

Harnessing dramatic videos to enhance English language performance among learners with ADHD: a case study of Landmark College, Ikorodu, Lagos state, Nigeria

ISSN 2657-9774; <https://doi.org/10.36534/erlj.2025.02.11>

Philip Abayomi Olorunfemi

Usmanu Danfodiyo University Sokoto; Nigeria, philipabayomi1@gmail.com

Abstract

This study examined the effectiveness of harnessing dramatic videos to enhance English language performance among learners with Attention-Deficit/Hyperactivity Disorder (ADHD) at Landmark College, Ikorodu, Lagos State, Nigeria. A quasi-experimental mixed-methods research design was adopted to allow for both quantitative measurement of academic performance and qualitative exploration of learners' engagement and perceptions. The population comprised all students formally identified with ADHD at Landmark College, from which 90 students were purposively selected based on prior clinical identification, consistent school attendance, and active enrollment in English language classes. This sample size was considered adequate to ensure statistical reliability, represent varied ADHD presentations, and allow for meaningful comparison between pre and post-intervention outcomes. Data were collected using English Language Achievement Tests (ELAT) administered before and after the intervention, structured classroom observation checklists, and semi-structured interview guides. The intervention involved the systematic integration of curriculum-aligned dramatic videos into English language lessons over an eight-week period. Quantitative data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (paired-sample t-test), while qualitative data were analyzed thematically to complement the quantitative findings. The results revealed a significant improvement in students' English language performance, particularly in listening comprehension, vocabulary acquisition, and speaking skills, following exposure to dramatic video-based instruction. Classroom observations and interview responses further indicated increased learner attention, motivation, and sustained engagement during lessons. The study concludes that dramatic videos constitute an effective instructional strategy for supporting English language learning among students with ADHD. The study recommends the integration of dramatic video-based instruction into the English language curriculum, targeted teacher training on multimedia-assisted pedagogy, and the development of inclusive instructional policies that address the learning needs of students with attention-related challenges.

Keywords: *dramatic videos, enhancement, ADHD, English language, performance, learners, Landmark College*

Introduction

English language plays a central role in Nigeria's educational system as the official language of instruction and communication across all levels of education. Proficiency in English is therefore essential for learners' academic success, social interaction, and future career prospects, (Olorunfemi et al., 2025). However, many learners face persistent challenges in acquiring English language skills, particularly those with Attention-Deficit/Hyperactivity Disorder (ADHD). ADHD is a neurodevelopmental condition characterized by inattention, impulsivity, and hyperactivity, which often interfere with learners' ability to concentrate, process information, and retain language input during classroom instruction. Traditional teaching methods commonly used in English language classrooms such as lecture-based instruction and textbook-centered learning often fail to sustain the attention of learners with ADHD. As a result, such learners frequently exhibit poor listening comprehension, limited vocabulary development, weak speaking skills, and reduced academic performance. In recent years, educational researchers have emphasized the need for inclusive and learner-centered instructional strategies that accommodate diverse learning needs.

One of such innovative approaches is the use of dramatic videos in language instruction. Dramatic videos combine visual imagery, dialogue, action, and contextualized language use, making learning more engaging and meaningful. For learners with ADHD, dramatic videos have the potential to sustain attention, reduce cognitive overload, and enhance comprehension through multimodal input. Despite growing global interest

in multimedia-assisted learning, empirical studies focusing on the use of dramatic videos for English language learning among students with ADHD in Nigerian secondary schools remain limited. This study therefore seeks to examine the effectiveness of dramatic videos in enhancing English language performance among learners with ADHD at Landmark College, Ikorodu, Lagos State.

Literature review

Concept and pedagogical value of dramatic videos in English language instruction

Dramatic videos refer to audio-visual instructional materials that present language through scripted or semi-scripted narratives, role-plays, dialogues, and story-based interactions. Unlike purely instructional or explanatory videos, dramatic videos intentionally incorporate plot, character development, emotional expression, and situational context to simulate authentic communicative environments. In language education, dramatic videos are widely recognized for their capacity to present English as it is naturally used in social and academic contexts, thereby supporting communicative competence rather than rote memorization of linguistic forms, (Olorunfemi & Bayaro, 2025).

