference of home videos on senior secondary students' vocabulary development in the experimental and control group.

Literature Review and Theoretical Framework

Multimodal Learning Theory emphasizes the idea that individuals learn best when various sensory modalities—such as visual, auditory, and kinesthetic—are integrated into the learning process. This approach acknowledges the diverse preferences and strengths among learners and suggests that combining different modes can enhance comprehension and retention of information (Fleming & Mills, 1992). In the context of vocabulary development, the principles of multimodal learning offer valuable insights into how students can acquire and internalize new words more effectively, particularly in today's multimedia-rich environment.

At its core, Multimodal Learning Theory draws from educational philosophies like constructivism and cognitive science, which highlight the complex and dynamic nature of learning (Jonassen, 1999). It posits that human cognition is not confined to verbal and written information alone; rather, learning involves the integration of multiple sensory experiences. By engaging various senses, students can create richer mental representations of new vocabulary, fostering deeper understanding and longer-lasting retention (Mayer, 2009).

In practice, the application of multimodal learning to vocabulary development can take several forms. Visual learning is one critical component; employing visual aids such as images, videos, and graphic organizers can significantly enhance vocabulary acquisition. For instance, when students encounter new words in context—like in educational films or home videos—the accompanying visuals help them associate words with their meanings (Hegarty, 2004). This visual context not only aids memory retention but also makes abstract concepts more tangible and relatable.

Auditory learning also plays a crucial role in vocabulary development. Listening to spoken language in diverse contexts, such as dialogues in films or audiobooks, enhances students' auditory processing and phonetic awareness. When learners hear new vocabulary in context, they absorb not only the pronunciation but also the nuances of meaning and usage (Soe, 2018). This auditory exposure is particularly effective for reinforcing vocabulary that might be challenging to grasp through text alone.

Kinesthetic learning adds another layer to vocabulary acquisition. Incorporating physical activities related to vocabulary learning—such as role-playing scenes from videos or using gestures to represent words—can enhance student engagement and reinforce understanding (Hattie & Donoghue, 2016). This kinesthetic involvement creates memorable learning experiences that extend beyond passive observation, allowing students to embody and practice the vocabulary in a dynamic way.

Moreover, multimodal learning encourages interactive learning experiences that promote collaboration among students. Group discussions, peer teaching, and project-based activities that require the use of vocabulary foster a deeper understanding of words and their applications. Through social interaction, students can share insights, clarify meanings, and reinforce their learning collectively (Vygotsky, 1978).

The benefits of applying Multimodal Learning Theory to vocabulary development are manifold. First and foremost, the integration of multiple modes enhances comprehension, enabling learners to construct meaning more effectively. Engaging with vocabulary through various channels facilitates a comprehensive understanding of word meanings, uses, and connotations (Nation, 2001). Additionally, multimodal resources—such as videos and interactive tools—capture students' attention and increase motivation, which is critical for effective learning. Engaged learners are more likely to invest effort in their studies, leading to improved vocabulary outcomes (Zimmerman, 2008).

Furthermore, research indicates that information presented in multiple modalities tends to be retained more effectively. By employing visual, auditory, and kinesthetic inputs, students can forge stronger neural connections associated with new vocabulary, making recall easier when needed

(Paivio, 1986). Importantly, this theory caters to diverse learning styles, ensuring that all students have the opportunity to develop their vocabulary effectively (Gardner, 1983).

In conclusion, Multimodal Learning Theory offers a compelling framework for understanding how vocabulary development can be enhanced through the integration of diverse learning modes. By leveraging visual, auditory, and kinesthetic resources, educators can create engaging learning environments that support vocabulary acquisition. In an increasingly multimedia-rich world, applying these principles can help students build a more extensive and nuanced vocabulary, ultimately improving their language skills and academic performance.

A. Definition and Importance of Vocabulary

Vocabulary, broadly defined, refers to the set of words known and used by a person or group. In educational contexts, vocabulary development encompasses not only the acquisition of new words but also the understanding of their meanings, relationships, and uses within various contexts. This development is crucial for effective communication, comprehension, and overall academic success (Beck, McKeown, & Kucan, 2013).

The importance of vocabulary extends beyond simple word recognition; it plays a fundamental role in literacy and language proficiency. A rich vocabulary enables individuals to express themselves clearly and precisely, fostering effective communication skills essential in both written and oral forms. Moreover, vocabulary serves as a key indicator of an individual's cognitive development and educational attainment (Snow, Lawrence, & White, 2009).

Explanation of Vocabulary Breadth and Depth

Vocabulary can be understood in terms of two primary dimensions: breadth and depth. **Vocabulary breadth** refers to the number of words an individual knows, which can be further divided into two categories: receptive vocabulary (words understood) and productive vocabulary (words used in speech and writing) (Nation, 2013). For instance, a student might recognize thousands of words while being able to use only a fraction of them in conversation or writing.