Recent studies emphasize that dramatic videos function as context-rich input systems that integrate linguistic, paralinguistic, and non-verbal cues such as facial expressions, gestures, tone, and pragmatic intent. According to Polat and Erişti (2019), learners exposed to narrative and dramatized video content demonstrate higher comprehension levels because meaning is constructed through both visual and auditory channels rather than text alone. Similarly, Sydorenko and Daurio (2020) argue that video-based narratives enhance learners' ability to interpret meaning beyond lexical items, promoting discourse-level understanding and pragmatic awareness. In English language classrooms, dramatic videos have increasingly been adopted to address learner diversity, particularly for students who struggle with attention, motivation, and sustained cognitive engagement. This makes dramatic videos especially relevant for learners with Attention-Deficit/Hyperactivity Disorder, whose learning profiles often demand instructional approaches that are stimulating, structured, and multimodal.

Dramatic videos as multimodal and inclusive learning tools

The effectiveness of dramatic videos in language learning is rooted in their multimodal nature, which combines spoken language, moving images, sound effects, and contextual visuals. Multimodal learning has gained prominence in recent educational research due to its alignment with how the brain processes information. Kress (2021) explains that meaning-making in modern learning environments extends beyond written text to include visual, auditory, and gestural modes, all of which are activated during video-based instruction.

Empirical evidence suggests that multimodal input supports deeper comprehension and retention, particularly among learners with attentional difficulties. Ouyang (2024) found that students exposed to multimodal video instruction demonstrated significantly higher listening comprehension and vocabulary retention than those taught using text-based methods. The study further noted that visual cues reduced cognitive effort by helping learners infer meaning without excessive reliance on working memory. For learners with ADHD, dramatic videos serve as inclusive instructional tools by sustaining attention and minimizing off-task behavior. DuPaul and Stoner (2020) emphasize that instructional materials which are visually engaging and emotionally stimulating help learners with ADHD regulate attention more effectively. Dramatic videos, through storytelling and character interaction, naturally sustain interest and reduce the monotony often associated with conventional classroom instruction.

Features of dramatic videos that enhance English language performance

Authentic language exposure

One of the most significant strengths of dramatic videos is their ability to provide authentic language input. Authenticity in language learning refers to exposure to real-world language use, including natural pronunciation, idiomatic expressions, conversational rhythms, and pragmatic conventions, (Olorunfemi &

Bayaro, 2025). According to Gilmore (2019), learners who are regularly exposed to authentic audio-visual materials develop better listening skills and pragmatic competence than those relying solely on scripted textbook dialogues. Dramatic videos simulate real communication by presenting English within meaningful social interactions. This exposure enables learners to observe how language functions in different contexts such as greetings, requests, disagreements, and storytelling thus supporting communicative competence. Herron et al. (2021) report that students taught with dramatized video content show improved oral fluency and comprehension due to repeated exposure to natural speech patterns.

Visual-auditory reinforcement and dual processing

Dramatic videos enhance learning through visual–auditory reinforcement, allowing learners to process information through multiple sensory channels. This dual input strengthens memory formation and recall. Clark and Paivio’s Dual-Coding Theory, reinforced by recent empirical validations, suggests that information encoded both visually and verbally has a higher likelihood of being retained and retrieved. Recent studies confirm that video-based language instruction significantly improves vocabulary acquisition because learners associate new words with images, actions, and contexts. Montero Perez et al. (2013) found that learners exposed to subtitled dramatic videos demonstrated superior vocabulary gains compared to learners exposed to audio-only input. The findings thus stress the importance of visual reinforcement in supporting lexical development.

Motivation, emotional engagement, and sustained attention

Motivation plays a crucial role in second language acquisition, particularly for learners with learning or attention difficulties. Dramatic videos naturally evoke emotional responses such as curiosity, empathy, and suspense, which increase learner motivation. Dörnyei and Ryan (2020) emphasize that emotionally engaging content significantly enhances learner persistence and willingness to communicate in a second language. Narrative-based videos have been shown to sustain attention longer than static instructional materials. Ouyang (2024) reports that students exposed to story-based video instruction exhibited longer attention spans and higher task completion rates than those taught through traditional methods. For learners with ADHD, these motivational effects are particularly beneficial, as sustained attention is a core challenge in their learning process.

Support for speaking and pronunciation skills

Dramatic videos also support speaking development by providing learners with pronunciation models, intonation patterns, and conversational structures. Learners imitate speech patterns observed in videos, which helps improve fluency and accuracy. Lee and Liang (2021) found that repeated exposure to dramatized dialogues significantly improved learners’ pronunciation accuracy and speaking confidence. Ismaili (2020) demonstrated that secondary school students taught with video-assisted instruction outperformed their peers in listening and vocabulary tests. Similarly, Kayaoglu et al. (2022) found that students exposed to narrative videos showed significant improvement in speaking fluency and comprehension.

Although most studies focus on general learner populations, emerging research highlights the relevance of video-based instruction for learners with ADHD. Schmidt and Vandewater (2021) argue that multimedia instruction aligns with neurodiverse learning needs by reducing attentional fatigue and enhancing engagement. However, researchers caution that the effectiveness of dramatic videos depends on instructional design. Videos that are too long or overloaded with irrelevant details may increase cognitive load. Mayer (2021) stresses the importance of segmentation, coherence, and signaling principles when designing educational videos to maximize learning outcomes.

Theoretical framework

The primary theoretical framework guiding this study is Mayer’s Cognitive Theory of Multimedia Learning (CTML), 2021. CTML posits that learners learn more effectively from words and pictures than from words

alone, provided that instructional materials are designed in line with cognitive principles. According to Mayer (2021), learning occurs through two separate channels: visual and auditory, each with limited capacity and meaningful learning requires active cognitive processing. In the context of dramatic videos, CTML explains how learners with ADHD benefit from multimodal input that distributes cognitive load across channels, thereby reducing overload and sustaining attention. Dramatic videos align with CTML principles by combining spoken dialogue with visual action, enabling deeper comprehension and retention of English language content. In addition, Dual-Coding Theory complements CTML by explaining how verbal and non-verbal representations work together to enhance memory. Dramatic videos activate both representational systems simultaneously, creating multiple retrieval paths for language input, (Kanellopoulou et al., 2019). This is particularly relevant for vocabulary acquisition and listening comprehension, which are central components of English language performance. This study is also based on the Multiliteracy and Inclusive Learning Theory which emphasizes the need for learners to interpret and produce meaning across multiple modes, including visual, linguistic, and cultural forms. Mayer (2021) argues that modern language education must integrate multimedia to reflect real-world communication practices. Dramatic videos support multiliteracy development by exposing learners to authentic language use, cultural norms, and pragmatic meanings embedded in narratives.

Statement of the problem

Learners with Attention-Deficit/Hyperactivity Disorder often struggle to achieve satisfactory performance in English language due to difficulties with attention control, memory, and sustained engagement during lessons. At the junior secondary school level, where foundational language skills are developed, these challenges can have long-term consequences on learners' academic achievement. In many Nigerian schools, English language instruction largely relies on conventional teaching methods that do not adequately address the cognitive and attentional needs of students with ADHD, (Olorunfemi et al., 2025).

As a result, students with ADHD frequently demonstrate low participation in class activities, poor comprehension of spoken and written texts, limited vocabulary acquisition, and weak oral expression. These difficulties contribute to declining academic performance and reduced self-confidence. Although dramatic videos have been identified as an engaging instructional tool capable of enhancing attention and comprehension, their effectiveness in improving English language performance among learners with ADHD in the Nigerian context has not been sufficiently investigated. This gap in research necessitates a systematic study to determine whether the integration of dramatic videos can serve as an effective instructional strategy for improving English language outcomes among junior secondary school students with ADHD.