In contrast, **vocabulary depth** refers to the extent of knowledge a person has about each word, including its meanings, nuances, and relationships to other words (Hiebert & Kamil, 2005). This depth of understanding enables individuals to grasp subtle differences in meaning and to apply words effectively in various contexts. For example, knowing the word "exemplary" not only involves understanding that it means "serving as a model" but also recognizing its synonyms and antonyms, as well as its use in different contexts.

Both vocabulary breadth and depth are essential for proficient language use and literacy. Research indicates that students with a wider and deeper vocabulary are better equipped to comprehend complex texts and engage in higher-order thinking tasks (Beck, McKeown, & Kucan, 2013). As students encounter increasingly sophisticated language in academic settings, the ability to recognize and understand a broad range of vocabulary becomes critical to their academic success.

Correlation between Vocabulary Knowledge and Literacy Skills

Numerous studies have established a strong correlation between vocabulary knowledge and literacy skills, including reading comprehension and writing ability. A well-developed vocabulary enhances reading comprehension by enabling students to decode texts more effectively and understand the meanings of words in context (Stanovich, 1986). Research has shown that students with robust vocabulary skills are more likely to succeed in reading assessments and to perform better in school overall (National Reading Panel, 2000). This relationship highlights the importance of vocabulary instruction as a means to improve literacy outcomes.

Furthermore, vocabulary knowledge influences writing proficiency. Students who possess a rich vocabulary are better able to articulate their thoughts and ideas clearly and coherently. They can select precise words to convey specific meanings, enhancing the clarity and impact of their writing (Graves, 2006). Conversely, limited vocabulary can hinder a student's ability to express themselves effectively, leading to poorer writing quality and reduced academic performance.

In addition to academic implications, vocabulary knowledge is critical for lifelong learning and professional success. As individuals progress through their education and into the workforce, strong vocabulary skills become essential for effective communication, critical thinking, and problem-solving. In today's globalized society, where communication often occurs in diverse contexts, the ability to adapt language use to different situations is invaluable (August & Shanahan, 2006).

Vocabulary development is a foundational aspect of language education, encompassing both the breadth and depth of word knowledge. Its

significance in literacy skills is well-documented, underscoring the need for effective vocabulary instruction and intervention strategies to support learners of all ages. Fostering vocabulary growth not only enhances academic performance but also equips individuals with the tools necessary for effective communication and lifelong success.

The Role of Home Video in Language Acquisition

Home videos have become an increasingly popular medium for language acquisition, particularly among senior secondary students. The integration of visual and auditory stimuli in home videos can enhance the language learning experience, providing a rich context for vocabulary development and language comprehension. This section explores the significance of home video in language acquisition, its impact on vocabulary development, and the theoretical frameworks supporting its effectiveness.

1. Contextual Learning through Home Videos

Home videos expose learners to authentic language use in various contexts, making them an invaluable resource for language acquisition. Unlike traditional classroom settings, home videos often depict real-life interactions and scenarios that can help learners understand how language functions in everyday situations. For instance, research has shown that contextualized language exposure is crucial for vocabulary retention, as it enables learners to make connections between new words and their meanings within specific situations (Soleimani et al., 2018). By viewing dialogues, gestures, and expressions, students can gain insights into pragmatic language use, enhancing their communicative competence.

2. Engagement and Motivation

One of the most significant advantages of using home videos in language acquisition is their ability to engage and motivate learners. Engaging content can capture students' attention and interest, which is essential for effective learning (Berk, 2009). Home videos, especially those that are entertaining or relatable, can create a positive learning environment, encouraging students to interact with the material actively. Studies have indicated that students are more likely to retain vocabulary when they are emotionally and cognitively engaged with the content (Green et al., 2020). This emotional connection facilitates a deeper understanding of the language, contributing to vocabulary development.

3. Multimodal Learning

Home videos represent a multimodal approach to language acquisition, combining visual and auditory elements that cater to different learning styles. This approach is particularly beneficial in the context of vocabulary learning, as it allows students to process information in various formats (García-Sánchez & Huertas-Abril, 2020). For example, students can observe facial expressions and body language while hearing the pronunciation and intonation of words, which can reinforce their understanding and usage of vocabulary. The multimodal nature of home videos aligns with the theory of dual coding, which posits that information is more effectively learned when presented through both visual and verbal channels (Paivio, 1986).

4. Supporting Vocabulary Development

Home videos can play a crucial role in vocabulary development by providing repeated exposure to new words in different contexts. This repetition is essential for language acquisition, as it helps to solidify new vocabulary in the learner's long-term memory (Nation, 2001). Furthermore, home videos can introduce a wide range of vocabulary, including colloquial language and idiomatic expressions that students may not encounter in traditional classroom settings. The informal context of home videos often leads to the use of more conversational language, which can enhance students' understanding of everyday speech patterns (Dörnyei & Ushioda, 2011).

5. Cultural Awareness and Language Learning

Home videos often reflect the cultural contexts in which they are produced, providing learners with insights into different cultures and social norms. Understanding the cultural background of language use is essential for effective communication (Byram, 1997). Exposure to diverse cultural contexts through home videos can promote cultural awareness among students, enriching their language acquisition experience. Research indicates that students who engage with culturally relevant content are more likely to develop a positive attitude toward language learning, which can further enhance their motivation and vocabulary growth (González & Nussbaum, 2016).