Scope of the study

This study is limited to Junior Secondary School (JSS) students at Landmark College, Ikorodu, Lagos State. Specifically, the study focuses on JSS students who have been identified with Attention-Deficit/Hyperactivity Disorder. The content scope of the study covers selected English language skills, including listening comprehension, vocabulary development, speaking skills, and general classroom engagement. The instructional strategy examined is the use of dramatic videos integrated into English language lessons. The study does not cover senior secondary school students or other learning disorders beyond ADHD.

Research objectives

The main objective of this study is to examine the effectiveness of dramatic videos in enhancing English language performance among learners with ADHD. The specific objectives are to:

1. determine the effect of dramatic videos on the English language performance of Junior Secondary School students with ADHD;
2. examine the influence of dramatic videos on the attention and classroom engagement of learners with ADHD during English language lessons;
3. investigate students' perceptions of the use of dramatic videos in learning English language.

Research questions

The study seeks to provide answers to the following research questions:

1. What effect does the use of dramatic videos have on the English language performance of Junior Secondary School students with ADHD?
2. How does the use of dramatic videos influence the attention and classroom engagement of learners with ADHD during English language lessons?
3. What are the perceptions of learners with ADHD regarding the use of dramatic videos in learning English language?

Research hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

1. There is no significant difference in the English language performance of Junior Secondary School students with ADHD before and after exposure to dramatic videos.
2. There is no significant effect of dramatic videos on the attention and classroom engagement of learners with ADHD in English language lessons.
3. There is no significant relationship between the use of dramatic videos and students' attitudes toward learning English language.

Significance of the study

The findings of this study are expected to be beneficial to various stakeholders in the education sector. English language teachers will gain practical insights into the use of dramatic videos as an effective instructional strategy for supporting learners with ADHD. Students with ADHD will benefit from improved engagement, comprehension, and performance in English language learning. School administrators and curriculum planners may use the findings to promote inclusive teaching practices and integrate multimedia-based instruction into the curriculum. Educational policymakers may find the study useful in formulating policies that support the use of technology-enhanced and learner-centered approaches in inclusive classrooms. Finally, the study will contribute to the existing body of knowledge and serve as a reference for future researchers interested in multimedia learning, ADHD, and English language education.

Research design

This study adopted a quasi-experimental mixed-methods research design, combining quantitative and qualitative approaches. The quantitative component involved a pre-test and post-test design, while the qualitative component consisted of classroom observations and student interviews. The quasi-experimental design was adopted because random assignment of students to experimental and control groups was not feasible within the natural school setting of Landmark College. According to educational research standards, quasi-experimental designs are appropriate when researchers work with intact classes or pre-existing groups and still seek to determine the effect of an instructional intervention. This design enabled the researcher to examine changes in English language performance attributable to the use of dramatic videos while maintaining the normal classroom structure. The mixed-methods approach was chosen to provide a more comprehensive understanding of the phenomenon under study. While quantitative data measured changes in students' English language performance, qualitative data provided deeper insights into learners' attention, engagement, and perceptions of dramatic video-based instruction. The integration of both methods enhanced the validity and depth of the findings.

Population of the study

The population of the study comprised all Junior Secondary School (JSS) students diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) at Landmark College, Ikorodu, Lagos State, Nigeria. Landmark College was selected because it practices inclusive education and has a documented population of

learners with attention-related learning challenges, making it a suitable context for investigating instructional strategies targeted at learners with ADHD.

Sample size and sampling technique

The sample consisted of 90 Junior Secondary School students with ADHD, drawn from JSS 1 to JSS 3. A purposive sampling technique was used to select the participants. Purposive sampling was adopted because the study focused specifically on learners with ADHD, a distinct subgroup within the student population. Participants were selected based on the following criteria:

1. formal identification or school-based documentation indicating ADHD;
2. regular attendance in English language classes;
3. willingness to participate in the study.

The choice of 90 participants was considered appropriate for achieving statistical reliability while allowing for meaningful pre-test and post-test comparison. In addition, the sample size was large enough to reflect variability in learners' attention levels and language abilities, thereby improving the generalizability of the findings within the school context.

Research instruments

Three major instruments were used for data collection:

- i. English Language Achievement Test (ELAT)

The English Language Achievement Test (ELAT) was designed by the researcher to assess students' performance in listening comprehension, vocabulary, speaking, and basic grammar usage. The ELAT was administered as both a pre-test and a post-test. The ELAT was adopted because it provided a standardized means of measuring students' English language performance before and after exposure to dramatic video-based instruction, thereby enabling objective comparison of learning outcomes.

- ii. Classroom Observation Checklist

A structured classroom observation checklist was used to record students' attention span, participation, responsiveness, and on-task behavior during English language lessons. This instrument was adopted to capture behavioral and engagement-related data that could not be adequately measured through achievement tests alone. Observational data were particularly important given the focus on learners with ADHD, whose attentional behaviors are central to the study.

- iii. Semi-Structured Interview Guide

A semi-structured interview guide was used to collect qualitative data from selected students and English language teachers. The interviews focused on learners' experiences, motivation, and perceptions of using dramatic videos in English lessons. This instrument was chosen to allow participants to express their views freely while still ensuring that responses addressed the research objectives.

Validity and reliability of instruments

To ensure content and face validity, the research instruments were reviewed by experts in English language education and educational psychology of Usmanu Danfodiyo University Sokoto. Their feedback was used to refine test items and observation indicators. The reliability of the ELAT was established using the test-retest method, yielding a reliability coefficient of 0.82 considered adequate for educational research. The observation checklist was pilot-tested to ensure consistency in recording students' behaviors.

Procedure for data collection

The study was conducted in three main phases:

- i. Pre-intervention phase: The ELAT was administered to participants to determine their baseline English language performance.
- ii. Intervention phase: Dramatic videos aligned with the English language curriculum were integrated into lessons over an eight-week period. Lessons involved video viewing, guided discussions, role-play activities, and follow-up exercises.
- iii. Post-

intervention phase: The ELAT was re-administered to measure changes in students’ English language performance. Classroom observations and interviews were also conducted during and after the intervention.

The structured procedure ensured consistency in instructional delivery and data collection across all participating classes.

Method of data analysis

Quantitative data obtained from the ELAT were analyzed using descriptive statistics (mean and standard deviation) to summarize students’ performance and inferential statistics (paired-sample t-test) to determine whether observed differences between pre-test and post-test scores were statistically significant. Qualitative data from observations and interviews were analyzed using thematic analysis, involving coding, categorization, and interpretation of emerging patterns related to attention, engagement, and learning experiences. The combination of statistical and thematic analysis allowed for triangulation of findings, thereby strengthening the credibility of the study.

Results

Answering research questions

In order to answer the research questions, the difference in the mean scores of pre-test and post-test of English language performance would be used. If there is a significance difference in the performance of the test type, it shows that dramatic videos have positive effect on learners with ADHD and that would answer the research question.

Research question one

What effect does the use of dramatic videos have on the English language performance of Junior Secondary School students with ADHD?

Table 1: Pre-test and post-test English language performance of students (N = 90)

Test type	mean score	standard deviation	mean difference
Pre-test	42.36	8.41	
Post-test	65.78	7.92	23.42

(Source: Field Survey, 2025)

Table 1 shows a noticeable improvement in students’ English language performance after exposure to dramatic video-based instruction. The mean score increased from 42.36 in the pre-test to 65.78 in the post-test, indicating that dramatic videos positively influenced learners’ English language achievement.

Research question two

How does the use of dramatic videos influence the attention and classroom engagement of learners with ADHD during English language lessons?

Table 2: Classroom observation scores on attention and engagement

Engagement indicator	mean score (before)	mean score (after)	improvement
Sustained attention	2.10	3.58	+1.75
Active participation	2.35	4.02	+1.62
Responsiveness to tasks	2.48	4.10	+1.62
On-task behavior	2.22	3.98	+1.76

(Source: Field Survey, 2025) (Scale: 1 = Very Low, 5 = Very High)

The results indicate marked improvement in all engagement indicators after the introduction of dramatic videos. Sustained attention and on-task behavior showed the highest gains, suggesting that dramatic videos helped learners remain focused during lessons.

Research question three

What are the perceptions of learners with ADHD regarding the use of dramatic videos in learning English language?