6. Challenges and Considerations

While home videos offer numerous advantages for language acquisition, there are challenges to consider. The quality of content is paramount; not all home videos are educational or linguistically appropriate. Teachers and parents must guide students in selecting high-quality videos that support vocabulary development (Berk, 2009). Additionally, the potential for distraction when using videos must

be addressed, as learners may focus more on entertainment than educational content. Therefore, intentional integration of home videos into language learning curricula is essential for maximizing their benefits.

The role of home videos in language acquisition is significant, offering opportunities for contextualized learning, engagement, and multimodal processing. By providing repeated exposure to vocabulary in various contexts and promoting cultural awareness, home videos can effectively enhance students' language skills. However, careful selection and integration of content are crucial to ensuring that these resources are used effectively. As language educators continue to explore innovative approaches to vocabulary development, home videos present a valuable tool for fostering language acquisition in senior secondary students.

Methodology

This study adopted the pretest-posttest control group quasi-experimental design to examine the Impact of Home Video on Senior Secondary Students' Vocabulary Development A random sample of 50 students was selected from various schools and divided into an **experimental group** (which viewed home video content designed for vocabulary learning) and a **control group** (which received traditional vocabulary instruction without video content). Data collection was carried out using a validated Vocabulary Achievement Test (VAT) with a reliability coefficient of 0.88. This test was administered to all participants both before (pre-test) and after (post-test) the intervention to assess changes in vocabulary knowledge. T-test was used to analyze the data.

Group	Mean Score	Standard Deviation	t-Statistic	p-Value
Experimental	38.92	8.65	5.95	3.05e-07
Control	24.24	8.81		

The table above provides a comparison of vocabulary development scores for two groups of students: an **experimental group**, which received instruction through home video, and a **control group**, which was taught vocabulary using traditional methods. The **mean score** for the Experimental group is 38.92, noticeably higher than the Control group's mean score of 24.24. This difference suggests that students exposed to home video content for vocabulary learning performed better overall than those receiving traditional instruction. The **standard deviations** are similar between the two groups—8.65 for the Experimental group and 8.81 for the Control group—indicating that scores within each group are comparably spread around their respective means. However, the Experimental group's higher mean reflects a general advantage in performance. The **t-statistic** of 5.95 and the **p-value of 3.05e-07** (or approximately 0.000000305) reveal a highly significant statistical difference between the two groups' mean scores. With the p-value well below the standard significance threshold of 0.05, we can confidently reject the null hypothesis. This result indicates that the observed difference in vocabulary performance is not due to chance, but likely due to the instructional method.

Discussion of Findings

The analysis of vocabulary development scores between students in the experimental and control groups reveals that home video instruction significantly enhances vocabulary acquisition. The Experimental group's mean score of 38.92, in contrast to the Control group's mean score of 24.24, highlights a considerable improvement for those exposed to video-based learning. This outcome is statistically reinforced by a t-statistic of 5.95 and a p-value of 3.05e-07, affirming a highly significant difference that can be attributed to the use of home video as an instructional tool.

These findings align closely with Sun and Jiang (2023) study which examined the effects of video-based vocabulary instruction among secondary school students. The study found that students who used video resources achieved nearly 30% higher scores in vocabulary assessments than those who were taught with traditional methods, supporting the notion that multimedia learning enhances vocabulary retention. Sun and Jiang attributed this effect to the multimedia principle of cognitive theory, which suggests that visual and auditory integration helps learners retain new words more effectively by engaging multiple cognitive pathways. However, the finding contradicts the submission of Patel and Ramesh (2022) who indicate that while video instruction aids vocabulary acquisition, it may not be equally effective for all learners. Their study found that while visual learners excelled with video content, auditory learners showed more limited gains. This insight suggests that instructional methods may need to be

differentiated to suit various learning preferences, and thus, while home video demonstrates clear advantages, its effectiveness may be optimized when combined with other approaches to reach a broader spectrum of learners.

Conclusion

This study concluded that instruction through home video significantly enhances learning outcomes for senior secondary students compared to traditional methods. The Experimental group's higher mean score of 38.92, as opposed to the Control group's mean of 24.24, demonstrates the effectiveness of video-based learning in fostering vocabulary acquisition. Additionally, the similar standard deviations between the groups suggest consistent performance patterns, further affirming the instructional impact rather than variability among individual learners.

Therefore, integrating home video as an instructional strategy can be recommended for vocabulary improvement, offering an engaging and effective approach to language learning in secondary education. Future studies may explore how such multimedia methods could be further optimized to support diverse learning preferences and settings.

Recommendations

Based on the findings that emanated from this study, the following recommendations were made:

1. Educators and curriculum developers should consider integrating multimedia resources into vocabulary teaching strategies. Home video content can offer contextual and visual cues that enhance word retention and understanding, thus benefiting students' overall language development.
2. Teachers should be exposed to training programmes focused on multimedia use for vocabulary instruction focusing on effective techniques for selecting, presenting and assessing multimedia content.

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