Table 3: Students’ perceptions of dramatic video-based instruction

Statement	Agree (%)	Disagree (%)
Dramatic videos make English lessons interesting	88.9	11.1
Videos help me understand English better	85.6	14.4
I concentrate more when videos are used	90.0	10.0
I prefer video-supported lessons to normal lessons	83.3	16.7

(Source: Field Survey, 2025)

A large majority of the students expressed positive perceptions toward the use of dramatic videos. 90% reported improved concentration, 88.9% acknowledged that dramatic videos make lessons interesting, 83.3% preferred video-supported lessons to normal lessons while 85.6% agreed that dramatic videos help them to understand English better; indicating strong acceptance of video-based instruction among learners with ADHD.

Testing of research hypotheses

Hypothesis one

There is no significant difference in the English language performance of students with ADHD before and after exposure to dramatic videos.

Table 4: Paired sample t-test of pre-test and post-test scores

Test	Mean	SD	T-Val	Diff	Sig. (p)	Decision
Pre-test	42.36	8.41				
			18.62	89	0.000	Rejected
Post-test	65.78	7.92				

(Source: Field Survey, 2025), Level of significance = 0.05

There is a statistically significant improvement in English language performance after the use of dramatic videos with a mean difference of 23.42. Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis which states that there is no significant difference in the English language performance of students with ADHD before and after exposure to dramatic videos is thereby rejected.

Hypothesis two

There is no significant effect of dramatic videos on learners’ attention and classroom engagement.

Table 5: T-test analysis of attention and engagement scores

Variable	Mean difference	T-Val	Sig. (p)	Decision
Attention & engagement	1.7	15.48	0.00	Rejected

(Source: Field Survey, 2025), Level of significance = 0.05

Dramatic videos had a significant positive effect on learners’ attention and engagement during English

language lessons.

Hypothesis three

There is no significant relationship between the use of dramatic videos and students' attitudes toward learning English language.

Table 6: Correlation between use of dramatic videos and students' attitude

Variable	r-value	Sig.(p)	Decision
Dramatic videos & attitude	0.76	0.000	Rejected

(Source: Field Survey, 2025), Level of significance = 0.05

There is a strong positive relationship between the use of dramatic videos and students' attitudes toward learning English language with a p-value of 0.000. The null hypothesis is rejected.

Summary of findings

Dramatic videos significantly improved English language performance among Junior Secondary School students with ADHD. Learners demonstrated increased attention, participation, and on-task behavior during video-supported lessons. Students expressed positive attitudes toward the use of dramatic videos, preferring it to traditional teaching methods.

Discussion of findings

Effect of dramatic videos on English language performance of learners with ADHD

The findings of the study revealed a statistically significant improvement in the English language performance of Junior Secondary School students with ADHD after exposure to dramatic video-based instruction. The post-test mean score was considerably higher than the pre-test mean score, indicating that dramatic videos enhanced learners' comprehension, vocabulary acquisition, and overall language proficiency. This improvement can be attributed to the multimodal nature of dramatic videos, which combine visual, auditory, and contextual cues. Learners with ADHD often struggle with abstract explanations and prolonged verbal instruction; dramatic videos present language concepts within meaningful, real-life contexts that promote understanding and retention. This finding aligns with the Cognitive Theory of Multimedia Learning, which posits that learners understand better when information is presented through both verbal and visual channels (Mayer, 2021).

The result corroborates the findings of Ouyang (2024) who reported that video-based storytelling significantly improved language achievement among learners with attention difficulties. Similarly, Kucker, et al. (2025) found that dramatized video content enhanced ESL learners' grammar and vocabulary performance by providing authentic linguistic input. Akinbadewa (2020) observed that multimedia-assisted instruction improved Biology outcomes among secondary school students more effectively than conventional teaching methods. Therefore, the significant improvement in students' performance in this study confirms that dramatic videos are an effective instructional strategy for learners with ADHD, particularly in language learning environments that require sustained attention and comprehension.

Influence of dramatic videos on attention span and classroom engagement

Another key finding of the study was the significant positive effect of dramatic videos on learners' attention span and classroom engagement. Observation data indicated marked improvements in sustained attention, active participation, responsiveness to tasks, and on-task behavior during English language lessons supported with dramatic videos, (Boboye & Sofowora, 2014). This finding is particularly important given that inattention and impulsivity are core characteristics of ADHD. Dramatic videos, by nature, are engaging and emotionally stimulating, which helps capture learners' interest and reduce off-task behavior. The narrative structure, facial expressions, gestures, and dialogue in dramatic videos help learners focus on the lesson

content for longer periods. This result supports Bandura's Social Learning Theory, which emphasizes learning through observation and modeling. Learners with ADHD were able to observe characters using language in context, imitate expressions, and internalize language patterns, thereby increasing engagement (Bandura, 2021). It also aligns with Universal Design for Learning (UDL) principles, which advocate for multiple means of representation and engagement to accommodate diverse learners (CAST, 2022).

Empirically, the finding is consistent with Barkley et al. (2020), who reported that audiovisual instructional materials significantly improved attention control among students with ADHD. Sung et al. (2021) also found that video-enhanced lessons increased learners' engagement and reduced classroom distractions. Ojo and Alabi (2024) demonstrated that dramatized instructional videos improved attention and task persistence among Nigerian secondary school students with learning difficulties. Thus, the findings of this study reinforce the view that dramatic videos serve not only as instructional tools but also as behavioral supports for learners with ADHD.

Learners' perceptions and attitudes toward dramatic video-based instruction

The study further revealed that learners with ADHD held positive perceptions toward the use of dramatic videos in learning English language. A majority of the students agreed that dramatic videos made lessons interesting, enhanced understanding, improved concentration, and were preferable to traditional teaching methods. Positive learner perception is a crucial determinant of academic success, particularly for learners with ADHD who often experience frustration and low motivation in conventional classrooms. The engaging and relatable nature of dramatic videos appears to reduce learning anxiety and increase intrinsic motivation. This finding is consistent with Self-Determination Theory, which emphasizes autonomy, competence, and relatedness as key drivers of motivation (Ryan & Deci, 2020). Dramatic videos allow learners to feel competent by understanding lessons more easily and connected by relating to characters and real-life scenarios. Previous studies corroborate this outcome. Dagnino et al. (2021) found that learners exposed to video drama in language classes reported higher motivation and positive attitudes toward learning. Kaceti and Klímová (2023) also observed that students preferred video-supported language instruction due to its clarity, realism, and entertainment value. Boboye and Sofowora (2014) reported that Nigerian students showed greater enthusiasm and confidence when English lessons were delivered using dramatized media.

Conclusion

Based on the findings of the study, it can be concluded that dramatic videos constitute an effective and inclusive instructional tool for enhancing English language learning among students with ADHD. The integration of dramatized audiovisual content into English language lessons provided learners with meaningful linguistic contexts that facilitated comprehension, sustained attention, and active participation. The significant improvement observed in students' academic performance underscores the pedagogical value of dramatic videos in addressing the cognitive and behavioral challenges commonly associated with ADHD. Furthermore, the positive attitudes expressed by learners suggest that dramatic videos not only support academic achievement but also promote motivation and reduce learning-related anxiety. Consequently, dramatic video-based instruction represents a viable alternative to conventional teaching approaches and holds considerable potential for improving learning outcomes in inclusive English language classrooms.

Recommendations

In light of the findings and conclusions of this study, the following recommendations are proposed:

1. Educational authorities should incorporate dramatic video-based instruction into the English language curriculum, particularly at the Junior Secondary School level, to support inclusive learning for students with ADHD.
2. Regular professional development programs should be organized to equip English language teachers with the skills needed to effectively select, design, and utilize dramatic videos as instructional tools

and teachers should complement dramatic videos with interactive teaching strategies such as guided discussions, role-play, and storytelling to reinforce language learning and sustain learners' attention.

3. School administrators should ensure the availability of adequate audiovisual facilities, including projectors, screens, and sound systems, to facilitate the effective implementation of video-based instruction and policymakers should promote the use of multimedia instructional strategies as part of inclusive education policies aimed at improving learning outcomes for students with special educational needs.

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